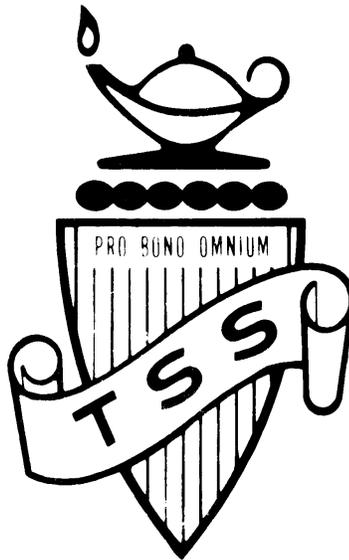


# TEMPLETON SECONDARY



## Course & Program Information

**2018-2019**

*Course & Program Information*  
**2018-2019**

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# APPLIED DESIGN, SKILLS AND TECHNOLOGY

## **New ADST Curriculum**

The new Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation. The ability to design and make, acquire skills as needed, and apply technologies is important in the world today and a key aspect of educating citizens for the future.

ADST Courses are organized around a set of Big Ideas. These big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

The Big Ideas at the Grade 9 & 10 level are:

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

Further ADST Courses share a set of Curricular Competencies. These Competencies are the skills, strategies, and processes that students develop over time. The Curricular Competencies are organized under three headings:

### **Applied Design**

- Reflects the general stages of designing and making, with further sub-divisions for greater detail.

### **Applied Skills**

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed

### **Applied Technologies**

- Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks
- Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use
- Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies

For more information, please go to <https://curriculum.gov.bc.ca/curriculum/applied-design-skills-and-technologies/introduction> -

## **Business Education**

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

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

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

### ❖ **ENTREPRENEURSHIP AND MARKETING 9/10**

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

### ❖ **ACCOUNTING 11**

Businesses need accountants because they keep track of all of the financial matters of the organization or company. In this course you will learn the double entry bookkeeping system used by businesses around the world. Also, students will learn computer accounting using industry standard accounting software called Sage 50. In addition, students will use the Internet to research stocks and manage a \$100,000 stock market portfolio in a Stock Market Competition and learn how to complete an individual tax return.

### ❖ **FINANCIAL ACCOUNTING 12**

Prerequisite: Accounting 11 Highly Recommended

This course is intended for students who wish to pursue post-secondary studies in accounting, business administration or commerce. Students will learn accounting procedures for a merchandising business and more advanced concepts of financial accounting covered in a first-year university accounting course. Students will use computers and accounting software (Sage 50) and will also be involved in the Stock Market Competition where they will manage a \$100,000 stock market portfolio. In addition, students will learn how to complete an individual tax return using industry standard software.

### ❖ **MARKETING 11**

Students enrolled in Marketing 11 will experience many of the interesting business activities that happen in a retail store: working with cash registers, handling cash, selling, dealing with customers, and buying, storing, and displaying inventory. Students will operate TempMart, our school store, as well as participate in a variety of class activities such as market research, taste tests, and product design and acquisition. Working at TempMart is a course requirement and students will work as part of a team. Each student receives a "pay cheque" for the time they work. Students will hear presentations from wholesalers who wish to sell their products to TempMart and make buying decisions based on those presentations. Students will learn basic marketing skills. This course is useful to all students, especially those

who want to enter one of the many marketing careers, take post-secondary business courses, or for those who hope to own their own business someday.

### ❖ **MARKETING 12**

Prerequisite: Marketing 11 Recommended

Marketing 12 investigates the role of Marketing in local and global contexts. Templeton is a multi-cultural population with students having many different product needs. Marketing 12 students will determine how to meet those needs with a variety of imported products. Students will be responsible for new product acquisition, market research, grad shirt design and sales, product promotion and advertising, design and marketing strategies for chosen products, and making decisions related to product, price, place and promotion. Students in Marketing 12 become the managers of TempMart and are responsible for its operation and success. Students also learn entrepreneurship as they form small companies and market their products to the rest of the school. This is an excellent course for those students who are expecting to enter the work force, take business programs at post-secondary institutions, or who hope to go into business for themselves.

### ❖ **ENTREPRENEURSHIP 12**

The electronic business revolution is evolving by leaps and bounds. Advances in communications and the Internet have created new ways of doing business so that companies are no longer bound by "brick and mortar" structures. Everyone knows that customers can be either local or global but e-business also opens new markets called B2C (business to consumer) and B2B (business to business). Students in Entrepreneurship 12 will learn how businesses use the Internet and technology solutions to create new and more effective businesses.

## **Culinary Arts**

### ❖ **FOODS STUDIES 9/10**

Here is your chance to have fun while learning skills and knowledge you will use for a lifetime! Food Studies 10 is a course for Grade 9 and 10 students. This course provides the opportunity for you to have a wide range of experiences in basic food preparation. We will be cooking over 40 different recipes. Examples include: Fresh Fruit Salsa & Cinnamon Tortilla Chips, Apple Turnover, Caesar Salad, Quick and Easy Vegetable Soup, Pancakes with Bacon and Hot Cocoa, Macaroni and Cheese Casserole, Very Berry Ice Cream, Chicken Fajitas and many more.

In addition to the labs, students learn about:

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

Upon successful completion of Food Studies 10 you will have acquired confidence in the kitchen, as well as a number of skills and techniques from which you, your family and friends will all benefit!

### ❖ **FOODS AND NUTRITION 11**

Foods and Nutrition 11 builds on what was learned in Foods and Nutrition 10. It provides the opportunity to learn techniques and develop a variety of skills while working with and becoming familiar with a wide range of food. You will cook almost every other day and make recipes such as: chocolate souffle, fritatta, apple and pumpkin pie, cinnamon buns, sourdough bread, soup, home-made pasta, cupcakes, tandoori chicken and paella. You will also participate in

the annual gingerbread house competition! The importance of good nutrition for a healthy lifestyle will be stressed through discussions of current issues and research in nutrition. During a year of Foods 11 you will have a lot of fun, gain tons of knowledge and be a super cook by June! Don't miss this opportunity!

## ❖ **FOODS AND NUTRITION 12**

Foods and Nutrition 12 is the most advanced foods course offered at the secondary school level. It builds on all the knowledge and expertise gained in previous courses. This course includes the designing and preparation of food and meals to meet a variety of situations. These could include food for yourself, a family, special diets, celebrations or special occasions. Throughout the year there will be many fun experiences and a lot of cooking! Examples of recipes include: ponderosa cake, eggs benedict, creme brulee, bagels, chicken pot pie, sushi, homemade ravioli, lemon meringue pie, chili, chicken souvlaki and ice cream. You will also participate in the annual gingerbread house competition. Upon completion of this course you will have the knowledge and skills to be a fantastic cook!

## **COURSES IN MORE ADVANCED CULINARY ARTS (Chef Preparation)**

Culinary Arts, or what we all refer to as "cooking", is one of the most popular hobbies and occupations in the world today. Famous cooks and chefs are written about in magazines, there are numerous cooking shows on TV and, of course, everyone loves to eat and has their favourite restaurants. There are more people that work in this industry than in any other and everyone enjoys the fruits of their labour. It is a fun and creative profession.

There is always a need for cooks and chefs in the industry. With most families being two income households, people are relying more on restaurants than ever before as their schedule become busier and busier. For the traveller at heart who has a Professional Cooking degree, finding a job anywhere in the world is much easier than in any other profession. Templeton offers its students the chance to learn in one of the busiest and most successful teaching cafeterias in the city. Students learn Eastern and Western cuisine, as well as, all aspects of a bake shop. In addition to serving daily meals to staff and students in the school, the Cafeteria caters to groups in the school and the community. This training helps students get started on their pathway to becoming a Red Seal Chef, which is the highest level that a chef can attain in North America.

## ❖ **CAFETERIA TRAINING/COOKS TRAINING 11**

This introductory course provides students with a learning situation comparable to a professional quantity food service kitchen. In this active participation class, students will learn basic restaurant skills in safety and sanitation, food preparation (baking, sandwich and salad making, meat, fish and poultry cookery, short-order cooking, soups and sauce preparation, vegetable, pasta and rice cookery), operation and maintenance of industrial equipment, and customer service. Although the emphasis is on quantity production, the principles and skills learned may also be applied in the home. If you love to participate and do hands on work, this course is for you. Students will also be taught Foodsafe Level 1 and given the chance to receive their certification. Foodsafe is a requirement for anyone wanting to work (part-time or full-time) in the food industry.

## ❖ **CAFETERIA TRAINING/COOKS TRAINING 12**

This course builds on the skills learned in Cooks Training 12. It gives students further training in quantity (commercial) food production and catering. Although the emphasis is on quantity production, the principles and skills learned may also be applied in the home. It is the intent that students will develop valuable skills which can be used to acquire a job and/or to make career choices. Units of study include kitchen organization, use of industrial equipment, menu planning, safety and sanitation, counter and table service, cashiering, as well as food preparation skills in baking, sandwich and salad making, meat, fish and poultry cooking, short order cooking, soups and sauce

preparation, vegetables, pasta and rice cookery. Students will be given the opportunity to choose recipes and prepare them for selling. If you love to participate and do hands on work, this course is for you.

## **HOME ECONOMICS**

### **❖ TEXTILES 9/10**

Open to students in Grade 9 or 10

In this introductory course students will learn basic sewing and pressing techniques, about the selection and care of natural and manufactured textiles, and how to use a variety of sewing equipment-including the serger. Textiles 10 starts with a series of skill developing samples using time-saving techniques, which will be applied to sew 2 garments of your choice: PJ bottoms, skirts, t-shirts, simple dresses, or shorts. Students will also have the opportunity to explore textile crafts (crocheting, needle felting, and/or cross-stitching) and upcycling.

### **❖ TEXTILES 11**

This course will continue to develop the content areas of Textiles 10 in more detail. In this intermediate course students will have the opportunity to work with more challenging fabrics and sewing techniques. Students will sew three garments of their choice with increased difficulty such as swimwear, active wear, or formal/career wear. Students will also have the opportunity to explore knitting, quilting, and/or making soft toys. Grade 11 students who have not taken Textiles 10 are welcome and will work on more basic concepts such as found in Textiles 10.

### **❖ TEXTILES 12**

This is an advanced course in sewing and tailoring. Students will sew three garments one of which must be a fully lined jacket or coat. This garment will allow students to apply tailoring techniques to give clothes the extra fit, shape, and stability they need, as well as the opportunity to use difficult fabrics like wool or velvet. Specialty seam finishes, and detailing such as embroidery, beading, piping, and will also be explored.

### **❖ FASHION DESIGN 11**

Prerequisite: Textiles 10 or Textiles 11 highly recommended.

Fashion Design is an introduction to the knowledge and development of skills necessary for the Canadian apparel industry, which is gaining importance in the world market. The main objective of the course will be the creation of a Fashion Design Portfolio - an entrance requirement to many post-secondary schools. In completing this Portfolio, students will become familiar with current fashion trends, local designers, the principles of design, complete fashion illustrations, and sew three different garments suited to their level of ability.

### **❖ FASHION DESIGN 12A**

Open to grade 12 students. Fashion Design 11 highly recommended.

Students will further develop their Fashion Design Portfolio, started in Fashion Design 11A, in preparation for the interview process of applying to a Fashion Design school of their choice. In addition, students will experience the entire process of clothing production from illustration to pattern drafting to sewing.

## ❖ FAMILY STUDIES 12

Are you interested in Psychology? Are you curious about the relationships in your life and why people do the things they do? If yes, then this is the course for you! Family Studies 11 covers many different topics within the field of Psychology such as: social groups, attitudes, conformity, personality types, the brain and mental illness, wellness, stress management, relationships, and communication. You will also learn to use your critical thinking skills as we examine different theories and research. Discussions, debates and projects such as 'the baby project' will help you to explore peoples' behaviour and help to further your personal growth

# **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

## ❖ INFORMATION AND COMMUNICATIONS TECHNOLOGY 9

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

## ❖ COMPUTER STUDIES 10

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

## ❖ COMPUTER PROGRAMMING 11

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

## ❖ COMPUTER PROGRAMMING 12

Prerequisite: Programming 11

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

# **MEDIA**

## ❖ **MEDIA ARTS 9**

This course introduces students to concepts and techniques for Game Design, including technical and symbolic elements that can be used in digital storytelling, media production skills, the distinguishing characteristics and uses of video games, the influences of video games in society, as well as ethical, moral, and legal considerations around making, owning and sharing of digital creations.

Students will be able to demonstrate individual skills and imagination during the 2D game development phase of the course. This is a project based course and students are expected to work productively as a member of a Game Development Team.

## ❖ **MEDIA DESIGN 10**

In this course, student continue to develop their understanding of the concepts and techniques for Game Design, such as ways to organize ideas and structure interactive stories, or the development and design of graphics for video games. Discussion of the ethical, moral, and legal considerations associated with media arts technology use, the influences of digital and non-digital media in video games, and video-games as a form of self-expression, as well as the technical and symbolic elements used to create video games also figure prominently in coursework. Students will be able to demonstrate individual skills and imagination during the 2D game development phase of the course. This is a project based course and students are expected to work productively as a lead member of a Game Development Team.

## ❖ **MEDIA DEVELOPMENT 11**

In this course, student continue to develop their understanding of the concepts and techniques for Game Design, such as ways to organize ideas and structure interactive stories, or the development and design of graphics for video games. Discussion of the ethical, moral, and legal considerations associated with media arts technology use, the influences of digital and non-digital media in video games, and video-games as a form of self-expression, as well as the technical and symbolic elements used to create video games also figure prominently in coursework. Students will be able to demonstrate individual skills and imagination during the 2D game development phase of the course. This is a project based course and students are expected to work productively as a lead member of a Game Development Team.

## ❖ **MEDIA DEVELOPMENT 12**

This course will involve an in-depth study of concepts and methodology in the production of video games. Students develop proficiency in programming to solve complex problems for searching and sorting data and in complex programming functions and troubleshooting strategies. The use of a Design and Development workflow process is another major skill developed in this course.

Students will be able to demonstrate individual skills and imagination during the 2D game development phase of the course. This is a project based course and students are expected to work productively as a lead member of a Game Development Team. As the focus of this course is on the creation of a working 2D game, developing an ePortfolio is a major benefit of this course.

# TECHNOLOGY EDUCATION

## ELECTRONICS, ROBOTICS AND MECHATRONICS (For Fall 2019) COURSES

### ❖ **ELECTRONICS AND ROBOTICS 9**

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

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

Major content areas are:

<ul style="list-style-type: none"> <li>• uses of electronics and robotics</li> <li>• components of an electric circuit</li> <li>• ways in which various electrical components affect the path of electricity</li> <li>• Ohm's law</li> <li>• platforms for PCB (printed circuit board) production</li> <li>• basic robot behaviours using input/output devices, movement and sensor-based responses, and microcontrollers</li> </ul>	<ul style="list-style-type: none"> <li>• mechanical devices for the transfer of mechanical energy</li> <li>• mechanical advantage and power efficiency, including friction, force, and torque</li> <li>• robotics coding</li> <li>• various platforms for robotics programming</li> </ul>
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### ❖ **ELECTRONICS AND ROBOTICS 10**

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

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

Major content areas are:

<ul style="list-style-type: none"> <li>• Ohm's law</li> <li>• electrical theory using parallel and series circuits</li> <li>• breadboard circuitry</li> <li>• production of simple circuits from schematic drawings</li> <li>• measurement using diagnostic and testing instruments</li> <li>• function and application of components</li> <li>• construction sequences involved in making a working circuit</li> </ul>	<ul style="list-style-type: none"> <li>• function and use of hand tools and operation of stationary equipment</li> <li>• cases for enclosing a circuit</li> <li>• sequences involved in making a functional robot</li> <li>• robot elements</li> <li>• block-based coding or logic-based programming for robotics</li> <li>• programming platforms for robotics</li> <li>• flow charts related to robotics behavior</li> </ul>
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## ❖ ELECTRONICS 11

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

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

Major content areas are:

<ul style="list-style-type: none"> <li>• Watt's Law</li> <li>• circuit board manufacturing processes</li> <li>• potential electrical hazards</li> <li>• measurement using advanced diagnostic and testing instruments</li> <li>• use of resistors and resistor colour code</li> <li>• function and application of common electronic components</li> </ul>	<ul style="list-style-type: none"> <li>• schematic diagrams</li> <li>• operation and application of circuits</li> <li>• purpose and operation of microcontrollers/microprocessors</li> <li>• strategies for isolating problems and implementing solutions in circuit construction</li> </ul>
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## ❖ ELECTRONICS 12

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

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

Major content areas are:

<ul style="list-style-type: none"> <li>• Kirchoff's law and rules</li> <li>• functions of logic gates and devices</li> <li>• potential long-term health consequences associated with exposure to chemicals used in electronics</li> <li>• testing equipment for measurement and comparison of expected values</li> <li>• computer software for designing printed circuits</li> <li>• circuits for analog systems</li> <li>• circuits for digital systems</li> </ul>	<ul style="list-style-type: none"> <li>• uses of microcontrollers</li> <li>• alternating current (AC) and direct current (DC) circuit comparison and analysis</li> <li>• electromagnetic induction as it relates to motors, electrical generation, and distribution</li> <li>• standard layout and symbols for wiring and schematic diagrams</li> <li>• interpretation of schematic drawings</li> <li>• use of fibre optics in communication</li> </ul>
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## ❖ ELECTRONICS 12: ANALOG SYSTEMS

This course is open to both grade 11 and 12 students. This is an advanced level course for students interested in gaining more knowledge and "hands on" experience with analog systems and related areas. Electronics AS 12 students choose the projects they build. Past project examples are: FM Transmitter and Car Alarm. Major areas of study include: health and safety, careers and society, tools and equipment, analog concepts, project design and production.

❖ **ELECTRONICS 12: DIGITAL SYSTEMS**

This course is open to both grade 11 and 12 students. This is an advanced level course for students interested in gaining more knowledge and "hands on" experience with digital systems and related areas. Electronics DS 12 students choose the projects they build. Past project examples are: Digital Dice and Programmable LED Display. Major areas of study include: health and safety, careers and society, tools and equipment, digital concepts, project design and production.

❖ **ROBOTICS 11 (Available for FALL 2019)**

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

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

Major content areas are:

<ul style="list-style-type: none"> <li>• interaction of robotic subsystems</li> <li>• how structure and power relate to motion</li> <li>• how sensors and control relate to logic</li> <li>• friction and traction</li> <li>• power and torque</li> </ul>	<ul style="list-style-type: none"> <li>• developments in robotic technology</li> <li>• robotic technologies in the community</li> <li>• similarities and differences between radio-controlled and autonomous robots</li> <li>• programming related to microcontrollers</li> </ul>
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❖ **ROBOTICS 12**

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

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

Major content areas are:

<ul style="list-style-type: none"> <li>• sensors</li> <li>• robotic technologies in industry, research, and education</li> <li>• syntax language related to robotics</li> <li>• flow charts, hierarchy charts, and data sheets with standard symbols</li> </ul>	<ul style="list-style-type: none"> <li>• feedback loops</li> <li>• communication protocols</li> <li>• battery technology</li> <li>• wireless communication options</li> <li>• wiring and cabling</li> </ul>
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❖ **MECHATRONICS 12 (Available for Fall 2019)**

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

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

Major content areas are:

<ul style="list-style-type: none"> <li>• mechanical systems</li> <li>• alternating current (AC) and direct current (DC) electronic systems</li> <li>• electromechanics</li> <li>• computer control systems</li> <li>• drafting, drawing, and design using computer-aided design (CAD) and computer-aided manufacturing (CAM)</li> </ul>	<ul style="list-style-type: none"> <li>• programmable logic controllers, processors, and microcontrollers</li> <li>• displays, interfaces, and instrumentation</li> <li>• hydraulic and pneumatic systems</li> <li>• repeatability and load capacity</li> <li>• industrial applications of mechatronics</li> </ul>
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**POWER TECHNOLOGY AND AUTOMOTIVE TECHNOLOGY COURSES**

❖ **POWER TECHNOLOGY 9**

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

Major content areas are:

<ul style="list-style-type: none"> <li>• energy transmission and applications</li> <li>• efficiency, including energy loss in the form of thermal energy</li> <li>• thermodynamics</li> <li>• types of fuels and methods of converting fuels to mechanical energy</li> </ul>	<ul style="list-style-type: none"> <li>• alternative energy sources</li> <li>• small engine systems</li> <li>• mechanical measurement devices</li> <li>• power technology hand tools</li> <li>• effects of forces on devices</li> <li>• manuals as information sources</li> </ul>
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❖ **POWER TECHNOLOGY 10**

Power Technology 10 is a novice-level course for students interested in learning about power technology. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Power Technology will benefit from this course. Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

<ul style="list-style-type: none"> <li>• internal and external combustion</li> <li>• components of a combustion engine</li> <li>• non-fuel power systems</li> <li>• disassembly and assembly sequences</li> <li>• engine terminology</li> <li>• lubrication and antifriction</li> <li>• hydraulic and pneumatic systems</li> <li>• transfer and conversion of energy</li> <li>• hand tools and power tools specific to</li> <li>• mechanical repair and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• torques and tolerances for specific operations</li> <li>• fasteners and fittings</li> <li>• energy transmission and conversion systems</li> <li>• technologies that reduce energy use and waste</li> <li>• historical and potential future impact of energy, power, and transportation systems on society and the environment</li> <li>• alternate energy sources</li> </ul>
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❖ **CAR CARE 11**

This is a general interest course directed towards anyone who knows nothing about cars. This course will deal with the basic maintenance and minor repairs of your car. It is of special interest to those people who are thinking about purchasing a car. The details involved with purchasing a car as well as the Graduated Licensing Program will be covered in class. If you have a vehicle already, you will have the opportunity to work on your own vehicle as well as others. You will feel more confident at maintaining your vehicle and more at ease when you are talking to your service technician if you know something about cars.

Major content areas are:

<ul style="list-style-type: none"> <li>• Vehicle Ownership</li> <li>• Maintenance Practices</li> <li>• Power Train</li> </ul>	<ul style="list-style-type: none"> <li>• Body and Chassis</li> <li>• Electrical and Electronic Systems</li> </ul>
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## ❖ AUTOMOTIVE TECHNOLOGY 11

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

Major content areas are:

<ul style="list-style-type: none"><li>• social, legal, and ethical responsibilities associated with vehicle operation</li><li>• use of technical information and manuals for the purpose of diagnostics and repair</li><li>• automotive tools and equipment</li><li>• lifting equipment and procedures</li><li>• chassis and body</li></ul>	<ul style="list-style-type: none"><li>• engine diagnostic support systems</li><li>• emerging and alternative energy sources used to power automotive vehicles</li><li>• fundamentals of engine operation</li><li>• vehicle systems</li><li>• vehicle safety systems</li></ul>
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## ❖ AUTOMOTIVE TECHNOLOGY 12

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

Major content areas are:

<ul style="list-style-type: none"><li>• vehicle inspection standards</li><li>• advanced automotive tools and equipment</li><li>• engine and vehicle modifications</li><li>• vehicle diagnostic and assessment methods</li><li>• transmission and gearing functions</li></ul>	<ul style="list-style-type: none"><li>• electrical and control systems</li><li>• mechanical systems</li><li>• fuel systems</li><li>• serviceability, overhaul, and repair</li></ul>
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## ❖ ENGINE AND DRIVE TRAIN 12

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

Major content areas are:

<ul style="list-style-type: none"><li>• valve timing, operation, and adjustment</li><li>• compression ratios</li><li>• ignition timing and adjustment</li><li>• intake and exhaust performance, enhancement and fabrication</li><li>• fuel systems</li><li>• braking systems</li><li>• automatic and manual transmissions</li></ul>	<ul style="list-style-type: none"><li>• wheel size, specification, and function</li><li>• suspension systems</li><li>• correlation between performance enhancements and original equipment manufacturer (OEM) parts</li><li>• engine-related diagnostic equipment</li><li>• hybrid and alternative fuel vehicles</li></ul>
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## DRAFTING AND ENGINEERING COURSES

### ❖ **DRAFTING 9/10**

Drafting is technical drawing which communicates all details required to make manufactured products - from iPods to industrial structures, homes to hotels. Drafting applies directly to careers in engineering, architecture, and interior design. You will learn to do technical drawings on computers. Students will learn to use a 3-D printer which can quickly make design ideas into usable objects.

### ❖ **DRAFTING AND DESIGN 11**

Prerequisite: Drafting 10 or teacher's permission

This course will introduce new students to technical drawing as well as building on drafting skills acquired in Drafting 10. You will learn computer drafting skills that can be applied to the fields of architecture, engineering, and manufacturing. Drafting is truly an international "language" which is understood by designers and builders around the world. The course will include mechanical and architectural drafting. You will design a two story house and make a 3-D model of it. Students will learn to use a 3-D printer which can quickly make design ideas into usable objects.

### ❖ **DRAFTING AND DESIGN 12**

Prerequisite: Drafting & Design 11

This advanced design course builds on skills learned in Drafting 11 and allows students to direct their design energy to match their areas of interest: mechanical, product designs, architectural or interior design. Computers will be the primary design tool and students have the opportunity to make 3-D models of some of their designs by using computer controlled machines (CNC router and lathe). Hand-made models of house designs and interior designs are included in other options to match students' areas of design interest. Students will learn to use a 3-D printer which can quickly make design ideas into usable objects.

### ❖ **BA ENGINEERING 11**

Thinking of going into Engineering at university? It is an exciting career that demands the most of your mind and hands. Engineering involves hands-on problem solving. Engineering 11 provides you the opportunity to apply your Science knowledge to practical projects that demand problem solving skills and manipulating various materials with machine and hand tools. You may work on practical assignments in Physics (bridge and catapult construction) and build group projects for competitions like the UBC Physics Olympics and Kwantlen Polytechnic University Science Challenge. Check out the following links to see examples of things the class can be involved in. This course will count as Applied Skills credits for graduation. Check out the following: *YouTube*: search: "UBC Physics Olympics", "Kwantlen Science Challenge", "radio controlled sailboats", "radio controlled glider planes", "model bridge building", "destructive materials testing". (Also: [www.strandbeest.com](http://www.strandbeest.com)).

### ❖ **BA ENGINEERING 12**

Hands-on, minds-on! Developed for Grade 11 and 12 students, Design and Engineering Technology 12 is an excellent course for students who like to put their own ideas to work. Design and Engineering Technology 12 provides students an opportunity to apply and expand their academic knowledge and related hands-on skills. Students work on their own, in pairs and in groups to overcome challenging design problems using a wide variety of tools and materials. hands-on activities focus on real-world problem-solving through researching, designing, engineering and building prototype solutions. Students will develop personal skills, learn hand and machine skills, research and information technology skills, design processes and basic engineering principles.

Personal Skills - integrating core knowledge, critical thinking and problem solving, communication and collaboration, life and career skills

Workroom Practices - safety, practices and procedures, tools and materials

Research - global awareness, economic, civic, health and environmental literacy, information, media and technology skills

Design - creativity and innovation, ideation sketching, drafting techniques, detailed drawings, scale models, pictorial and orthographic drawings, prototypes

Engineering - support structures, levers and mechanical advantage, mechanical systems, pneumatics and hydraulics, electrical systems

## **WOODWORKING COURSES**

### **❖ WOODWORK 9**

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

### **❖ WOODWORK 10**

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

### **❖ CARPENTRY & JOINERY 11**

Prerequisite: Woodworking 10 or teacher's recommendation

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

### **❖ CARPENTRY & JOINERY 12**

Prerequisite: Carpentry & Joinery 11

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

### **❖ CARPENTRY & JOINERY 12: FURNITURE CONSTRUCTION**

Prerequisite: Carpentry & Joinery 11

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

# ARTS EDUCATION

## Drama

### ❖ DRAMA 9

Students will build on the skills learned in Drama 8. Further work in improvisation, play writing, and play reading will occur. Students will perform on a regular day-to-day basis.

### ❖ DRAMA 10

Drama 10 deals more intensively with techniques in improvisation and scene study. Students will tackle different forms of dramatic and comedic works that they will rehearse and present on a regular basis to invited audiences.

### ❖ THEATRE PERFORMANCE 11: ACTING

Acting 11 builds upon the skills developed in junior theatre. Various acting styles will be explored. Television and film acting techniques will also be dealt with.

### ❖ THEATRE PERFORMANCE 12: ACTING

Prerequisite: MTPA-11 Recommended

Acting 12 continues to develop the acting skills, refining techniques for enjoyment and possible preparation for the ambitious student who has desires to pursue a professional career.

### ❖ THEATRE PERFORMANCE 12: DIRECTING & SCRIPTWRITING Prerequisite: MTPA-11 Recommended

This is a course in directing and scriptwriting. Students taking Directing and Scriptwriting 12 produce and direct small productions, using junior acting students.

### ❖ THEATRE PRODUCTION 11

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

## ❖ **THEATRE PRODUCTION 12: TECHNICAL THEATRE**

Prerequisite: MTPA-11 Recommended

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

## ❖ **THEATRE COMPANY 10**

Theatre Company 10 is offered to students who want to be involved in full production plays. Students will choose a main area of focus: Backstage Production Work or Theatre Performance. It will be possible to do both throughout the year. Everyone will have the opportunity to learn all aspects of play production. During the year students will have an opportunity to work with professionals from various aspects of the Theatre Industry on 2 to 3 stage productions. . All Junior Theatre Company students are invited to audition for the theatre productions. This class is for students who are passionately interested in Theatre. There are after school rehearsals and this is an off time table course. There is no prerequisite.

## ❖ **THEATRE COMPANY 11**

Theatre Company 11 is offered to students who want to be involved in full production plays. Students will choose a main area of focus: Backstage Production Work or Theatre Performance. It will be possible to do both to do both throughout the year. Everyone will have the opportunity to learn all aspects of play production. During the year students will have an opportunity to work with professionals from various aspects of the Theatre Industry on 2 to 3 stage productions. . All Senior Theatre Company students are invited to audition for the theatre productions. This class is for students who are passionately interested in Theatre. There are after school rehearsals and this is an off time table course. There is no prerequisite.

## ❖ **THEATRE COMPANY 12**

Theatre Company 11 is offered to students who want to be involved in full production plays. Students will choose a main area of focus: Backstage Production Work or Theatre Performance. It will be possible to do both to do both throughout the year. Everyone will have the opportunity to learn all aspects of play production. During the year students will have an opportunity to work with professionals from various aspects of the Theatre Industry on 2 to 3 stage productions. . All Senior Theatre Company students are invited to audition for the theatre productions. This class is for students who are passionately interested in Theatre. There are after school rehearsals and this is an off time table course. There is no prerequisite.

## ❖ **BA THEATRE CRITICISM 11**

Sign up and experience the best live entertainment Vancouver has to offer. Students will see more than 20 college, university, and professional theatrical stage productions in well-known and popular venues like the Arts Club, Firehall, Studio 58, Vancouver Playhouse, and Queen Elizabeth Theatre. Students must be enrolled in Grade 11 and have the option of taking Theatre Criticism 11 as one of their required eight courses on timetable. Another option available is to take Theatre Criticism as a ninth course, off timetable. The class attends performances in the evening twice a month, and meets a lunch time every Thursday for reflection and discussion. Actors, directors, designers, and artists from all disciplines of the Entertainment Industry are invited to speak to the group once a month. Come and enjoy yourself while learning how to raise your critical standards.

## ❖ **BA THEATRE CRITICISM 12**

Sign up and experience the best live entertainment Vancouver has to offer. Students will see more than 20 college, university, and professional theatrical stage productions in well-known and popular venues like the Arts Club, Firehall, Studio 58, Vancouver Playhouse, and Queen Elizabeth Theatre. Students must be enrolled in Grade 11 and have the option of taking Theatre Criticism 11 as one of their required eight courses on timetable. Another option available is to take Theatre Criticism as a ninth course, off timetable. The class attends performances in the evening twice a month, and meets a lunch time every Thursday for reflection and discussion. Actors, directors, designers, and artists from all disciplines of the Entertainment Industry are invited to speak to the group once a month. Come and enjoy yourself while learning how to raise your critical standards.

# **Music**

## ❖ **CHOIR 8-12**

Do you like to sing? Learn to sing well and sing with others! Find your voice and develop confidence. Students will sing in groups and may choose to sing solos. Learn to sing all types of genres, from pop and classical to R&B. Choir students may travel within or away from Vancouver. This course is also open to piano players of Royal Conservatory (Grade 6 and up) who would like to play accompaniment to the choir. This course is open to all grades.

## ❖ **BEGINNERS BAND 8-12**

This course is for anyone in any grade who has not played an instrument before. Play your choice of wind instrument, brass instrument, drums or electric bass. This course will introduce the basics of music theory and notation. Students must buy or rent an instrument from a music store or from the school. This course will involve a number of performances, including an annual overnight retreat or festival. Evaluation is based on participation and attitude, attendance at rehearsals and concerts, and individual assessment during class.

## ❖ **ADVANCED BAND 8-12**

Prerequisite: Beginners' band or elementary band

If you have participated in band at a secondary or elementary level and wish to continue, take this course. This course will involve a number of performances, and also includes an annual overnight retreat or festival. Evaluation is based on participation and attitude, attendance at rehearsals and concerts, and individual assessment during class.

## ❖ **JAZZ BAND 10-12**

This course is offered as an early morning block (prior to the first bell) and an after school class. Students will learn blues, jazz, Latin and reggae styles, with a focus on the blues scale and improvisation. Open to any instrument and levels including piano, electric bass, electric guitar, and drums. This course will involve a number of performances, and also includes an annual overnight retreat or festival.

## ❖ **PIANO 10-12**

Learn to play piano! Work through the course material at your own speed. This course does not require having a piano at home and is open to all skill levels and grades. Students select repertoire/pieces they wish to learn from classical to pop, while studies in song-writing and improvisation are encouraged, but optional. Coaching is available for students preparing for RCMT examinations in piano, theory, keyboard harmony, and history.

❖ **MUSIC 10: GUITAR**  
**BEGINNER GUITAR 9 - 12**

This course will appeal to students who wish to learn an instrument, but may not necessarily have musical experience. Guitar I offers students the opportunity to learn basic techniques, chords and songs. Music styles will include classical, blues, and rock. Students will also learn some of today's most popular songs.

❖ **GUITAR 11/12**  
**INTERMEDIATE GUITAR 9-12**

Prerequisite: Guitar I or prior approval of teacher

Students who have completed Guitar I, or are experience guitarists, will be able to improve their skills with this course. A more intense focus on the different genres of guitar will be included in this course, which will expand students' capabilities. Students will be provided with the opportunity to study and perform their own musical preferences. Students who wish to perform at concerts will be able to do so either as a solo or in a group.

## **Visual Arts**

❖ **ARTS 9**

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

❖ **ART STUDIO 10**

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

❖ **STUDIO ART 11**

Studio Art 11 is a course which explores a range of local, national, global and intercultural artists and movements. There is a focus on the elements and principals of design along with strategies for image development as they apply to drawing, painting and printmaking. As well as implementing the principals and elements of design into the development of projects students will have the opportunity to explore and experiment with a variety of materials, processes and techniques. Students can begin to develop art works for their Art Portfolio.

❖ **STUDIO ART 12**

Studio Art 12 is a course in which students will use a variety of materials, strategies, techniques and technologies to support their creative process. There is a focus on the elements and principals of design along with strategies for image development as they apply to drawing, painting and printmaking. Students will examine the influence of visual culture in social and other media. Through drawing, painting, printmaking, sculpture, ceramics and other mediums

students will have the opportunity to explore, create, reason, reflect, communicate, express and document their works of art. They will be encouraged to take risks and develop their personal voice. Students will also have the opportunity to develop art works for their Art Portfolio.

### ❖ **ART FOUNDATIONS 11/12**

Art Foundations 11/12 is an introductory visual art course for students who have never taken art. The elements and principals of design are a key component as well as image development strategies. Students will use a variety of media and techniques to explore creative expression

### ❖ **ART CAREERS 11/12**

### **YSEVC1B**

Art Careers 11/12 is a course to support and facilitate students who wish to pursue a career in the visual arts and their production of an Art Portfolio. There is a focus on the elements and principals of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture, mixed media and photography. Students will have the opportunity to work on independent projects. Self-motivation and independent exploration in the production of an Art Portfolio is important for students wishing to build a portfolio or pursue a career in art. The portfolio will consist of 10-15 art works documented in a digital format. The students' sketchbook can count as one of the art works.

### ❖ **SCULPTURE 10/11/12**

Sculpture 10/11/12 is a course designed for students who wish to express their creativity in 3-dimensional form. There is a focus on the elements and principals of design along with strategies for image development as they apply to drawing, hand building in clay, pottery, mixed media and other materials for sculpture. Sculpture based technologies and processes will be explored. The influence of social, cultural, historical, political and personal context on artistic works will be examined. Students will keep a sketchbook to record ideas, plans, research and drawings made throughout the year.

### ❖ **PHOTOGRAPHY 10**

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

### ❖ **PHOTOGRAPHY 11**

Photography 11 is a balance of creative expression and increasing technical skill in photography. This course is for students new to photography and for those who have taken Photography 10 and want to develop more advanced skills in photography.

### ❖ **PHOTOGRAPHY 12**

Photography 12 students continue to explore photography as a format for creative communication and personal expression while increasing their technical skills. Students are encouraged to make photography projects in film and digital formats. Projects are intended to challenge the experienced student photographer. Students may be assisted in building a Photography Portfolio if they wish to pursue post-secondary studies in photography or design. This course particularly suits independently motivated students. Film and digital cameras are available on loan.

### ❖ **BA GRAPHICS 10**

In this course students learn graphic design while working on a variety of creative projects. No Prior experience is necessary. Projects include comic strips, logos, business cards, magazines, typography, packaging, and some school publications.

### ❖ **BA GRAPHICS 11**

This course is open to first-time graphics students and those returning from Graphics 10. First year students learn graphic design fundamentals while working on a variety of creative projects. No prior experience is necessary. First year projects include comic strips, logos, packaging and some school publications. Returning students will work on more advanced projects, as well as school publications. The course allows returning students to work on projects suitable to build their art/design school portfolios.

### ❖ **BA GRAPHICS 12**

Prerequisite: Completion of either Graphics 10 or Graphics 11

In this course students use their prior experience to create advanced projects in design. Students are encouraged to develop an individual style. Projects include school publications, including the Graduation 2014. The course allows students to work on projects suitable to build their art/design school portfolios.

## **Cross-disciplinary & Interdisciplinary Arts Courses**

### ❖ **MEDIA ARTS 9/10**

Open to students in Grades 9 and 10

This course provides an exciting and motivating introduction into the world of video and filmmaking. From pitching to storyboarding to scripting, the student will learn the various production techniques associated with digital media making. In-class assignments will cover cinematography, sound, lighting, directing and editing as well as film analysis and critique. Students will work on short production projects covering various genres (PSAs, music videos, documentary, drama and comedy) Film is an extremely collaborative medium and students in this course will do extensive group work.

### ❖ **VISUAL ARTS: MEDIA ARTS 11**

This course extends the skills learned in Media Arts Intro into the area of larger, more sophisticated projects. Students will get a chance to take on longer and more comprehensive films improving their foundation skills. The option to follow a particular interest or skill area is also provided. An emphasis is placed on project work and students will be expected to work more independently than in the introductory course.

### ❖ **VISUAL ARTS: MEDIA ARTS 12**

Vancouver is a major hotbed for film and television production. This course is designed for the serious minded student who is considering a career in the Motion Picture industry or wants to create high caliber work. Students interested in Acting are also encouraged to enroll in Acting 11 or 12 simultaneously. The course will cover advanced aspects of film production, as well as cover post-secondary options, and explorations of careers in the creative industries.

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

### ❖ **DRAMA –FILM AND TELEVISION 11/12 (AFTERSCHOOL FILM PROGRAM) (OPEN TO GR 10-12)**

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

The afterschool film program is a commitment of up to 200 hours over the school year, outside of your regular timetable. We work in small groups to write, pitch, film and edit short digital films. We will also have several full- day workshops on Professional Development Days (run by mentors and working professionals). Students can participate in up to two full production cycles. Each cycle includes a four day production period where the groups will be matched with an experienced film mentor to accompany them on their film shoots in the community. We will take another four day field trip to Simon Fraser University to edit in one of the School of Communication computer labs. By building this program around a series of after-school workshops and meetings, the idea is to establish a "film production company-like" quality to our work together. Among many other elements, a significant part in establishing this notion will be ensured through the various stages of self-critique, professional mentoring and co- creation of schedules, workshops and films.

### ❖ **BA ANNUAL PRODUCTION 11**

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

## ❖ **BA ANNUAL PRODUCTION 12**

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

## ❖ **BA ANIMATION 10**

Do you love animation? Learn to make your own cartoons and video games. Develop skills in classical, stop motion, and digital animation. Work as part of a team on a variety of exciting projects. Bring together your enjoyment of art and computers in one fun class, while learning valuable computing and project management skills.

This course is open to Grade 9 and 10 students and provides you with a solid skill foundation in creating animations that will provide the motion to characters and objects used in both traditional animated stories and interactive entertainment applications (video games), as well as the opportunity to develop your understanding and application of the design process in a computer graphics environment and gaining a understanding of animation history, planning, principles, and the application of the industry's production pipeline to create movie-ready and game-ready animation.

Developing a diverse skill set, you will be working in a production studio environment, exploring storytelling, project management, research and documentation skills and the work flow for creating short animation films. You will gather and develop reference materials to explore and support your abilities. Throughout this course you will develop communication skills that enable teams to communicate effectively via the Internet. Projects increase in complexity and challenge as the course progresses and, culminate with you, as part of a team, applying your knowledge to plan and create either an animated movie or a game on your own.

All stages of animation production – pitching, scriptwriting, storyboarding, sound design and recording, and editing. Using software such as Dragon Frame, Toon Boom and the Adobe Creative Suite, you will work individually and in small groups to design and create full animations. Portfolio and screening opportunities.

## ❖ **BA ANIMATION 11**

This course is open to both returning grade 10 students and new grade 11s. New students will be introduced to the skills and concepts necessary in creating animations that provide the motion to characters and objects used in both traditional animated stories and interactive entertainment applications (video games). Returning students will have the chance to create more advanced animated short movies (integrating sound and multiple camera angles) and/or work to develop their own mini-game

## ❖ **BA ANIMATION 12**

This course is open to both returning grade 11 students and new grade 12s. New students will be introduced to the skills and concepts necessary in creating animations that provide the motion to characters and objects used in both traditional animated stories and interactive entertainment applications (video games). Returning students will have the chance to create more advanced animated short movies (integrating sound and multiple camera angles) and/or work to develop their own mini-game.

## ❖ **BA ANIMATION 12 – DIGITAL MODELLING AND DESIGN**

Prerequisite: Animation 12

This course is open only to returning grade 12 students (although it can be taken concurrently with ANIMATION 12 with permission by the instructor). Students in this course will be able to pick a specific project or area of focus upon which to focus their efforts.

# **ENGLISH LANGUAGE ARTS**

## ❖ **ENGLISH 9**

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

## **GRADE 10 ENGLISH COURSES**

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

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

- ❖ **Literary Study 10 + Composition 10**
- ❖ **Literary Study 10 + Creative Writing 10**
- ❖ **Literary Study 10 + Spoken Language 10**

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

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

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

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

## ❖ **FIRST PEOPLES LITERARY STUDY 10 + SPOKEN LANGUAGE 10**

First Peoples English 10 courses meets the provincial requirements for completion of English 10 courses. This course uses First Nation's literature to complete the same New Curriculum competencies as the other English 10 classes. Students will develop awareness, sensitivity, and respect for oral and narrative traditions of First Nations, particularly xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh (Squamish), and Səlilwətaʔ (Tseil-Waututh) peoples. The class will visit these communities, learn some basic language elements, and welcome guests to Templeton to support friendship, mentorship, and teamwork with peers and Elders.

This course is additive, not subtractive and students will be well prepared for English 11, after completing the full English 10 curriculum. During the year, students will develop creative writing, storytelling, and oral expression skills through poetry, short story, and novel analyses, in a framework respecting indigenous ways of learning.

Building empathy and respect for indigenous peoples and perspectives is an important focus of the newly revised BC Secondary School Curriculum. Taking English 10 First Peoples will help Templeton students develop skills greatly sought after among future employers, post-secondary institutions, and local communities alike, and help our school foster reconciliation among our students and in our school community. *huy ch q'u* - *thank you* in hənqəminəm, the downriver dialect of Halkomelem a traditional indigenous language in this area).

## ❖ **ENGLISH 11**

English 11 is designed to help students improve their ability to understand and analyze the techniques and basic elements of short stories, poetry, prose, novels, drama and the mass media. All communication skills continue to be emphasized. Expository essay writing is an important focus.

## ❖ **ENGLISH 12**

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

## ❖ **AP ENGLISH LITERATURE AND COMPOSITION**

AP English Literature & Composition provides an opportunity for Grade 11 and 12 students to earn university credit, advanced placement, or both, by engaging in the careful reading and critical analysis of imaginative literature (fiction, poetry, drama) from various periods. The more specific and permanent benefits for students preparing to take the AP English Literature and Composition Examination are that they are at the same time being prepared for the English 12 Provincial Examination and for the rigorous intellectual demands of college and university study.

This course would run concurrently with English Literature 12 and students will have the opportunity to take the course under either title. Students who elect not to take the AP Exam will receive credit for English Literature.

This course does not replace English 12.

## ❖ LITERATURE 12

Prerequisite: English 11 (May be taken concurrently with English 11, with recommendation of the teacher)

By the end of this course, students will have studied significant works of literature, spanning from the Anglo-Saxon period (449 - 1066) to the present day. Students will study a variety of works -- from poetry, drama, and prose -- to understand the development of English literature over the centuries. The aim of this course is to introduce students to literature not normally covered in regular English courses and to understand some of the historical, philosophical, and cultural influences on English literature. Students are expected to keep up with the readings and be engaged in class. Classes will include some lectures and many class discussions where students are expected to keep notes and participate regularly. There is also an important writing component to this course. Students will write expository essays, creative essays, and a research paper. A love of literature and a profound curiosity about the world is the only real requirement.

## ❖ WRITING 12

The Writing 11/12 course is designed for students interested in exploring the world of creative writing. Writing is like a muscle -- in order to strengthen the muscle, one must practice and train. Students will write in class almost every day to practice and improve their skills. Over the course of the year, students will have the opportunity to write in a variety of forms: short fiction, creative non-fiction, poetry, plays, and expository writing. Homework assignments will include observing the people around us and engaging in life -- and writing about it. Many of the classes will run as workshops, with peer editing and numerous revisions of work. Each student will be expected to hand in a portfolio at the end of each term for a final grade.

# ENGLISH LANGUAGE LEARNERS (ELL)

Templeton Secondary offers an extensive language support program for students for whom English is a second language. The ELL program has two levels, ELL 1 and ELL2. Students are placed in levels based on standardized reading and writing tests.

Students with minimal expressive English and a reading level of Grade 4.5 and below are enrolled in English as a Language Learner courses which focus on language acquisition. These early English speakers take courses in literature, reading, writing and grammar. They also take Science and Social Studies in the ELL program and use the mainstream curricula to develop language and study skills required for success in the content areas.

In addition to the two ELL levels, students may enter the Transitional level where they will work with and study secondary level content/texts in English and Social Studies.

## **OBJECTIVES**

1. to develop the students' listening, speaking, reading and writing skills at both the communicative/social level and academic/content level
2. to emphasize thinking skills, including: observing, classifying, analyzing, synthesizing, hypothesizing, problem solving, evaluating, decision-making, interpreting and applying

3. to provide a stimulating learning environment and appropriate teaching strategies (individual/group instruction, cooperative group work, peer tutoring) to enable learners to reach their potential in the acquisition of English, social and academic skills
4. to provide cross-cultural opportunities to promote intercultural awareness and harmony; that people are more similar than they are different
5. to identify those students who require alternative programs and to work to ensure provision of the appropriate programs (e.g. Literacy class, ELL special needs program, ELL Pre-Employment...)
6. to create a secure learning environment that fosters and promotes positive self-esteem and self-concept
7. to collaborate and liaise with departments within the school in order to facilitate the successful integration of ELL students
8. to articulate with elementary feeder schools the appropriate program placements for incoming Grade 8 ELL students
9. to encourage students to become actively involved in all aspects of school and community life, such as, extra-curricular activities, New Faces program, and community service.
10. to provide opportunities for open communication and consultation with parents on student learning, the ELL program, community support services, graduation

### **E.L.L PROGRAM STRUCTURE**

The ELL program is divided into two levels: **Beginners/Lower Intermediate (ELL1 ) and Intermediate/Advanced (ELL2).**

Students are assessed upon entry to the school and have the opportunity to advance to the next level of the program as quickly as their progress allows and upon the availability of space. Movement within the E.L.L program can occur any time throughout the school year and is dependent upon the recommendation of the E.L.L teachers and scores on standardized tests.

**Beginners/Lower Intermediate (ELL)** - Students are timetabled into four blocks of ELL classes. Four of these classes are ELL Reading, ELL English, ELL Science, and ELL Social Studies. The other blocks include mainstream Math, PE, and ELL or mainstream electives.

**Intermediate/Advanced (ELL 2)** - Students are timetabled into four blocks of ELL classes. The four ELL classes include ELL Reading, ELL English, ELL Science, and ELL Social Studies. Other courses include mainstream Math, PE, and ELL or mainstream electives.

#### **BEGINNERS (ELL 1)**

ELLRE1

ELLWR1

#### **INTERMEDIATE (ELL 2)**

ELLRE2

ELLRW2

ELLSS1	ELLSS2
ELLSC1	ELLSC2
Math	Math
PE	PE
2 Electives	2 Electives

❖ **ELL ENGLISH - LEVEL ONE**

Students entering Level One have little or no English language education, but are usually literate in their own language. The emphasis in Level One is on vocabulary acquisition, simple sentence structure and oral fluency, within the context of core subject and curricula and/or various thematic materials..

Evaluation will be based on in-class work, unit tests, individual projects, oral presentations and student notebooks. There will be standardized tests twice per year.

❖ **ELL ENGLISH - LEVEL TWO**

In Level Two, the emphasis is on vocabulary development, more complex sentence structures and different genres of writing. Students will be introduced to a variety of literary forms, including poetry, short stories and novels. The emphasis is on continuing a working knowledge of the parts of speech, the sentence base and the paragraph. Students will be expected to keep a journal as well as work on the writing process. Students will be introduced to short stories, as well as classic novels re-written for intermediate ELL students. Students will be expected to read aloud in class, ask and respond to questions and voice their own opinions. Students will be evaluated based on their in-class writing assignments (including journals), quizzes and tests, projects, homework and oral participation. As the use of English is required in class at all times, students will also be evaluated on their conscientious effort to use English in class. Students will be assessed twice per year in reading comprehension and writing.

❖ **ELL ENGLISH - TRANSITIONAL**

In Transitional English, the emphasis is on writing more complex sentences, paragraphs essays. Students will study novels, short stories, poetry, and plays used in mainstream grades 8/9/10 English classes. Students who have successfully completed this course will be allowed to write the Grade 10 Provincial English Exam and receive credit for grade 10 English.

Evaluation will be based on in-class work, tests and quizzes, individual projects, oral presentation, student notebooks and general competence in English. Students will be assessed in reading comprehension and writing skills twice per year.

❖ **ELL SOCIALS STUDIES - LEVEL ONE**

Students are taught British Columbia's and Canada's regional geographic structure (place, site, landscape) and patterns of regional economic and social change. Through words, pictures, maps and diagrams, students learn the origins of the natural landscape and the ecological relationships among the climate, soil, vegetation and wildlife.

Evaluation will be based on in-class work, unit tests, individual projects, map reading, map drawing, oral presentation and student notebooks. Evaluation will also be based on written tests and quizzes, in-class work, homework, oral/written assignments and projects, general participation and effort. Students are assessed twice per annum using standardized assessment devices.

### ❖ **ELL SOCIAL STUDIES - LEVEL TWO**

Level Two Social Studies is based on the Grade Eight Social Studies curriculum. The course content is, however, modified to accommodate the varying educational needs of the students. An attempt is made to balance course content with language skills, including vocabulary acquisition, sentence structure, oral fluency, note-taking, research skills and question-answering techniques.

Evaluation will be based on written tests and quizzes, in-class work, homework, oral/written assignments and projects, general participation and effort. The notebook should be well-organized (in chronological order) and will be checked periodically.

### **E.L.L. READING PROGRAM**

The Reading Program, comprising of Skills and Literature components, provides students with more opportunities to develop their reading skills. Specific objectives include:

- developing the basic skills students need in order to read,
- teaching them how they can use reading as a tool for learning,
- fostering an appreciation of and taste in literature, and
- developing in students permanent interests in reading for enjoyment.

These objectives may be achieved through the development of reading skills, habits, and attitudes.

Evaluation will be based on homework and in-class assignments, tests and quizzes, individual and group projects, oral presentations, and participation.

### ❖ **ELL READING - LEVEL ONE**

Students at Level 1 will:

- learn the basic skills of reading, how to attack words and comprehend written language
- develop an attitude toward books and an appreciation of reading
- apply some of the following approaches to help them read:

### ❖ **ELL READING – LEVEL TWO**

This reading immersion course is a self-paced, student-centred individualized program that emphasizes daily novel reading (at home and in class), vocabulary study, response journals and books reports. Students will have a contract with the teacher and together they will determine the students program based on ability and motivation.

Students at level 2 will continue and extend their basic reading skills, extend experiences in literature, read independently with greater appreciation and enjoyment, and increase general and specific vocabulary. Evaluation will be based on homework and in-class assignments, tests and quizzes, individual and group projects, oral presentations, and participation. Students will be assessed twice per annum in reading comprehension and writings skills.

# HEALTH & CAREER EDUCATION

## ❖ CAREER AND LIFE EXPLORATION (CLE)

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

## ❖ GRADUATION TRANSITIONS 12 (Last year of offering)

Graduate Transitions is a process that begins in grade 10 with Planning 10 providing the knowledge base and foundation, and culminates with a mandatory student presentation during the grade 12 year. Although Graduation Transitions is a departure from the traditional secondary school-based course offering, it is a four credit course that each student in British Columbia must complete. The Graduation Transitions program requires students to apply prior learning and to reflect on experience related to three key life skill areas: personal health, community responsibility and career and education planning and in so doing to:

1. showcase their unique competencies
2. examine and demonstrate connections between their learning and their future
3. create a plan for their growth and development as skilled, healthy, knowledgeable participating citizens
4. celebrate their success and to receive validation from others
5. apply quality work in areas that demonstrate the attributes of the B.C. graduate.

# MATHEMATICS

## ❖ MATHEMATICS 9

Prerequisite: Math 8

Leads to: Apprenticeship & Workplace Math 10 or Foundations of Math & Pre-Calculus 10

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

## ❖ APPRENTICESHIP & WORKPLACE MATHEMATICS 10

Prerequisite: Math 9

Leads to: Apprenticeship & Workplace Math 11 or Foundations of Math & Pre-Calculus 10 with teacher recommendation

The Apprenticeship and Workplace Mathematics pathway is considered less challenging than the Foundations of Mathematics and Pre-Calculus pathways. The mathematics is useful and much of it is appealing. The course includes practical topics such as unit pricing, income, and SI and Imperial units. In addition, it includes the algebra of formula manipulation, spatial puzzles and games, Pythagoras' Theorem, and similarity of shapes. Usually a student would continue with Apprenticeship and Workplace Math 11, although Foundations of Math and Pre-Calculus 10 is possible with a strong teacher recommendation.

## ❖ FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

Prerequisite: Math 9

Leads to: Apprenticeship & Workplace Math 10 or Apprenticeship & Workplace Math 11, Foundations of Math & Pre-Calculus 10, or Pre-Calculus 11, all dependent on teacher recommendation

At the Grade 10 level, the major areas of studies are powers, relationships, linear relations, systems, multiplication, factoring, experimental probability, and financial literacy. Depending on a student's ability and mastery of the topics, the teacher may recommend continuation with Foundations of Math 11 or Pre-Calculus 11 (or both), or Apprenticeship and Workplace Math.

## ❖ APPRENTICESHIP & WORKPLACE MATHEMATICS 11

Prerequisite: Apprenticeship & Workplace Math 10 or Foundations of Math & Pre-Calculus 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades, via a technical college or a trade school, and for direct entry into the workforce. Topics studied include measurement, financial concepts, geometry, and trigonometry. This course gives students the graduation requirement in mathematics.

## ❖ FOUNDATIONS OF MATHEMATICS 11

Prerequisite: Foundations of Math & Pre-Calculus 10. It is recommended that students have obtained at least a "C" grade from MFOM--10. Students who obtain less than a "C" grade from Foundations of Math & Pre-Calculus 10 are recommended to take Apprenticeship & Workplace Math 11 instead.

This common course at the Grade 10 level splits into Foundations of Mathematics 11 and Pre-Calculus 11 at the Grade 11 level. Students may continue to take *both* of these courses in Grade 11, as they cover largely different topics, which may all be useful as students continue with their education. This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a social sciences, humanities, or fine arts program. Topics studied include logical, geometry proofs, linear systems, quadratic functions, and statistics. This course gives students the graduation requirement in mathematics. Because there is not a large overlap between this course and Pre-Calculus 11, some students may wish to take both courses.

## ❖ PRE-CALCULUS 11

Prerequisite: Foundations of Math & Pre-Calculus 10. It is recommended that students have obtained at least a "B" grade from MFMP--10. Students who obtain less than a "B" grade from MFMP--10 are recommended to take Apprenticeship & Workplace Math 11 or Foundations of Math 11 instead.

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. The main areas of study are mathematical functions and sequences and trigonometry. This course gives students the graduation requirement in mathematics. Because there is not a large overlap between this course and Foundations of Mathematics 11, some students may wish to take both courses.

## ❖ FOUNDATIONS OF MATHEMATICS 12

Prerequisite: Foundations of Math 11. It is recommended that students have obtained at least a C grade from MFOM11.

This course follows Foundations of Math 11. It provides students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics studied include logic, financial math, relations and functions, probability, and a mathematical research project. For some post-secondary programs FOM11 may be a sufficient prerequisite, and students should check with their counsellors in individual cases.

## ❖ PRE-CALCULUS 12

Prerequisite: Pre-Calculus 11. It is recommended that students have obtained at least a C grade from Pre-Calculus 11. Foundations of Math 11 is not a sufficient prerequisite for this course.

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. Topics studied include functions and relations, trigonometry, combinatorics, and the binomial theorem. For non-technical post-secondary studies, Pre-Calculus 11 may be a sufficient prerequisite, and students should check with their counsellors in individual cases.

## ❖ CALCULUS 12

Prerequisite: Pre-Calculus 11 or "A" or at least a high "B" in Foundations of Mathematics 11  
Calculus is one of the greatest products of the human intellect. The discovery of calculus made our technological society possible. It is not surprising that calculus courses are required for most university and college academic programs. A major goal of the Calculus 12 course is to prepare students to succeed in these courses at university or college. However, we hope that students will find calculus interesting and inspiring for its own sake. We will cover all the foundational topics in differential and integral calculus. There is no provincial exam, but students should be prepared to work hard to make the most of this course. An A or at least a high B in Foundations of Mathematics 11 should be regarded as a prerequisite. Students should either have completed Pre-Calculus Math 12 or be studying Pre-Calculus Math 12 concurrently with Calculus 12.

## ❖ **ADVANCED PLACEMENT CALCULUS AB**

Prerequisite: Pre-Calculus 11 or "A" standing in Foundations of Math 11 AND completed Pre-Calculus of Math 12 OR taking Pre-Calculus of Math 12 concurrently

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

# **PHYSICAL AND HEALTH EDUCATION**

## ❖ **PHYSICAL AND HEALTH EDUCATION 9**

In this course the students will be given a more in-depth experience in team and individual activities, as well as the continued development of physical fitness. A minimum of 30% of class time is spent on fitness activities such as jogging, flexibility exercises, aquatics, dance and weight training. Depending on gender, possible activities include: Rugby, Track and Field, Ultimate, Gymnastics, Lacrosse, Floor Hockey, Basketball, Volleyball, Tennis, Football, Wrestling, Badminton, and Soccer.

## ❖ **PHYSICAL AND HEALTH EDUCATION 10**

The skills focus in this course shifts from team games to individual activities and some "lifetime" sports. Fitness activities are still emphasized. Possible activities may include: Badminton, Rugby, Tennis, Archery, Football, Soccer, Lacrosse, Softball, Table Tennis, Active Health and Dance.

## ❖ **PHYSICAL EDUCATION 11**

This course may be a combined course with MPE--12.

This is an elective course that may be used as one of the courses leading toward Graduation. MPE--11 can be taken in Grade 11 or 12. The course will consist of:

- 1) Performance-Oriented Activities - emphasis on skill development and a high level of game play.
- 2) Leadership and Service : Leadership/Service in intramural and/or extramural programs or in the community - 10 hours per term
- 3) Physical Fitness - Fitness test and runs
- 4) Personalized Social Responsibility - Attendance, leadership, participation, behaviour, etc., plus CPR/First Aid.

Leisure-oriented activities, which may have optional field trips, such as golf, bowling, skating, canoeing will also be incorporated into the course.

## ❖ PHYSICAL EDUCATION 12

Prerequisite: MPE--11

This is an elective course that may be used as one of the courses leading toward Graduation. PE11 can be taken in Grade 11 or 12. The course will consist of:

- 1) Performance-Oriented Activities/Skills: emphasis on skill development and a high level of game play.
- 2) Physical Fitness: Fitness tests and runs
- 4) Personal and Social Responsibility: Attendance, leadership, participation, behaviour

## ❖ PE BASKETBALL 11/12

Basketball 11/12 has been designed to help students acquire the basic knowledge, skills, and competencies in order to be proficient in the various roles associated with the basketball experience. Along with learning extensive individual and team skills that will help them as players, students will be introduced to theoretical, practical, and technical aspects of basketball coaching\*. There will also be training in refereeing\*, minor officiating (scoring and timing), and sport-specific fitness throughout the year. The over-arching goal of the course is to promote and deepen our understanding of the sport of basketball so that students will be ready to apply this knowledge in a playing, coaching, and/or officiating capacity in the future.

## ❖ FITNESS 11/12

In this combined Gr.11/12 course, students will have the opportunity to explore 'alternative' physical activities with a focus on fitness development, health and wellbeing, personal and social responsibility and building school and community-based partnerships.

Activities such as yoga, spin/cycling, fitness bootcamp, HIIT training/tabata, trail running, skiing/snowboarding, rock climbing, curling, swimming, dance, endurance sport, and others will form the basis of the course. Through a partnership with Vancouver Parks & Rec access to community classes and guest instructors will help to engage students in a broad range of fitness-based activities.

## ❖ OUTDOOR LEADERSHIP 10-12

Prerequisite: PE9 for students taking YO10; PE10 for students taking Outdoor Leadership 11/12

### **Requirements:**

A willingness to be in the outdoors is a requirement for admission. Students must be willing to challenge their physical and emotional self. Attendance, punctuality, and completion of assignments are equally important.

### **Program Goals**

- Introduce students in grade 10, 11 and 12 to environmental awareness/global stewardship and experiential based learning.

- Combination of Physical Education 10, Outdoor Education, Sustainability, and Volunteerism
- Students will develop skills, knowledge, and attitudes necessary to provide challenging, safe adventure experiences in the outdoors
- Introduce the Duke of Edinburgh Program

### **Academic Component**

In Templeton's Outdoor Leadership Course, students are working towards credit in Grade 10 Physical Education, Leadership 11 and 12. All curricular requirements are in the Ministry of Education's prescribed learning outcomes for each of these subjects. The emphasis will be on introducing students to **alternative physical activities outside of traditional PE courses**. The out-trips, excursions and practical hands-on experiences will help the students make connections across the curriculum. The program will introduce three themes: Trust, Respect and Believe as guiding principles to help focus on outdoor recreation and environmental issues that will be both educational and rewarding. These include:

### **Environment and Sustainability**

Education about the natural environment and sustainability are fundamental components of TOL. Through our course curriculum, field trips, workshops, excursions and philosophy, we encourage our students to be aware of the natural environment and what part they have to play as responsible global citizens.

**Activities** integrated throughout the year may include:

- Backpacking experiences
- Kayaking
- Orienteering
- Cross-country (Nordic) skiing
- Snowshoeing
- Trail Running / Cycling/ Fitness Training
- Natural History / Outdoor photography
- Rock Climbing
- Canoeing

### **Essential Outdoor Skills to be introduced**

- Backpacking skills
- No trace camping
- Backcountry Ethics
- Navigation - map and compass reading
- Outdoor conservation projects
- Nature Interpretation
- Environmental Stewardship/ Education
- Weather and nature
- Emerg. first aid/training
- Avalanche awareness (snow safety)
- Safety and emergency procedures
- Opportunities will be provided to achieve certificates in CPR and Standard First Aid.

**The leadership skills, introduced through this course, will be applicable in a variety of situations and possible career options such as promoting environmental awareness, wildlife management, conservation education, and natural sciences.**

**Personal and Emotional**: Through instruction and experiences in the course, students will develop:

- Self-confidence
- Leadership
- Personal responsibility
- Environmental awareness
- Group cooperation

## **Fundraising**

The Vancouver School Board provides financial support only for instruction and teaching facilities. Equipment and field trip expenses are dependent upon the individual and on fundraising projects. Student participation and parental involvement are essential for the success of this course.

## **Equipment**

Some equipment will be provided, such as Tents, backpacks, and stoves. The program does have clothing and footwear it can lend on trip/activity by trip/activity basis

# **SCIENCE**

## **❖ SCIENCE 9**

The grade 9 Science course builds on the principles, skills and concepts learned from Science 8. In the life science unit, students will learn about cell reproduction as well as reproduction in various organisms. In the physical science unit, students will learn about the relationships between atoms, elements, and compounds, as well as the characteristics of electricity. In the space science unit, students will be introduced to the study of astronomy, and learn about space exploration. Students who successfully pass Science 9 will be promoted to Science 10.

## **❖ SCIENCE 10**

The grade 10 Science course builds on the principles, skills, and concepts learned from Science 9. In the life science unit, students will learn about the study of sustainability of an ecosystem. The physical science unit will teach students about chemical reactions, radioactivity, as well as the study of motion. In the earth science unit, students will learn about how energy is transferred in natural systems, and will be introduced to the theory of plate tectonics.

## **❖ SCIENCE & TECHNOLOGY 11**

This course uses model building and teamwork to explore the technologies that surround us, both old and new. Half of the course is focused on the construction and understanding of structures like bridges, buildings, cars, and boats. Other topics vary but include renewable energy, conservation, and plants. Mathematics has been kept to a minimum and good attendance and participation is a key to success in this course.

## **❖ BIOLOGY 11**

This introductory biology course examines the diversity of life. The course contains 7 major units: processes of science, taxonomy, the theory of evolution, ecology, microbiology, botany, and zoology. Course content will be taught using preserved and live specimens, microscope slides, field studies, field trips, and projects. Students will also have a chance to visit the Intertidal Marine Biology Lab at the Vancouver Aquarium in the spring to see some of the invertebrate animals they have been studying.

## ❖ CHEMISTRY 11

This course is an introduction to the basic concepts involved in the study of chemistry. Topics introduced in this course include: skills and processes in chemistry, the nature of matter, mole concept, chemical reactions, atomic theory, solution chemistry, and organic chemistry. It is strongly advised that students enrolled in chemistry 11 have completed or are concurrently taking Principles of Mathematics 10 or above.

## ❖ PHYSICS 11

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

## ❖ BIOLOGY 12

Prerequisites: Chemistry 11 and/or C+ in Biology 11 **strongly recommended**

In Biology 12, students will develop a basic understanding of biochemistry, cell biology, and human biology. In the cell biology unit, students will learn how the chemistry of biological molecules affects cellular processes such as protein synthesis, DNA replication, and enzymatic reactions. In the human biology unit, students will learn in depth some of human's major body systems, such as the digestive, circulatory, respiratory, nervous, urinary, and reproductive system. Towards the end of the course, students will have the opportunity to dissect a fetal pig to review the major body systems they have learned throughout the year. Please note: a strong chemistry and biology background are required for success in this course. Students who have not taken Chemistry 11 and/or Biology 11 are **NOT** recommended to choose Biology 12 as a science elective.

## ❖ CHEMISTRY 12

Prerequisites: Math 11, Chemistry 11

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

## ❖ PHYSICS 12

Prerequisites: Pre-Calculus 11, Physics 11, with a grade of C+ or higher in both courses strongly recommended

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

## AP SENIOR SCIENCE COURSES

Advanced placement courses are equivalent to first term university courses. AP courses provide the student with several advantages:

- successful students will receive university credit for the course work
- difficult subjects are introduced in a more supportive environment

- AP courses are considered desirable on university applications
- gifted/advanced students will have more challenging/appropriate course work

These courses are very challenging and should only be considered by students who have taken the necessary prerequisites and have a mature attitude toward course work. The College Board exams are in early May. For more information visit the website <http://apcentral.collegeboard.com>

**The following AP courses will be offered:**

- ❖ **AP Biology (ABIO-12)**
- ❖ **AP Chemistry (ACHE-12)**
- ❖ **AP Physics C (APHC-12)**

## SECOND LANGUAGES

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

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

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

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

### ❖ **FRENCH 8**

French 8 is an introductory course & students will consolidate and expand upon the knowledge of French vocabulary, pronunciation and grammar that they have studied in elementary school. This course is also ideal for students who have not studied French before. The course stresses oral communication. The students have fun talking to one another in French, listening to music and language exercises, watching videos, reading and playing games all in French. Written activities are also introduced.

### ❖ **FRENCH 9**

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

### ❖ **FRENCH 10**

Learn to express yourself and participate in conversations in French. Acquiring French allows students to explore career, travel, personal growth, and study abroad opportunities. It opens the door to interacting with the Francophone world. Topics in French 10 include: film, past experiences, home life, roll plays, environment and French culture. Students will continue to work to improve their pronunciation and by the end of the year a successful student should be able to talk about several everyday topics and use the more important tenses in conversation.

❖ **FRENCH 11**

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

❖ **FRENCH 12**

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

❖ **SPANISH 9**

(No prerequisite)

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

❖ **SPANISH 10**

(Prerequisite: Spanish 9)

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

❖ **BEGINNERS' SPANISH 11**

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

❖ **SPANISH 11**

(Prerequisite: Spanish 10)

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

❖ **SPANISH 12**

Students will learn a wider range of increasingly complex vocabulary and sentence structures through a variety of authentic texts in Spanish. Our emphasis will be on engaging in meaningful conversation about language, culture, geography, history, and current events. Students will engage in independent and collaborative projects to exchange ideas and information.

❖ **MANDARIN 9**

In this beginner's course, students will be introduced to the Hanyu Pinyin Romanization system for pronunciation and a core vocabulary of Chinese characters to help them develop listening, speaking, reading, and writing skills. The goal of this course is to enable students to learn to speak and understand the language. Through learning the language, it is hoped that the students will develop an appreciation for the Chinese history and culture.

### ❖ **MANDARIN 10**

This course is a continuation of Mandarin 9. Students will build their confidence in conversational Mandarin by further developing their listening, speaking, reading, and writing skills. Students will continue to work on the Hanyu Pinyin to improve Mandarin pronunciation and learn more Chinese characters to expand their vocabulary. Various themes and activities will be introduced in class to help students increase their comprehension and support their development of content and curricular competencies.

### ❖ **INTRODUCTORY MANDARIN 11**

This is an intensive introductory Mandarin course and is designed for students who have no previous or little knowledge of Chinese language. The course content is a combination of Mandarin 9 and Mandarin 10. In this course, students will develop basic listening, speaking, reading, and writing skills through the study of various materials that are related to their daily life. The Hanyu Pinyin Romanization system will be taught and reinforced to help students learn the spoken language.

### ❖ **MANDARIN 11**

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

### ❖ **MANDARIN 12**

Mandarin 12 is an advanced-level course and is designed for students who have previous experience in Mandarin or have completed Mandarin 11. Students are expected to have mastered the Hanyu Pinyin Romanization system. Students will further develop their listening, speaking, reading, and writing skills as they explore literature, history and culture in greater depth. The course adopts the new BC curriculum by integrating aboriginal content and perspectives into language learning. A variety of group and individual work will be used to support interdisciplinary learning environment as students examine some previous government policies toward the First Nations, people of East and South Asian descent. As students gain proficiency in Mandarin, they will expand their understanding and appreciation of Canadian multiculturalism as well as develop critical thinking, creative thinking, and social / personal responsibility.

## **SOCIAL STUDIES**

### ❖ **SOCIAL STUDIES 9**

Students will study the history, religion, politics, economics, art, literature and geography of societies from 1750 to 1919 and the present through current events. They will study the relationship between Aboriginal people and Europeans and the role each played in the development of Canada as a nation. Topics include the early settlement of New France to the creation of the nation in 1867, the expansion of the west with the railway construction and the resulting rebellions, and the causes and impact of World War 1 on Canadians. Also, the English, French and American Revolutions are studied with regard to the development of democratic concepts in Canada, and the effect of the Industrial Revolution on society and the changing nature of socially responsible citizenship. This course will develop their research and inquiry skills, the ability to assess bias and accuracy of data, and improve the student's confidence in writing and oral presentations.

## ❖ **SOCIAL STUDIES 10**

Building on the foundation of knowledge, skills and attitudes students have gained from earlier grades, Social Studies 10 offers students an integrated approach to Canadian and global issues. Students will study 20<sup>th</sup> century Canadian history from World War 1 to the present. They will study Canada's role in world affairs, how Canada's identity has developed, how our political system works, and investigate the state of the planet in terms of population and living standards. This course will develop their research and inquiry skills, the ability to assess bias and accuracy of data, and improve the student's confidence in writing and oral presentations. Social Studies 10 is also a foundation course for further study in the humanities and social sciences.

## ❖ **SOCIAL STUDIES 11 EXPLORATIONS**

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

## ❖ **COMPARATIVE CIVILIZATION 12**

This course focuses on the development of human cultures from prehistory. Students will study several of the major civilizations of the world, focusing on such aspects as art, architecture, literature, religion and science/technology throughout the ages. Students will also examine the roles of anthropology and archeology in understanding the past. A variety of learning strategies, both individual and group based will be used to enhance the students' understanding of how humanity has developed. Evaluation will include projects, essays, presentations, tests, participation, and work habits.

## ❖ **ECONOMICS 12**

Occupy Wall Street, Global Financial Crisis, Money and Banking? Many front-page stories affect the way we live and are related directly to basic economic principles. Economics 12 introduces you to many topics including: theory of supply and demand, types of marketplaces, monetary policy (money supply and creation), global trade and investment strategies. Students will acquire knowledge that will allow them to better understand the world today and make better decisions for their future. This course is highly recommended for students who are interested in entrepreneurship or pursuing a career in business.

**Economics 12 can be counted for your entrance qualifications at UBC**

## ❖ **FIRST NATIONS STUDIES 12**

This course is designed to meet the needs of all students who are interested in knowing the traditions, culture and history of indigenous people. While this course focuses mainly on BC First Nations, it also has five interrelated curriculum organizers in skills and processes, language and relationship, contact, colonialism, and resistance. Cultural expressions, leadership and self-determination are also explored.

## ❖ GEOGRAPHY 12

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

## ❖ HISTORY 12

This course is an academic course which provides a broad and intensive survey of 20<sup>th</sup> century world history with an emphasis on the key events, ideas, and people that have shaped the present world. History 12 is a challenging but very satisfying course that requires an on-going commitment to serious thinking, not only about historical issues but also about current events. It is content-rich and so requires strong reading comprehension and competent writing skills. Topics include analyzing the impact of the Treaty of Versailles on the rise of dictators in Europe, World War 2, Cold War, rise on independent nations, and the civil rights movements. Curious, motivated students who are eager in research and to probe the often confusing realities of the 20<sup>th</sup> century will enjoy this course.

## ❖ HISTORY THROUGH FILM 12

This course is designed to allow students to analyze 20<sup>th</sup> century history through media such as feature-length movies and documentaries. Students will study the following units: International conflicts such as World Wars I and II and the Cold War; Economic Challenges such as the "Roaring Twenties" and the "Dirty Thirties" and the post-war boom of the 1950's and 1960's; Struggle for Human Rights in many areas of the world, particularly the USA and South Africa; Decolonization and Nationalism with the emergence of new nations such as India and the Middle East; and Modern Global Issues such as globalization and terrorism. In each unit, several movies will be viewed with students responsible for writing a movie summary and analysis and quizzes. The course is designed for those students who like history, but find the academic course material a challenge to memorize and process.

## ❖ LAW 12

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

## ❖ SOCIAL JUSTICE 12

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

# STUDENT SERVICES COURSES

## SKILLS DEVELOPMENT CENTER

### ❖ **Skills Development 8, 9, 10, 11, and 12**

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

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

### ❖ **PEER TUTORING 12**

Prerequisite: Counsellor recommendation

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

### ❖ **COMMUNITY SERVICE 11**

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

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

### ❖ **LEADERSHIP 10 - GIRLS**

This is a Girls Only Leadership class available to grade 9 and 10 girls. This course is designed to empower young women by tackling sensitive topics such as Body Image, Self Esteem, Self Respect, Relationships and Friendships to name a few. Mentors are brought in to speak to the young girls and share their stories. Events are organized throughout the year in both the school community and the community at large where students can give back. Such events include workshops in the elementary schools, working with organizations such as Help Change My City and the Wish foundations and organizing Give Days to give back to our school community. This is a fun class where participation in discussions is highly important.

### ❖ **LEADERSHIP 11 - GIRLS**

This is a Girls Only Leadership class available to grade 11 girls. This course is designed to empower young women by tackling sensitive topics such as Body Image, Self Esteem, Self Respect, Relationships and Friendships to name a few. Mentors are brought in to speak to the young girls and share their stories. Events are organized throughout the year in

both the school community and the community at large where students can give back. Such events include workshops in the elementary schools, working with organizations such as Help Change My City and the Wish foundations and organizing Give Days to give back to our school community. This is a fun class where participation in discussions is highly important. Senior students are given opportunities to accrue volunteer hours needed for graduation and scholarship applications.

#### ❖ **LEADERSHIP 12 - GIRLS**

This is a Girls Only Leadership class available to grade 12 girls. This course is designed to empower young women by tackling sensitive topics such as Body Image, Self Esteem, Self Respect, Relationships and Friendships to name a few. Mentors are brought in to speak to the young girls and share their stories. Events are organized throughout the year in both the school community and the community at large where students can give back. Such events include workshops in the elementary schools, working with organizations such as Help Change My City and the Wish foundations and organizing Give Days to give back to our school community. This is a fun class where participation in discussions is highly important. Senior students are given opportunities to accrue volunteer hours needed for graduation and scholarship applications.

#### ❖ **LEADERSHIP 10 - BOYS**

This is an off time table course offered to boys in Grades 9 and 10. This Leadership course allows for young men to be mentored by successful men in their own right. These mentors share their stories and experiences and make strong impacts on our young students. Students are provided with amazing opportunities in our school community and our community at large. Students give back by participating in community charity events, experience life changing events and gain valuable life skills. Topics covered in this class range from respect for self and others, to making good choices to maintaining good relationships.

#### ❖ **LEADERSHIP 11 - BOYS**

This is an off time table course offered to boys in Grades 11. This Leadership course allows for young men to be mentored by successful men in their own right. These mentors share their stories and experiences and make strong impacts on our young students. Students are provided with amazing opportunities in our school community and our community at large. Students give back by participating in community charity events, experience life changing events and gain valuable life skills. Topics covered in this class range from respect for self and others, to making good choices to maintaining good relationships. This course provides volunteer opportunities for Senior students needed for graduation and scholarship applications.

#### ❖ **LEADERSHIP 12 - BOYS**

This is an off time table course offered to boys in Grades 12. This Leadership course allows for young men to be mentored by successful men in their own right. These mentors share their stories and experiences and make strong impacts on our young students. Students are provided with amazing opportunities in our school community and our community at large. Students give back by participating in community charity events, experience life changing events and gain valuable life skills. Topics covered in this class range from respect for self and others, to making good choices to maintaining good relationships. This course provides volunteer opportunities for Senior students needed for graduation and scholarship applications.

## **TEMPLETON MINI SCHOOL**

The goal of Templeton Mini School is to provide selected students with the best education possible so that they can reach their intellectual, personal, social and career potential. Templeton Mini School is an academic program offering a positive learning environment that is both exciting and challenging. The Mini School program has been developed to meet the diversified cognitive, emotional and social needs of our students. It is designed to help students develop concepts and

attitudes that will assist them in becoming actively involved as independent, life-long learners. The program has a strong focus that demands concentration, effort, and dedication, while also emphasizing social responsibility to both the school and community. The Mini School consists of approximately 140 students from grades 8 to 12.

Templeton Mini School includes an outdoor educational trip to Strathcona Park Lodge in the fall. This trip is designed to encourage the development of physical and social skills, and to enhance student appreciation and awareness of their natural surroundings. Other excursions offered to students include Bamfield Marine Sciences Station (Grade 8), Victoria (Grade 10) and Ashland, Oregon (Grade 11).

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

**Mini School Structure**

<b><u>Grade 8</u></b>	<b><u>Grade 9</u></b>	<b><u>Grade 10</u></b>	<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
English	English	English	English	English
Social Studies	Social Studies	Social Studies	Social Studies	
Science	Science 9/10			
Math	Math			

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

**English 10 Mini**

In English 10 Mini, students will get credit for **Focused Literary Study 10** and **Composition 10**, to make up a full year of English. The Focused Literary Study portion will deal with literary analysis, specifically of poetry, short stories, novels and plays, as well as continuing development of essay writing. The Composition portion will focus on the conventions of writing and vocabulary enrichment in both formal and creative writing, as well as analysis and critical thinking in preparation for senior level courses. The first portion will go from September to January, and the second portion from February to June.

## WORK EXPERIENCE

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

***WORK EXPERIENCE PROGRAM***

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

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

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

**30 hours of Course Work:**

Students will complete course work in the following areas:

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

Benefits:

- Development of skills and knowledge in a particular interest area.
- Gain insight into the world of work.
- Explore post-secondary programs related to career interest.
- Completion of a minimum of 90 hours of work experience.
- Receive references and possible part-time or full-time employment
- Receive advanced placement / preferred entry / early admittance into certain post-secondary programs.
- Work placements assisted by school and the Vancouver School Board Career Programs staff.

# ONLINE LEARNING WITH THE VANCOUVER SCHOOL BOARD VANCOUVER LEARNING NETWORK

The VSB Learning Network is a district-wide initiative designed to provide opportunities for senior secondary students to complete regular, secondary school courses online.

Online courses give students flexibility and control over their own learning experiences. Students can access these courses from any Internet-connected computer, at any time. However, there is a course schedule with required deadlines for the course assignments and online discussions. These schedules and deadlines will help students organize and manage their learning.

Students in these courses interact online with others to actively construct knowledge by sharing and building upon the ideas of their peers and their teachers. Through problem and project based learning, cooperative on-line study, critical thinking, and use of the networked technologies, students will experience a unique way of study.

For further information visit <http://vlns.ca>- Information on equipment requirements and tips for succeeding in an online course can be found at <http://vlns.ca/documents/DEGuidebook.pdf>

## Course Planning Guide 2018-2019

### Youth TRAIN in Trades Programs:

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

The benefits include:

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

For more information and an application form, please visit the VSB Career Programs website: [careerprograms.vsb.bc.ca](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
Auto Refinishing Preparation	VCC	20 credits	Monday - Thursday 8:00 am - 3:00 pm	November 30	February
Auto Collision Repair Technician	VCC	28 credits	Monday - Thursday 8:00 am - 3:00 pm	March 1	September
Auto Service Technician	Britannia	16 credits	Day 2	March 1	September
Baking and Pastry	VCC	24 credits	Monday - Thursday	November 30	August

<b>Arts</b>			1:00 pm - 7:15 pm		
<b>Carpentry</b>	BCIT	16 credits	February - June Monday - Friday Semester 2	March 1	February
	Coquitlam SD	20 credits			
<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:

### Healthcare Assistant (Grade 12 or 12+)

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

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

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

Application Due Date: November 30

### Trades Sampler (Grade 12 or 12+)

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

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

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

Application Due Date: March 1

## **Youth WORK in Trades**

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

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

Students will diversify and enhance their computer knowledge by building a computer, installing software and connecting the computer to networks and to the internet.

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

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

### **Tupper Tech - Skilled Trades Program at Sir Charles Tupper Secondary**

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

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

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

### **Enhanced Trades – Killarney Secondary**

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

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

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