

# **VANCOUVER TECHNICAL SECONDARY SCHOOL**



## **COURSE PLANNING GUIDE 2017-2018**

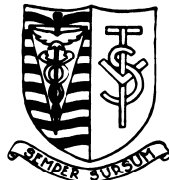
**Welcome to...**  
**VANCOUVER TECHNICAL SECONDARY SCHOOL**

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**MISSION STATEMENT**

Vancouver Technical School provides a safe, nurturing and stimulating environment in which students are given the opportunity to develop their intellectual, social, ethnical, aesthetic, physical and emotional intelligence; to respect the individual, embrace diversity and participate in the human community.



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# ENRICHMENT OPPORTUNITIES

Vancouver Technical offers students many opportunities for academic enrichment. At the Grade 8-10 level, these include the **Summit** District Program, which offers enriched curriculum in English, Social Studies, Mathematics and Science to the students at each level; and the **Flex Humanities** District Program, which emphasizes a humanities focus in a stimulating and supportive environment. Both programs also offer students a variety of field studies.

The Grade 8-12 **French Immersion Program**, which currently enrolls 175 students, enables elementary Immersion students to continue to develop their language skills in both English and French. Graduates of this program receive a bilingual certificate. In addition to language development, the program features a French language camp experience in Grade 8 and a two-week exchange to France in Grade 10. In Grades 11 and 12, students may pursue an enriched program culminating in university level Advanced Placement examinations in English, French, Calculus, Biology and Physics. For more information on any of these programs, contact the Counselling Department.

## FLEX HUMANITIES PROGRAM DESCRIPTION

Students in this program will study integrated curricula of Humanities, and Fine Arts in a supportive, stimulating, and challenging environment. Flex Humanities will include as its core subjects Classical Studies, and Historical Studies at the 8, 9, and 10 levels. In addition, at the grade 8 Fine Arts will focus on drama and art (including some history or art content). Media Studies at the grade 9 level, and Film Studies at the grade 10 level. Students also take a fourth course in Flex. The degree of integration will vary over time and subject. Analytical and logical language skills will be developed to examine philosophical/intellectual ideas. Students will have the opportunity to make literate and relevant connections between philosophy, literature and contemporary existence; making sense of how the world is shaped by ideas. The course will provide an opportunity to explore classical literature and poetry, develop the necessary writing and reading skills to analyze, transliterate/translate, and create text from epic poetic form, dialogue style, to formal essay structure. The Humanities portion is an integrated study of history, geography, philosophy, and classical literature from Ancient Greece to 19<sup>th</sup> Century Canada. Students are encouraged to intellectually develop their critical thinking skills in a cooperative group setting which emphasizes problem solving, projects, leadership, and social responsibility. The program has been designed for self-motivated students with the ability and desire to take on enriched and challenging curricula.

### FLEX HUMANITIES CLASSICAL STUDIES/HISTORICAL STUDIES 8

*Description:* Flex Classics 8 rediscovers traditional classical Humanities studies; a study of philosophy and classical literature from Ancient Greece to Late Mediaeval Europe. Students will be introduced to Philosophy, all its sub-disciplines, and Classical Literature and the social, cultural, and historical context of the writings. Emphasis will be placed on engaging primary documents and original writings albeit translated from their original languages if other than English. Historical Studies 8 focuses on the historical and geographic contexts of the ancient to late mediaeval world which are integrated as closely as possible with the Classical Studies component. Additional skills development of analysis and interpretation of historical documents, writing, and speaking skills, and geography skills will be encouraged through work with primary documents, texts articles and historical and contemporary mapping.

### FLEX HUMANITIES CLASSICAL STUDIES/HISTORICAL STUDIES 9

*Description:* Flex Classics 9 is a study of philosophy and classical literature from the Late Mediaeval Europe to the Enlightenment. Students will be introduced to Philosophy, all its sub-disciplines, and Classical Literature and the social, cultural, and historical context of the writings. Emphasis will be placed on engaging primary documents and original writings albeit translated from their original languages if other than English. Historical Studies 9 focuses on the historical and geographic contexts of the Europe and North America from the Renaissance Reformation and Enlightenment to end of the 19<sup>th</sup> Century. It includes an examination of the effects of changes in economic, social and political philosophies. Additional skills development of analysis and interpretation of historical documents of writing and speaking skills and of geography skills will be encouraged through work with primary documents, texts, articles, and historical and contemporary mapping.

### FLEX HUMANITIES CLASSICAL STUDIES/HISTORICAL STUDIES 10

*Description:* Flex Classics 10 is a study of philosophy and classical literature in the 19<sup>th</sup> Century and early 20<sup>th</sup> Century. Students will be introduced to Philosophy from the works of Kant to the existentialist writings of Heidegger. In the Classical Literature portion, students will study Romantic, Victorian, and early 20<sup>th</sup> Century poetry. We will all look closely at the social, cultural, and historical context of the writings. Emphasis will be placed on engaging primary documents and original writings albeit translated from their original languages if other than English. Historical Studies 10 focuses on developments on Canada from the late 18<sup>th</sup> Century to the early 20<sup>th</sup> Century. It included an examination of historical and constitutional change as well as geographical exploration with regard to the effects of changing social, political and economic philosophies in Europe and North America. Additional skills development on analysis and interpretation, writing, speaking and geography will be continued through work with a variety of contemporary and historical materials.

# ENRICHMENT OPPORTUNITIES (Continued)

## SUMMIT PROGRAM DESCRIPTION

- 1. Summit is a program where students journey through core academic areas (English, Social Studies, Math, and Science) as a group through grades 8, 9 and 10. All of these courses are enriched and/or accelerated.**
  - Science is accelerated and enriched so that students have a Science 11 by the end of grade 10.
  - Social Studies integrate Pre-AP European History in Grades 8-10 with the opportunity to enter Grade 11-12 AP at the end.
  - Math provides the opportunity for acceleration so that some students may complete grade 11 Math by the end of grade 10.
  - English is accelerated for those with ability so that the students can take English 10 at the end of grade 9 with the intention that they will take two English courses at a grade 12 level (one of which will be in grade 11).
  - The material studied and the academic demands are higher in Social Studies than in regular course work.
  - Students must maintain a 73% average in all core subjects.
- 2. Summit strongly values and encourages community involvement outside of school time. The organization and expectations of this involvement follows the Duke of Edinburgh's Young Canadian Challenge program, which can lead to Duke of Edinburgh awards and recognition.**
- 3. Summit is a program that is built on a wide variety of learning situations** from large group activities to individual learning responsibilities. Home study is a valued part of the program and the teachers in all core subject areas have the expectation that work will be done in the summer months.
- 4. Summit offers a variety of field trip experiences including:**
  - A fall trip, which emphasizes team building, self-reliance, and peer bonding.
  - Grade 10's are offered a trip.
  - Field trips during the year (approx. 1 every month and a half) are a combination of cultural and scientific experiences and physical challenges.
  - There is an opportunity to travel in Grade 9 to Washington DC or Winnipeg, MB with the Asper Program.
- 5. Summit is an educational environment that provides students with a social and learning network through grades 8, 9, and 10.** This network is supported through grades 11 and 12 through a common homeroom, the opportunity to continue in the Duke of Edinburgh Award program, and through an encouragement to maintain an academic focus and an involvement in the student leadership of Vancouver Technical Secondary.
- 6. Costs – the cost of one year of the program for the 2016-17 year was approximately \$260, this included:**
  - Fees for camp
  - Duke of Edinburgh registration and documentation
  - Summit field trip costs

\*\*Please note that the Duke of Edinburgh program requires some overnight camping trips. The costs for these trips will be extra. Please also note that there will be some cost for the grade 10 trip in April. The grade 10 class is encouraged to fundraise as much as possible, but parents will be required to offset this cost. All grades need to do fundraising to off-set personal costs.

## HONOURS LIBERAL ARTS WARRANT

The Honours Liberal Arts Warrant is intended to certify student achievement in the liberal arts. The Warrant will create an enhanced profile for the English, Social Studies, Modern Languages, and Fine Arts providing certified recognition along with links to post secondary institutions and academics. Students, upon structuring a selection of grouped courses and maintaining a B average, will receive an embossed certificate attesting to their achievement. This will be called the "Honours Liberal Arts Warrant." The students who attain the highest G.P.A. along with completion of a thesis portfolio in this warranted program will be eligible receive the Liberal Arts Honours Scholarship upon graduation.

# ENRICHMENT OPPORTUNITIES (Continued)

## ADVANCED PLACEMENT COURSES

Van Tech offers an array of advanced placement courses. The AP courses are based on a first year university curriculum and, if the student scores well on the final exam, may offer entry to second year courses or credit for the first year course. As you might expect, the AP courses are more difficult than the regular grade 12 courses. They cover additional material, at a higher level of detail and rigor. There will be a charge of approximately \$130 (subject to change based on US currency exchange rate) if students choose to register for the AP exam which occurs in May. Please see the Vancouver School Board website (<http://www.vsb.bc.ca/apexams>) for current information on the cost of registration for the AP exams.

Currently Van Tech is able to offer the following AP Courses:

- AP Biology 12.....Page 23
- AP Calculus 12.....Page 21
- AP English 12 (Enriched English 12) ..... Page 11
- AP European History 12..... Page 26
- AP Physics 1..... Page 23
- AP Physics 2..... Page 23
- AP Studio Art 12 .....Page 40

## CHALLENGE, EXTERNAL CREDIT, EQUIVALENCY (EXTERNAL LEARNING)

### EQUIVALENCY:

Recognizes **documented** learning from outside the BC school system, which the Ministry and/or school districts deem equivalent to the learning outcomes of either a Ministry-Developed, Board/Authority Approved or Locally Developed Grade 10, 11 or 12 course. Where the Ministry has not assessed credentials from other institutions for equivalency, school boards have the authority to do so. The recommended guideline for determining equivalency is approximately an 80% match of learning outcomes with a Ministry-Developed course. **Example:** Credit for Cambridge Language Assessments in Punjabi have been reviewed and deemed equivalent to the Ministry-Developed courses Punjabi 11 and Punjabi 12.

### EXTERNAL CREDENTIALS: (MINISTRY APPROVED CERTIFICATES (MAC))

The Ministry approves credentials earned in courses, programs, and assessments that are developed outside the BC school system and taken either inside or outside the regular classroom setting. External Credentials are not necessarily equivalent to Ministry-Developed curriculum. **Example:** Royal Conservatory of Music Certificates.

### CHALLENGE:

Allows students to receive credit and a percentage mark for a provincially developed Grade 11 or 12 course, offered within a district, through a process of assessing the relevant knowledge and skills they have gained elsewhere. Courses will be normally available for Challenge one year after full implementation of their Integrated Resource Packages (IRP). e.g.: Credit granted through a Mandarin challenge process would provide the school mark and the student must then write the provincial exam (Grade 12).



# ACADEMICS

## ENGLISH

### GRADE 8

#### ENGLISH 8

*Description:* The English 8 curriculum focuses on the following “Big Ideas”: Language and text can be a source of creativity and joy; exploring text and story helps us understand ourselves and make connections to others and to the world; developing our understanding of how language works allows us to use it purposefully; purpose, audience, and context guide the author’s choices in the construction of text; language can shape ideas and influence others; people understand texts differently depending on their worldviews and perspectives; and texts are socially, culturally, and historically constructed.

### GRADE 9

#### ENGLISH 9

*Description:* Through the English 9 curriculum students will continue to develop their ability to work with story and text, use strategies and processes, and understand language features, structures and conventions. This content will come to life through the following “Big Ideas”: Language and text can be a source of creativity and joy: exploring text and story helps us understand ourselves and make connections to others and to the world; developing our understanding of how language works allows us to use it purposefully; purpose, audience, and context guide the author’s choices in the construction of text; language can shape ideas and influence others; people understand texts differently depending on their worldviews and perspectives; and texts are socially, culturally, and historically constructed.

### GRADE 10

**IMPORTANT: English 10 is being redesigned in the new BC curriculum. Students will now be able to choose 2 of the 5 course offerings (for a total of 4 credits). Please note all options have the same curricular outcomes, and all options will require reading, essay writing and oral presentations.**

**Composition 10** is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities in the following modes:

- narrative
- expository
- descriptive
- persuasive
- opinion

**Creative Writing 10** is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing. The following are possible areas of focus within Creative Writing 10:

- narrative, personal experience writing
- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts

**Focused Literary Studies 10** is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. The following are possible themes within Focused Literary Studies:

- science fiction; post-apocalyptic fiction
- indigenous writing
- graphic novels
- literature circles
- social justice
- non-fiction
- historical time periods

**New Media 10** is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media including the following:

- film
- podcasts
- social media
- journalism
- music

**Spoken Language 10.** Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 10 provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes which may include the following:

- debate
- spoken word poetry
- reader's theatre
- story-telling
- presentations
- interview skills

## GRADE 11

### ENGLISH 11

*Description:* The grade 11 curriculum includes in-depth studies of world literature in the genres of short stories, drama, novels, and poetry. Themes of social justice, cultural, and personal identity are explored. Written work focuses on connecting students' personal responses with texts and the world they live in through journals, poetry, and literary /expository essay writing.

## **PSYCHOLOGY 11**

*Description:* Familiarization with the major areas and concepts of psychology including Human Development, Learning and Language, Personality, Psychopathy, Psychotherapy, and Research Processes through lectures, discussions, speakers, films, research papers, case studies, and written reports. Students should possess good reading and writing skills and at least a C standing in academic English.

# **GRADE 12**

## **ENGLISH 12**

*Description:* The grade 12 curriculum is designed to allow students to think critically, solve problems, communicate clearly, and be able to learn and work both independently and with others. Students will continue to develop skills in reading and interpreting different forms of literature, use literary terminology, demonstrate critical and creative thinking, and express yourself powerfully and convincingly through writing and speaking for a variety of audiences. This is a provincially examinable course with an emphasis on analysis and writing. It is strongly recommended that students achieved a C or better in EN 11. This course has a graduation program examination worth 40% of the final course mark.

## **LITERATURE 12**

*Description:* Heroism, courage, war, betrayal, love, compassion, identity, humanity: these are a few of the global ideas examined in this course which will introduce you to through literature from across the ages. The works we study come to life through reading, writing, music, film, drama, debating, and feasting. This course is open to all students, and is especially useful for those going on to post-secondary studies. It is also considered an academic credit for your transcripts.

## **CREATIVE WRITING & MEDIA STUDIES 12 (WRITING 12)**

*Description:* This engaging course is for students with a strong interest in creative writing and film studies. The focus will be on writing experimental short prose, short story, poetry, song, screenplay, and critical film review. To enhance the writing process, students will be exposed to influential literature and film from 1990 to the present. This is an elective course which may be taken alongside English 11 or 12.

## **ENGLISH FIRST PEOPLES 12**

English 12 First Peoples provides opportunities for all students to engage with indigenous creative expression enter the worlds of First Peoples provincially, nationally, and internationally. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text-including oral story, speech, poetry, dramatic work, dance, song, film, and prose (fiction and non-fiction). English 12 First Peoples is the academic equivalent of English 12. The course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements. This course has a graduation program examination worth 40% of the final course mark.

## **ENGLISH 12 ENRICHED**

*Description:* This course is for students who are passionate about reading, writing, and exploring the world of literature through multiple lenses at a college/university level. Students prepare for university level discourse, reading and writing. In AP, students will learn to analyze and interpret imaginative literature through the careful reading and critical analysis of representative works from various genres and periods; explore literary elements such as a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone; develop writing skills as one expresses his/her ideas and analysis in expository, analytical and argumentative essays. Students who write the May AP exam and receive a level 4 are given English credit for first year university at SFU, UBC, UVIC, colleges in USA and various colleges and universities across Canada. Students must check with post-secondary institutions regarding current credit guidelines. The cost of the AP exam is approximately \$125 (depending on US exchange).

# SUMMIT

## **SUMMIT ENGLISH 8**

*Description:* The Summit English 8 program is an introduction to Autonomous Learning program. By means of novels, poetry, short stories, drama, and writing experiences, the students are encouraged to begin taking responsibility for their own learning. Social skills are developed and enhanced to facilitate group learning skills. Students are encouraged to become learners rather than just students, and assignments and activities in the course are designed with that goal in mind. This course enriches the English curriculum through in depth studies based on the Advanced Placement vertical teams approach.

## **SUMMIT ENGLISH 9**

*Description:* The Summit English 9 program continues the development started in Grade 8. Using the delete English curriculum and enriched activities, higher level thinking skills are integrated, reinforced, and demonstrated in the learning process. Students become increasingly actively involved in their learning, and through community involvement, learning and questioning techniques, and peer interaction, students are encouraged to develop new and unique products. This course enriches the English curriculum through in depth studies based on the Advanced Placement vertical teams approach.

## **SUMMIT ENGLISH 10**

*Description:* The Summit English 10 program further extends the goals of Grades 8 and 9. By this point, autonomous, self-directed study should be ingrained in the learner. Students will use varied resources in the development of in-depth studies. Content topics are broad-based, with emphasis on major themes, problems, issues and ideas. Students should leave the Summit English program as capable learners and communicators. Students will write the provincial exam for this course worth 20% of the student's overall mark. This course enriches the English curriculum through in depth studies based on the Advanced Placement vertical teams approach.

# ENGLISH LANGUAGE LEARNERS (ELL)

**Level 1:** Students have an approximate reading grade equivalent (GE) of **0 - 2.5**

**Level 2:** Students have an approximate reading GE of **2.5 – 3.5**

**Level 3:** Students must have a writing sample, listening and oral skills at Level 3 matrices or higher or and an approximate reading GE of **3.5 – 5.0**

**Transitional:** Students must have a writing sample, listening and oral skills at Level 4 matrices or higher and an approximate reading GE of **5.0 – 7.0**

## **ELL English Writing Level 1 & 2**

At this basic level of English, the emphasis is on acquiring vocabulary, and writing simple sentence structures. The focus of the course will be introducing grammar, spelling and vocabulary, the various types of sentences, structures, punctuation and capitalization. Students will also work on writing simple paragraphs, journal writing, and learning how to print / hand write.

## **ELL English Reading Level 1 & 2**

At this basic level of English, the emphasis will be on expanding vocabulary knowledge through reading of short stories and current event articles from The Westcoast Reader and other adapted newspaper resources. The learning of phonetics will serve as a foundation for the development of oral language.

## **ELL English Writing Level 3**

Students at this level will continue to learn more advanced grammar along with developing a more extensive vocabulary. The emphasis will be placed on writing more complex sentences and paragraphs, and learning more about the writing process and the different writing styles.

## **ELL English Reading Level 3**

Students at this level will begin to read more advanced short stories and novels. Current events will be introduced through local newspapers adapted to their level. Oral reading and presentations will be a continued focus.

## **Transitional English**

This course covers advanced grammar and composition, and introduction to short stories, poetry and Shakespeare. Students at this level will be involved with more oral presentations and composition writing. The focus of this course is to prepare students for the regular English program.

## **Transitional Academic Writing Support**

This is an elective support course for students who have left the ELL/Transitional program and enrolled in regular English. Students will continue to work on strengthening their reading and writing comprehension skills.

## **ELL Social Studies Level 1 & 2**

This course is designed to study English through the Social Studies content area. Canadian geography, basic knowledge of major Canadian cities, Canadian holidays & celebrations, First Nations culture, and the early Pioneer settlers will be covered at this level.

## **ELL Social Studies Level 3**

This course is designed to study English through the Social Studies content area. A more in depth study of Canada will be introduced at this level. The focus will be on Canadian landmarks and their importance on Canadian history, government, industries, and the First nations people.

## **Transitional Social Studies**

This course is designed to study English through the Social Studies content area. The topics covered at this higher level will focus on world topics. These include: World Religions: Buddhism, Christianity, Life in the Middle Ages, Islam, the contact between East & West, the voyages of discovery, the Renaissance, the Reformation, and current events.

# FRENCH IMMERSION

The secondary component of the French Immersion program at Vancouver Technical Secondary provides students from both late and early French Immersion the opportunity to continue their studies in French and to continue the development of higher level thinking and verbal skills in their second language.

Successful graduates of the full program at the end of Grade 12 receive a Bilingual Graduation Certificate in addition to the provincial “Dogwood” certificate.

## **FRANÇAIS-INITIATION À L'EXPRESSION DRAMATIQUE 8**

*Description:* In this course students will be exposed to narratives and creative works in the context of theatre and dramatic expression, as well as the basic elements of dance and the fundamentals of oral speaking. This class will be conducted in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **FRANÇAIS LANGUE 8**

*Description:* This language course focuses on oral and written expression and reading and listening skills. Four basic verb tenses will be reviewed and new tenses introduced. Vocabulary will be enriched, allowing for more complex communication. This class will be conducted in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **SCIENCES NATURELLES 8**

*Required Text:* *Sciences 8 C-B – les Editions de la Cheneliere*

*Description:* This course follows the same curriculum as in the regular SC8 course; four major units will be explored: Cells, Optics, Fluids, and Water. Instruction is in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **SCIENCE HUMAINES 8**

*Texts:* *Les sentiers de la civilization (2002) - Les chemins de la civilisation*

*Description:* The curriculum covers political and physical geography of the world, as well as world religions. In history, topics covered include the beginnings of Chinese and of African civilization, the Middle Ages in Western Europe, the history of the Middle East to the Crusades, the Crusades, and the Renaissance. Instruction is in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **FRENCH IMMERSION SKILLS 8/CENTRE D'ORTHOPEDAGOGIE**

*Referred:* *Elementary School Based Teacher*

Increased academic success and development of study, memory, note-taking and test-taking strategies. Small individual instruction given of a tutorial nature. Provides support for all academic courses including those taken in French. This course will replace the Applied Skills 8 elective course. This class will be conducted in French. This course is only option to students registered in the French Immersion program.

## **FRANÇAIS ANIMATION / CONNAISSANCE DES MEDIAS 9**

*Description:* This course aims at the four basic skills with emphasis on oral work. Students will be taught how to animate small and large groups and will be involved in projects and activities using their animation skills. Knowledge of different media such as radio, television, newspapers, advertising, theatre will be taught throughout the course, which is instructed entirely in French and students are expected to communicate only in French.

## **FRANÇAIS-ANIMATION/CONNAISSANCES DES MEDIAS 9** **Or FRANÇAIS-ETUDES ENVIRONNEMENTALES**

*Description:* This course may run as either Animation or Media Awareness or as Environmental Studies. In the years when it runs as Animation and Media Awareness, it will aim to improve students' basic skills in French, with emphasis on oral work. Students will be taught how to animate and will be involved in projects and activities using their animation skills. Knowledge of different media such as radio, television, newspapers, advertising and theatre will be taught throughout the course, which is instructed entirely in French. Students are expected to communicate only in French. In the years when the course runs as Environmental Studies, the aim will also be to improve students' basic skills in French, with emphasis on oral work. Students will engage in hands-on sustainability projects at home, at school and in the community, including work outside over the course of the year. Knowledge of environmental processes, issues and vocabulary will be taught throughout the course, which is instructed entirely in French. Students are expected to communicate only in French.

## **FRANÇAIS LANGUE 9**

*Description:* This language course aims at the four basic skills with emphasis placed on grammar, composition, creative writing, and literature. Regular oral participation is stressed. This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **SCIENCES NATURELLES 9**

Texts: Sciences 9 C-B (2008) – Les Editions de la Cheneliere.

*Description:* The curriculum covers units on reproduction, space exploration, characteristics of electricity, as well as storms, elements, and compounds. Elements of the Scientific Method will also be reinforced. This course is only option to students registered in the French Immersion program.

## **SCIENCES HUMAINES 9**

Texts: A la croisée des chemins (2002) - Les Origines du Canada - Chemins de la civilization II

*Description:* The curriculum covers: the origins of the human migration in the Americas and the evolution of Native cultures throughout the continent. The physical and political geography of the Americas. The European explorers and the colonization of New-France. It also covers the English, American, French and industrial revolutions. This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **PLANIFICATION 10**

*Description:* Planification 10 is a four-credit course required for graduation. It includes four major sections: Graduation Transitions; Education and Careers; Healthy Living; and Financial Literacy. It also involves a minimum of 20 hours of volunteer work. Please see page 2 for a complete description of "Planning 10". This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **FRANÇAIS LANGUE 10**

*Description:* This course will continue to refine the students' knowledge of the French language, literature, and culture. Regular oral participation is stressed. This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **SCIENCES NATURELLES 10**

*Description:* Laboratory investigations and research projects are stressed. Units as in regular Science 10 include Chemistry: atomic theory, chemical reactions; Physics: motion, radioactivity; Biology: ecology, sustainability; Earth Science: earth forces. This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **SCIENCES HUMAINES 10**

Text: Retrospective Canada - L'Ouest et son Histoire

*Description:* The curriculum covers: Canada from the conquest to Confederation. It includes BC history, the rebellion of 1837-1837, the Riel rebellion and the making of Confederation. We also cover interpretation of maps and graphics and the geography of Canada. This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **FRANÇAIS LANGUE 11**

*Description:* The main objective of this course is to fashion the students' French into an increasingly sophisticated tool of communication and thought. Students will read French Literature from the Middle Ages to the 19<sup>th</sup> Century. This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **SCIENCES HUMAINES 11**

*Text:* Contrastes

*Description:* The curriculum covers: Canada in the First and Second World War, the Depression of the 1930s, Canada from 1945 to 1990, the rise of nationalism in Quebec in the 1960s and 70s. The Government and its institutionalized Justice system. Human geography and world problems. This course is taught entirely in French and students are expected to communicate only in French. This course is only option to students registered in the French Immersion program.

## **FRANÇAIS LANGUE 12**

*Description:* Through the study, analysis, and comparison of key texts, students will be given the opportunity to explore and compare some of the main ideas underlying the 20<sup>th</sup> century. Students are regularly expected to present a critical summary of their readings, and write a number of essays. This course is taught entirely in French and students are expected to communicate only in French. Students in this course can opt to write the APFILA12 exam. Students need to register for it early in the year. This course is only option to students registered in the French Immersion program.

## **BA PEER TUTORING 11**

### **French Immersion Peer Tutoring 11 (open to both grade 11 and 12 FI students)**

This full year course was recently Board Authorized Approved and offers 4 credits to an Immersion student. \*This course will appear on your transcript as a French Immersion credit, but will be very similar to regular Peer Tutoring 11 (assessment will be based on journal entries, good attendance and participation and role-modelling the use of the French language). As a French Immersion peer tutor you will be trained and offer you tutoring skills in the French Immersion Skills class to junior French Immersion students in the 4 Immersion subject areas.

A large component of this course is based on a desire to help others and the ability to be a positive French-speaking role model. French Immersion Peer Tutors will become experts in study and success strategies such as memory skills, note taking, organization, studying methods, time management, etc, and work with younger students either one on one or in small groups.

A prerequisite for this course is successful completion of grade 10 French Immersion courses (a B or higher in French Immersion Language Arts 10 is recommended) and approval by the French Immersion department and/or French Immersion skills teacher. This course is only option to students registered in the French Immersion program.

*\*Please note: this course may be taken in addition to the 2 grade 11 French Immersion courses but cannot replace either French Immersion Language Arts 11 or French Immersion Social Studies 11 for graduation requirements.*



# LANGUAGES

Students who already have some basic language skills in one of the offered languages and wish to pursue further studies in that language will be required to write a Placement Test, so they can be enrolled in the appropriate course level. In-school Placement Testing usually occurs in the Spring so that students can make an accurate choice of language level for their course selection for the next school year. Please contact the Modern Languages Department for more information.

## FRENCH

### FRENCH 8

*Description:* FR 8 is an introductory course with emphasis on communication and basic elements of French Grammar. Students share information about themselves, their school, their interests and their world.

### FRENCH 9

*Description:* This course continues to focus on communication and expands on the basic elements of French Grammar. Communication skills are expanded. Students' confidence in oral ability increases as they learn to communicate with greater ease about themes relevant to their lives.

### FRENCH 10

*Description:* In French 10, language is learned through integration of all aspects of communication: speaking, reading, writing and listening. The activities are active and meaningful and are designed to help students communicate about topics that are drawn from their own experience.

### FRENCH 11

*Description:* This is an intensive course in which students will discover more about themselves and others through oral and written communication. It is for any student interested in learning French for pleasure, continuing the study of the language, and/or improving their preparation for the job market.

### FRENCH 12

*Description:* This is a senior course in which students will be required to master many of the finer points of grammar and composition, and attain a higher level of oral proficiency in order to improve their communication skills.

## MANDARIN

### MANDARIN 9

*Description:* This is an introductory course, including learning the pronunciation of the language and simple everyday conversation. Written and oral activities will involve both culture and customs of the language. Students must be tested prior to signing to ensure proper placement.

### MANDARIN 10

*Description:* This is a continuation of the Grade 9 course, greatly extending the vocabulary and increasing the focus on sentence structures. All students not previously enrolled in Mandarin must be tested prior to signing up to ensure proper placement.

## **BEGINNING MANDARIN 11**

*Description:* Beginning Mandarin 11 is an introductory one-year course for senior students who want to sample another language and have not been able to study Mandarin 9 in grade 9 or 10. This course may lead to Mandarin 11. There is a strong emphasis on everyday communication using basic grammar and vocabulary. Written and oral activities will involve both culture and customs of the language. All students will do a placement test before entering the Mandarin program.

## **MANDARIN 11**

*Description:* This course is based on the IRP curriculum approach, greatly extending the vocabulary and grammar with increasing difficulty in the subject matter. Two hundred and fifty written characters will be introduced at this level.

## **MANDARIN 12**

*Description:* This course is designed to increase students ability to communicate in Mandarin and to develop an understanding of the values, customs and other elements of Chinese culture. Grammar points and composition skills will be emphasized at this level.

# **SPANISH**

## **SPANISH 9**

*Description:* Spanish 9 is a first year course providing the student with a basis for further study in the language by developing each of the language skills: listening comprehension, speaking, reading and writing. Emphasis is on communication in everyday situations.

## **SPANISH 10**

*Description:* Spanish 10 builds on the communication skills and culture acquired in Spanish 9, introducing more vocabulary and more complex grammar. The student achieves a higher level of proficiency in oral and written communication. Supplementary readers are used to provide a cultural context to the vocabulary taught.

## **BEGINNING SPANISH 11**

*Description:* Beginning Spanish 11 is an introductory one-year course for senior students who want to sample another language and have not been able to study Spanish 9 in grade 9 or 10. This course may lead to Spanish 11. The emphasis is on everyday communication about students and their world, using basic grammar and vocabulary.

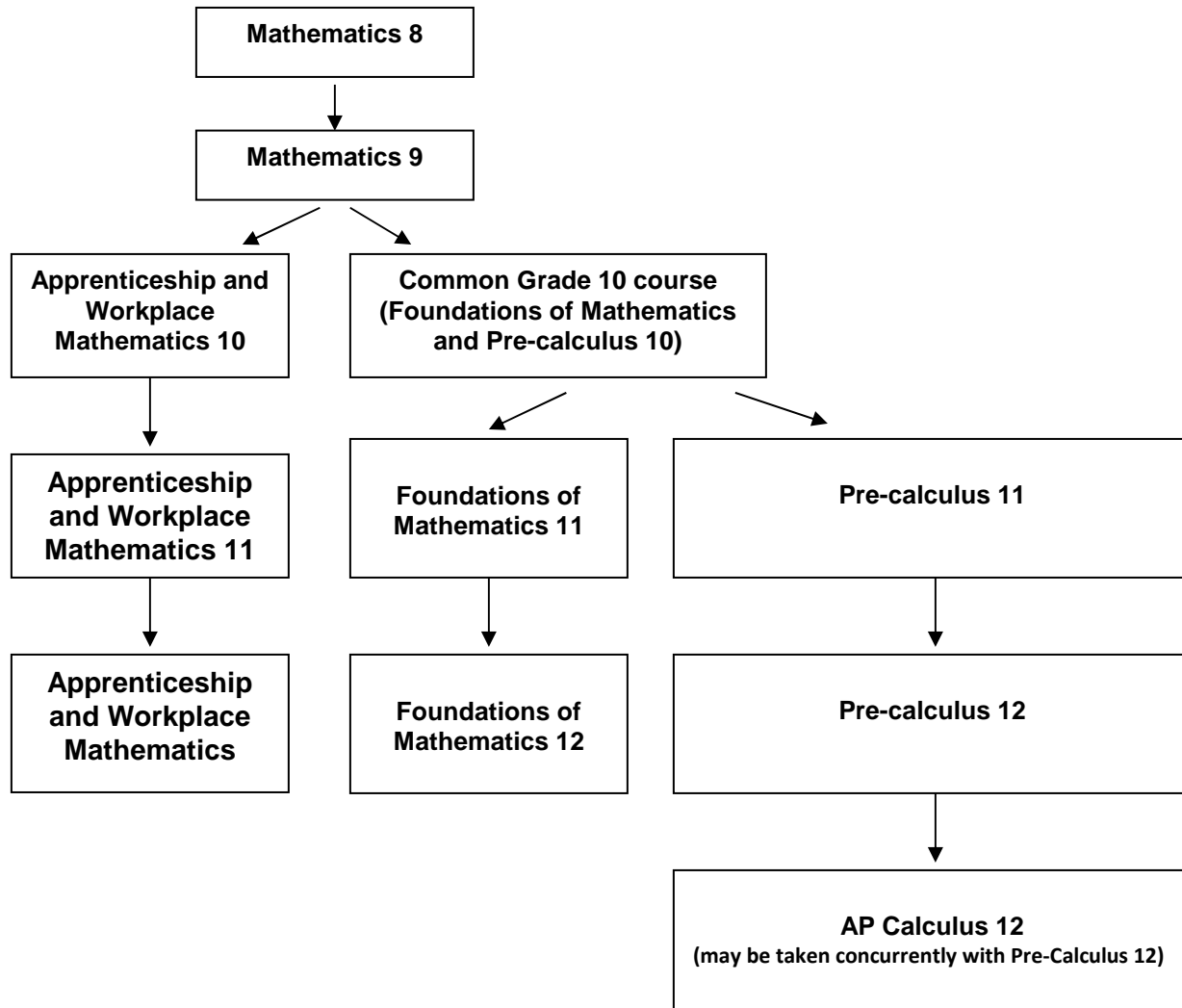
## **SPANISH 11**

*Description:* In Spanish 11, students communicate about their lives and the world around them, using more complex structures. They are expected to show mastery in oral, aural, reading, and writing skills. Culture is also discussed in class, along with current events.

# MATHEMATICS

Students graduating in 2013 or later complete a common mathematics curriculum up to end of grade 9. In grade 10, they must choose between two different pathways and in grades 11 and 12 they must choose between three different pathways. The pathways are: Apprenticeship and Workplace Mathematics, Foundations of Mathematics, and Pre-calculus. A common Grade 10 course (Foundations of Mathematics and Pre-calculus, Grade 10) is the starting point for the Foundations of Mathematics pathway and the Pre-calculus pathway. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever pathway they have chosen. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings. In general, a course in a particular pathway only provides suitable preparation for the subsequent course in the same pathway.

The three pathways are outlined in the diagram below:



## GOALS OF PATHWAYS

The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. When choosing a pathway, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

\*Partially replicated from WNCPC Common Curriculum Framework document 2008:  
<http://www.wncpc.ca/media/38771/math10to12.pdf>

## GRADES 8 and 9

Students entering Grade 8 are placed based upon the recommendations of their Grade 7 teacher and/or results obtained on placement testing.

### **MATHEMATICS 8**

*Description:* Students will study rational operations, equation solving, graphing, exponents and roots, scientific notation, measurement, probability and data analysis.

### **MATHEMATICS 9**

*Description:* Students will study exponents, operations, factoring, equations, inequalities, similarity, transformations, trigonometry and probability.

## GRADE 10

### **APPRENTICESHIP AND WORKPLACE MATHEMATICS 10**

*Description:* Apprenticeship and Workplace mathematics 10 is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include understanding and apply the metric and imperial systems to the measurement of 2-D and 3-D objects, geometry, trigonometry, and the fundamentals of income, spending, and debt. At the end of this course, students are prepared to take Apprenticeship and Workplace Mathematics 11.

### **FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10**

*Description:* Foundations and Pre-Calculus 10 is intended to provide students with mathematical understanding and critical thinking skills identified as beneficial for post-secondary studies in both the arts and the sciences. Topics include surface area and volume of 3-D objects, applying trigonometric ratios to right triangles, irrational numbers, powers involving integral and rational exponents, polynomials, co-ordinate geometry with linear relations, system of linear equations, and function notation. At the end of this course, students are prepared for Apprenticeship and Workplace 11, Foundations of Mathematics 11, and/or Pre-Calculus 11.

## GRADE 11

### **APPRENTICESHIP AND WORKPLACE MATHEMATICS 11**

*Description:* This course is designed to provide students with the mathematical understanding 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 provides students with the graduation requirement in mathematics.

### **FOUNDATIONS OF MATHEMATICS 11**

*Description:* This course is designed to provide students with the mathematical understanding 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 logic, geometry proofs, linear systems, quadratic functions, and statistics. This course gives students the graduation requirement in mathematics. (There is not a large overlap between this course and Pre-calculus 11; some students may wish to take both courses).

## **PRE-CALCULUS 11**

*Description:* This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, computer science, 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. (There is not a large overlap between this course and Foundation of Mathematics 11, some students may wish to take both courses).

# **GRADE 12**

## **APPRENTICESHIP AND WORKPLACE MATHEMATICS 12**

*Description:* This extends the topics covered in *Apprenticeship and Workplace Mathematics 11* and is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into various 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. Concepts related to the study of probability and statistics are also introduced.

## **FOUNDATIONS OF MATHEMATICS 12**

*Description:* This course extends *Foundations of Mathematics 11* and is designed to provide students with the mathematical understanding 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 logic, geometry proofs, linear systems, quadratic functions, and statistics. Because there is not a large overlap between this course and *Pre-calculus 12*, some students may wish to take both courses.

## **PRE-CALCULUS 12**

*Description:* This course extends *Pre-calculus 11* and is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. 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 12*, some students may wish to take both courses.

## **AP CALCULUS 12**

*Description:* This course prepares students for university calculus. Students may choose to write an examination that offers the opportunity for advanced placement and course credit at the university level. There is a fee for this exam.

# **SUMMIT**

## **SUMMIT MATHEMATICS 8, 9 AND 10**

Part of the Summit Program, this math program covers all the topics in the MA 8, MA 9 and MA 10 curricula. In addition, students will participate in math contests and work on projects. Where appropriate, students may accelerate and complete MA 8, MA 9, MA 10, and MA 11 in 3 years.

# SCIENCE

## GRADES 8 to 10

The Science 8, Science 9 and Science 10 courses are organized so that the three courses together are an introduction to the major fields of Science.

	Science 8	Science 9	Science 10
Course Code	MSC-08	MSC-09	MSC-10
Topics	<ul style="list-style-type: none"><li>•Cells</li><li>•Kinetic Molecular Theory and Atomic Theory</li><li>•Energy Transfer</li><li>•Plate Tectonics</li></ul>	<ul style="list-style-type: none"><li>• Cells &amp; Reproduction</li><li>• Chemical Nature of Atoms</li><li>• Electricity</li><li>• Matter &amp; Energy in the Biosphere, Hydrosphere &amp; Atmosphere</li></ul>	<ul style="list-style-type: none"><li>•Sustainability of Ecosystems</li><li>•Chemical Reactions &amp; Radioactivity,</li><li>•Motion</li><li>•Energy Transfer in Natural Systems</li></ul>

Science 8, 9, and 10 also include the following processes & skills of Science: safety, scientific method, representing and interpreting scientific information, scientific literacy, ethical behavior and cooperative skills, application of scientific principles, and the use of science-related technology. Teachers may provide optional workbooks for a \$15 fee.

### BIOLOGY 11

*Fee:* Optional field expense & optional workbook \$15

*Text:* Biology, Miller & Levine

*Description:* Biology is the study of living things. Biology 11 is a survey course of the major fields of Biology, including Evolution and Genetics, Taxonomy (classification of living things), Microbiology (viruses & bacteria), Animal Biology, Plant Biology, and Ecology. The course includes hands-on labs, field trips, and dissection activities, and also involves some reading outside of class time and lots of new vocabulary.

### CHEMISTRY 11

*Fee:* Optional field expense & optional workbook up to \$35

*Description:* Topics covered in this course include: Safety; Introduction to Chemistry; Introduction to the Periodic Table, Atomic Structure, Solutions; Introduction to Organic Chemistry. **Students are required to have a scientific calculator.**

### PHYSICS 11

*Text:* BC SNAP Physics 11 (Optional up to \$30 fee to use as a workbook)

*Description:* Physics is often called the “key science” because it is concerned with the basic laws of nature. It stimulates the imagination and teaches the student to observe the world with a new sense of wonder and awe. The study of Physics is excellent mental training. Topics studied in the Physics 11 course include: Kinetics, Dynamics, Work & Energy, Waves & Optics and Modern Physics. **Students are required to supply their own graph paper, calculator and geometry set.**

### SCIENCE & TECHNOLOGY 11

*Fee:* Optional field expense

*Description:* The course is ideal for students who don't wish to specialize in one particular branch of science and prefer hands-on activities rather than theory. It is a lab and project-based course that covers units such as Forensics, Household Chemistry, Agriculture and Natural Resources of BC. Science and Technology 11 requires regular attendance and participation as most activities are completed in class. Science & Technology 11 meets the senior science requirement for graduation, and is intended for students who do not wish to pursue science courses beyond the Grade 11 level.

### ASTRONOMY 11

*Description:* The fundamentals of Astronomy are covered in this survey course. Topics include the history of Astronomy and space exploration; stars, galaxies and the large structure of the universe; cosmological history; dark matter and energy; astrobiology; observational instruments and techniques. There will be a small math component to some aspects of the course. Students will need to spend up to \$35 for materials to build their own simple telescope. This course is a senior elective and cannot be used as a Grade 11 Science requirement for graduation.

## **BIOLOGY 12**

*Text:* BC Biology 12

*Description:* This challenging course is designed to cover cell biochemistry and physiology. A large portion of this course involves the study of human physiology with an in-depth examination of some of the major systems. The laboratory part of the course includes a major dissection.

## **CHEMISTRY 12**

*Fee:* An optional workbook can be purchased for up to \$35. A calculator is required. Optional field expense

*Description:* Topics for this course include: Reaction Kinetics; Equilibrium; Solubility of Ionic Substances; Acids-Bases; Oxidation-Reduction. **Students are required to have a scientific calculator.**

## **PHYSICS 12**

*Fee:* A calculator is required. There is an optional up to \$30 charge to use the BC SNAP Physics 12 text as a workbook.

*Text:* Grade 12 Physics & BC SNAP Physics 12

*Description:* Topics for the Physics 12 course include: Vectors (components and resultants, motion in two dimensions, collision and projectile problems); Universal Gravitation; Charges and Currents; Electromagnetism.

## **GEOLOGY 12**

*Fee:* Optional field expense

*Description:* Geology is the study of the Earth, the materials of which it is made, the physical and chemical changes that occur on its surface and in its interior and the history of the planet and its life. The following topics will be covered: mineral and rock identification, geological time and the fossil record, plate tectonics, earthquakes, weathering and erosion, geological structures and natural resources.

## **ADVANCED PLACEMENT BIOLOGY/BIOLOGY 12**

AP Biology is a challenging course which requires strong literacy and numeracy skills and excellent work habits. Topics include: Ecology, Evolution & Population Genetics, Plant Physiology, Biochemistry, Cell Biology & Communication, Homeostasis in Living Systems, DNA Replication, and Biotechnology. Students may choose to write the AP Biology exam in May. Depending on their score on the AP Biology Exam, students may receive AP Biology credit, first year credit, or entry to second year university courses. Students are encouraged to check with post-secondary institutions, the AP website, and their counsellor for more information.

## **ADVANCED PLACEMENT PHYSICS 1**

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. AP Physics 1 is a pre-requisite for AP Physics 2.

## **ADVANCED PLACEMENT PHYSICS 2**

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid statics and dynamics; thermodynamics with kinetic theory; pressure-volume diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. AP Physics 1 is a pre-requisite for AP Physics 2.

## **SUMMIT SCIENCE 8, 9 and 10**

The Summit Science program will take the concepts noted above and condense them into two years of study. In the grade 10 year, students will complete Chemistry 11.

# SOCIAL STUDIES

## GRADE 8

### **SOCIAL STUDIES 8**

*Text:* Pathways, Nystrom Atlas of Canada and the World

*Description:* An introduction to world history 550 CE 1500 CE. The skills of historical interpretation are introduced as well as rudimentary geography.

## GRADE 9

### **SOCIAL STUDIES 9**

*Text:* Crossroads; Nystrom Atlas of Canada and the World; Origins: History of Canada

*Description:* Geographic skills related to location, climate and landform are taught with world history from 1600 to present - topics include War and Revolution, Industrial Change, Nationalism, Imperialism, the rise and fall of New France and Canadian History from Jacques Cartier to the rebellions of 1838.

## GRADE 10

### **SOCIAL STUDIES 10**

*Texts:* Horizons & Nystrom Atlas of Canada and the World

*Description:* This course focuses on Canadian History 1838 to 1914: Rebellions, Confederation, West Ward Expansion, Geography and Economy of Canada and the Pacific Rim. There is use of GIS (Geographic Information Systems).

## GRADE 11

### **SOCIAL STUDIES 11**

*Text:* Counterpoints – 2<sup>nd</sup> Edition

*Description:* This course focuses on three major units: (1) Canada in the Global Village: issues examined include population, development, resource use, and urbanization. (2) Contemporary Canadian Society: an examination of Canada's role in the World Wars and events to 2000. Issues include immigration, multiculturalism, and Canadian identity. (3) Canadian Government, Law, and Politics: Examines the structure of government and the Electoral System, Criminal & Civil law systems, and the Constitution/Charter of Rights.

## GRADE 12

### **COMPARATIVE CULTURES 12**

*Texts:* Newman & DeGreer, *Odyssey Through the Ages*; Haberman & Hundey.

*Description:* Comparative Civilization 12 analyzes the origins and development of civilization from pre-civilization and the first civilizations (Mesopotamia, Egypt, India, and China), to the roots of Western Civilizations (Greece and Rome). The emphasis of the course is on human change over time, including examination of belief systems, philosophy, cultural achievement, and impact on modern societies.

### **ECONOMICS 12**

*Description:* This is a course that takes a fundamental look at one of the key forces that shape our lives: scarcity. This course is a complete introduction to Micro Economic concepts: supply and demand, elasticity, monopoly, etc. Macro Economic issues of banking, Money supply and Unemployment are addressed. In addition the history of Economic thought from Adam Smith to J.M. Keyens is taught. If you do not wish to be a victim of the marketplace, this is the course for you. Economics is recommended to anyone who is interested in Business, Law, Commerce, or Political Science.



## **GEOGRAPHY 12**

*Texts:* Earth Dynamics; Canadian Oxford School Atlas, 7<sup>th</sup> Edition; Landforms; Geography

*Description:* Geography is the science of space and place. It is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. Its subject matter examines the basic physical principles and processes that govern climate, landform, vegetation and soil systems on the Earth's surface as well as exploring natural and human induced changes in environmental systems through time.

*Note:* This is a provincially examinable course.

## **HISTORY 12**

*Resources:* Howath, 20<sup>th</sup> Century: The World Since 1900; DeMarco, The World This Century; Rundle, International Affairs; Twentieth Century Viewpoints; Catchpole, Map History of the Modern World.

*Description:* History 12 examines the geo-political, economic, and social developments of the 20<sup>th</sup> century from 1917 to 1992; from the Russian Revolution to the fall of the Soviet Empire. War, oil, automobiles, and protest are all part of the conflict and change in the past century. The course focuses mainly on the European, Russian, and American experience with forays into the Middle East, Africa, Latin America, and Asia. A solid grounding in the Canadian historical experience of the 20<sup>th</sup> century is an asset.

## **LAW 12**

Law 12 provides you with basic knowledge about Canada's legal system and legal procedures.

*Topics:* 1. **Foundation of Law:** History of Law, Constitution, Charter of Rights, Human Rights.

2. **Criminal Law:** Arrest to Trial, Criminal Code, Defenses, Sentencing.

3. **Tort Law:** Negligence, Liability.

4. **Contract Law:** Offer, Consideration, Acceptance, Breach, Remedies.

5. **Family Law:** Marriage, Separation, Divorce, Dispute Settlement Strategies, Wills.

Case Studies, class discussion, role play and mock trials form the basis for this course. Speakers from law-related field and court watching will form part of the practical portion of this course.

*Goal:* Development of thinking, articulation, and writing skills using the legal medium. Developing critical awareness of legal issues and problem-solving skills.

*Text:* **Law in Action**, Law in Action complimentary website, current materials.

## **PHILOSOPHY 12**

*Description:* Philosophy 12 parallels the first year curriculum of philosophy at Simon Fraser University. The course is an introduction to:

**Ethics:** the study of right and/or wrong

**Epistemology:** the study of how we know if something is true or not

**Logic:** the study that gives you the tools to tackle all sorts of claims

**Metaphysics:** the study of the possibility of God or gods; whether there exists things that are not physical

**Philosophy of the mind:** Does the mind exist as a purely physical extension or not?

**Philosophy of science:** you will be able to determine when scientific claims are valid or not

Other philosophical disciplines such as feminist philosophy, ancient Chinese philosophy, and political philosophy will be discussed. The course is dedicated to developing the principal tools of philosophical inquiry: comprehension, analysis, and critical evaluation.

## **BC FIRST NATIONS STUDIES 12**

*Description:* BC First Nations Studies 12 is open to all Grade 11 and 12 students. This course examines the history and culture of BC's aboriginal peoples from before the arrival of Europeans to the present day. The course examines the impact of colonialism and how First Nations peoples have resisted and adapted to a changing environment, as well as examining aboriginal cultural expression through art, literature and film. There will be several guest speakers as well as several field trips. This is a four-credit course with a provincial exam in June.

## **ADVANCED PLACEMENT EUROPEAN HISTORY 12**

Description: This course is for students who are passionate about exploring history through multiple lenses. It emphasizes on study habits. It focuses on the changing views of humanity, God, science, and politics from the late medieval to the present. All historical issues are examined by a multi-causal approach revolving around three broad themes: (1) political / diplomatic; (2) social / economic; and (3) cultural / intellectual. The course is a blend of self-directed and direct learning. It emphasizes the development of document interpretation and analysis, writing skills, oral communication skills, and recognition of artistic movements as key to intellectual movements of the times. Active involvement in all aspects of the course from discussion and group work to study and writing skills is essential to success. Students who write the May AP exam and receive a 4 or 5 receive a first year history credit at UBC, SFU, UVIC, various colleges and universities across BC, Canada and in the USA.

## **SUMMIT**

### **SUMMIT SOCIAL STUDIES 8**

*Text:* World History; Canadian Oxford School Atlas; Geographic Essentials

*Description:* Summit Socials 8 will focus on the skills required to become a lifelong learner. Students will follow the regular grade 8 IRP - Ancient Rome, Ancient India, Ancient China the Middle Ages in Europe and Asia, Age of Exploration; in addition students will study the great religions and their impact on civilization. Basic historic and current geography will be taught. Particular emphasis will be given to the skills of persuasion, critical thinking, intellectual risk taking as well skills in reading text, writing, speaking and presentation will be addressed. A distinct effort will be made to make the student a disciplined self-motivated learner who can set goals and achieve them with little teacher mediation. The summit student will be expected to continue course work on an independent basis through the summer for evaluation in September. The final exam for the grade eight curriculum will be in the fall of the grade 9 year.

### **SUMMIT SOCIAL STUDIES 9**

*Texts:* World History; Origins; Canadian Oxford School Atlas; Geographic Essentials

*Description:* Summit 9 will continue the focus begun in grade 8 with the grade 9 curriculum. Students will be expected to write several persuasive papers during the year using their own research to enhance the classroom studies. The larger connections or big ideas of history will be studied through the medium of the curriculum. The IRP includes the study of revolution in America, England, France as well as the Industrial Revolution, and Canadian studies from Jacques Cartier to the Rebellions of 1838. Once again the student will be instructed in the skills necessary to become a strong independent learner.

### **SUMMIT SOCIAL STUDIES 10**

*Texts:* Horizons; Canadian Oxford School Atlas; Geographic Understandings

*Description:* In the final year of the Summit program in Social Studies, students will cover the curriculum from 1838 to 1914 in Canadian studies. In addition there will be an in depth study on the CPR and the creation of National Identity. In this year students will demonstrate their mastery of the skills learned in the grade 8 and 9 years through presentation, and the persuasive essay, in addition an original research proposal in an aspect of Canadian, Vancouver, or personal history will be created.

# APPLIED SKILLS

## BUSINESS EDUCATION

### APPLIED SKILL 8

*Description:* This course is an introduction to Business Education. Students will learn how to keyboard by touch as well as learn about banking, economics, marketing and entrepreneurship. Emphasis is on hands-on work and participation in class activities.

## PLANNING 10 AND GRADUATION TRANSITIONS

[http://www.bced.gov.bc.ca/graduation/grad\\_certificate.htm](http://www.bced.gov.bc.ca/graduation/grad_certificate.htm)

[http://www.bced.gov.bc.ca/graduation/docs/grad\\_planner.pdf](http://www.bced.gov.bc.ca/graduation/docs/grad_planner.pdf)

Planning 10 is a required course that is a foundation for the three year process that culminates in Graduation Transitions in grade 12. All students must complete the requirements for Graduation Transitions in order to graduate.

Planning 10's curriculum is designed around the following 4 areas. Lessons and assignments in these areas form the basis for completing Graduation Transitions.

- 1) Graduation Program / Graduation Transitions: Students are taught the graduations requirements for grades 10-12, including provincial exams, required and elective courses. Students are also taught what the graduation transitions requirement (off timetable) entails and how assignments and lessons in planning 10 begin the collection the students need in order to complete this requirement in grade 12 on their own. Course planning is taught in relation to the students identified Focus Area (job clusters) and how this relates to their Transition Plan for the Grad Transitions requirement.
- 2) Education and Careers: This section teaches students to explore their abilities and interests and match them with post-secondary options (either work or school). Specific career options are researched in occupational focus areas and these. This kind of career exploration and research is a requirement for graduation transitions (Career and Life component). Job search skills, employability skills and transition planning (goal setting, post-secondary program research etc.) are taught and are foundational pieces to be revisited in grad transitions.
- 3) Healthy Living: This section explores the physical and emotional well-being from healthy eating to stress management. Healthy decision making around sexuality and substances are taught. Students look at a start on their Healthy Living Plan as part of the Personal Health component of the graduation transitions.
- 4) Financial: This section helps students how to make a budget for now and in the future. Other topics include; taxes, investments, savings, credit cards and insurance. A mock financial plan is done in planning so that students will know how to complete this component for their Transition Plan for grad transition.

As many assignments and projects done in Planning 10 relate to Graduation Transitions in grade 12, it is highly recommended that students keep these assignments for future use.

## ACCOUNTING

Those students planning to take business courses at the post-secondary level **are strongly urged** to take at least one accounting course before leaving Tech. Any student thinking of starting his/her own business and/or managing a business in the future should also take some accounting.

### ACCOUNTING 11

*Description:* This is an introductory course that is intended to acquaint students with the basics of accounting and introduce students to computer-based accounting. Students will learn the accounting cycle for a service company; and guided-study tutorials by Purbhoo, instructions by projector, demonstrating use of industry standard accounting software, Sage (Simply), including payroll module.

## **ACCOUNTING 12**

*Description:* This more advanced course in Accounting is computer-based. Students may be furthering their knowledge from Accounting 11 or using this as their starting place for Accounting. College textbook, guided study of assignments, word problems, puzzling, teasing out arithmetic from information given, students complete daily log along with assignment submissions. Software unit, guided study, using Purbhoo case studies illustrated tutorial textbook.

## **FINANCIAL ACCOUNTING 12**

*Description:* Students will learn advanced concepts of financial accounting which will enable them to develop analytical, decision-making and communication skills needed in today's business world. This course can be taken in conjunction with Accounting 12. A lot of initiative is required. Guided study, accounting cycle for a merchandising company, special journal system, payroll, tutorials for accounting software, cash control, and introduction to financial analysis.

# **MARKETING**

## **ENTREPRENEURSHIP AND MARKETING 9**

This is a one semester course

*Description:* Business Education 9 General is an introductory Business course that will introduce students to the areas of finance, accounting, marketing and business management as well as entrepreneurship. You will learn to use your computer as a communication tool. Activities will be practical and hands-on. This course will help get the most out of a computer to produce high quality reports, essays, business letters and school projects. The skills acquired will be very useful in both personal and business applications.

## **MARKETING 10**

*Description:* An introductory course to Marketing. Students will learn the four Ps, a business plan using Word; web design using w3school HTML5 students create a site with links and images to promote an idea, service, or product, including a form for data collection; and cash flow statement using spreadsheets.

## **MARKETING 11**

*Description:* A further course to Marketing 10 but students can also start from this point. Students will learn the four Ps, a business plan using Word; web design using w3school HTML5 students create a site with links and images to promote an idea, service, or product, including a form for data collection; and cash flow statement using spreadsheets. Students will have the opportunity to operate the Talishop and plan and create a window display as part of their studies. Students must commit some time outside of class time to do this. Students gain practical experience from the activities and projects in this course.

## **MARKETING 12**

*Description:* Students may either further their studies from previous Marketing courses or start their learning here. Students will learn the four Ps, a business plan including cash flow statement done using spreadsheet; MS Access database design and queries, as a pathway to further study with database management using SQL. Students will have the opportunity to operate the Talishop and plan and create a window display as part of their studies. Students must commit some time outside of class time to do this. Students gain practical experience from the activities and projects in this course.

# **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY 9**

This is a one semester course

*Description:* An introductory course to computer software and coding. Students will learn touch-typing, effective use of industry standard software for production report-preparation. Effective use of spreadsheet for solving business problems. Text-based coding using open source Eclipse for Java.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY 10**

*Description:* An introductory course to computer software and coding. Students may take this as an extension from ICT 9 or as a starting point into coding. Students will learn touch-typing, effective use of industry standard software for production report-preparation. Effective use of spreadsheet for solving business problems. Text-based coding using open source Eclipse for Java.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY 11**

*Description:* Application developers are in demand—and this course will start you off in at least four areas. Students will learn touch-typing, effective use of industry standard software for production report-preparation. Effective use of spreadsheet for solving business problems. Text-based coding using open source Eclipse for Java.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY 12**

*Description:* An advanced course in business applications and coding. Students will learn touch-typing, effective use of industry standard software for production report-preparation. Effective use of spreadsheet for solving business problems. Text-based coding using open source Eclipse for Java.

# **HOME ECONOMICS**

## **TEXTILES**

### **HOME ECONOMICS 8**

#### **APPLIED SKILLS 8 ROTATION**

Home Economics 8 introduces students to the world of clothing and textiles. There is an emphasis on the safe use and care of equipment in the home. Students will gain an understanding of basic sewing skills that are used in clothing and textile construction. Assessment in this course is based on the quality of individual projects, completion of assignments and quizzes. Projects may include “Ugly” bears, apron, drawstring bag and fleece ball.

### **TEXTILES 9 (Semestered)**

Clothing & Textiles 9 builds on the skills learned in Home Economics 8. Students will make three or four projects including cell phone cases, pajama bottoms, t-shirt and an optional project. Students will learn how to use a commercial pattern, basic alterations and basic clothing construction techniques as well as mastering the use of a sewing machine.

### **TEXTILES 10**

*Fee:* \$15 will cover the cost of an initial craft project and first garment. Additional cost will depend upon the student's choice of a second garment and fabric choice.

Clothing and Textiles 10 builds on the skills learned in Home Economics & and Clothing & Textiles 9. Students will make four to five projects including cell phone cases, skirt, shorts, t-shirt and optional projects depending on his/her skill level. Students will learn how to use commercial patterns, make pattern alterations and basic clothing alterations and learn clothing construction techniques. Students will also become more familiar with the use of a sewing machine and serger.

### **TEXTILES 11**

Clothing and Textiles 11 is open to students with mixed skill levels. Students without Clothing & Textiles 9/10 will have the opportunity to gain experience working with the sewing machine and serger and the use of commercial patterns. Students with prerequisite courses can continue with more advanced projects to build upon existing skills. All students will learn basic clothing alterations including hemming of pants/skirts. Projects are dependent on student interest and may include summer dresses, pants, skirts, jackets, formal dresses, etc.

## **TEXTILES 12**

Clothing & Textiles 12 is open to students with mixed skill levels. Students without previous Clothing & Textiles courses will have the opportunity to gain experience working with the sewing machine and serger. Students with prerequisite courses can continue with more advanced projects to build upon existing skills. All students will learn basic clothing alterations including hemming of pants/skirts and adjusting existing clothing to fit better. Projects are dependent on student interest and may include formal dresses, jackets, costumes, etc.

## **FASHION DESIGN 11**

*Fee Cost:* There is an initial cost of \$15 for patterns and fabric to complete a slouch bag, hoodie and skirt. The student does have the option of purchasing fabrics at local stores. Additional cost depends on the student's selection of fabrics for their garments in the spring. In Fashion Design 11, students expand on existing skills to learn advanced techniques used in commercial construction. Students will learn basic pattern drafting to design skirts and tops. Students will learn pattern alterations for commercial patterns and how to work with difficult fabrics such as silk, chiffon and leather. We will also explore current fashion industry practices including production, retail sales and marketing.

## **FASHION DESIGN 12A**

*Leads to:* Employment opportunities in fashion merchandising, design and production. Fashion Design 12A provides an opportunity for students to design their own garments or replicate current fashion trends. Students will gain skills and knowledge in flat pattern manipulations and pattern drafting techniques. After learning and understanding ¼ scale flat pattern manipulations, students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Projects may include an originally designed grad dress or tailored suits.

## **FASHION DESIGN 12B**

*Fee:* Cost depends on the student's selection of garments.

*Leads to:* Employment opportunities in fashion merchandising, production, designing and visual display. In Fashion Design 12B students build upon skills learned in Fashion 12A. Students will create original designs and bring designs to life through pattern making and garment construction of those designs. Students will design a collection of clothing (5 to 6 pieces) that has a story or a concept behind it.

## **TEXTILES 12A**

*Fee:* Cost will depend on the student's choice of fabric for their garments.

*Description:* This course includes advanced sewing construction and tailoring techniques. The students are encouraged to use and research the information needed to sew on specialty fabrics such as leather, chiffon, velvets, knits, stretch, etc. Artistic detailing such as piping, quilting, smocking, embroidery, and beading, are also explored. Completion of four garments is possible by using efficient methods of clothing construction.

## **TEXTILE ARTS AND CRAFTS 11/12**

*Description:* In this new course, students will explore the world of textiles and learn about fibres, yarns and fabrics. Students will explore knitting, cross-stitch, felting, weaving, and crochet, spin yarn, dye fabrics, learn how to embellish fabric with thread, paint, beads, embroidery, prints and images, and how to recycle old textiles to create new ones. While learning the construction techniques for a variety of new and traditional crafts, students will work independently and in groups on projects, labs and assignments.

**PLEASE NOTE:** student are expected to provide most of their own material. Pattern, fabric and notion selection will be discussed in class and lists will be given to students at appropriate times. Fabric for certain projects will be available from the instructor at a nominal cost / free or students may purchase their own

## FOOD STUDIES

### FOODS STUDIES 9 (Semestered)

Fee: \$20 to help cover the costs of groceries and supplies consumed within the classroom.

*Description:* The introductory Foods course will help you develop skills and confidence in the kitchen. From cookies to scones and from stir-fries to lasagna (vegetarian options available), you will bake and cook your way through every delicious meal of the day!

### FOOD STUDIES 10

Fee: \$35

*Description:* This course builds on the skills taught in Foods 9 and further prepares students for the advanced food preparation skills needed for Senior Foods. This course develops students' baking and cooking skills through the preparation of a variety of snacks, meals and desserts. Most meals can be adapted to suit vegetarian diets. In sum, this course emphasizes good nutrition and efficient use of time, energy, and equipment.

### FOODS STUDIES 11

Fee: \$45

*Description:* This advanced foods course provides opportunities to plan, prepare and evaluate a variety of international dishes. Students will have the opportunity to learn culinary skills and to develop an appreciation for the uniqueness of each country's cuisine and customs. The aim of this course is to help students gain knowledge and skills needed to make a wide range of healthy meals and to make informed choices about the foods they consume.

### FOOD STUDIES 12

Fee: \$45

*Description:* In this advanced course, students will design, prepare and appreciate new flavours through the exploration of gourmet food. Current issues of sustainability, consumerism, local and seasonal foods will be a guiding force in shaping the year. This course will establish a strong foundation for students to become self-sufficient gourmets by developing the knowledge and skills needed to prepare delicious, wholesome food for life.

## TOURISM

Tourism, one of the **world's fastest growing industries**, provides more employment opportunities than any other industry. It is a diverse industry which offers opportunities in accommodations, food and beverage, adventure tourism, transportation, and events and conferences. The course offers several fieldtrips which allows students to experience and see first hand the tourism industry at work. In addition, Work Experience in Tourism will allow for the combination of classroom studies and practical experience in the tourism industry. Students may continue their studies in tourism diploma or degree programs at colleges and universities.

### TOURISM 11

*Description:* This is an introductory course which focuses on the accommodation, food and beverage, transportation, and adventure tourism sectors of the industry. Also included in this course is a practical unit on food service, where restaurant serving skills are developed. This is an interactive class, where students will gain knowledge and skills for entry into the work force.

### TOURISM 12

*Leads to:* Marketable skills for entry level employment in the tourism industry and Work Experience

*Description:* Students will continue to develop their employability skills in order to be successful in the tourism industry. For instance, communication and customer service skills will be learned through the SuperHost Certificate program. In addition, local and international travel destinations will be covered extensively, as well as information required to travel internationally (such as Canada Customs & passports). Careers in tourism will be covered, allowing students to research a possible career path.

## CULINARY ARTS

### **CULINARY ARTS 10, CULINARY ARTS 11, CULINARY ARTS 12**

*Description:* Culinary arts 10 and 11 are introductory courses to commercial cooking procedures and techniques. Culinary arts 12 is a more in-depth course involving more theory. Students will learn quantity food production in cooking, baking, sandwich and salad preparation as well as customer service and ware-washing procedures. Use and care of commercial equipment will be covered. FoodSafe Level One, a provincially recognized food sanitation course, will also be taught in this program.

## PHYSICAL EDUCATION

### **PHYSICAL EDUCATION 8**

*Content chosen from:* Dance: square, line; Team Sports: field hockey, ball hockey, rugby, basketball, volleyball, soccer, ultimate; Individual Sports: track & field, wrestling, table tennis; Gymnastics: Olympic; Fitness & Theory: weight training, active health.

*Field Trip Fee:* \$15.00

*Description:* PE 8 is an introduction to a variety of sports and activities. Students will develop the skills, knowledge and fitness to participate in these activities with confidence. Students will be taught by lecture, personal exploration, and group work. They will be aided in their learning with the use of a variety of teaching aids (demonstrations, notes, videos and the occasional power point presentations).

### **PHYSICAL EDUCATION 9**

*Content chosen from:* Team Sports: volleyball, basketball, soccer, football, ultimate, ball hockey; Individual Sports: track & field, badminton, wrestling; Dance: square, line; Gymnastics: Olympic; Aquatics: swimming, water safety; Fitness & Theory: weight training, active health.

*Field Trip Fee:* \$30.00

*Description:* PE 9 will further develop some of the activities introduced in Grade 8 and introduce new activities in team sports, individual sports and safety.

### **PHYSICAL EDUCATION 10**

*Content chosen from:* Team sports: team handball, volleyball, basketball, lacrosse, football, soccer, softball, ultimate; Individual Sports: bowling, tennis, archery, badminton, racquetball, golf; Dance: modern, jazz, contemporary; Fitness & Theory: weight training, nutrition; CPR.

*Field Trip Fee:* \$45.00

*Description:* PE 10 further develops the students' motor skills and knowledge of sports and activities while also leading students to appreciate the value of personal health and fitness. Since this may be the last Physical Education course taken by some students, an attempt is made to orient the student to a variety of leisure time activities and to personal fitness assessments and lifestyle management.

### **PHYSICAL EDUCATION 11 and 12**

*Field Trip Fee:* \$100.00

*Field Trips:* Field trips will likely include ice skating, kayaking/sailing, bowling, golf, martial arts, billiards, curling, rock climbing/laser tag.

*Description:* This course is meant to prepare the student for an adult life of activity, health and social responsibility. The main focus is a broad survey of recreational activities.

### **FITNESS 11/12**

*Description:* This course incorporates concepts necessary for a lifetime of physical fitness and health. Through a variety of classroom instruction and physical activities, this course emphasizes the development of skills and knowledge of fitness, self image, personal growth, and social well being. Students will participate in activities that improve flexibility, cardiovascular endurance, muscular strength, body composition, and other activities that emphasize the importance of lifetime health and the benefits gained by maintaining physical fitness.



## **PHYSICAL EDUCATION 11 and 12 Girls**

*Field Trip Fee: \$100*

*Description:* The emphasis of this course is to provide an environment where girls will develop life-long healthy living habits. This course is meant to give girls the opportunity to participate in a wide variety of physical and leisure activities offered in an enjoyable atmosphere. The curriculum for the course may include a variety of activities such as: Yoga, Spinning, Pilates, Weight training, Fitness classes, Aqua fit, Power walking, Jogging, Swimming, Self Defence, Hip hop, Rock Climbing, Skating, Roller blading, Sailing, Wind surfing, Kayaking and Nutrition. An off-campus activity fee will be collected to pay for activities that will take place in sport establishments throughout the lower mainland.

## **PHYSICAL EDUCATION 11 and 12 Soccer**

*Description:* This course is designed to develop soccer skills both technical and tactical. The course will review in depth the fundamentals of play including dribbling, passing, shooting, goalkeeping, defensive and offensive strategies, and the laws of the game (refereeing). The course will also encompass weight training and conditioning programs that promote physical efficiency, fitness, personal growth and development including weight training, plyometrics, agility and balance training.

## **LEADERSHIP 11/12 (Leisure Recreation Activities)**

*Description:* Leadership will deal with the theoretical and practical applications of human relations. The goal: to develop Youth Leadership to deliver a variety of community based recreation and sports activities for students in the Vancouver Technical "Family of School": afterschool activities, intramurals, athletics and community groups. Students will have an opportunity to obtain recognized hi-5, first aid and officials training. Time in class will be spent understanding the basic concepts of proactive leadership and how to effectively use the concepts in life and within the school environment. The students will play a leadership role in school and community based special events. This course requires students to have good time management, organization and the ability to be independent learners/leaders.

## **OUTDOOR EDUCATION 11/12 (Community & Recreational Activities)**

*Description:* Course focuses on combining physical education with outdoor environments and outdoor learning. The course aims to have approximately one "trip" per month to experience a new outdoor activity or lesson. These trips include rock climbing, skiing, snowshoeing, hiking, kayaking, camping and more. In-class physical preparation (specific and non-specific fitness) will take place on a daily basis. Additionally, some of this course will be classroom based in order to properly prepare for trips and activities. Classroom based units include wilderness safety, environmental sustainability, trip planning, map reading, personal goal setting and more. Students will participate in year-long projects involving the community, fundraising and outdoor education topics. An expression of interest application is required for Outdoor Education 11/12.

**COURSE FEES:** *Although there are no course fees, students are responsible for all costs incurred for field trips. The estimated cost for this program for the 2016-17 year was approximately \$500/student for a year's worth of trips. Half of this cost will be offset by fundraising throughout the year. If goals are not met for fundraising the final 3 day, 2 night trip to Garibaldi in the spring will not happen*

# **TECHNOLOGY EDUCATION**

## **AUTOMOTIVE**

### **POWER TECHNOLOGY 9 (SEMESTERED)**

*Description:* This course is an introduction to a variety of technological processes including: research, design, problem-solving, construction and teamwork. Students will work with different materials, tools and machines to evaluate and solve different several design problems. Projects may include themes involving transportation, structures, forces, pneumatics, hydraulics, and aeronautic. This is an excellent course for students who do not know which trade or technical field of study they wish to pursue.

## **POWER TECHNOLOGY 10**

Description: An introductory course providing students with a general overview of today's technology. This course will be beneficial whether you choose to follow a related career in this field, or to just expand your knowledge and skills for general interest. This course is designed to prepare you for the future. It is designed to build skills, self-confidence and the ability and desire to learn new information. Although we will concentrate on today's technology and small gasoline engines, the knowledge and skills you acquire can be transferred to a wide range of mechanical situations.

## **AUTOMOTIVE TECHNOLOGY 11**

*Fee:* some material costs

*Credit:* 4 credits; fulfills the 2 credit Applied Skills 11 graduation requirements

*Description:* An introductory automotive course which allows the student to study the theory and practice of a number of vehicle systems. The successful student will acquire skills which will: (1) allow the future vehicle owner to perform a variety of service procedures on his or her own vehicle; (2) assist the individual in becoming a knowledgeable consumer of automotive products and services; and (3) enable him or her to make an informed decision regarding a possible career in some aspect of the automotive industry.

## **AUTOMOTIVE TECHNOLOGY 12**

*Fee:* some material costs

*Credit:* 4 credits

*Description:* An advanced automotive course in which the student applies the knowledge and skills acquired in AT 11 to develop more specific diagnostic and service abilities which will be useful to the student who would like to pursue a career in the automotive industry. The double block format allows for the instruction and shop practice. In addition to offering "pre-trade" training, AT12-also addresses the needs of those students who would like to learn more about the automotive industry from a consumer's perspective. Students will learn correct service and maintenance procedures and procedures for obtaining required automotive services as a vehicle owner. Students will also be involved in the examination of the automotive industry from a broader perspective. For example, students will examine the environmental effects of the automobile and will develop solutions for specific problems created by this form of transportation. -

## **AUTOMOTIVE TECHNOLOGY 12 (ENGINE AND DRIVETRAIN)**

*Leads to:* direct employment, post secondary training, apprenticeship in the automotive industry. *Description:* ATD12 emphasizes advance training in Engine and Drive Trains Systems. It also allows the student to spend more time in shop practice. Teacher approval required.

## **MECHANICS CAR CARE 11**

In Car Care 11, our main objective is to provide the students will a well rounded knowledge about automobiles in general. When students leave this course they will be capable of buying, maintaining, acquiring, servicing and operating a vehicle. At the conclusion of this course students will learn how to work safely in an automotive shop environment; understand the basic maintenance requirements of an automobile; approach buying an automobile with knowledge and confidence; and consider the operation of an automobile in respect to cost, life expectancy and safety.

## **DRAFTING**

### **3D DRAFTING (Semestered)**

*Description:* This is an introductory course in 3D Drafting and Design. Students will begin by learning the basics of manual (hand) drafting, followed by computer programs which use 3D drawing, understanding the relationships between both methods. Problem solving will play an important role in the design portion of this course. This is a fast-paced course that is great for any student interested in industrial drawing and design, computer graphics or animation.

### **3D DRAFTING 10**

*Fee: Some material costs*

*Description:* This is an introductory course in 3D Dimensional Drafting and Design. As with previous courses, students will start off by learning the basic principles of manual drafting, followed by research and designing on 3D drawing software, used by many professionals in industry. Students who have previously taken *3D Drafting and Design 9* will be able to continue expanding the skills they have already learned through larger, more complex projects.

### **3D DRAFTING 11**

*Fee: Some material costs*

*Description:* This is an introductory course in 3D Dimensional Drafting and Design. As with previous courses, students will start off by learning the basic principles of manual drafting, followed by research and designing on 3D drawing software, used by many professionals in industry. Students who have previously taken *3D Drafting and Design 9 or 10* will be able to continue expanding the skills they have already learned through larger, more complex projects. Projects will include a combination of product, industrial and architectural design. Through individual and group work students will learn to modify and/or create everyday objects.

### **3D DRAFTING 12**

*Fee: Some material costs*

This course emphasizes furniture, room, and building design. Students will begin by learning how to design simple, furniture using 3D drawing software, and progressing towards a complete 3D building with all of its internal elements, and surrounding landscape and elevation. Students will be challenged to create a scale model of their building design.

### **3D DRAFTING 12 (CODING FOR MANUFACTURING)**

*Fee: Some material costs*

This course emphasizes product and industrial design. Students will begin by recreating simple products, and progressing towards more complex projects, requiring advanced design elements and problem solving. Students will be challenged to create a scale model of their product. Students will use 3D printing, CNC and other equipment for modeling to explore coding for manufacturing.

## **ELECTRONICS / ROBOTICS**

### **ELECTRONICS / ROBOTICS 9 (SEMESTERED)**

*Fee: Some material costs*

Robotics/Electronics 9 will be an introductory course that will teach you the basics of an electronic circuit. Students will study basic electronic theory, component identification, electronic symbols, schematic diagrams, resistor colour code, power supplies, digital multimeters, breadboarding, soldering and project design. Project work: Breadboard Labs, Robot Mask, Angry Bird

### **ELECTRONICS / ROBOTICS 10**

*Fee: Some material costs*

This course will start to delve deeper into the world of electronics and robotics. Breadboarding circuit labs will become more complex. Students will learn some coding and programming, and will have the opportunity to program and build VEX IQ robots to carry out challenges. You will also build a tethered mini sumo robot. There will also be opportunity to compete against other Vancouver schools in robotic challenges. Project work: Breadboarding Labs, Coding software, VEX IQ robots, Mini Sumo Robot

### **ELECTRONICS / ROBOTICS 11**

*Fee: Cost for an Arduino microprocessor and other material costs*

This senior level course introduces Arduino Microcontrollers. Students will learn how to code and program these microcontrollers through a series of labs. There will also be arduino projects that the students must complete. Students will also be given more VEX robot challenges, in which they must work as a team to solve them. There will also be opportunity to compete against other Vancouver schools in robotic challenges. Project work: Breadboarding Labs, Coding, VEX, Arduino Microcontrollers.

## **ELECTRONICS / ROBOTICS 12**

*Fee: Cost for an Arduino microprocessor and other material costs*

This course further explores Arduinos, VEX Robotics, and other areas of interest. Keen and capable students will have the opportunity to work on their own self-directed projects. There will also be opportunity to compete against other Vancouver schools in robotic challenges.

Project work: Breadboarding Labs, Coding, VEX, Arduino Microcontrollers.

## **ENGINEERING 11**

*Fee: Some material costs tournament registration*

Students that enroll in this course will face real-world challenges and attempt to solve them with critical thinking in a hands-on way. Students will learn the power machines available to us in the electronics lab, to give them enough confidence to use them to help with these challenges. They will also learn coding and programming, and will use robotics to help solve these challenges. There will also be opportunity to compete with other Vancouver schools in robotic challenges.

Project work: 3D Printer activities, engineering real world challenges, robotics

## **ENGINEERING 12**

*Fee: Some material costs tournament registration*

This course continues development of knowledge and skills acquired in Engineering 11. Students will incorporate STEM subjects (Science, Technology, Engineering, Math) in the design and building of robots, and develop successful game strategies. There will also be opportunity to compete with other Vancouver schools in robotic challenges.

Project work: 3D Printer activities, engineering real world challenges, robotics

# **GRAPHICS**

## **GRAPHICS 9 (Semestered)**

*Fees: \$5*

*Description:* This course is an introduction to Graphic Communication Design, Systems, and Process.

Students learn through practical activities producing such things as buttons, portfolios, decals, magazine covers and notepads. Students will learn how to communicate a concept through digital and printed media. We use Mac computers and the Adobe Creative Suite applications - *InDesign, Photoshop and Illustrator*.

## **GRAPHICS 10**

*Fees: \$15*

*Description:* Students will have a wide range of opportunities to learn skills in the communication arts, digital imagery, and production printing. Computer designs are followed by "hands on" experiences in such areas as layout work, process photography, darkroom techniques, silkscreen printing, sign cutting, and bindery. Computer graphics, promotional video, and desktop publishing using Mac computers are emphasized in this course. We will be using the Adobe Creative Suite applications - *InDesign, Photoshop, Illustrator and Dreamweaver*.

## **GRAPHICS 11A**

*Credit:* 4 credits; fulfills the 2 credit Applied Skills and 2 credit Fine Arts 11, fulfills Graduation Portfolio requirements.

*Description:* Students will have a wide range of opportunities to enhance their skills in communication arts, digital imagery, and production printing. Computer designs are followed by "hands on" experiences in such areas as layout work, darkroom techniques, silkscreen and vinyl t-shirt printing, sign cutting, and bindery. Computer graphics, promotional material, and desktop publishing using Mac computers are emphasized in this course. We will be using the Adobe Creative Suite applications - *InDesign, Photoshop, Illustrator, Dreamweaver, and Apple's iLife*.

## **ANNUAL PRODUCTION 11**

*Description:* This course will introduce you to all of the different aspects involved in creating and producing a yearbook. It will provide you with an opportunity to develop skills in design layout, photography, writing, time management, teamwork, and organization. Students must be willing to dedicate many hours outside of the classroom to the project. The ultimate goal of this course is to train you to be an editor on the yearbook team in the following year.

## **GRAPHICS 12A**

*Fees:* \$15

*Credit:* 4 credits, fulfills Graduation Portfolio requirements.

*Description:* Students will further their knowledge of the communication arts, digital design, and printing by learning advanced techniques and methods. Students will create individual, innovative solutions and use graphic designs to communicate these solutions in a variety of ways. Studying Graphics develops students' understanding, sharpens their perceptions of design, and creates discerning consumers with an awareness of how images influence our decisions. Emphasis will be placed on increased computer design skills and the production of promotional materials. We use Mac computers. The Adobe Creative Suite applications are emphasized in this course.

## **ANNUAL PRODUCTION 12**

*Description:* In this course students will continue their skills in design layout, photography, writing, time management, teamwork, and organization. Students act as yearbook editors and oversee all aspects of yearbook production. Students must be willing to dedicate many hours outside of the classroom to the project.

# **METALWORK**

## **JEWELRY/ METALWORK 9 (Semestered)**

*Fees:* \$10 for materials

*Description:* This introductory course in the metalshop will teach some basic metalworking processes including oxy-acetylene brazing, silver soldering, spot welding, and MIG welding. You will also become familiar with hand tools and some basic silver casting techniques to make silver jewelry. Project work: Chain mail, pewter casting, copper rose, copper ring, sterling silver ring/pendant castings, stick man, pewter casting

## **JEWELRY/ METALWORK 10**

*Fees:* \$10 for material costs

*Description:* This second level metalwork course will teach students the lathe and milling machine, as well as more jewelry processes. Students will have the opportunity to make beautiful and unique items from copper, sterling silver and glass.

Project work: Balancing man, cannon, glass beads, sterling silver castings, copper enamelling,

## **JEWELRY/ METALWORK 11**

*Fees:* Students will be required to pay for materials used in the manufacture of personal projects

*Description:* Students will have the opportunity to explore a variety of manufacturing processes and develop hand and machine skills. Students with previous experience will be allowed to develop advanced Jewelry techniques including lost wax casting. Self motivated students will thrive as they design and make their own custom projects.

Project work: Students may be permitted to work on their own projects with consultation with the teacher.

## **JEWELRY/ METALWORK 12**

*Fees:* Students will be required to pay for materials used in the manufacture of personal projects

*Description:* This course will allow students to hone their skills even further in the Metalshop. Students with previous years of experience are encouraged to come up with their own project designs. Industrial problem solving during this course will help students pursue careers in a variety of trades.

Project work: Students may be permitted to work on their own projects with consultation with the teacher.

## WOODWORK

### WOODWORK 9 (Semestered)

*Fee:* Material costs of \$15 for both projects

*Description:* Woodwork 9 is an introductory course in machine woodworking. The student will learn and demonstrate safe woodworking practices on a variety of hand tools, portable and stationary power equipment. During the course of this activity instruction will be given in safety, wood technology, basic joinery, design, and wood finishing.

### WOODWORK 10

*Fee:* Material costs of \$15 for both projects

*Description:* Woodwork 10 is an introductory course in machine woodworking. The student will learn and demonstrate safe woodworking practices on a variety of hand tools, portable and stationary power equipment. During the course of this activity instruction will be given in safety, wood technology, basic joinery, design, and wood finishing. Projects will include a folding stool and a jewelry box.

### WOODWORK 11

*Descriptions:* Woodwork 11 is an intermediate course in machine wood working where the student will develop an understanding of the materials and processes of the wood-working industry. The focus of the course will be on design and produce development with a strong emphasis on proper procedures and safety. Each student will design, construct, and finish a major furniture project. Students will be encouraged to work as part of a team. Some material costs will be paid by the student.

### WOODWORK 12

*Credit:* 4 credits

*Description:* Woodwork12 is an advanced wood technology course that will broaden the students' understanding of wood working technology and practices. Students will spend the largest portion of class time on the design and product development of a major furniture or cabinet project. Advanced techniques of wood manufacture, wood finishing and safe, efficient shop practice will be emphasized. Some material costs will be paid by the student

### WOODWORK 12 (FURNITURE AND CABINETRY)

*Credit:* 4 credits

*Description:* Furniture Construction is designed to give students additional workshop hours to increase their skill and knowledge of woodworking theory and practice as it relates to furniture design and construction. Cabinet Construction is designed to give students additional workshop hours to increase their skill and knowledge of woodworking theory and practice as it relates to cabinet construction.

## VISUAL & PERFORMING ARTS

## ART

### FINE ARTS 8 – VISUAL ART

*Description:* A one term introduction to basic drawing, painting, printing, and sculpture. Emphasis will be placed on vocabulary, workmanship, originality and care of equipment and materials.

### ART 9 (Semestered)

*Description:* Work with coloured pencils, pen/ink, felts, chalk pastels, watercolour crayons, paint, coloured papers and found and innovative artist materials. Develop an understanding of art elements and principles in a variety of projects designed to develop imagination as well as home skills in drawing from seeing. Learn a variety of creative processes used by artists past and present. This course introduces students to drawing, design, painting, print-making, mixed media and new media. It is designed to assist students in developing confidence in visual expression.

### **VISUAL ART 3D 9 (CERAMICS & SCULPTURE) (Semestered)**

*Description:* This is a beginner's course in clay work. Basic methods of clay construction and finishing will be used to express ideas chosen by students. Drawings will form an important part of the course as students learn to use drawings as a means of developing their own images.

### **ART 10**

*Description:* This new full year course will give students an opportunity to more fully develop their art potential and skills and to express their own unique perspective. Projects will involve working in drawing, painting, print-making, mixed media and new media. New projects may include drawing on wood with wood burning tools, designing wearable art, learning the digital photo-transfer process as well as working with graphite pencils, charcoal, pen/ink, chalk pastel, acrylic paint, mixed media and other artist materials. The art of artists past and present, their styles and contributions to culture will be presented within projects. Students will be encouraged to begin a portfolio.

### **VISUAL ART 2D 10 (DRAWING & PAINTING)**

*Description:* Increase ability to draw and paint the world around you and the world from your eyes. This course focuses more exclusively on drawing and painting and projects. It introduces students to the elements and principles of art, colour theory, perspective and composition. A wide range of drawing/painting materials will be used from conte crayon, coloured chalk to watercolour crayons and tempera paint. Creative processes will be explored to awaken the imagination and develop original imagery. The drawing and paintings of artists past and present, their styles and contributions to culture will be studied.

### **VISUAL ART 3D 10 (CERAMICS & SCULPTURE)**

*Description:* This is a beginner's course in clay work. Like the VAC-9 Semester course basic methods of clay construction and finishing will be used to express ideas chosen by students, however, in this full year course students will have a chance to extend their knowledge of techniques to make more complex and larger ceramic pieces. Drawings will form an important part of the course as students learn to use drawings as a means of developing their own images.

### **ART FOUNDATIONS 11**

*Description:* A basic exploration of a wide variety of art materials. Skill development in: drawing, painting, printmaking, design and sculpture. AF 11 is a general art course for students who have previously taken art as well as for those for whom it is a first experience. The regular use of a sketchbook will be required.

### **STUDIO ARTS 11 (CERAMICS & SCULPTURE)**

*Description:* This is a senior level ceramics class. Projects vary from sculptures to functional wheel thrown pieces. The regular use of a sketchbook is required for students to problem solve design and image development. Students will also learn the role of ceramic forms and art in society.

### **STUDIO ARTS 11 (DRAWING & PAINTING)**

*Description:* This is a studio course emphasizing problem solving in drawing and painting and the development of a personal style. Art history will be presented through video and field trips. The regular use of a sketchbook is required. The development of a portfolio for post secondary applications is emphasized and encouraged.

### **ART FOUNDATIONS 12**

*Description:* A deeper exploration of art materials. Further skill development in drawing, painting, printmaking and design. The regular use of a sketchbook will be required. Students will receive assistance in compiling a suitable portfolio for post secondary applications.

### **STUDIO ARTS 12 (CERAMICS & SCULPTURE)**

*Prerequisite:* SACS 11

*Description:* This course is designed as a continuation of SACS 11. There will be greater emphasis on independent work. Students will have the opportunity to develop their own ideas through individually created assignments while continuing to build their skills in ceramics and sculptural forms. The journal/sketchbook is required for students to problem solve design and image development. Assistance will be given in compiling a portfolio for post secondary applications.

## **STUDIO ARTS 12 (DRAWING & PAINTING)**

*Description:* This course is designed for students who plan to develop their skills in drawing, painting and personal imagery. The regular use of a sketchbook is required. The development of a portfolio for post secondary applications is emphasized and encouraged.

## **PHOTOGRAPHY**

### **PHOTOGRAPHY 11**

*Text:* Photo One — Basic Photo Text

*Description:* This course is designed for students interested in learning the history and principles of photography along with the art of image-making. The course covers the operation of a 35MM camera, black and white film processing, the darkroom, and the elements and principles of composition. Students will learn processes for refining their perception and creating personal images with visual impact. Projects are designed to challenge the imagination while developing technical skill. Field trips to photography exhibitions are part of the course, along with the regular use of a note book/resource book. Access to a 35MM SLR is suggested as the school has a limited number of cameras for this program. Assistance will be given in compiling a portfolio for post secondary applications.

### **PHOTOGRAPHY 12**

*Prerequisite:* YPHOT 11

*Leads to:* Art school, Photo career

*Text:* The Step-by-Step Guide to Photography

*Description:* Continued in-depth exploration of the camera and darkroom, creative processes, and the art and science of photography. Projects are flexible, designed to stimulate the imagination, jointly planned by students and teacher. Emphasis will be on developing greater technical skill, personal expression, the ability to see as a photographer sees, and the ability to create images with impact. Own 35MM SLR camera strongly recommended.

## **ADVANCED PLACEMENT STUDIO ART**

### **AP STUDIO ART**

*Description:* Students taking Studio Arts 12 (Drawing and Painting), Photography 12 or Ceramic 12 may choose to enroll in this program through the Visual Arts Department. The AP Studio Arts program makes it possible for highly motivated students to do college level work. Students are asked to submit a portfolio at the end of the school year to the AP College Board. Students prepare for this portfolio submission through a combination of course work, extra AP instruction, and independent work. AP Studio Arts includes advanced curriculum and thus requires commitment, and skill. AP students submit their work in one of three portfolios: 2-D Design, 3-D Design, or Drawing/Painting. There will be a \$100 charge to submit an AP Studio Arts portfolio. Colleges and universities recognize high scores in AP courses and may grant entry to second year courses or grant credit at the first year level.



## INTEGRATED ARTS

### FILM STUDIES 10

*Credits:* 4 credits

*Description:* Film Studies 10 is designed for the Flex Humanities Program. The course will be an introduction to film theory, film criticism, film history, and screenplay writing. Students will be exposed to famous and influential films from many different styles, genres, decades, and countries. Students will learn the basic vocabulary of film and learn to look at film from different theoretical perspectives. Students will then learn the basics of screenwriting and write several scripts both individually and collaboratively.

## DRAMA / THEATRE

### FINE ARTS 8 - DRAMA

*Description:* This class is an introduction to Drama. We will explore theatre games, mime, short plays and movie reviews.

### DRAMA 9 (Semestered)

*Description:* This class introduces students to various scene study, character building, learning different acting techniques, theatre games, warm ups, improvisation and vocal technique. A large part of the class will include how to work collectively in small and large groups, learning to speak in front of an audience and finding out more about theatre as a performing arts form.

### JUNIOR THEATRE COMPANY 9 (Semestered)

*Description:* This semester long class will give junior theatre students an opportunity to learn various aspects of play production. For those who want to perform you will learn about auditioning and be cast in parts for a featured play during the semester. In addition to Improvisation, Scene Work and short one act plays, student will work collectively on a larger production in the Auditorium. Students who don't want to perform will be trained in back stage areas: stage management, publicity, set, props and costumes. There will be an opportunity to perform in the evening to the public. This class is an alternative to Drama 9 – students may not take both classes; therefore, choose J.T. Company or Drama 9.

### DRAMA 10

*Description:* This full year class will continue the work started in Drama 9. It will be planned around semester projects: original student written work, scripted scenes, advanced improvisation skills and theatre etiquette. The class will include an introduction to film acting as well as the Theatre.

### JUNIOR THEATRE COMPANY 10 (Full Year)

*Description:* Junior 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. In certain situations it will be possible to do both. Everyone will have the opportunity to learn all aspects of play production. During the year we will produce a Studio One-Act Play Festival, Improvisation and develop short plays for assemblies. All Junior Theatre Company students are invited to audition for the Main Stage Senior show in the spring. This class is for students who are passionately interested in Theatre. There will be some after school rehearsals and performances for the public.

### THEATRE PERFORMANCE 11

*Description:* This class is designed for students interested in performance. We will explore more in depth character work, audition techniques, scripted monologues, scenes and short one act plays. Acting for the stage and for the camera will be covered.

## **THEATRE PRODUCTION 11**

*Description:* Theatre Production 11 is an introductory course in backstage theatre, including learning about theatre terminology, the various roles involved, set, props, costumes, running lights and sound for small productions. Students will assist in helping acting students. Students will have opportunities to help with tech requirements for assemblies and rentals.

## **FILM/VIDEO PRODUCTION 11**

*Description:* This exciting hands-on course offers students a thorough introduction to video production. Students will be involved in scripting, shooting, and editing various video shoots including documentaries, short fiction films, music videos as well as pre-approved personal initiatives. Students will be responsible for producing one production each term. Students will be using digital cameras, different types of microphone and the Final Cut Pro editing software. This course is for students with a strong sense of responsibility and good social skills. Students will be working in team and must be committed to their film project to the end.

## **THEATRE/FILM CRITICISM 11/12**

*Description:* Theatre/Film Criticism is a class that gives students an opportunity to attend performances in the Vancouver community. Throughout the year, we attend evening performances of Theatre, Dance and Films. Students learn to “think critically” about what they are viewing and to ask questions: what areas of the show were successful: the lighting, set, costumes, acting, writing etc. Members of the class also have an opportunity to be involved in the Spring Production (are invited to audition), to work behind the scenes to give a “hands on experience” into parts of the production process. The class involves off timetable attendance as well as day time. There is a minimal cost for theatre tickets.

## **THEATRE COMPANY 11/12**

Theatre Company is for students who are interested in learning a “professional” Theatre Model. Students who want to act, will audition within the class for the studio plays and the main stage Spring production. Everyone will learn various aspects of Theatre: backstage etiquette, prop, set, costume crew, lighting, sound design, front of house work, marketing a show, playwrighting, stage management, and directing. The scripts will be a combination of professionally written and original (written in collaboration with the cast). Theatre Company students need to be available for after school rehearsals for part of the year.

## **THEATRE PERFORMANCE 12**

*Description:* Performance two continues to explore acting skills, refining techniques and challenging the student to perform in front of various audiences. Guidance and preparation will be given for post secondary entrance to acting program.

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

*Description:* This class builds on what has been learned in Theatre Production 11. Students will be encouraged to work on school productions and various independent projects in class.

## **DIRECTING 12/ THEATRE LEADERSHIP**

This class is for students who want to learn more about working in a leadership role within the Theatre Program. You will be leading warm-ups, assisting in acting classes, helping develop original scripts collectively and have the choice to work on the main stage spring play in the auditorium. Students need to have some understanding of Theatre production and performance. Your enrollment in the class will give you opportunities to work in dance, vocal work/singing, acting, set design and collaboratively working on theme based performances. This will be based on your area of interest. Theatre Company 11/12 and any other senior performance classes are recommended, but not required. A strong desire to work independently with student groups is essential.

## **FILM/VIDEO PRODUCTION 12**

*Description:* This course is intended to introduce students to a higher level of video production. They will be encouraged in a more in-depth exploration of the medium of video including script writing, cinematography, editing and post-production (use of voice-over, sound and music). Students are expected to initiate their own project in addition to teacher-initiated assignments. Students will produce three major projects including a documentary, a short fiction and a more experimental project. This course is for students with a real interest in the art of film.

## MUSIC

### BAND

#### **BAND 8 / BAND 9 (BEGINNER BAND)**

*Description:* This class is the junior-level band at Van Tech. The course includes an introduction to instrumental music with an emphasis on woodwind and brass instruments. Students in this course are invited to participate in the annual Junior Music Tour. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

#### **BAND 8 / BAND 9 (INTERMEDIATE BAND)**

*Description:* This class is the middle-level band at Van Tech. The course places emphasis on developing music literacy, musicianship, and instrumental technique through performance. Students in this course are invited to participate in the annual Junior Music Tour. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

#### **BAND 10 - 12 (SENIOR CONCERT BAND)**

*Description:* This class is the premiere performing ensemble of the Band Program at Van Tech. Class rehearsals focus on advanced musicianship, challenging technique, musical leadership, and application of music literacy skills. Students in grades 10 through 12 who are beginners may take this course with the permission of the instructor. Students in this course are invited to participate in the annual Senior Music Tour. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

#### **JAZZ BAND 10 - 12**

*Description:* Development of technique, style, and interpretation of the jazz idiom with a view to performance. Students must also be enrolled in Concert Band. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

### STRINGS

#### **BEGINNING STRINGS 8-11**

*Description:* This is an introductory course to instrumental technique on the violin, viola, cello, or double bass for students with no previous experience with an orchestral string instrument. Students will also be introduced to music theory, music reading, and ear training. Previous musical experience on another instrument is helpful but not necessary. Beginning Strings is a sub-section of the Junior Orchestra. Students are admitted at the discretion of the director and are mentored with more experienced members of the orchestra. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

### **STRINGS 8 / 9 (JUNIOR ORCHESTRA)**

*Description:* This is a performing group called Junior Orchestra. Students work to develop their instrumental technique on the violin, viola, cello or double bass and musical knowledge in theory and music reading with the goal to enter the Senior Orchestra by grade 10. Older, less experienced students may enroll in this group at the discretion of the director. Classes are held off-timetable. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

### **STRINGS 10-12 (SENIOR ORCHESTRA)**

*Description:* Students work on intermediate and advanced technique on the violin, viola, cello, and double bass and further their musical knowledge in theory and music reading in order to perform increasingly advanced works for string orchestra and, in collaboration with the Band Program, symphony orchestra. Younger, experienced students may enroll in the Senior Orchestra at the discretion of the director. Classes are held off-timetable. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

### **CHOIR 8-12 (CONCERT CHOIR)**

*Description:* The Concert Choir is open to students in all grades at Van Tech. Learn about proper vocal technique while learning to read music in a 4-part ensemble. Our music will span more than 500 years of rich vocal history including Canadian folk, pop, jazz, sacred and secular genres. Opportunities for group public performances will be available. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

### **VOCAL ENSEMBLE 10-12**

*Description:* This ensemble will study a variety of traditional and contemporary literature. Genres will include swing, vocal jazz, and other chamber choir literature. Vocalists will learn basic improvisation skills, extended part-singing and use of a sound system. Instrumentalists may also audition as members of the rhythm section. Participation in concert performances is an expectation of this course. Concerts will take place both during the school day and outside of regular school hours. A comprehensive description of music programming is available at [www.vtmusic.ca](http://www.vtmusic.ca).

# COURSES FOR STUDENT SUPPORT

## **SKILLS CENTRE / LEARNING STRATEGIES**

*Referral:* Through the articulation process or grade counsellor

*Leads to:* Increased academic success and development of study, memory, note-taking and test-taking strategies in small groups or individual tutoring situations.

## **BA PEER TUTORING 12**

*Description:* This locally developed, elective course is designed to provide Grade 11 and Grade 12 students with the opportunity and skills to tutor Grade 8 and 9 students who need help to succeed in school. The tutor will help students acquire skills such as reading, writing, critical and creative thinking, and basic mathematics. Under the direction of the Skills teacher tutors work one-to-one with a Grade 8 or 9 student; keep a block journal; are provided with an introduction to a diversity of instructional techniques and skills; while making a worthwhile contribution to another's educational opportunities. Assessment is based on written daily journals, good attendance, and participation.

# WORK EXPERIENCE

## WORK EXPERIENCE 12

*Credit: 4 credits*

*Leads to:* Work Experience Certificate, hands-on experience working with different age groups of people (preschool-aged children, elementary school-aged children and seniors) and explore career paths in Human Service fields.

Tourism, one of the **world's fastest growing industries**, provides more employment opportunities than any other industry. It is a diverse industry which offers opportunities in accommodations, food and beverage, adventure tourism, transportation, and events and conferences. The course offers several fieldtrips which allows students to experience and see first hand the tourism industry at work. In addition, Work Experience in Tourism will allow for the combination of classroom studies and practical experience in the tourism industry. Students may continue their studies in tourism diploma or degree programs at colleges and universities.

## WORK EXPERIENCE 12A

*Credit: 4 credits*

*Leads to:* Work Experience Certificate and marketable skills.

*Description:* Provides hands-on experience working in the tourist industry. Students are required to complete a minimum of 100 hours of on the job training. Placements are in hotels, restaurants, travel agencies, tour companies, and recreation centres.

## WORK EXPERIENCE PROGRAMS

Work Experience is a program which integrates classroom theory with practical experience in the workplace. It provides an opportunity for Grade 11 and 12 students to explore a career choice and to gain valuable work experience before proceeding to post secondary education or starting work on a full time basis. As a result, students will be better able to make sound and realistic decisions about their future. The goals of the work experience program are to:

- Improve the transition between school and workplace for students who enroll in post secondary coop programs at university and technical institutions.
- Complement the theory our students learn in school by providing the opportunity to gain practical experience in realistic learning environments.
- Provide access to equipment and expertise not available in Vancouver school buildings.
- Enhance our school-community relationships through the excellence of our programs.
- Provide our students with access to more part-time job opportunities through work experience sponsors.

With careful and early planning of course programs, students have the opportunity to complete requirements for both university entrance and Career Preparation. This opens doors to both the world of work and to advanced academic education.

Work Experience opportunities are available in the following areas: Art, Accounting, Science, Drafting, Culinary Arts, Electronics, Fashion Design, General Mechanics, Graphics, Hairdressing, Human Services, Metal Technology, Marketing, Music, Tourism, Wood Products, and Writing Careers.

## WORK EXPERIENCE STUDENTS ARE EXPECTED TO COMPLETE

- secondary school graduation requirements
- an approved course package in a work experience specialty area
- a minimum of 90 hours of work experience for full credit as one of the program courses WEX12.

## STUDENTS IN WORK EXPERIENCE PROGRAMS

- explore their potential with on-the-job experience
- acquire the knowledge, skills, and attitudes required for employment in a number of related fields
- meet entrance requirements for similar programs offered at post secondary institutions.

Our school programs prepare and provide opportunities for students to develop skills essential to the workplace. Work experience sponsors have indicated that the most highly valued character traits are communication skills and interpersonal skills. Besides promoting these two prominent skills, Work Experience students are also guided towards the development of coping and decision-making skills, ethical and behavioural standards, and accountability. Students are evaluated on a large number of characteristics, many of which are not appraised in the regular classroom; appropriate grooming, attitude, organization, competency, confidence, conscientiousness, cooperation, dependability, friendliness, quality of work, reliability, and responsibility.

## CERTIFICATION

Upon completion of the Work Experience Program the student receives the Work Experience Program Specialty Certificate, 4 course credits and a final course mark. Students wishing to proceed to trades programs at BCIT will be able to submit a special work experience application form and be considered for early registration. See your counsellor for details.

## SECONDARY SCHOOL APPRENTICESHIP

Secondary School Apprenticeship (SSA) is a career program available to students in Vancouver secondary schools.

The SSA program provides students with the opportunity to begin apprenticeship training while completing secondary school graduation requirements. Students will be registered as apprentices and will be paid for their work by an employer who agrees to provide provincially approved apprenticeship training.

To qualify, students must be enrolled in school courses related to their chosen trade and demonstrate a sincere commitment to completing the apprenticeship. It is generally expected that by graduation, SSA students will have completed their graduation requirements plus the first year of their apprenticeship, including 480 hours of on-the-job training for which 16 graduation credits are awarded.

Upon graduation, students will continue apprenticeship training with an employer and the required technical training at a post secondary institution.

This is a unique opportunity for students to begin post secondary education while completing secondary school graduation requirements.

This program is available to students who are 15 years of age or older and who will complete all graduation requirements before leaving secondary school.

The Secondary School Apprenticeship Program is available for students in Culinary Arts, Hairdressing, General Mechanics, Machinist/Metal Technology and Electronics. See your counsellor for more information.

The Vancouver School Board offers several district programs designed for our students interested in pursuing a career in a trade. These programs provide a huge jump start for students.

The benefits include:

- dual credit with a post secondary institution (most programs)
- head start with pre-apprentice/ELTT/Foundation program training
- registration with the Industry Training Authority (ITA)
- may lead directly into an apprenticeship
- work experience in the trade

For more information and an application form, please visit the VSB Career Programs website: [www.vsb.bc.ca](http://www.vsb.bc.ca) → students → K to 12 students → Career Programs and the Industry Training Authority website: [www.itabc.ca](http://www.itabc.ca)

All students applying for ACE-IT programs should register at their home school with a full course load. Schools will be asked to modify students' timetable when the student is accepted into an ACE-IT program. Secondary School apprentice applications are considered on an on-going basis.

## Course Planning Guide 2017-2018

### ACE IT 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 who are also working towards high school graduation. 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 ACE IT, 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 ACE IT 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 an ACE IT program.

Certification: successful completion of program will lead either to

Level 1 technical training credit or a Certificate of Qualification from the Industry Training Authority.

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



## Secondary School Apprenticeship

Students with the skills and connections can start an apprenticeship in high school. Students who are already working in an apprenticeable trade can formalize the apprenticeship relationship with their employer. There are 4 courses (16 credits) available to these students when they have a formal ITA agreement arranged through 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 → Secondary School Apprenticeship

## Dual Credit programs:

### Healthcare

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

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

### 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, if needed

For more information on the Trades Discovery program, contact Wendy Gilmour ([wgilmour@vsb.bc.ca](mailto:wgilmour@vsb.bc.ca)).

## School-based Programs:

### 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 Ms. Siu Ma ([ssma@vsb.bc.ca](mailto:ssma@vsb.bc.ca)) or visit our Program website: [careerprograms.vsb.bc.ca/](http://careerprograms.vsb.bc.ca/) → Our Programs → Tupper Tech

### Fashion Design and Technology

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
- Day 2
- Eric Hamber Secondary

For additional information an application 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**

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
- Killarney Secondary
- One-year cohort program
- Hands-on, laboratory courses
- Prepare for industry-recognized certification
- Receive advanced placement at BCIT

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

# POST SECONDARY ADMISSION REQUIREMENTS

Students, with parental guidance and counsellor assistance, are responsible for checking current calendars, websites and other publications with regard to any changes that may affect their plans for further education. Students are responsible for obtaining and carefully completing appropriate application forms, meeting the stated deadlines, and other admission requirements and criteria. Some local post secondary application forms are available in the school, although on-line application is strongly recommended. Website addresses are listed below.

If your first language is not English, post secondary institutions may require that you provide evidence of English language proficiency by writing the "Test of English As a Foreign Language" (TOEFL). See the individual post secondary institution calendars for details. Information on TOEFL is available in the Career Centre or on the website below.

## POST SECONDARY REFERENCES

- Apply to several BC post secondary schools on-line: <http://www.pas.bc.ca>
- For a list of schools in Ontario, and to apply to most Ontario post secondary institutes visit [www.compass.ouac.on.ca](http://www.compass.ouac.on.ca) (Ontario Post Secondary Application Service)
- SAT and US Post Secondary Information: [www.collegeboard.com](http://www.collegeboard.com)
- Test of English as a Foreign Language: [www.toefl.org](http://www.toefl.org)
- Grad Planner 2004, provincial examinations, transcripts and scholarship: [www.bced.gov.bc.ca/graduation](http://www.bced.gov.bc.ca/graduation)
- BC's education planning website: [www.educationplanner.bc.ca](http://www.educationplanner.bc.ca)
- The purpose of the Language Proficiency Index (LPI) is to provide information about an individual's competency in English. This information is used primarily by post-secondary institutions and professional organizations within British Columbia: [www.ares.ubc.ca/LPI/index.html](http://www.ares.ubc.ca/LPI/index.html)
- Information on the different programs offered at Canadian, American and International schools: [www.schoolfinder.com](http://www.schoolfinder.com)
- BC Council on Admissions & Transfer (this is a must if you are planning on transferring from college to university): [www.bccat.bc.ca](http://www.bccat.bc.ca)
- This site provides Canada's largest course-to-course transfer database, with information on thousands of courses and their transfer potential: [www.bctransferguide.ca](http://www.bctransferguide.ca)

## CAREER PLANNING AND LABOUR MARKET INFORMATION

- This website and the information resource guide were designed to steer users toward an array of selected career learning and labour market information (LMI) sources and tools, handpicked by knowledgeable practitioners: [www.whatskey.org](http://www.whatskey.org)
- *Guide to the BC Economy and Labour Market* is an excellent source of information about historical and current trends, as well as the long-term outlook for the provincial economy and the labour: [www.guidetobceconomy.org](http://www.guidetobceconomy.org)
- BC Occupational Outlooks: [www.workfutures.bc.ca](http://www.workfutures.bc.ca)
- Ministry of Education career planning section website: [www.bced.gov.bc.ca/careers/planning](http://www.bced.gov.bc.ca/careers/planning)
- Ministry of Advanced Education: [www.aved.gov.bc.ca](http://www.aved.gov.bc.ca)
- The site features information on: job descriptions, skill requirements, employment prospects, wages and salaries, lists of potential employers and where to get training: [www.labourmarketinformation.ca](http://www.labourmarketinformation.ca)
- BC Stats site features information on BC population, the economy, labour force, employment and earnings: [www.bcstats.gov.bc.ca/index.htm](http://www.bcstats.gov.bc.ca/index.htm)
- BC Work Info Net: [www.workinfolnet.bc.ca/youth](http://www.workinfolnet.bc.ca/youth)
- This site provides the latest information on the Canadian labour market, including current labour market conditions and economic forecasts for 226 occupational groups: [www.jobfutures.ca](http://www.jobfutures.ca)
- How about this comprehensive, fun and informative site including labour market, assessment and career information, with a home page which profiles new occupations on a daily basis (to access the information, click on **British Columbia, then choose** 'Student' or 'Professional': [www.careerexplorer.net](http://www.careerexplorer.net)
- Career Cruising (Username: Vancouver / Password: technical): [www.careercruising.com](http://www.careercruising.com)
- Bridges web free service provides access to updated career-related news, conferences, online resources and organizations. It contains free online subscription to the latest career development information and timely labour market articles: [www.bridges.com](http://www.bridges.com)

## POST SECONDARY ADMISSION REQUIREMENTS (CONT.)

### SCHOLARSHIPS, LOANS AND BURSARIES INFORMATION

- National Student Loan Website, sponsored by the Federal Government of Canada: [www.canlearn.ca](http://www.canlearn.ca)
- Information about awards throughout Canada: [www.studentawards.com](http://www.studentawards.com)
- Entrance Scholarship Directory, up to 60,000 scholarships listed: [www.scholarshipscanada.com](http://www.scholarshipscanada.com)
- Guide to financial aid, primarily US links: [www.finaid.org](http://www.finaid.org)
- Ministry of Education sites and links: [www.bced.gov.bc.ca/awards](http://www.bced.gov.bc.ca/awards)
- Scholarship search based on deadlines and school districts: [www.bcawardsonline.sd61.bc.ca](http://www.bcawardsonline.sd61.bc.ca)
- Scholarship search sponsored by Monster: [www.fastweb.monster.com](http://www.fastweb.monster.com)
- BC awards for athletics and sports: [www.bcschoolsports.ca/pages/links.php](http://www.bcschoolsports.ca/pages/links.php)
- Listings of scholarships and exchange programs in Canada: [www.aucc.ca](http://www.aucc.ca)
- Canadian Merit Scholarship Foundation: [www.cmsf.ca](http://www.cmsf.ca)
- National Adult Literacy Database: [www.nald.ca](http://www.nald.ca)
- Sponsored by Human Resources Development Canada, information on Student Loans: [www.hrsdc.gc.ca/en/home/shtml](http://www.hrsdc.gc.ca/en/home/shtml)
- US Scholarship site: [www.apps.absolutelyscholarships.com](http://www.apps.absolutelyscholarships.com)
- College Board Scholarship Search (primarily US information): [www.collegeboard.com/?student](http://www.collegeboard.com/?student)
- US Scholarship site: [www.collegeboard.com](http://www.collegeboard.com)

### PUBLIC COLLEGES & UNIVERSITIES IN B.C.

- British Columbia Institute of Technology (BCIT): [www.bcit.ca](http://www.bcit.ca)
- Camosun College (Victoria): [www.camosun.bc.ca](http://www.camosun.bc.ca)
- Capilano College: [www.capcollege.bc.ca](http://www.capcollege.bc.ca)
- College of the Rockies (Cranbrook): [www.cotr.bc.ca](http://www.cotr.bc.ca)
- College of New Caledonia (Prince George): [www.cnc.ba.ca](http://www.cnc.ba.ca)
- Douglas College: [www.douglas.bc.ca](http://www.douglas.bc.ca)
- Emily Carr Institute of Art + Design: [www.eciad.bc.ca](http://www.eciad.bc.ca)
- All Nations Institute: (First Nations College) [www.all-nations.ca](http://www.all-nations.ca)
- Kwantlen University College: [www.kwantlen.bc.ca](http://www.kwantlen.bc.ca)
- Langara College: [www.langara.bc.ca](http://www.langara.bc.ca)
- Malaspina University College (Nanaimo): [www.mala.bc.ca](http://www.mala.bc.ca)
- Nicola Valley Institute of Technology (Merritt): [www.nvit.bc.ca](http://www.nvit.bc.ca)
- North Island College (Courtney): [www.nic.bc.ca](http://www.nic.bc.ca)
- Northern Lights College (Dawson Creek): [www.nlc.bc.ca](http://www.nlc.bc.ca)
- Northwest Community College (Terrace): [www.nwcc.bc.ca](http://www.nwcc.bc.ca)
- Okanagan College (Kelowna): [www.okanagan.bc.ca](http://www.okanagan.bc.ca)
- Royal Roads University (Victoria): [www.royalroads.ca](http://www.royalroads.ca)
- Selkirk College (Castlegar): [www.selkirk.bc.ca](http://www.selkirk.bc.ca)
- Simon Fraser University: [www.sfu.ca](http://www.sfu.ca)
- Thompson Rivers University: [www.tru.ca](http://www.tru.ca)
- Trinity Western University: [www.twu.ca](http://www.twu.ca)
- University of BC: [www.ubc.ca](http://www.ubc.ca)
- University of BC Okanagan Campus: [www.okanagan.ubc.ca](http://www.okanagan.ubc.ca)
- University Canada West: [www.universitycanadawest.ca](http://www.universitycanadawest.ca)
- University College of the Fraser Valley (Abbotsford): [www.ucfv.bc.ca](http://www.ucfv.bc.ca)
- University of Northern BC (Prince George): [www.unbc.ca](http://www.unbc.ca)
- University of Victoria: [www.uvic.ca](http://www.uvic.ca)
- Vancouver Community College: [www.vcc.bc.ca](http://www.vcc.bc.ca)
- Listing of schools in the US visit: [www.collegenet.com](http://www.collegenet.com)
- SAT I and SAT II visit: [www.collegeboard.com](http://www.collegeboard.com)

For a list of schools in Ontario, and to apply to most Ontario post secondary institutes visit [www.compass.ouac.on.ca](http://www.compass.ouac.on.ca) (Ontario Post-Secondary Application Service).

For information and listing of schools in the US visit [www.collegenet.com](http://www.collegenet.com) and [www.collegeboard.com](http://www.collegeboard.com) for information on SAT I and SAT II testing etc.

## GRADE 8 & 9 PROGRAM REQUIREMENTS

FOUNDATION COURSES	
GRADE 8	GRADE 9
<b>(all students must take these courses)</b>	
English 8	English 9
Social Studies 8	Social Studies 9
Math 8	Math 9 / EMA 9
Science 8	Science 9
Physical Education 8	Physical Education 9
French 8	+ 3 electives
Fine Arts 8 or Band 8	
Applied Skills 8	

## PROVINCIAL EXAM SCHEDULE

Please go to <http://www.bced.gov.bc.ca/exams/> for the 2018 Exam Schedule.

\* All Provincial Examinations are designed to be completed within two hours.  
Students are permitted one additional hour to complete, if required.

# GRADUATION PROGRAM REQUIREMENTS

## GRADUATION 2018

### CREDIT REQUIREMENTS

#### Grades 10 – 12

80 credits (equivalent to twenty 4-credit courses) required for graduation

48 credits are Required Courses, including:

- Language Arts 10 (4 credits)
- Language Arts 11 (4 credits)
- Language Arts 12 (4 credits)
- Social Studies 10 (4 credits)
- Social Studies 11, Canadian Civics 11 or BC First Nations Studies 12 (4 credits)
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)
- Mathematics 10 (4 credits)
- Mathematics 11 or 12 (4 credits)
- Physical Education 10 (4 credits)
- Fine Arts or Applied Skills 10, 11 or 12 (4 credits)
- Planning 10 (4 credits)

4 credits for Graduation Transition (G.T.)

4 credits required in Fine Arts and/or Applied Skills at any time during Grade 10, 11 or 12. This can include 2 credits from each area

28 credits are Elective Courses

Minimum of 16 credits at the Grade 12 level including Language Arts 12. There is a limit of 28 credits of Board/Authority-Authorized course credit that count as elective credits towards graduation.

### EXAMS

Effective July 1, 2016, only a Language Arts 12 exam is mandatory.

However, depending on when a specific course was completed, some students may still need to write a grade 10, 11, or BCFNS 12 provincial exam.

### CHOICE AND FLEXIBILITY

All public post-secondary credits will count towards graduation.



# Vancouver School Board

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# Adult Education

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

AE centres provide students with a wide array of flexible and student-centred learning opportunities that range from the basic literacy level (Ministry Foundations courses, Levels 1-7) to high school completion.

The Foundations courses help students develop or strengthen specific core skills needed for Grade 10/11/12 courses and obtain a high school diploma. All courses, both Foundations and Grade 10/11/12, follow prescribed Ministry curriculum.

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

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

Depending on student needs, each Centre provides a variety of course formats which may include:

- Self-paced courses (blended paper-based instruction with face-to-face assistance) from Foundations to Grade 10-12 courses
- Structured courses at the Foundations and Grade 10/11/12 levels

Students at our centres reflect the diversity of language and cultural backgrounds in Vancouver and range in age from 16 to seniors. Each of the Centres responds to the specific needs of its community and program offerings reflect student course requests and enrollment patterns.

Please note that students attending adult centres must be 16 years old (on July 1 of the current school year) and follow MOE course concurrency rules to be eligible for Ministry funding.

## Adult Education Centres in Vancouver

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