

Welcome to Westside Preparatory School

It is a great pleasure to welcome each of you to Westside Preparatory School. We are looking forward to an exciting, challenging, and interesting school year through your participation, cooperation, and involvement in the educational process.

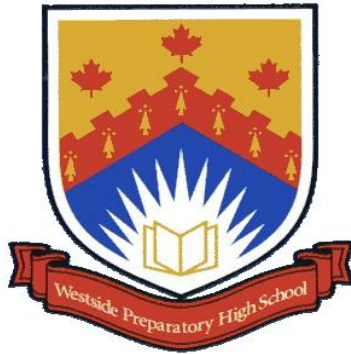
The years you spend in school will be among the most memorable time of your life. It is the desire of the student body, faculty and administration to assist you in every way possible to assure that your school experience be positive and successful.

The Curriculum Guide is intended as an aid for students and their parents in the selection of proper courses of study. The curriculum offered at Westside Preparatory School is constantly being evaluated and revised or expanded as the need arises. We hope this guide is referred to each school year prior to the student-counselor conference to select classes for the following year. The student should exercise great care in the selection of classes and alternates. Parents are encouraged to assist the student in these selections.

The major purpose of this book is to acquaint you and your parents with the traditions, policies, and procedures of Westside Preparatory School that will allow for a smooth transition to our school.

Once again, "Welcome and Best Wishes" for the coming school year.

Galyna Volyanska
Principal



STUDENT HANDBOOK

2010 - 2011

WESTSIDE PREPARATORY SCHOOL

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COURSE PLANNING GRADES 4 - 12

Before completing the Course Request Form, students should use this page to plan their programmes. STUDENTS MUST SELECT EIGHT COURSES IN ADDITION TO ANY BEFORE/AFTER SCHOOL ELECTIVES. Circle your choices.

Required Courses:

<u>GRADE 4</u>	<u>GRADE 5</u>	<u>GRADE 6</u>	<u>GRADE 7</u>	<u>GRADE 8</u>
1. EN 4	1. EN 5	1. EN 6	1. EN 7	1. EN 8
2. SS 4	2. SS 5	2. SS 6	2. SS 7	2. SS 8
3. SC 4	3. SC 5	3. SC 6	3. SC 7	3. SC 8
4. MA 4	4. MA 5	4. MA 6	4. MA 7	4. MA 8
5. PE 4	5. PE 5	5. PE 6	5. PE 7	5. PE 8
6. FR 4	6. FR 5	6. FR 6	6. FR 7	6. FR 8
7. HCE 4	7. HCE 5	7. HCE 6	7. HCE 7	7. HCE 8
<u>GR. 4 Electives</u>	<u>GR. 5 Electives</u>	<u>GR. 6 Electives</u>	<u>GR. 7 Electives</u>	<u>GR. 8 Electives</u>
8. FNA 4	8. FNA 5	9. FNA 6	9. FNA 7	9. VAD 8
9. MU 4	9. MU 5	10. MU 6	10. MU 7	10. INT 8
10. TE 4	10. TE 5	11. TE 6	11. TE 7	11. MG 8
				12. DRG 8
				13. TE 8
<u>GRADE 9</u>	<u>Grade 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>	
1. EN 9	1. EN 10	1. EN 11	1. EN 12	
2. SS 9	2. SS 10	2. SS 11	2. SS 12	
3. SC 9	3. SC 10	3. MA 11	3. HI 12	
4. MA 9	4. MA 10	4. PH 11	4. GEO 12	
5. PE 9	5. PE 10	5. CHEM 11	5. PH 12	
6. FR 9	6. PLAN 10	6. BIO 11	6. BIO 12	
7. HCE 9		7. PE 11	7. CHEM 12	
		8. VAMT 11	8. PE 12	
		9. AC 11	9. VAMT 12	
<u>GRADE 9 Electives</u>	<u>GRADE 10 Electives</u>	10. ICTC 11	10. AC 12	
9. VAD 9	7. VAD 10	11. FR 11	11. ICTC 12	
10. INT 9	8. INT 10	12. ESC 11	12. FR 12	
11. MG 9	9. MG 10		13. YPSY 12	
12. DRG 9	10. FR 10		14. CALC 12	
13. TE 9				

ESL courses: ESL Reading Strategies 10A, 11A, 12A; ESL Listening and Speaking 10B, 11B, 12B; ESL Writing and Grammar 10C, 11C, 12C; ESL Canadian Studies 10, 11.
Students are allowed to take only 8 credits of ESL courses per year.

Some elective courses may be blended 4/5, 5/6, 6/7 or 8/9/ or 10/11/12 courses. Students will be given credit for their Grade levels upon successful completion of the course Learning Outcomes.

COURSE PLANNING NOTES FOR GRADES 4 - 11

In Grade 4, 5, 6, 7, 8, 9 and 10 each student will take a common set of core courses: EN, SS, MA, SC, PE, FR, and two electives at the Grade 4, 5, 6, 7, 8, 9, and 10 levels.

In Grade 11 each student has to take EN, SS, MA, at least one course of Science (PH, CHM, or BIO), and four electives.

In Grade 12 each student has to take EN 12, three courses of level 12, and four electives.

1. Courses will be offered only if a sufficient number of students elect to take them.
2. Grade level is determined by the level of academic constants which the student is taking.
3. Students will be given credit for successfully completing the Learning Outcomes of the course in which they are enrolled.
4. Students in Grades 4-12 **MUST** choose 8 courses.
5. Counsellors and administrators, as well as teachers, are prepared to provide information to students planning programs and making course selections.

The school has challenge and equivalency policies. Check the information with the principal.

STUDENT-PARENT-SCHOOL PARTNERSHIP FORM

The student handbook presents guidelines for citizenship and behavior resulting in a positive contribution to the school community. The guidelines are designed to ensure a safe, orderly, and kind environment focused on learning and personal growth.

Your signature indicates that you have read, understand, and agree to abide by the guidelines and procedures presented in the entire handbook.

Date: _____

Student Name: _____

Student Signature: _____

Parent Signature: _____

**Please sign and return this form to your homeroom teacher by
September , 2010.**

The Technology Code of Conduct / Acceptable Use Policy contains the following statements:

1. I will always use a computer in ways that show consideration and respect for others. I will treat all computer equipment, including disks and CD-ROMS with great care.
 2. I will not engage in hacking (unauthorized break-in or violation of passwords) of Westside Preparatory School computer systems.
 3. I will not interfere with the computer work of others.
 4. I will accept the responsibility of keeping unauthorized software of any kind from entering the school's computers.
 5. I will not copy software for which I have not paid. I will honor software copyright laws by not making copies of any software.
 6. I will leave all computer media, disks, CD-ROMS, manuals, printouts, etc. in their proper location.
 7. I will not send or receive material containing pornographic material, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the hardware connected to the network.
 8. I will use computers and the Internet only in ways appropriate to my assignments.
 9. I will not send an e-mail or attachments that are offensive, threatening, or a violation of the discipline policy of the school.
 10. I will not alter or attempt to alter a computer's hardware or software setup or system configuration.
 11. I will not subscribe to Internet lists via e-mail. E-mail lists are prohibited on the Westside Preparatory School network.
 12. I will obtain prior permission before bringing any software from home, and I understand that permission needs to be granted each time. Any programs that I am permitted to bring from home must be on original manufacturer's disks and must be scanned for viruses before use at school.
 13. I understand that all electronic files are subject to review by the school administration.
 14. I have the responsibility to report violations stated above to a faculty member or an administrator.
 15. I understand that I am not to change the screen saver.
 16. I understand that I am not to save any document or picture unless teacher authorization is granted.
 17. I understand that I am not to use the Internet unless I am directed to do so by the teacher.
 18. I understand that all websites must be teacher approved.
- I understand that I am not to print work unless teacher authorization is granted.

Student Signature _____

Date _____

Parent Signature _____

Date _____

Student Code of Conduct

The teachers and administration at Westside Preparatory School believe that this school should be a place for safe, purposeful learning. The school expects that students will actively participate, through effort and punctual, regular attendance, in their assigned education program.

Expectations of student behaviour, school rules shall apply to students while at Westside Preparatory School, while going to and from school and while attending any school curricular or extra-curricular activity.

Westside Preparatory School Expectations

The staff at Westside Preparatory School believes appropriate student conduct which is based on respect for oneself and for others is essential to the development of responsible citizens. Student behaviour, dress and decorum shall be in accordance with generally accepted community standards and appropriate for the educational environment. Appropriate behaviour is a responsibility shared among the students, their parents and the school system.

The school requires students to observe the following expectations:

- Attend school regularly, be punctual, and take responsibility for your studies.
- Observe school rules and the student code of conduct.
- Respect the rights of others and their property.
- Respect the health and safety of others.
- Respect the educational process and the learning environment of others.
- Respect the authority of all school employees.
- Conduct yourself in a manner that brings credit to the school at all times.

The school forbids the following:

- Physical violence, intimidation or threats.
- The possession, use or distribution of illegal or restricted drugs, including alcohol.
- The carrying or possession of weapons or simulated weapons.
- Verbal abuse, profanity, racism, and sexism.
- Disruption of the classroom or learning environment.
- Vandalism of school property.

Students and Parents are responsible for:

- Ensuring the accuracy of the student's registration information at the time of registration,
- Ensuring the accuracy and completeness of the Individual Educational Plan (IEP) and checking with a counselor/advisor during the school year to ensure their selected courses are applicable to their educational/career objectives,
- Ensuring that the Westside Preparatory School office has their current address, telephone number, and other pertinent information on file at all times,
- Picking up their schedule at the beginning of each term, as there may be changes
- Picking up their reports at the specified availability date,
- Informing teachers of absences from class,
- Exhibiting appropriate behaviour and respect by following the School's Code of Conduct, and

- Adhering to the provisions of the policies and regulations of the Westside Preparatory School Board and the School Act.

Dress Code

Students at Westside Preparatory School should dress appropriately for school and school-sponsored functions, with emphasis on neatness, cleanliness, and modesty that is fitting for a school and what it stands for. It is the purpose of the school to encourage students to develop the ability to make decisions and assume responsibility for their appearance. The cooperation of all parents, teachers, and students will mean having a minimum of rules. We depend on the parents to fully supervise the appearance of their sons or daughters. Although not every home will agree with others, we believe that every home has the responsibility to support the common values in dress if children are to live in community with each other. A brief inspection before they leave for school will avoid the necessity of having to phone parents to bring a change of clothes to school.

In any dress code there will inevitably be disagreements in interpretation. The intent is to create a look appropriate for learning, and it will ultimately be the responsibility of the principals and teachers to judge the acceptability of the clothing worn by students.

Hair

Boys and girls must have their hair neat and well groomed. Boys' hair should not cover eyebrows, ears, or collars. If it does, it should be pulled back with an elastic rubber band in a neat manner. No beards or mustaches will be allowed.

Piercings/Tattoos/Ball Caps

Boys are not allowed to wear earrings or piercings of any type. Girls may wear pierced earrings. However, girls are not allowed to wear any exposed body piercing. Exposed tattoos are not acceptable for any student. Ball caps are not allowed to be worn in the building by boys or girls. Caps will be taken and returned only to a parent.

Shoes are to be worn at all times during the school day. Flip-flop/thong-type sandals or shower type shoes, no matter the beading or decoration, are not allowed for boys or girls. Bedroom shoes are also prohibited.

Walkmans/Discmans

Walkmans and Discmans are not allowed for use in classes. If students use a walkman in class, or any other venue where there is an activity under the supervision of the teacher when they have been asked not to, teachers reserve the right to remove them from the possession of the student.

Litter

Everyone is responsible for keeping the buildings, grounds, and surrounding community free of litter and graffiti. When you see litter please take the time to pick it up and dispose of it in the garbage containers provided. Recycling containers for paper and cans are located in several areas of the school. Please help to improve our environment.

Smoking Prohibition

No smoking is allowed in the school or on the school grounds. This is to comply with the Vancouver City Council Bylaw. The Regional District may levy a fine of \$100.00 to \$2000 against an individual in contravention of this bylaw.

Drugs and Alcohol

No student may be in possession of or under the influence of illegal or non-prescribed drugs or alcohol in the school, in the vicinity of the school, or at school sponsored functions. Any infraction will be considered serious and will request in the immediate implementation of school and Board policies dealing with student discipline.

Violence and Weapons

Violence of any kind will not be tolerated. Any form of violence or intimidation that threatens the health, safety and welfare of students is not acceptable.

Violence includes verbal, written, or physical threats, bullying, fighting, and/or emotional or sexual abuse. Weapons are defined as anything that is used with the intent to hurt or frighten someone.

Any student found with a weapon, involved in a violent act, or soliciting others to commit an act of violence will be disciplined.

Harassment

Every individual should be treated with respect and dignity and therefore has the right to be free from harassment in our school. A positive and welcoming work and learning environment protects and promotes the self-esteem, worth, and human rights of every person and supports mutual respect and cooperation among individuals. Any student involved in racial, ethno-cultural, religious, or sexual harassment in any form will be disciplined.

What should you do if I ...?

If you have been affected by, or know of others who have been affected by harassment, violence, weapons, drugs, or alcohol, it is important that you talk to a teacher, administrator, or anyone else in the school that you trust. In this way, we can help to solve the problem.

Visitors

- Visitors are not allowed on the school premises without prior approval from the administration.
- All visitor requests for contact with a student during class hours must be directed to an administrative officer.

All students who wish to visit other schools must obtain that school's approval prior to visiting.

Cheating policy

Cheating is defined as: any attempt by a student to complete an examination or assessment by unfair means. Unfair means may include one or more of the following:

- Plagiarism. It is a serious academic offence. It is intellectual theft. Any use of another's research, ideas, or language without proper attribution may be considered plagiarism.
- Obtaining or providing unauthorized information during an examination through verbal, visual, or unauthorized use of books, notes, text, or electronic devices.
- Altering or changing test answers after submission for grading, altering or changing grades after grades have been awarded, or altering or changing other academic records.
- Making any attempt to improve grades using means that have not been approved or would not be approved by your teacher (e.g. being absent without an acceptable reason from a test or class assignment.)

Consequences:

- The student will receive "0" for that particular work.
- The incident will be recorded on the student's file.

Computer Labs/Technology policies

Computer labs are under the supervision of teachers professionally trained in this area. Computer use is encouraged for all students. The “Technology Code of Conduct” must be signed and returned before any student is permitted to utilize technology.

The Technology Code of Conduct / Acceptable Use Policy must be followed by each student.

Students violating this agreement are subject to disciplinary action. Internet access is available to all students; however, a filtering system has been developed for our school use for Internet and e-mail usage. Any student with questions about information available from our computer network should contact his teacher immediately.

Change of Student Information

When a change of address, change of telephone number, or change in health information occurs on any student, it is the responsibility of the parent to notify the Main Office as soon as possible.

Withdrawals

Should it be necessary for a student to withdraw from Westside Preparatory School during the school year, the student should report to the Principal’s office with a written request by his parents for such action. The student will be issued a Withdrawal Form to be signed by all teachers. The teacher will post a grade at the time of withdrawal. All fees including tuition, lab fees, fines, fees for lost books, etc. must be paid prior to the release of records to another school. Any withdrawal after school begins includes a **\$250.00** administrative fee, which will be deducted from tuition payments made. Registration fees are not refundable. **Records will not be transferred to another school if there is an outstanding financial obligation due the school.**

Transcripts

\$5 fee will be charged for grades to be forwarded to any institution or for an extra copy of a transcript. Transcripts will be sealed and mailed to the appropriate institution based on the student or parent’s request. Records will not be transferred if there are outstanding fees payable to the school.

Office Procedures

Attendance Policy

Educational research indicates that there is a positive correlation between attendance and student success. In general, the greater the class attendance and student success, the higher the class mark. It is the expectation of Westside Prep that students will attend classes regularly.

If a student cannot attend a class, he or she should inform their teacher prior to missing the class, if possible. Absence does not absolve the students from the responsibility of completing the homework/readings assigned and of understanding, the content covered that day. Students are encouraged to network with their classmates to ensure they keep up with the readings, class content, assignments, and discussions.

On your return, please bring a note to your teachers, and once it has been signed by them, turn it in at the office.

Tardiness

When students are late they interfere with the learning of others as well as with their own learning. Tardiness also demonstrates a lack of consideration for teachers and classmates. Teachers deal with lates in a variety of ways. Some will have students make up the time after school.

Vacations Policy

The school does not recommend vacations during school time.

At Westside Preparatory School we believe classroom participation and attendance are critical for success. Missed tests or assignments obviously affect teachers' evaluations of student performance. When classes are missed for vacations:

- the student will be marked absent;
- the teachers are not expected to provide assignments either before or after or give any make-up tests or examinations;
- the student is responsible for learning any content material missed;
- the parent will be responsible for informing the administration as well as teachers.

Early Dismissals

Students requiring early dismissals to keep medical, dental or other urgent appointments should bring a note from their doctor or dentist or one signed by their parent or guardian, stating the reason for the early dismissal and the time required. The note should be presented to the teacher and administration at the beginning of the period.

Make-up Work

Students who have been absent are responsible for meeting with their teachers on the day of their return to school to make arrangements for make-up work. **The teacher will assign make-up tests within a five (5) day period.** Teachers are not required to accept work from students whose absence is unexcused. It is the student's responsibility to make up work and assignments missed while involved in extracurricular or athletic activities. Make-up work must be turned in within a period of time equal to the days absent. **For example, the student who missed two (2) days of school would have two (2) days to complete make up assignments (Exception: major tests).** **Students who are absent on the day prior to the test must take the test on the day of return unless other arrangements are made with the teacher in advance.**

Textbooks

Textbooks or other resource materials for courses are supplied on loan free-of-charge to students. They are given out by the teacher and returned through subject teachers. The book deposit, which is refundable, is **\$200**. \$200 book deposit fee is a one time payment. As the books are wearing out and need to be replaced, \$150 will be refundable within one year; \$100 – within two years, and \$50 within three years.

In the event that a textbook or course material is lost or damaged, the student is responsible for paying for the cost of replacement. The School office has a price list available to verify the cost of replacement.

It is recommended that all textbooks should be covered.

If a student drops a course at a time during the school year, textbooks(s) are to be returned immediately to the School Office, NOT to the teacher.

2010-2011 Student fees

All students should arrive on Tuesday, September 7 prepared to pay school fees.

Grade 4 – 12 supply fees are \$300.00, which covers some athletic fees.

Please note that in all cases school fees do not completely cover school costs and have been kept to a minimum.

Grades and Transcripts

Report Cards

Reports will be issued at the mid-point of the first semester term and the end of each semester term. The end of semester report can be picked up in the School office after the posted date.

Parent/Teacher Interviews

Parents are invited to meet with classroom teachers after the report cards are issued. Parents are encouraged to communicate with the school at any time.

The evaluation of a student's progress is on a continuous daily basis and depending upon the course and subject, will be based upon the results of tests, quizzes, reports – both written and oral, contributions to class discussions, essays, projects and laboratory work. Periodic tests will be given to help the teacher identify student strengths and weaknesses.

Grades

Achievement is reported as a percentage and letter grade at the mid-point and end of each semester course. Final letter grades and percentages will be determined according to the following Ministry of Education letter grades.

A (86%-100%)	Excellent or outstanding performance
B (73%-85%)	Very good performance
C+ (67%-72%)	Good performance
C (60%-66%)	Satisfactory performance
C- (50%-59%)	Minimally acceptable performance
I (0%-49%)	(Incomplete) The student is making progress but it has been determined that additional time is required to meet the expected learning outcomes for the course and grades.
F	(Failed) The student has not demonstrated or is not demonstrating the minimally acceptable performance.

Honour Roll

A student must receive a 3.0 grade point average (GPA) to be on the honor roll. The honor roll is posted after final report card marking.

GRADUATION REQUIREMENTS

In order to graduate with a Dogwood, every student in the Graduation Program has to pass certain basic courses, like English, mathematics and science. The table below is an overview of what you need to graduate:

- 48 credits from required courses,
- 28 credits from elective courses, and
- 4 credits from Graduation Transitions.

Graduation requirements are introduced in your Planning 10 class.

REQUIRED COURSES:

Subject Area	Minimum Credits
Planning 10	4 credits
a Language Arts 10	4 credits
a Language Arts 11	4 credits
a Language Arts 12	4 credits
a Mathematics 10	4 credits
a Mathematics 11 or 12	4 credits
a Fine Arts and/or Applied Skills 10, 11 or 12	4 credits
Social Studies 10	4 credits
a Social Studies 11 or 12	4 credits
Science 10	4 credits
a Science 11 or 12	4 credits
Physical Education 10	4 credits

48 credits

ELECTIVE COURSES:

**Students must earn at least 28 elective credits. Minimum Credits
Additional Grade 10-12 credits* 28 credits**

GRADUATION TRANSITIONS

Students must earn 4 credits for Graduation Transitions 4 credits

OVERALL TOTAL: 80 credits

*Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.



Course Information

Health and Career Education

SUBJECT AREA: Health and Career Education

The aim of HCE 4 – 9 is to enable students to become thoughtful, caring individuals who plan and reflect, make informed choices, and take responsibility for their own personal and career development.

The aim of Planning 10 is to prepare students for their successful transition from secondary school to their adult lives.

Curricular components of HCE 4, 5, 6, 7, 8, and 9 are integrated into English 4, 5, 6, 7, 8 and 9, Science 4, 5, 6, 7, 8 and 9, Social Studies 4, 5, 6, 7, 8 and 9, and Physical Education 4, 5, 6, 7, 8 and 9.

	Course Abbreviation:
Course: <u>Health and Career Education 4</u>	HCE 4
<u>Health and Career Education 5</u>	HCE 5
<u>Health and Career Education 6</u>	HCE 6
<u>Health and Career Education 7</u>	HCE 7
<u>Health and Career Education 8</u>	HCE 8
<u>Health and Career Education 9</u>	HCE 9
<u>Planning 10</u>	PLAN 10 (4 credits)

The main objective of this course is to encourage students to think about, talk about, and consider the decisions they make now and how these decisions will affect them in their future. The topics covered are: study skills, learning styles, personal attributes, effective communication, forms of abuse and prevention, AIDS, eating disorders, and addiction prevention. Students work in pairs, small groups and individually to explore these topics.

The courses have been designed to help students prepare to deal with a world of complex, ongoing technological change, continuous challenge, expanding opportunities, and intricate social evolution. Learning opportunities that are relevant and experiential help students become thoughtful, caring individuals who plan and reflect, make informed choices, and take responsibility for their personal and career development. The courses encourage students to show initiative and accountability in decision making and help them develop planning skills ranging from time management to self-assessment and from goal setting to locating and accessing sources of support and assistance. These skills will apply to their work in every other subject area and to the activities they will undertake.

Planning 10 is the course of the Graduation Program. Students are introduced to the exam requirements, the various ways course credits can be earned, their links to grade 11 and 12 courses as well as to post-secondary and career options. Students are also introduced to the Graduation Portfolio and its requirements. Also students will learn the steps of a career management model as they relate personal attributes, support networks, and labour market information to education and career planning. Students will also learn job-seeking and job-keeping skills through interview role plays and by preparing resumes and cover letters. The course is also designed to learn to interpret health information and analyse factors contributing to healthy relationships. The students will learn financial literacy skills, investigate costs and funding sources for education and career interests, and begin the planning process for funding their education and career goals.

Portfolio 12

This is an elective 4-credit component of the 80 credits required for the Graduation Program and you earn these 4 credits over a three-year process beginning with Planning 10. A Graduation Portfolio is a physical or electronic collection of materials that demonstrates your knowledge, skills, and competencies. Your collection of evidence is based upon:

1. 150 hours of vigorous physical activity a week in Grades 11 and 12 beyond completion of PE 10
2. 30 Hours of Work Experience/Community Involvement
3. Completion of an Educational Transition Plan

ENGLISH LANGUAGE ARTS

SUBJECT AREA: LANGUAGE ARTS

Course: English 4

Course Abbreviation EN 4

Reading, writing, and using basic communication skills are covered in this course. Many classes will include formal instruction in grammar and usage. Students will also study novels and other written work. Vocabulary, punctuation, reading for the main idea, and paragraph development will be taught. HCE components are incorporated into the curriculum.

Course: English 5

Course Abbreviation: EN 5

Reading, writing, and basic communication skills are the focus of this course. Grammar, vocabulary, and related skills such as punctuation, reading for the main idea, and paragraph development will be taught. HCE components are incorporated into the curriculum.

Course: English 6

Course Abbreviation: EN 6

Reading, writing, and basic communication skills are the focus of this course. Grammar, vocabulary, and related skills such as punctuation, reading for the main idea, and paragraph development will be taught. HCE components are incorporated into the curriculum.

Course: English 7

Course Abbreviation: EN 7

The course provides students with the opportunity to study literary and informational (including technical) communications, and the mass media and thereby experience the power of language. Students are presented with a window into the past, a complex portrayal of the present, and questions about the future. They also come to understand language as a human system of communication - dynamic and evolving, but also systematic and governed by rules. HCE components are incorporated into the curriculum.

Course: English 8

Course Abbreviation: EN 8

The course provides students with opportunities to study a variety of genres and develop writing skills. Various forms of writing are undertaken such as: Literary Analysis, the short story, paragraph development, creative writing, poems, letters, news articles, dialogue, and journaling. Additionally, the Parts of Speech is taught as well as Verb Tenses, Punctuation, Capitalization, Sentence

Construction, Run-On Sentences, Sentence Fragments, and Subject/Verb Agreement. Students also will have a chance to develop Public Speaking skills and overall confidence with prepared mini speeches. Health and Career Education components are incorporated into the curriculum.

Course: English 9

Course Abbreviation: EN 9

Prerequisite: EN 8

This course stresses an understanding of literary forms: poems, stories, plays, essays, and novels. Integrated with the literature, a basic approach to language stresses writing, editing, and application of usage and grammar. Health and Career Education components are incorporated into the curriculum through novel study, personal reflection and class discussion

Course: English 10

Course Abbreviation: EN 10

Prerequisite: EN 9

Credits : 4

Whether secondary school students proceed to higher education and academic pursuits or to the world of business and industry, they need to develop a lifelong love of reading and continued intellectual growth, and should be equipped with the communication skills to succeed in their chosen path. The course offers stimulating stories with impact, literary quality, and relevance for a wide range of students, backed up by a full spectrum of activities that help them develop literacy skills in all the strands of communication. The course encourages higher-order, critical, and creative thinking through its choice of selections, and provides activities that promote reflection on process (metacognition), with frequent opportunities for self-evaluation. Language conventions are presented in the context of reading, writing, and oral language use. Grammar, spelling and punctuation concepts are embedded into activities. The course includes meaningful writing activities, which expose students to all the stages of the writing process in a variety of literary, and media forms, helping them to apply their writing skills to other curriculum areas and to authentic situations. The students will write the Provincial Exam in June.

Course: English 11

Course Abbreviation: EN 11

Prerequisite: EN 10

Credits : 4

This course builds on the skills students have been previously taught and prepares them for both English 12 and English Literature 12. Emphasis is on improving communication skills while increasing and expanding exposure to and knowledge and appreciation of literature. All year, close attention is paid to syntax, usage, vocabulary, word choice, spelling, and comprehension. For half a year, students read different kinds of narratives in both prose and verse, and analyse narrative structure, narrative techniques, setting, characterization, figurative language, irony, satire, and symbolism; read, analyse, and recite lyric poetry to appreciate its many skills, beauties, and pleasures; and focus on analyzing a specific aspect of both narrative and lyric material in concise single page answers. In the second half of the year, they study drama and dramatic techniques, are exposed to novels and full-length dramas, and expand their writing skills from single page answers to developed literary essays. The course also includes the highly successful public speaking section that forms part of the English program in all grades.

Course: English 12

Course Abbreviation: EN 12

Prerequisite: EN 11

Credits : 4

This course continues to refine students' ability to interpret literature and share their understanding in clear and engaging written pieces. Students will analyze and discuss various elements of literature including theme, characterization, and symbolism in all the texts. Understanding and comprehension will be displayed through various writing activities, tests, and ongoing annotations. Students will also refine their oral communication skills. As the year progresses, Provincial examination practices will become frequent. The students will write the Provincial Exam in June.

Course: Transitional English 4

Course Abbreviation: TE 4

Transitional English 5

TE 5

Transitional English 6

TE 6

Transitional English 7

TE 7

Transitional English 8

TE 8

Transitional English 9

TE 9

Prerequisite: none

To prepare non-native speakers of English for entrance into regular stream English and other subjects. Students will improve written and spoken communication skills and become familiar with literary and grammatical terms used in regular English classes. Students will also be introduced to the analysis of selected short stories and novels.

Course: ESL Reading Strategies 10A

Course Abbreviation: YESFL 10A

Prerequisite: none

Credits : 4

This course is designed to support and develop the reading ability of ESL students who are currently at a "developing" level of reading English text. Students learn a variety of strategies that will assist them to improve their understanding of English text and communicative competency in the area of reading. Instructional practices require students to participate in activities before reading, during reading, and after reading. Reading selections are age-appropriate and complimented with visual resources, additional readings, vocabulary activities such as dictionary skills, word games, and a variety of engaging extension activities that work to strengthen student understanding and lend to authentic language learning. Students will explore a variety of genres, including poetry, short story, novels, and a variety of non-fiction selections. ESL learners will be assessed on their participation in activities, oral reading ability, and comprehension of vocabulary and concepts.

Course: ESL Reading Strategies 11A

Course Abbreviation: YESFL 11A

Prerequisite: ESL Reading Strategies 10

Credits : 4

This course is designed to support and develop the reading ability of ESL students who are currently at an "expanding" level of reading English text. Students learn a variety of strategies that will assist them to improve their understanding of English text and communicative competency in the area of reading. Instructional practices require students to participate in activities before reading, during reading, and after reading. Reading selections are age-appropriate and complimented with visual resources, additional readings, vocabulary activities such as dictionary skills, word games, and a

variety of engaging extension activities that work to strengthen student understanding and lend to authentic language learning. Students will explore a variety of genres, including poetry, short story, novels, and a variety of non-fiction selections. ESL learners will be assessed on their participation in activities, oral reading ability, and comprehension of vocabulary and concepts.

Course: ESL Reading Strategies 12A

Course Abbreviation: YEFSL 12A

Prerequisite: ESL Reading Strategies 11

Credits : 4

This course is designed to support and develop the reading ability of ESL students who are currently at a “proficient” level of reading English text. Students learn a variety of strategies that will assist them to improve their understanding of English text and communicative competency in the area of reading. Instructional practices require students to participate in activities before reading, during reading, and after reading. Reading selections are age-appropriate and complimented with visual resources, additional readings, vocabulary activities such as dictionary skills, word games, and a variety of engaging extension activities that work to strengthen student understanding and lend to authentic language learning. Students will explore a variety of genres, including poetry, short story, novels, and a variety of non-fiction selections. ESL learners will be assessed on their participation in activities, oral reading ability, and comprehension of vocabulary and concepts.

Course: ESL Listening and Speaking 10B

Course Abbreviation: YEFSL 10B

Prerequisite: none

Credits : 4

This course is designed for ESL learners who are at a “developing” level of listening and speaking. Students will develop their communicative competency by participating in listening and speaking exercises in the classroom and in authentic English speaking environments. Students begin each unit by developing their vocabulary and understanding of the topic with significant emphasis on phonetic awareness and a general understanding of terminology. Students apply strategies, such as note-taking, viewing questionnaires, and making meaning worksheets that work to develop listening skills and prepare them to use the language in more meaningful ways. The units progress with several viewing, listening, and hands-on investigative activities. Throughout the unit students are required to orally report information that they collect.

Course: ESL Listening and Speaking 11B

Course Abbreviation: YEFSL 11B

Prerequisite: Course: ESL Listening and Speaking 10B

Credits : 4

This course is designed for ESL learners who are at an “expanding” level of listening and speaking. Students will develop their communicative competency by participating in listening and speaking exercises in the classroom and in authentic English speaking environments. Students begin each unit by developing their vocabulary and understanding of the topic with significant emphasis on phonetic awareness and understanding of terminology. Students apply strategies, such as note-taking, viewing questionnaires, and making meaning worksheets that work to develop listening skills and prepare them to use language more fluently in authentic environments. The units progress with several viewing, listening, and hands-on investigative activities. Throughout the unit students are required to orally report information that they collect.

Course: ESL Listening and Speaking 12B

Course Abbreviation: YEFSL 12B
Prerequisite: Course: ESL Listening and Speaking 11
Credits : 4

This course is designed for ESL learners who are at a “proficient” level of listening and speaking, but who still need the use of ESL learning principles for best understanding and learning. Students will develop their communicative competency by participating in listening and speaking exercises in the classroom and in authentic English speaking environments. Students begin each unit by developing their vocabulary and understanding of the topic with significant emphasis on phonetic awareness and understanding of terminology. Students apply strategies, such as note-taking, viewing questionnaires, and making meaning worksheets that work to develop listening skills and prepare them to use complex language more fluently in authentic environments. The units progress with several viewing, listening, and hands-on investigative activities. Throughout the unit students are required to orally report information that they collect.

Course: ESL Writing 10C

Course Abbreviation: YEFSL 10 (C)
Prerequisite: none
Credits : 4

This course is designed for ESL learners who are at a “developing” level of English writing and grammar awareness. Students will develop their written communicative competency through participation in basic writing and integrated grammar activities. Writing activities are age-appropriate and complimented with visual resources, additional readings, and a variety of engaging extension activities that work to strengthen student understanding and lend to authentic language learning. The integration of writing topics with grammar activities, in addition to a variety of open-ended hands-on activities, allows for more meaningful understanding of topics and concepts. Teaching methods that are employed in this writing course provide students with a range of ways to represent their learning. For example, students will create, publish, and record a range of written work, visual representations, oral presentations, as well as dramatizations for the purpose of authentic language learning.

Course: ESL Writing 11C

Course Abbreviation: YEFSL 11 (C)
Prerequisite: ESL Writing 10C
Credits : 4

This course is designed for ESL learners who are at an “expanding” level of English writing and grammar awareness. Students will develop their written communicative competency through participation in basic writing and integrated grammar activities that are age-appropriate and complimented with visual resources, additional readings, and a variety of engaging extension activities that work to strengthen student understanding and lend to authentic language learning. The structure of this course works to scaffold student language learning by the use of extension activities and thus, allows for more meaningful understanding of topics and concepts. Teaching and learning methods that are employed in this writing course provide students with a range of ways to represent their learning. For example, students will pre-write, draft, edit, revise, and publish, a range of written work, visual representations, oral presentations, as well as perform dramatizations for the purpose of authentic language learning and the promotion of communicative competency. Learning tools include age-appropriate realia, media, technology, personal experience, and a variety of literary fiction and non-fiction sources. These features of the course promote the use of a wide range of

assessment methods. Students will be evaluated “for” and “of” learning with the use of self assessment, peer assessment, conferences, presentations, quizzes, and published writing activities.

Course: ESL Writing 12C

Course Abbreviation: YEFSL 12 (C)

Prerequisite: ESL Writing 11

Credits : 4

This course is designed for ESL learners who are at a “proficient” level of English writing and grammar awareness, but who still need the use of ESL learning principles for best understanding and learning. Students will develop their written communicative competency through participation in advanced writing and integrated grammar activities that are age-appropriate and complimented with visual resources, additional readings, and a variety of engaging extension activities that work to strengthen student understanding and lend to authentic language learning. The structure of this course works to scaffold and further extend student language learning by the use of a variety of extension activities and thus, allows for more meaningful understanding of topics and concepts. Teaching and learning methods that are employed in this writing course provide students with a range of ways to represent their learning. For example, students will pre-write, draft, edit, revise, and publish, a range of written work, visual representations, oral presentations, as well as perform dramatizations for the purpose of authentic language learning and the promotion of communicative competency. Learning tools include age-appropriate realia, media, technology, personal experience, and a variety of literary fiction and non-fiction sources. These features of the course promote the use of a wide range of assessment methods. Students will be evaluated “for” and “of” learning with the use of self assessment, peer assessment, conferences, presentations, quizzes, and published writing activities.

Course: ESL Canadian Studies 10

Course Abbreviation: YEFSL 10 C

Prerequisite: none

Credits : 4

This Social Studies course is designed to introduce ESL students, who are currently at a “developing” level of reading and writing in English, to Canada’s land, history, people, and government. Students will learn strategies to use before, during, and after reading for better understanding. These strategies act as a scaffold for building vocabulary, constructing meaning, and reading fluently. Students will learn to read and understand the purpose of a variety of genres that deal with age-appropriate content. These works, along with complimentary resources, and extension activities, work to engage and motivate ESL learners to enjoy learning about Canadian Social Studies. Assessment criteria lend to a range of valid and reliable assessment practices such as self assessment, peer assessment, oral assessment, and group assessment.

Course: ESL Canadian Studies 11

Course Abbreviation: YEFSL 11 C

Prerequisite: ESL Canadian Studies 10

Credits : 4

This Social Studies course is designed to introduce ESL students, who are currently at an “expanding” level of listening, speaking, reading, and writing in English, to Canada’s land, history, people, and government. Students will learn strategies to use before, during, and after reading for better understanding. These strategies act as a scaffold for building vocabulary, constructing meaning, and reading fluently. Students will learn to read and understand the purpose of a variety of genres that deal with age-appropriate content. These works, along with complimentary resources,

and extension activities, work to engage and motivate ESL learners to enjoy learning about Canadian Social Studies. Assessment criteria lend to a range of valid and reliable assessment practices such as self assessment, peer assessment, oral assessment, and group assessment.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and Communications Technology is a modular course designed to introduce students to four areas of study including: Applied Digital Communications, Digital Media Development, Computer Programming, and Computer Information Systems. The course is intended to be a survey course with exposure to modules in each of the above areas.

Applied Digital Communications is the study of Personal and Business Applications. Digital Media Development deals with Graphics, Video and Animation. Computer Programming addresses program structure and operations. Computer Information Systems focuses on computer and networking hardware.

Students are expected to demonstrate a high degree of social responsibility in the use of technology and will be involved in the critical examination of social / ethical issues in the 'digital world'. All students will be expected to keep an electronic notebook and digital journal. The course will be project based and students will be involved in interactive 'on line' delivery of coursework through the use of course presentation software.

Students will begin by reviewing basic computer skills and file management utilizing Windows 2000 Professional. Throughout the course they will be expected to use computer operating systems tools and utilize electronic communication methods to transfer and manage data. Students will have extensive access to the Internet and will be connected to current research and development in the field of Information and Communications Technology. They will also be involved in a variety of 'online' digital tutorials.

Course: Keyboarding 8 – 11

**Course Abbreviation:
Prerequisites: None**

This course should be called "Power Keyboarding" because you get the opportunity to type 40, 50, 60 or more words a minute while making very few errors. The 110 hours you spend in this course will save you hundreds of hours more in the future when you type reports, essays, letters, and e-mails. If you have little keyboarding skill, or if you have developed bad habits from "hacking" at computers, you need to take advantage of what this course offers. By the end of the year, you will be an efficient touch-typist and be able to quickly produce the documents required in school, university, and business.

Course: Information Technology 8

**Course Abbreviation: INT 8
Prerequisite: None**

The course will introduce students to various multimedia software applications. These will be pulled from the worlds of website design, digital imaging, and animation to name a few. Specific software and applications examined may include: Website design and development through the HTML programming language, 2-D animation using Macromedia Flash MX, digital image capturing and

editing using Adobe Photoshop, computer based drawing and design using Macromedia Freehand MX and finally audio editing using Audacity editing software. All work will be project based with students expected to apply concepts and techniques learned in class to specific assignments. This will rely heavily on the students' ability to explore the software both through the class lessons and on their own and apply this knowledge to their work. All projects will be done in class time and with deadlines appropriate to the project. No homework will be assigned.

Course: Information Technology 9

Course Abbreviation: INT 9

Prerequisite: None

The course will continue to introduce students to various multimedia software applications. These will be pulled from the worlds of website design, digital imaging, and animation to name a few. Specific software and applications examined may include: Website design and development through the HTML programming language, 2-D animation using Macromedia Flash MX, digital image capturing and editing using Adobe Photoshop, computer based drawing and design using Macromedia Freehand MX and finally audio editing using Audacity editing software. All work will be project based with students expected to apply concepts and techniques learned in class to specific assignments. This will rely heavily on the students' ability to explore the software both through the class lessons and on their own and apply this knowledge to their work. All projects will be done in class time and with deadlines appropriate to the project. No homework will be assigned.

Course: Information Technology 10

Course Abbreviation: INT 10

Prerequisite: INT 9

Credits: 4

The course will reinforce their knowledge of the INTERNET basic concepts. Students will learn basics of HTML programming and acquire skills in creating WEB pages using the DREAMWAEVER software. They are expected to learn how to publish their WEB-pages in the INTERNET. Students will also upgrade skills in the use of MS POWERPOINT presentations integrated into other school courses. The course will provide the further practice in performing MS WORD documents.

Course: Info & Communications Tech 11

Course Abbreviation: ICTC 11

Prerequisite: Science 10

Credits: 4

The course will introduce students to some new areas of multimedia software applications. These will be pulled from the worlds of website design, digital imaging, and animation to name a few. Specific software and applications examined may include: Website design and development using Macromedia Dreamweaver MX 2004, 2-D animation using Macromedia Flash MX 2004, digital image capturing and editing using Adobe Photoshop, involving ASP/PHP technologies. All work will be project based with students expected to apply concepts and techniques learned in class to specific assignments. This will rely heavily on the students' ability to explore the software both through the class lessons and on their own and apply this knowledge to their work. All projects will be done in class time and with deadlines appropriate to the project. No homework will be assigned.

Course: Info & Communications Tech 12

Course Abbreviation: ICTC 12

Prerequisite: ICTC 11

Credits: 4

The course will continue to introduce students to some new areas of multimedia software applications. These will be pulled from the worlds of website design, digital imaging, and animation to name a few. Specific software and applications examined may include: Website design and development using Macromedia Dreamweaver MX 2004, 2-D animation using Macromedia Flash MX 2004, digital image capturing and editing using Adobe Photoshop, involving ASP/PHP technologies. All work will be project based with students expected to apply concepts and techniques learned in class to specific assignments. This will rely heavily on the students' ability to explore the software both through the class lessons and on their own and apply this knowledge to their work. All projects will be done in class time and with deadlines appropriate to the project. No homework will be assigned.

LANGUAGES

SUBJECT AREA: LANGUAGES

We use a multi-dimensional approach to second language learning which emphasizes communication. At all grade levels, our main goal is to increase your enjoyment of and appreciation for the language and culture of French and Spanish-speaking countries and to increase your ability to communicate effectively in a foreign language.

French is a valuable asset for those students thinking of a career in the Federal Civil Service, the RCMP or the airline and travel industry. Students who have been involved in a French Immersion Program should consult a counsellor for appropriate placement.

Course: French 4

Course Abbreviation: FR 4

Prerequisite: None

This course is designed to *introduce* speaking, listening, reading and writing skills. Focus is on basic verb forms, simple sentences, and an appreciation of the sounds and fundamental structures of the French language - creating dialogue set in different situations. Each dialogue will be presented to the class.

Course: French 5

Course Abbreviation: FR 5

Prerequisite: None

This course builds on the introductory knowledge learned in FR 4. Students will increase their vocabulary and become able to express themselves in French. Students will learn the vocabulary and sentence structures necessary to communicate in everyday situations in French.

Course: French 6

Course Abbreviation: FR 6

Prerequisite: None

In FR 6 students will refine their grammatical knowledge and learn different ways to express themselves in familiar situations. The course will cover speaking, listening, reading and writing skills. The focus will be on communication, vocabulary and grammar.

Course: French 7

Course Abbreviation: FR 7

Prerequisite: None

In FR 7 students use their language skills to communicate, acquire information from written and audio sources, and make presentations. Students will also study Francophone culture and will use materials from the Francophone world to support their studies. Students will begin to learn more complex grammar, and use a variety of sentence structures in French.

Course: French 8

Course Abbreviation: FR 8

Prerequisite: None

French 8 builds upon the background students have acquired at elementary school. Basic vocabulary and verbs are reviewed and reinforced as a basis for new work. Students will be expected to speak French in class, during presentations, and directed activities. Written exercises will follow after oral preparation. The course is organized thematically, and students will cover units on hobbies, friendship, food, media, etc. Students will learn/review the present tense of common irregular verbs, the negative, use of inversion, pronoun replacements, and agreement of adjectives, among other grammar objectives. Assessment will be based on oral participation, written proficiency, and aural and reading comprehension of French conversations and documents. Regular home study and review is necessary and expected. Successful completion of this course is a prerequisite for French 9. A mark of 65% or better in French 8 is recommended for students going on to French 9.

Course: French 9

Course Abbreviation: FR 9

Prerequisite: FR 8

Credits: 4

The course focuses on explanation how to do everyday activities or procedures, communicating needs, desires, and emotions, giving reasons, describing events and experiences, expressing statements in past, present, and future, participation in a variety of meaningful, real-life situations, retrieving, processing, and adapting information from French-language resources to complete authentic tasks, explanation in detail acquired information in oral, visual, and written forms, discussion and responding to authentic creative works from the Francophone world, as well as describing ways in which the French language has influenced other languages and comparing and contrasting their own customs to those of Francophone cultures. The course will help to identify and compare language, expressions, and behaviours that suit cultural context.

Course: French 10

Course Abbreviation: FR 10

Prerequisite: FR 9

Credits: 4

This third year French course places a strong emphasis on listening comprehension and oral communication. A good part of the student's grade will be based on his/her positive oral contribution in French. Reading and writing skills continue to be developed, with the use of authentic documents. This course develops thematically, covering such areas as jobs and employment, outings, the media, friendship, and the environment. Grammar concepts are introduced in context and are reinforced in a spiral progression. Good attendance is essential if the student wishes to gain the maximum benefit from classroom instruction and interaction. It is expected that students will do regular homework completion, as well as individual study and review at home.

A mark of 65% or better in French 10 is recommended for students going onto French 11.

Course: French 11

Course Abbreviation: FR 11

Prerequisite: French 10 - C+ standing or better is recommended.

Credits: 4

French for Mastery Level IV-The final level of study for most students considering post secondary studies within Canada involves extensive reading from contemporary sources: selected short stories and creative writing are important components in this course. A communicative approach to French is encouraged through the production of video projects, use of conversational dialogues and consistent use of French in the classroom. Complexity of French grammar themes, development of specialized vocabulary and greater proficiency in written French are encouraged. Successful completion of this course will facilitate post secondary planning.

Course: French 12

Course Abbreviation: FR 12

Prerequisite: French 11 - C+ standing or better is recommended.

Credits: 4

French for Mastery Level IV-The final level of study for most students considering post secondary studies within Canada involves extensive reading from contemporary sources: selected short stories and creative writing are important components in this course. A communicative approach to French is encouraged through the production of video projects, use of conversational dialogues and consistent use of French in the classroom. Complexity of French grammar themes, development of specialized vocabulary and greater proficiency in written French are encouraged. Successful completion of this course will facilitate post secondary planning.

MATHEMATICS

Course: Mathematics 4

Course Abbreviation MA 4

This course prepares students to use mathematics confidently to solve problems, communicate and reason mathematically, appreciate and value mathematics and become mathematically literate. Students will cover units on number, patterns, shape and space, and statistics and probability.

Course: Mathematics 5

Course Abbreviation: MA 5

This course reviews and extends complex number sense skills involving the four operations, application of decimals and fractions, patterns and measurements, geometry, transformations, data analysis and chance and uncertainty.

Course: Mathematics 6

Course Abbreviation: MA 6

This course reviews and extends complex number sense skills involving integers, exponents, and percentages, introduction to algebra, application of decimals and fractions, higher-level measurement and geometry, transformations, data collection and analysis, probability and graphing.

Course: Mathematics 7

Course Abbreviation: MA 7

This course reviews and extends number work in the areas of whole numbers, fractions, decimals, percentages, integers, ratio and rate, patterns, variables and equations, measurement, transformations, statistics, chance and uncertainty (probability) and problem solving.

Course: Principles of Mathematics 8

Course Abbreviation: MA 8

This course reviews and extends number work in the areas of whole numbers, decimals, percentages, integers, and fractions. It introduces Pythagoras, scientific notation, basic algebra, transformational geometry, data analysis and probability. The geometry of plane figures and the topic of measurement are extended.

Course: Principles of Mathematics 9

Course Abbreviation: MA 9

Prerequisite: MA 8

This course emphasizes algebraic skills, extends topics of measurement, transformational geometry, data analysis and probability. It introduces similarity and trigonometry.

Course: Foundations of Mathematics and Pre-Calculus 10

Course Abbreviation: FMA 10

Prerequisite: MA 9

Credits: 4

This course will reinforce and upgrade students' skills in operations with radicals and numbers in exponent form. Students will learn the concepts of arithmetic and geometric sequences and gain skills in calculations using arithmetic sequences. The coordinate geometry will be another focus of the course. The concept of functions and specifically linear functions is an important part of the course as well. Students will acquire skills in factoring of polynomials including quadratic trinomials. They will also learn basics of trigonometry and geometric calculations involving irregular triangles. In the section of statistics students are expected to reach sound understanding in methods of statistical surveys and samplings.

Course: Principles of Mathematics 11

Course Abbreviation: MA 11

Prerequisite: MA 10

Credits: 4

The mathematical literacy gained through the course will equip the student to interact within our technologically sophisticated society. By concentrating on logical thinking skills, even in abstract concepts, the course will prepare students for the demands of further education and the workplace. Principles of Mathematics 11 satisfies the mathematics requirements for both high school graduation and postsecondary admission. With the addition of the graphing calculator, students will give visual meaning to the algebra learned in previous courses. Topics that will be addressed include: finances, quadratic, polynomial and rational functions, equations and inequations, coordinate and circle geometry.

Course: Principles of Mathematics 12

Course Abbreviation: MA 12

Prerequisite: MA 11

Credits: 4

Students following the Principles of Mathematics pathway will spend more time developing their understanding of symbol manipulation and of generalizations of more sophisticated mathematical

concepts. Although there is an increased focus in this pathway on the applications of mathematics, one of the primary purpose of Principles of Mathematics will be to develop the formalism students will need to continue on with the study of Calculus. The following topics will be covered with an emphasis on developing abstract thinking abilities: function transformation, exponential functions and logarithms, trigonometric functions of angles and of real numbers, trigonometric equations and identities, combinatorics, and probability. The students may write the Provincial Exam in June.

Course: Calculus 12

Course Abbreviation: CALC 12

Prerequisite: MA 11 with B standing or MA 12

Credits: 4

Students planning to take Math in University or Calculus should take this course in preparation.

1: Functions, Graphs, and Limits

Limits of Functions (including one-sided limit)

Asymptotic and Unbounded Behaviour

Continuity as a Property of Functions

2: Derivatives

Concept of the Derivative

Derivative as a Function

Second Derivatives

Applications of Derivatives

Computation of Derivatives

3: Integrals

Interpretations and Properties of Definite Integrals

Applications of Integrals

Fundamental Theorem of Calculus

Techniques of Anti differentiation

Numerical Approximations to Definite Integral

Exam 30%

PHYSICAL EDUCATION

SUBJECT AREA: PHYSICAL EDUCATION

Students will be evaluated in the following manner for the majority of the units: Psychomotor (Skill Development): 40% of the student's grade will be based upon their skill level and their development throughout the units. Each student is expected to attempt to improve their skill development to the best of their ability. Cognitive (Written Test): 20% of the grade will be based on a written examination testing their knowledge of certain activities. Handouts will be provided to help students prepare for the exams. If a written exam is not given for a particular unit, that 20% will be added to the Affective mark. Affective: (Behaviour and Effort) 40% of the grade will be based on the behaviour, attendance, wearing the correct attire and effort of the student. The students will earn their affective mark by

exhibiting co-operation, responsibility, sportsmanship, citizenship, regular attendance, participation, and effort in keeping within their level of ability.

Course: Physical Education 4

Course Abbreviation: PE 4

The course emphasizes a number of different drills and exercises, both team and individual. These will be used to develop basic skills and acquire new skills. The key is to have the students participate regularly in physical activities to develop components of fitness and motor abilities. HCE components of Healthy Living are addressed through fitness.

Course: Physical Education 5

Course Abbreviation: PE5

This course continues the skills learned in PE 4. Students will be expected to show increasing skill when performing moves. Students will also learn about the effect of exercise on the human body. Activities covered will include basketball, fitness, football and track and field athletics.

Course: Physical Education 6

Course Abbreviation: PE 6

This course aims to students' skills, improve their fitness, strength and self-confidence. Students will improve their knowledge of health and safety while taking an active part in team and individual games. Activities covered include soccer, volleyball, gymnastics, baseball and swimming.

Course: Physical Education 7

Course Abbreviation: PE 7

This course reviews and refines all of the basic movement skills developed during the elementary grades. The course seeks to present all students with a wide variety of activities in competitive, individual and team sports. The course is structured in an effort to introduce all available activities to students. HCE components of Healthy Living are addressed through fitness.

Course: Physical Education 8

Course Abbreviation: PE 8
Prerequisite: PE 7

This course places an emphasis on basic skills and on reinforcement of the principle rules of sport and recreational games. The course enlarges upon in-depth exposure to activities introduced in previous years. HCE components of Healthy Living are addressed through fitness.

Course: Physical Education 9

Course Abbreviation: PE 9
Prerequisite: PE 8

This course reinforces skills, principles and rules acquired prior to this year of Physical Education. Emphasis is given to the achievement of superior fitness levels and student participation in lifetime and leisure-oriented sport activities are stressed. HCE components of Healthy Living are addressed through fitness.

Course: Physical Education 10

Course Abbreviation: PE 10
Prerequisite: PE 9

The course will encourage students to demonstrate a commitment to [active living](#) as an important part of lifestyle. They will participate in a wide range of activities from all movement categories.

Students will also learn about health and nutrition and its importance in maintaining a healthy lifestyle.

Course: Physical Education 11

Course Abbreviation: PE 11

Prerequisite: PE10

Physical Education 11 is a course designed to challenge students further in taking an active role in living a productive and healthy lifestyles. Students will be expected to engage in a variety of activities ranging from basketball to volleyball to soccer. Students will also be expected to plan, teach and participate in various projects throughout the course of the year.

Course: Physical Education 12

Course Abbreviation: PE 12

Prerequisite: PE 11

PE 12 provides students with the opportunity to continue their healthy lifestyle and to develop good habits which will continue beyond school. Students will participate in a wide range of sports and fitness activities. Students will learn to analyse and explain the effects that nutrition, fitness, and physical activity have on body systems before, during, and after exercise, to plan and lead appropriate warm-up and cool-down activities. The course provides with the knowledge of how to design, analyse, and modify nutrition programs for self and others, how to select appropriate activities and design a plan for personal stress management and relaxation, as well as how to define and apply the principles of first aid. Also the students will learn to identify outdoor-living skills and a code of responsible behaviour in the outdoors and identify recreational and community programs that promote a healthy lifestyle.

SCIENCE

SUBJECT AREA: SCIENCE

Course: Science 4

Course Abbreviation SC 4

In this course, students will develop the capacity to think critically, obtain knowledge to solve problems and to make informed decisions. Students will cover units on processes of science, weather, light and sound, and habitats and communities.

Course: Science 5

Course Abbreviation: SC 5

The course, as determined by the Science Integrated Resource Package (IRP), is in Biology, Chemistry and Physics. The students will be introduced to such topics as the Human Body, Forces and Simple Machines, Renewable and Non-Renewable resources.

Course: Science 6

Course Abbreviation: SC 6

The course, as determined by the Science Integrated Resource Package (IRP), is in Chemistry, Biology and Physics. The students will be introduced to such topics as Diversity of life, Electricity and exploration of Extreme Environments.

Course: Science 7**Course Abbreviation: SC 7**

The course, as determined by the Science Integrated Resource Package (IRP) is in Chemistry, Biology and Physics. The students will be introduced to such topics as Ecosystems: Organisms and their Environment, Cycles in Ecosystems, Ecosystems and People; Chemistry: Properties of Matter, Classifying Matter, Solutions; Earth's Crust.

HCE 7 components include healthy living education addressed through in-depth study of human body systems.

Course: Science 8**Course Abbreviation: SC 8**

The course, as determined by the Science Integrated Resource Package (IRP) is in Chemistry, Biology and Physics. The students will be introduced to such topics as understanding your living body, global ecosystems, matter, properties, and the periodic table, different types of energy and its transformation.

HCE 8 components include healthy living education addressed through in-depth study of human body systems.

Course: Science 9**Course Abbreviation: SC 9****Prerequisite: SC 8**

The course, as determined by the Science 8-10 IRP is composed of basic topics in Biology, Physics and Chemistry, with an optional unit on Environmental Studies. Active participation in lab procedures and experimentation constitutes a significant part of the course, which includes a study of Biology (nutrition and human systems), Chemistry (nature of elements and compounds and simple reactions) and Physics (Forces, Motion and machines).

HCE 9 components include healthy living and family life education addressed through in-depth study of human body systems including the effects of drugs and alcohol on the body.

Course: Science 10**Course Abbreviation: SC 10****Prerequisite: SC 9****Credits: 4**

The course, as determined by the Science 8-10 IRP, is composed of rigorous study of Biology (Cells and Genetics), Physics (Electricity and Magnetism, and Radioactivity) and Chemistry (Chemicals and Reactions). Success in Science 10 will depend heavily on dedicated participation in the laboratory and research components. Students in this course will complete both an in-class final exam and a Provincial Exam as set by the BC Ministry of Education. As well, this course will provide material for inclusion in the Graduation Portfolio. The students will write the provincial Exam in June.

Course: Earth Science 11**Course Abbreviation: ESC 11****Prerequisite: SC 10****Credits: 4**

It is a descriptive course that provides an overview of scientifically established knowledge about the universe and the earth.

In the astrospace unit, the following ideas are explored:

- the size, age, and development of the universe; the nature of stars, galaxies, and other structures; methods of information acquisition;
- the sun and solar system; differences and similarities among the planets; the moon; the earth as a planetary body.

In the atmospheric science unit, the following subjects are considered:

- the nature of air and the structure of the atmosphere; response to effects of heat and water; air pressure; air masses, storms, and climate.

The oceanography unit considers the nature of sea water; temperature and density effects on sea water; currents; the geology of the sea floor and continental margins.

The geology unit explores the following:

- the size and shape of the earth, minerals, formation of rocks and mineral resources;
- forces that alter the surface such as weathering, water, and ice;
- volcanism and plate tectonics;
- dating methods.

Exam – 30%

Course: Biology 11

Course Abbreviation: BIO 11

Prerequisite: Science 10 - a C standing or better is recommended.

Credits: 4

This is an introductory course in biology, a scientific discipline that studies a great variety of organisms. The course is organized around three themes: Unity and Diversity, Evolution, and Ecological relationships. With these guiding elements, the course looks at adaptation and evolution, microbiology, mycology, botany-plant biology, zoology-animal biology, and ecology.

Course: Biology 12

Course Abbreviation: BIO 12

Prerequisite: Science 10 - a C standing or better is recommended.

Credits: 4

Cell Biology – including cell structure; cell compounds and biological molecules; DNA replication; protein synthesis; transport across the cell membrane, and enzymes.

Human Biology – including digestive, circulatory, respiratory, nervous, urinary, and reproductive systems.

The students may write the Provincial Exam in June.

Course: Chemistry 11

Course Abbreviation: CHM 11

Prerequisite: Science 10 - a 65% standing or better is recommended.

Credits: 4

This full year course introduces several major topics. Students are introduced to a quantitative treatment of chemical reactions by discussing the mole. Stoichiometry, with respect to solid, aqueous, and gaseous reagents, is treated in detail. Quantum mechanics and atomic structure is presented in conjunction with the organization of the periodic table. Chemical bonding and molecular shapes then lead to a comprehensive introduction to organic chemistry. Finally, solution

and acid-base chemistry is discussed as a prelude to Chemistry 12. Laboratory investigations complement the lecture material.

Course: Chemistry 12 Course Abbreviation: CHM 12

Prerequisite: CHEM 11 with 68% minimum, but a “B” (73%) is strongly recommended

Credits: 4

This course is a continuation on the concepts of Chemistry 11. It is a sequential course, with information building on itself such that the concepts at the start of the class will be used throughout the year to develop new ideas.

Chemistry 12 is a conceptual course with some complex mathematics. Principles of Math 12 is an important concurrent course to take. Many students find the course difficult due to the fact that you cannot “see” the molecules and ideas that you are studying. It requires a strong conceptual mind, much like mathematics does.

The topics covered in the course include the following:

1. Reaction Kinetics – Rates of Reactions
2. Dynamic Equilibrium – Reversible Reactions
3. Solubility Equilibrium – Solvent-Solute System
4. Acids and Bases – Nature and Applications of Acid-Base Reactions
5. Oxidation-Reduction.

Chemistry is a rigorous course. Students should anticipate two hours of work outside of class for every hour in class.

The students may write the Provincial Exam in June.

Course: Physics 11 Course Abbreviation: PH 11

Prerequisite: Science 10 - a 65% standing or better is recommended and Math 10.

Credits: 4

Physics 11 focuses on the theories and principles of physics, encourages the investigation of physical relationships, and illustrates the relationship between theory and application. The course deals specifically with wave motion and geometrical optics, kinematics, dynamics in one dimension, energy, special relativity, and nuclear fission and fusion.

Course: Physics 12

Course Abbreviation: PH 12

Prerequisite: PH 11

Credits: 4

This course is an extension of the Physics 11 course. It takes some topics to a greater depth and introduces some new topics. It provides a more rigorous treatment than physics 11. It is a course suitable for students who have a particular interest in physics or who plan to continue in science or engineering.

- Vector Kinematics in Two Dimensions (vectors and relative velocity)
- Vector Kinematics in Two Dimensions (motion with constant acceleration)
- Dynamics (forces)

- Vector Dynamics (two dimensional dynamics)
- Work, Energy, and Power
- Momentum (one dimensional momentum)
- Momentum (two dimensional momentum)
- Static Equilibrium
- Circular Motion
- Gravitation
- Electrostatics (electric force and electric field)
- Electrostatics (electric potential energy and electric potential)
- Electric circuits (Ohm’s law and Kirchhoff’s law)
- Electric circuits (power and energy)
- Electromagnetism (magnetic forces)
- Electromagnetism (electromagnetic induction)

The students may write the Provincial Exam in June.

SOCIAL STUDIES

SUBJECT AREA: SOCIAL STUDIES

Course: Social Studies 4

Course Abbreviation: SS 4

The Social Studies 4 course will allow students to discover and begin the investigation into fundamental issues of Social Studies. Some of the main topics will be the application of social studies, economy, technology, environment, identity, governance, society and culture.

Course: Social Studies 5

Course Abbreviation: SS 5

The course allows students to discover British Columbia: Its Land, Mineral and Water Resources. Among other topics students will learn about Exploration and the Fur Trade in the Aboriginal Pacific Northwest. They will also begin the investigation of Finding Their Voice: The Individual and the Canadian Government.

Course: Social Studies 6

Course Abbreviation: SS 6

The course allows students to discover and begin the investigation into fundamental issues of social studies. Some of the main topics covered are the Application of Studies, Economy and Technology, Environment, Politics and Law, Society and Culture. The key premises of this course are the introduction of global topics as well the establishment and refinement of critical thinking and the preliminary use of research skills. Within the curriculum, effort is made to establish a level of sensibility and understanding of different ideas, cultures, beliefs, and an understanding of the impact of social action.

Course: Social Studies 7

Course Abbreviation: SS 7

The course focuses on people and their culture, economy and technology. The content is organized around the Ancient World Cultures to A.D. 500.

Course: Social Studies 8

Course Abbreviation: SS 8

The history unit begins with the collapse of the Roman Empire moving through the Middle Ages of Europe, the Middle East and Asia. The history of Europe is continued from the Renaissance through the Reformation to 16th Century explorations. Basic geography skills and knowledge are reviewed and developed further as an integral part of the cultural and historical studies.

Course: Social Studies 9

Course Abbreviation: SS 9

Prerequisite: SS 8

The Canadian history unit deals with the economic, social and political developments in Canada, from native cultures to the formation of British North America. The history of Europe includes the English, French and Industrial Revolutions. Throughout the course, connections are made with modern day Canada. Basic geography skills and knowledge are reviewed and developed further as an integral part of the cultural and historical studies.

Course: Social Studies 10

Course Abbreviation: SS 10

Prerequisite: SS 9

Credits: 4

The course studies the struggles and achievements of newcomers and Native Canadians as they adapt to the political, cultural, and economic changes in Canada from 1815 to 1914. The road to Confederation and the settlement of the West are examined through geography, history, and cultural developments. The course also introduces students to the economy of Canada and British Columbia, and to global economic trends. Activities through the course develop and expand critical thinking of students. Students in this course will complete both an in-class final exam and a Provincial Exam as set by the BC Ministry of Education. As well, this course will provide material for inclusion in the Graduation Portfolio.

Social Studies 11

Course Abbreviation: SS 11

Prerequisite: SS 10

Credits: 4

The course helps students explore contemporary world and Canadian issues. The course is divided into major themes: Canada in the Twentieth Century, Government and Law, and Geography and Global Issues. Within first Unit, issues in Canadian history between 1913 and the present are covered. Unit II deals with the structure of Canadian government and the role of the citizen, together with the contemporary issues surrounding these topics. Legal issues and human rights are also included in this unit. The last unit considers world human and economic issues from geographical perspective. These include population growth, world and Canadian disparities in income, urbanization, and environmental stresses on the world's ecosystems. The students may write the Provincial Exam in June.

History 12

Course Abbreviation: HI 12

Prerequisite: SS 11 and strong reading skills

Credits: 4

The course is designed as a survey course in Twentieth Century World history. The course extends from the end of World War I to the end of the "Cold War", exploring significant political, social, and

economic events during the period 1919 to 1991. A central purpose of History 12 is to engage students in the process of “thinking like a historian” by applying the methods of historical enquiry to the study of the forces that have shaped the Twentieth Century. The organization, content, and orientation of the curriculum reflect this goal of intellectual and critical development in addition to the acquisition of historical knowledge. The students may write the Provincial Exam in June.

Geography 12

Course Abbreviation: GEO 12

Prerequisite: SS 11

Credits: 4

The course uses the interdisciplinary geographic tradition to address concerns for both physical and human environments and their interrelationships. The Geography 12 curriculum examines many of the characteristics, processes, distributions, and interactions among the physical components of the earth’s surface. The following topics are studied in this course: the world as a system; geographic spheres; topographic maps and mapping skills; rock formation; continental drift and plate tectonics; weathering and erosion; weather phenomena, climate controls and world climate patterns; soils and vegetation; cultural patterns of resource development. The students may write the provincial Exam in June.

Psychology 11

Course Abbreviation: YPSY 11

Prerequisite: SS 10

Credits: 4

Psychology is a survey course intended to familiarize students with psychological terminology, research methodology, experimentation, and other psychological areas which affect the students as an individual within society. The course also examines different aspects of psychology such as perceptions, values and personality, and explores how they might affect the behavior of individuals in society.

VISUAL ART

SUBJECT AREA: VISUAL ART

Course: Fine Arts 4

Course Abbreviation: FNA 4

FNA 4 will provide students with the opportunity to study the history of artists and important artistic movements. The course will provide students with the opportunity to further develop their artistic ability in order to create art that communicates various themes, conceptual approaches and genres while exploring a wide variety of artistic mediums.

The Visual Arts course will provide practical workshops and lectures on the techniques of drawing with charcoal, chalks, pastels, inks, watercolours, acrylic mediums, and mixed media collages. Projects will include drawings, paintings, image transfers, photography collages, 3D sculptures, landscapes, still life and portraits.

Students will visit galleries to enhance their learning.

Course: Fine Arts 5

Course Abbreviation: FNA 5

FNA 5 will provide students with the opportunity to study the history of artists, important artistic movements, and innovative approaches to looking at art. The course will provide students with the opportunity to further develop their artistic ability in order to create art that communicates various themes, conceptual approaches and genres while exploring a wide variety of artistic mediums.

The Visual Arts course will provide practical workshops and lectures on the techniques of drawing with charcoal, chalks, pastels, inks, watercolours, acrylic mediums, photography, and mixed media collages. Projects will include drawings, paintings, image transfers, photography collages, 3D sculptures, landscapes, still life and portraits, that engage more than one of the senses.

Visual presentations, basic art vocabulary and recognized individual artists will be examined in relation to the practical projects accomplished by the students. Two field trips to the galleries and the museums in Vancouver will be required during the year to contribute ideas to the studio projects, group discussions and student exhibitions.

Course: Fine Arts 6

Course Abbreviation: FNA 6

In FNA 6 students continue to study the history of artists, important artistic movements, and innovative approaches to looking at art, in more depth. The course will provide students with the opportunity to further develop their artistic ability in order to create art that communicates various themes, conceptual approaches and genres while exploring a wide variety of artistic mediums.

The Visual Arts course will provide practical workshops and lectures on the techniques of drawing with charcoal, chalks, pastels, inks, watercolours, acrylic mediums, photography, and mixed media collages. Projects will include drawings, paintings, image transfers, photography collages, 3D sculptures, landscapes, still life and portraits. Students will be expected to produce artwork that expresses beliefs, values or culture.

Visual presentations, basic art vocabulary and recognized individual artists will be examined in relation to the practical projects accomplished by the students. Two field trips to the galleries and the museums in Vancouver will be required during the year to contribute ideas to the studio projects, group discussions and student exhibitions.

Course: Fine Arts 7

Course Abbreviation: FNA 7

FNA 7 will provide students with the opportunity to study the history of artists, important artistic movements, and innovative approaches to looking at art. The course will provide students with the opportunity to further develop their artistic ability in order to create art that communicates various themes, conceptual approaches and genres while exploring a wide variety of artistic mediums.

The Visual Arts course will provide practical workshops and lectures on the techniques of drawing with charcoal, chalks, pastels, inks, watercolours, acrylic mediums, photography, and mixed media collages. Projects will include drawings, paintings, image transfers, photography collages, 3D sculptures, landscapes, still life and portraits. Student work will be expected to use the techniques taught, convey mood and meaning, and engage the senses.

Visual presentations, basic art vocabulary and recognized individual artists will be examined in relation to the practical projects accomplished by the students. Two field trips to the galleries and the museums in Vancouver will be required during the year to contribute ideas to the studio projects, group discussions and student exhibitions.

Course: Visual Arts 8

Course Abbreviation: FNA 8

This course is intended to provide students with a basic foundation of art knowledge and skills which will use to build upon in their later high school years. Students will learn to express through two-dimensional and three-dimensional art. Student focus is on the image development and design strategies; context; visual elements of principles of art and design; perceiving and responding; creating and communicating; as well as learning about various tools, materials (mediums) and the process (how to). The hands on learning of this basic foundation will prepare them to enter Art 9.

Course: Visual Arts 9

Course Abbreviation: FNA 9

Visual Arts 9 is intended to provide students with a basic foundation of art knowledge and skills which will use to build upon in their later high school years. Students will learn to express through two-dimensional and three-dimensional art. Student focus is on the image development and design strategies; context; visual elements of principles of art and design; perceiving and responding; creating and communicating; as well as learning about various tools, materials (mediums) and the process (how to). The hands on learning of this basic foundation will prepare them to enter Art 10.

Course: Visual Art 10

Course Abbreviation: VAD 10

Prerequisite: None

Elective: Fine Arts

Credits: 4

This Art 10 class is intended to provide students with better development of art knowledge and skills, which will prepare them for Art 11/12. Students will express through 2DM and 3DM art. Students will be concentrating on the following – printmaking, sculpture, photography, lithography, drawing and painting.

Course: Studio Arts: Drawing and Painting 11

Course Abbreviation: SADP 11

Prerequisite: One year of art courses

Elective: Fine Arts

Credits: 4

This course is designed for students who want to focus their study in art in the particular areas of drawing and graphics. Students should have some art experience prior to, or concurrent with, this course. However, art foundations will be incorporated where necessary. Continued development of imagery through a variety of experiences is emphasized

Course: Studio Arts: Drawing and Painting 12

Course Abbreviation: SADP 12

Prerequisite: One year of art courses

Elective: Fine Arts

Credits: 4

In this course the process of developing ideas is emphasized through exploring mediums and processes. A short list of art supplies must be purchased.

MUSIC

SUBJECT AREA: MUSIC

Course: Music 4, 5, 6 and 7

Course Abbreviation: MU 5, 6 or 7

Prerequisite: None

Elective: Fine Arts

The Music course is an exciting program that gives all learners the opportunity to explore, create, perceive and communicate thoughts, images and feelings through music theory and performance. The curriculum explore the expressive and physical properties of rhythm and melody; how texture, dynamics, tempo, timbre and articulation evokes thoughts, images and feelings; and respect of the self and community through a study of historical and global cultural contexts. Through creating, performing, listening and responding to music, students will acquire music literacy skills that will contribute to their development as educated and well-rounded musicians and citizens.

Course: Music 8 and 9

Course Abbreviation: MG 8 or 9

Prerequisite: None

Elective: Fine Arts

Music 8 and 9 continues to explore and build upon concepts and techniques learnt in previous grades in the structure of music, riffs, hooks and grounds, lyrics, jazz music, improvisation, and hip hop. Students will read, write, analyze and perform music in each unit.

Course: Music 10

Course Abbreviation: MG 10

Prerequisite: None

Elective: Fine Arts

Credits: 4

Music 10 course teaches to create, perform and notate complex rhythms in a variety of metres; analyse and use rhythms reflective of a variety of cultures and styles; describe rhythmic patterns and metre using appropriate music terminology; perform in various metres (3/4,5/4,12/8) using performance repertoire; apply the elements of music to interpret and represent a broad range of thoughts, images and feelings; analyse and communicate thoughts, images and feelings about music that relate to social, historical and political issues.

DRAMA

SUBJECT AREA: DRAMA

Course: Drama 8 and 9

Course Abbreviation: DRG 8 or 9

Drama is a celebration of the imagination and is a discipline that provides student with the opportunity to examine human experiences through imagined roles and situations.

Drama education helps student develop unique insights and critical thinking skills in various contexts and provides students with a window through which the belief and values of self and culture may be viewed, explored and challenged.

The curriculum integrates movement, creation, composition, presentation and performance.

Curiosity and inventiveness are the keystones of critical thinking. Drama offers all learners the opportunity to think metaphorically and develop intellectual flexibility to enhance and foster personal growth and self-confidence.

BUSINESS EDUCATION

Business Education 10

Course Abbreviation: BEG 10

Prerequisites: None

Credits: 4

This course goes in different directions than does Planning 10. You will be introduced to business issues and consumer concepts. With access to computers and the Internet, you will be able to complete a stock portfolio, a personal net worth statement, a budget with charts, a résumé and a covering letter. You will compete in a Market Madness game and a TSE contest. Wealthy Barber tips, by best selling author David Chilton, will help you on your journey towards making your first million! One or more field trips will take place and a Junior Achievement Advisor will visit. Recent and late breaking news items will frequently be introduced. Topics covered include: savings/investing, marketing, civil law, job and career preparation, and Pacific Rim trade and tourism. Activities you participate in will be interesting, relevant, and worthwhile.

Accounting 11

Course Abbreviation: AC 11

Prerequisites: MA 10

Credits: 4

Course Content

- business enterprise, the balance sheet
- the accounting equation revenue, expense
- using accounts, assets, liabilities, equity
- journalising, the ledger, preparing proofs
- financial statement, errors

Accounting 12

Course Abbreviation: ACC 12

Prerequisites: AC 11

Credits: 4

Course Content

- closing the ledger, completing accounting cycle
- cash receipt control, journal
- controlling cash payments, petty cash
- banking, reconciliation, deposits and cheques
- controlling payroll, earnings, deductions