

ECOLE SECONDAIRE **SENTINEL** SECONDARY SCHOOL

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January 2022,

Dear Parents and Students:

**Welcome to Sentinel Secondary School!**

The purpose of the Course Handbook is to give you the information you need to plan your future, based on your current goals and aspirations. The role of the school is to support and guide you as you prepare to participate in a rapidly changing society. At school, we will provide you with a structure of guidance and courses. The development of a course of action is in your hands. Whether your goal includes university, college, business or vocational school, or employment, wise planning is critical.

As you design your plan, you are encouraged to:

1. Consider the courses and programs that are available
2. Find out what is required for you to achieve your goal
3. Make reasoned and responsible choices
4. Discuss your plan and consider suggestions from parents, teachers, and counsellors

At Sentinel, we provide you with courses designed to appeal to your many talents. Our selection of course offerings will likely challenge you to think, encourage you to work, and sometimes test your ability to persevere. Our aim is to provide you with the opportunity to obtain a superior education. Keep your goals in mind when selecting your courses for next year. The choices you make today will influence your future.

Please note that Sentinel's program is built on your course requests. The courses you select now are those in which we will attempt to register you for the entire 2022-2023 school year. Course changes may be accommodated, but only in the case of extenuating circumstances.

We look forward to working with you to meet your educational goals.

Mike Finch,

Principal

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# GENERAL SCHOOL INFORMATION

## FACILITIES

### LIBRARY

The Sentinel library offers students, teachers, and staff a wide range of resources: fiction and non-fiction books in English, French, and a few other languages; some audio-visual items; 4 e-Readers; a few current periodicals; one newspaper; laptops to sign out daily or leased for a longer period; various computer adapters, headphones & speakers to sign out; 5 computer workstations; and a printing and photocopying machine (for a nominal fee of 5¢ per page).

The library has a web page off the Sentinel Secondary website where students can access the library catalog, databases, non-fiction e-books and information on citations. Databases and e-books need passwords to access off site (available to students through the library).

Classes are booked into the library for research and students may use the facility at break times and during established “spare” blocks.

### VISUAL ARTS

The Sentinel photo lab includes a fully digital/video/animation lab. Students have many opportunities for creative use of media.

The Studio Art facility features a room which can be reconfigured for life-drawing, print making, and a range of Advanced Placement drawing activities.

These areas adjoin a split-level 3-D studio featuring instructional space together with an arrangement of wheels, a huge kiln, and areas for sculpture. Complementing the art rooms is a studio equipped with lighting systems and a variety of backdrops which students and faculty can organize for demonstration, photo shoots, and large projects.

### MUSIC

The Sentinel music facility is a self-contained building on the west side of the school. It contains two individual practice rooms that can function as recording studios or small group workspaces, a large main rehearsal area, as well as limited storage for instrument that are too large to fit in school lockers. While students are required to provide their own instruments, there is access to some low brass, wind, and string instruments that are less easily transported between school and home.

There is a wide selection of recording equipment and digital tools - available for students enrolled in a music course - for both small and large-scale digital recording and post-production work. Our new digital mixing board and updated PA system is portable for multiple in-school and off-site configurations for various performing ensembles.

### DRAMA

The Sentinel theatre seats 235 people. This intimate performance space is not simply a “black box” theatre; it is fully equipped to hold full-length performances. Recent upgrades in our lighting & sound departments allow us to create new and fresh theatrical looks. Offices behind the stage double as access to the stage area from both the right and left wings for students involved in performances. New curtain tracks as well as powered main curtains add to the professional nature of the space. Sentinel Stage also has an extensive costume collection that helps us put on productions from the Ancient Greeks to the present. In addition, we have an ever-growing resource library for acting, music theatre, and theatre production.

Sentinel's theatre space also boasts a full dance & rehearsal studio with its own sound system. A full mirrored wall supports classes that add choreography and movement to their performances. The "Studio" also serves as a green room when public performances take place. It also serves as a small performance venue with the ability to add theatrical lighting as desired.

### **TECHNOLOGY**

The technology facilities include computer labs, woodworking and drafting areas. The woodwork room is equipped with modern power tools as well as numerous hand tools for more advanced projects. Two Windows/PC computer labs are available for students taking business education and information technology courses. Sentinel also has 90 wireless, portable Chrome Books available for classroom use.

### **PHYSICAL EDUCATION**

P.E. facilities include a main gymnasium (with a divider to create two teaching areas), a universal weight room, a free weight room, three tennis courts, a large grass playing field, and spacious change-rooms with day lockers.

### **SCIENCE**

In the Science Department there are seven labs, with the resources and facilities to provide for junior science courses and senior Physics, Chemistry, Biology and Geology.

### **CAREER RESOURCE CENTRE**

We invite every Sentinel student to check the Job Board in the Career Resource Centre each week for paid and volunteer work and planning information they need. Students may get resumé or career exploration help by appointment.

### **COUNSELLING SUITE**

The Counselling Suite, located directly across from the main office is where you will find Sentinel's four counsellors: Ms. Ulinder (A-G), Ms. Britten (H-L), Mr. Huskison (M-SL), and Ms. Drew (SM-Z). Counsellors provide academic advising (i.e., course planning, course changes, post-secondary planning, etc.) and support for mental and physical well-being. Students may drop by the Counselling Suite anytime or make an appointment with their counsellor via email. Additional information may be found on the Counselling website located at <https://sentinelcounselling.weebly.com/>

### **FOODS ROOM**

Sentinel's foods room has six fully-equipped kitchen stations and a teacher demonstration area for use by the Junior and Senior Home Economics foods classes.

### **TEXTILES ROOM**

The textiles room has twenty-four sewing machines, six sergers, and two built-in ironing stations. A fitting room is located within the textiles room. There is also plenty of workspace for students to work on their textile's projects.

### **CAFETERIA**

Gemini Food Services operate the Sentinel cafeteria. Nutritious hot and cold meals are provided at a reasonable cost

## COURSE FEES

There are no course fees for any required courses at Sentinel. In some courses; however, students may be levied a fee to participate in a special event, such as a field trip, or to cover the cost associated with constructing or producing a project. Costs are announced when the event is advertised. These events are not mandated, and alternate activities are always planned.

Many elective courses charge fees which are used to offset the cost of consumable supplies for student projects, which will enhance the program offered. All materials paid for in these courses become the property of the students.

Some elective programs in the school require substantial investment in equipment for the student to participate. Music is an example.

Other courses involve partnerships with other agencies. Fees are charged where students opt for external examinations and certification according to the rates set by the agency involved.

Sentinel School, in keeping with School Board Policy, will not deny access to any course or program for any student because of financial need. The Principal of the school will discuss with parents payment options available, and in some cases, access to a limited supply of school equipment. The role of the Principal in these matters is to facilitate access. The school cannot "sponsor" acquisition of specialized equipment or external certification.

## CO-CURRICULAR ACTIVITIES: THE OTHER HALF

At Sentinel, extensive involvement of teachers, students, and community members in special activities such as clubs, sports, choir, drama, and social events is promoted. It is hoped that all students will participate in some school activities in accordance with their special interests and abilities. One does not grow by standing back; personal growth demands commitment and active involvement. All students are encouraged to find a niche, to become involved in "the other half of education".

### ATHLETICS

Sentinel offers a wide variety of extracurricular athletic activities. Some 350 students, 30+ coaches (both teachers and community members) and 40+ teams make Sentinel's athletics program second-to-none in terms of the quality and quantity of its offerings. Sentinel offers a sport for every kind of athlete. Some of these are:

FALL	WINTER	SPRING
Cross Country	Basketball	Badminton
Field Hockey - Girls'	Skiing & Snowboarding	Golf
Rugby - Gr 8	Wrestling	Mountain Biking
Soccer - Boys'		Rugby - JR, SR (Boys' & Girls')
Swimming		Soccer - Girls'
Volleyball - Girls' & SR Boys'		Tennis
		Track and Field
		Ultimate

**PERFORMING ARTS**

Sentinel is committed to quality experiences in theatre and music. The triennial musical is a tremendous personal and educational experience for both those on stage and those in the audience. The choral music, orchestra and stage band programs are continually being re-vitalized, by providing focus, commitment, and serious performance experience to Sentinel's aspiring musicians. The performing arts hold an important place in Sentinel’s school culture.

**CLUBS**

Sentinel has a wide range of clubs to encourage student involvement. These are based on parent and/or teacher sponsorship. Examples of clubs:

Debate Club	Sandwich Club
The Flow Project	Mental Health Awareness Club
Chess Club	First Responder Team
Basketball Club	Garden Gurus
Summit Investing Club	Model UN Club
Cinderella Project	Rotten Potatoes

**SCHOLARSHIP/BURSARY PROGRAM  
GRADUATE STUDENTS**

Each year, Sentinel’s top students compete successfully for provincial academic scholarships and national awards. In addition to these scholarships, Sentinel students also compete for twenty-six school and local community scholarships. Sentinel offers over \$8,000 in financial awards from the Scholarship Fund to students in specialized subject areas, or who are entering specialized training fields. These awards are offered to students through the generosity of various individuals and organizations in the community. Winners are selected by the school scholarship committee based on the students’ marks and other applied criteria.

**UNDERGRADUATE SUMMER STUDY AWARDS**

Several summer enrichment study awards are available for students currently registered in Grades 8 – 11 who will be returning to Sentinel for the next school year. Study can be in the form of camps, clinics or workshops and can be related to:

- Enrichment experiences related to a Sentinel subject such as Science, Drama, Art, Music, Writing, Languages, Mathematics, and Computers
- Leadership and social responsibility
- Athletic skills

Applications forms will be available in May.

## **STUDENT SUPPORT SERVICES**

### **STUDENT COUNSELLING SERVICES**

Sentinel counsellors are qualified to provide students and their families with both academic and mental health support. Students, based on their last names, are assigned to one of four counsellors.

Please see our updated counselling page (<https://sentinelcounselling.weebly.com/>) on the school's website for additional information regarding student services (e.g. mental health resources), course planning, graduation, post-secondary planning, and scholarship opportunities.

### **ENGLISH LANGUAGE LEARNING**

Sentinel is very proud to be the home for students from all over the world. For the students who do not have sufficient English language skills to be successful in their academic course work, a comprehensive program is offered to support them as they develop their skills in English.

Sentinel's goal is to prepare the students prior to entry into regular classes, and to support them in integrated classes. As well, additional ELL time will be spent on introducing students to the societal norms and expectations of the community, province, and country.

### **LEARNING SUPPORT CENTRE**

#### **Learning Support Program**

This class serves students who are experiencing mild to moderate difficulties in learning in one or more academic areas. The primary role of the Learning Support Centre (LSC) is to help students succeed in the classroom and in independent learning. Students receive instruction in organizational skills and study skills while they complete assignments and prepare for tests. Where applicable, students are encouraged to develop compensatory skills to minimize the effect of a challenging condition in learning. The Learning Support teacher contacts the student's classroom teachers on how best to facilitate learning for the student. Evaluations are based on student effort, organization, and effective use of time to complete work. Referrals are made by teachers and/or counsellors in consultation with the parents. Students may be enrolled in this class for a year or a term. The Learning Centre has a supportive and positive atmosphere and is open to all Sentinel students some noon hours and after school.

The program is also available for those students who have a learning disability. These students will have a Psycho-Educational Assessment and an Individual Education Plan which outlines program adaptations and/or modifications.

## SPECIAL PROGRAMS



*Ayana Madi*

## ADVANCED PLACEMENT PROGRAM

*The Advanced Placement Program is a program of challenge and enrichment that is available to students commencing at the Grade 10 level.*

In 1988 the Advanced Placement (AP) Program was introduced to West Vancouver Schools at Sentinel. The AP Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to undertake college-level academic learning in AP courses and gives them the opportunity to show that they have mastered the advanced material by taking AP exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities throughout the world.

The AP Program has been administered since 1955 by the College Board. AP procedures are determined by representatives of member institutions (public and independent schools, colleges, and universities). AP's operational services are provided by Educational Testing Service. In May 2021, in the United States, Canada, and overseas, 4,578,302 examinations were administered to 2,548,228 students in 22,802 participating high schools. Upon completion of their AP courses at Sentinel Secondary School, 274 students from Grades 10, 11 and 12 wrote 662 AP examinations. They achieved an average score of 4.25 out of 5 on their AP exams.

### **Benefits of the AP Program for Students**

For students, AP can:

- ◆ Provide college credits for courses and examinations successfully taken in high school.
- ◆ Exempt them from some introductory college courses, thus permitting them to move more quickly into advanced classes.
- ◆ Motivate them to attempt more challenging courses in both high school and college.
- ◆ Develop, in a high school environment, the study skills and habits they will need in college.
- ◆ Bolster their confidence that they can meet college requirements.
- ◆ Reduce college costs and time to obtain a degree.

### **AP Grades and Reports**

Each May, to complete their Advanced Placement courses, students write the AP Examinations. The multiple-choice portions of the exams are scored by computer and the free-response sections are scored by college and high school consultants at the AP Reading in June. Grade reports are available to students, schools, and colleges in July.

The AP grading scale used in the reports is as follows:

- 5 - Extremely well qualified
- 4 - Well qualified
- 3 - Qualified
- 2 - Possibly qualified
- 1 - No recommendation

### **Advanced Placement Courses offered at Sentinel:**

#### **Grade 10**

Pre-AP Literary Studies and Composition 10  
Pre-AP Foundations and Pre-calculus Mathematics 10  
Pre-AP Science 10

#### **Grade 11**

Students going into Grade 11 who have completed the prerequisite courses and who wish to challenge themselves, may take the following courses which prepare them for the Grade 12 level ones.

AP Art 11 (Art Studio 11)  
AP Life Sciences 11  
AP Capstone Seminar 11 (Has an AP exam in May)  
AP Chemistry 11  
AP Literary Studies 11  
AP Physics 1 Honours 11 (AP exam is written upon completion of AP Physics 2)  
AP Pre-calculus 11

### **Grade 12**

Students going into Grade 11 or 12 who have completed the prerequisites may take the following courses which prepare them to write the corresponding AP Examinations in May.

AP 2-D Art and Design 12  
AP 3-D Art and Design 12  
AP Drawing 12  
AP Biology 12  
AP Calculus AB 12  
AP Calculus BC 12A  
AP Capstone Research 12  
AP Chemistry 12  
AP Chinese Language and Culture 12  
AP Computer Science 12A  
AP Computer Science Principles 12  
AP English Language and Composition 12  
AP English Literature and Composition 12  
AP French Language and Culture 12  
AP Human Geography 12  
AP Japanese Language and Culture 12  
AP Physics 2 Honours 12  
AP Psychology 12  
AP Statistics 12

**Please note:** Only students who take the AP course at Sentinel can write the corresponding AP exam at the school. Priority for enrollment in AP courses at the Grade 12 level is given to students who have not written the AP exam prior to taking the course.

### **AP Scholar Awards**

The AP Program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition to receiving an award certificate, the students' achievement is acknowledged on any grade report that they send to colleges the following fall.

- ◆ **AP Scholar.** Granted to students who receive grades of 3 or higher on three or more AP Exams.
- ◆ **AP Scholar with Honor.** Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, **and** grades of 3 or higher on four or more of these exams.
- ◆ **AP Scholar with Distinction.** Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, **and** grades of 3 or higher on five or more of these exams.
- ◆ **AP National Scholar.** Granted to students in Canada who receive an average grade of at least 4 on all AP Exams taken, **and** grades of 4 or higher on five or more of these exams.

## ENGLISH LANGUAGE LEARNING (ELL)

English Language Learning students (ELL) are those whose primary language of the home is other than English and who may require additional services in order to succeed within British Columbia's school system.

There are three primary goals in an English Language Learning program:

- Acquisition of English
- Maintenance and development of academic and cognitive growth
- Integration into and contribution to the Canadian culture

Our ELL services reflect current knowledge with regard to effective practices. The program of courses is designed to help students acquire language skills that will enable them to be integrated successfully into regular, age-appropriate classes. Each English Language Learning student will be assessed and placed in appropriate classes to meet their individual needs.

Students may be referred to ELL courses by counsellors, teachers, or parents. On-going assessment of acquired English fluency will determine exit from these courses and entry into regular mainstream academic courses. Additional summer school courses are strongly recommended for students to increase competencies in English.

### ENGLISH LANGUAGE ACQUISITION:

There is a continuum of growth and development in language acquisition in the areas of **Reading** (and viewing), **Writing** (and representing), and **Oral language**, both receptive (listening) and expressive (speaking). As students acquire language, they progress through stages or levels of development, described below:

<b>Beginning:</b>	Student is a true beginner with little English language proficiency in given area.
<b>Developing:</b>	Student is able to understand and use basic English words and phrases in given area.
<b>Expanding:</b>	Student is able to understand and use an expanding amount of conversational English in given area.
<b>Consolidating:</b>	Student is able to understand and use varying amounts of conversational English, and some academic language, in given area.
<b>Bridging:</b>	Student is approaching grade-level proficiency in given area. They may need support with nuances of language.

### NOTE ON LANGUAGE LEARNING (From Ministry of Education English Language Learning Standards):

- The amount of time required to progress from one [ELL] level to the next will vary from one student to another.
- Language learning is a complex and gradual process; progress varies in pace and can include apparent regression as well as improvement. Consequently, a level as described in this document does not equate to a year of schooling (i.e., a student may spend more than a year or less than a year to complete a particular level).
- It is not possible to compress the time it takes to improve in language proficiency simply by devoting more hours to study.

### NOTES ON COURSE PLACEMENT:

In general, a student assessed as needing ELL support will be enrolled into **all of the corresponding ELL classes available to them at their grade level:**

- Students assessed as **Beginning, Developing, or Expanding** in their English language abilities (reading, writing, AND oral) are enrolled in a **BEGINNER section** of a course.
- Those students assessed as **Consolidating (or on the verge of Bridging)** in their English language abilities (reading, writing, AND oral) are enrolled into an **INTERMEDIATE section** of a course.
- Those students assessed as largely **Bridging** in their English language abilities (reading, writing, AND oral) are enrolled into mainstream courses and provided with a single block of ELL support (if needed).

For all additional questions, please refer to the English Language Learning (ELL) program on the Sentinel Secondary website: <https://tinyurl.com/wbqbhg5>.

### ENGLISH LANGUAGE LEARNING - Level Overview

DESCRIPTOR	Beginning	Developing	Expanding	Consolidating	Bridging
<b>Snapshot of Level</b>	Student is a true beginner with little English language proficiency in given area.	Student is able to understand and use basic English words and phrases in given area.	Student is able to understand and use an expanding amount of conversational English in given area.	Student is able to understand and use varying amounts of conversational English, and some academic language, in given area.	Student is approaching grade-level proficiency in given area. They may need support with nuances of language.
<i>Oral Language (Listening/Speaking)</i>	The student may understand basic statements with repetition and gestures. Student is silent, or their speech is halted and fragmented.	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate more fluently in conversations about familiar topics and some academic content.	The student can participate in conversations on a range of academic topics with greater fluency.
<i>Reading</i>	The student may recognize symbol/sound relationships. Student derives understanding mainly from visuals.	The student recognizes common words and phrases and begins to make meaning of text.	The student can read, understand, and make personal connections to simple text.	The student can understand more challenging texts and make predictions, inferences, and connections with support.	The student can understand a wider range of academic texts and increasingly complex words.
<i>Writing</i>	The student uses basic letter grouping or simple words. Student has little or no awareness of conventions of spelling, capitalization, or punctuation.	The student uses simple vocabulary and/or repetitive phrases to communicate. Errors often impede meaning.	The student uses basic vocabulary and sentence structure to create simple sentences or a paragraph. Errors may impede meaning.	The student uses a range of vocabulary with some descriptive words to create sentences and paragraphs and communicate ideas. Errors can distract.	The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions.

## ENGLISH LANGUAGE LEARNING - Ways to Support Student Learning

DESCRIPTOR	Beginning	Developing	Expanding	Consolidating	Bridging
<i>Oral Language (Listening/Speaking)</i>	Listen carefully to instructions and directions and ask for clarification when necessary. Watch English language media with subtitles in student's first language.	Watch English language media with subtitles in student's first language. Practice asking questions and giving directions in real-life situations.	Practice speaking English in social situations. Listen to audiobooks which model English speaking. Watch English language media with English subtitles.	Begin using academic vocabulary in classroom discussion. Listen to audiobooks which model English speaking.	Use academic vocabulary in classroom discussion. Listen to subject-specific podcasts and audio programs.
<i>Reading</i>	Read bilingual books. Read graphic novels and leveled readers from library selection. Use a bilingual dictionary and thesaurus.	Create and update a journal of new vocabulary words. Read graphic novels and leveled readers from library selection. Ask child to talk about what they are reading in and out of class.	Begin to apply reading strategies (access background knowledge, make inferences, make connections). Read at home daily.	Use reading strategies with greater purpose. Read a variety of texts and text types to develop awareness of cultural references. Read at home daily.	Read at home daily. Read a greater variety of texts and text types to further develop awareness of cultural references.
<i>Writing</i>	Provide opportunities for student to practice writing words and simple sentences in English (ex. grocery lists, labels, emails to family and friends).	Use a greater variety of sentence types and structures through regular journal writing. Review work before submitting.	Write with greater variety in vocabulary and sentence structures. Write with greater detail. Begin to apply strategies of the writing process.	Use subject-specific language in writing. Consider audience, purpose, and genre in writing. Continue to apply strategies of the writing process, with a focus on revising and editing.	Focus on unity and coherence in writing. Consistently apply strategies of the writing process.

### SENTINEL ELL COURSE OFFERINGS

A student assessed as needing ELL support will be enrolled into **all of the corresponding ELL classes available at their grade level.**

NOTE: Course offerings may vary depending on student enrollment

	Beginning / Developing / Expanding	Consolidating / Bridging	Mainstream
<b>Grade 8</b>	- Transitional English 8 (BEG) - English Language Development 8 (BEG)  - Social Studies 8: LA - Science 8: LA	- Transitional English 8 (INT) - English Language Development 8 (INT)  - Social Studies 8: LA	- English 8 - English Language Development 8 (INT) <i>(If needed)</i>
<b>Grade 9</b>	- Transitional English 9 (BEG) - English Language Development 9 (BEG)  - Social Studies 9: LA - Science 9: LA	- Transitional English 9 (INT) - English Language Development 9 (INT)  - Social Studies 9: LA	- English 9 - English Language Development 9 (INT) <i>(If needed)</i>

<b>Grade 10</b>	- Spoken Language 10: LA / Literary Studies 10: LA (BEG) (4) - Language and Cultural Literacy 10 (4)  - Social Studies 10: LA (4) - Science 10: LA (4)	- Spoken Language 10: LA / Literary Studies 10: LA (INT) (4) - Academic Writing 11 (4)  - Social Studies 10: LA (4)	- English 10 (any offering) (4) - Academic Writing 11 (4) <i>(If needed)</i>
<b>Grade 11</b>	- Spoken Language 11: LA (4) - Language and Cultural Literacy 11 (4)  - Explorations in Social Studies 11: LA (4)	- Literary Studies 11: LA (4) - Academic Writing 11 (4)  - Explorations in Social Studies 11: LA (4)	- English 11 (any offering) (4) - Academic Writing 11 (4) <i>(If needed)</i>
<b>Grade 12</b>	- English Studies 12 (4) - Composition 12: LA (4)	- English Studies 12 (4) - Composition 12: LA (4)	- English Studies 12 (4)

## ENGLISH LANGUAGE LEARNING COURSES

### Grade 8-9 ELL Courses

#### **TRANSITIONAL ENGLISH LANGUAGE ARTS 8/9**

*Beginner (Beginning/Developing/Expanding) or Intermediate (Consolidating/Bridging) section*

These courses are designed to cover the six areas of the English Language Arts program: reading, writing, speaking, listening, viewing, and representing. Materials and coursework are adapted for ELL students to enable them to meet the learning outcomes of the regular English Language Arts program. Literature will include short stories, novels, poetry, plays, and non-fiction. Students will be placed in an appropriate section for their language skills. This course is taken in conjunction with **English Language Development 8/9**.

#### **ENGLISH LANGUAGE DEVELOPMENT 8/9**

*Beginner (Beginning/Developing/Expanding) or Intermediate (Consolidating/Bridging) section*

These courses are designed for ELL support in the acquisition of language. Students will concentrate on learning strategies and skills to further develop cognitive and academic literacy. The focus of this course is on building working vocabulary, improving grammar, developing paragraph structure, and improving speaking and listening skills to collaborate with others. Students will be placed in an appropriate section for their language skills. This course is usually taken in conjunction with **Transitional English Language Arts 8/9**.

#### **SOCIAL STUDIES 8/9: LANGUAGE ADAPTED**

*One section for all ELL levels*

See Social Studies for more information on this course.

#### **SCIENCE 8/9: LANGUAGE ADAPTED**

*One section for all ELL levels*

See Science for more information on this course.

## Grade 10 ELL Courses

### **LITERARY STUDIES 10: LANGUAGE ADAPTED**

*Beginner (Beginning/Developing/Expanding) or Intermediate (Consolidating/Bridging) section*  
(LTST 10) (2 credits)

Literary Studies 10: Language Adapted is designed to support English Language Learners develop and refine their reading, writing, and oral competencies with a focus on critically and creatively engaging with literary texts and learning tasks. It is expected that students will explore specific themes, periods, authors, or areas of the world through literary works in a variety of media to foster their skills of analysis, synthesis, and composition. The purpose of this course is to help prepare ELL students for enrolment and successful participation in senior English Language Arts courses.

### **SPOKEN LANGUAGE 10: LANGUAGE ADAPTED**

*Beginner (Beginning/Developing/Expanding) or Intermediate (Consolidating/Bridging) section*  
(SPLG 10) (2 credits)

Spoken Language 10: Language Adapted is designed to support English Language Learners develop and refine their reading, writing, and oral competencies with a focus on critically and creatively engaging with oral language texts and learning tasks. It is expected that students will build confidence and ability utilizing spoken language effectively and efficiently for a variety of situations, purposes, and audiences. The purpose of this course is to help prepare ELL students for enrolment and successful participation in senior English Language Arts courses.

**NOTE: Literary Studies 10: Language Adapted (2 Credit)** is taught in the same block as **Spoken Language 10: Language Adapted (2 credit)**. These two modules are taken in conjunction with **an English language support course** (Language and Cultural Literacy 10 for Beginner students and Academic Writing 11 for Intermediate students).

### **BAA LANGUAGE AND CULTURAL LITERACY 10**

*Beginner Section Only (Beginning/Developing/Expanding)*  
(YLE 10) (4 credits)

This course is designed to help students improve their communication skills in reading, writing, listening, and speaking to succeed across the curriculum. Students will gain cultural knowledge, linguistic competence, and a critical awareness of academic conventions as they explore a variety of genres and develop research skills. This course is taken in conjunction with **Spoken Language 10: Language Adapted/Literary Studies 10: Language Adapted (BEG)**.

### **BAA ACADEMIC WRITING 11**

*Intermediate Section Only (Consolidating/Expanding)*  
(YLE-IBCMP) (4 credits)

Academic Writing 11 is designed to support English Language Learners with a focus on developing, strengthening, and enhancing their written composition skills to write effectively in senior English Language Arts courses. Students will be introduced to the writing process, a variety of different writing forms, and the major components of essay writing. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the skills and strategies learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life. This section is usually taken in conjunction with **Spoken Language 10: Language Adapted/Literary Studies 10: Language Adapted (INT)**.

### **SOCIAL STUDIES 10: LANGUAGE ADAPTED**

*One section for all ELL levels*  
(SS 10) (4 credits)

See Social Studies for more information on this course.

## **SCIENCE 10: LANGUAGE ADAPTED**

*One section for all ELL levels*

(SC 10) (4 credits)

See Science for more information on this course.

### **Grade 11 ELL Courses**

#### **SPOKEN LANGUAGE 11: LANGUAGE ADAPTED**

*Beginner Section Only (Beginning/Developing/Expanding)*

(SPLG 11) (4 credits)

Spoken Language 11: Language Adapted students will work towards producing polished spoken products including presentations, speeches, debates, poetry and prose readings, and podcasts. They will learn how to conceive, draft, revise, and practice. Good research and writing underpin good spoken language. Students will produce an on-line portfolio of their work. This section is usually taken in conjunction with **Language and Cultural Literacy 11**.

#### **BAA LANGUAGE AND CULTURAL LITERACY 11**

*Beginner Section Only (Beginning/Developing/Expanding)*

(YLE 11) (4 credits)

This course is a continuation of LCL 10 and designed to facilitate the development of skills needed for cultural and academic literacy. Emphasis is placed on developing the knowledge and skills necessary for success in a Canadian academic environment. Students will gain cultural knowledge and academic reading and writing skills. This course is taken in conjunction with **Spoken Language 11: Language Adapted**.

#### **LITERARY STUDIES 11: LANGUAGE ADAPTED**

*Intermediate Section Only (Consolidating/Bridging)*

(LTST 11) (4 credits)

Literary Studies 11: Language Adapted is designed to support English Language Learners develop and refine their reading, writing, and oral competencies with a focus on critically and creatively engaging with literary texts and learning tasks. It is expected that students will explore specific themes, periods, authors, or areas of the world through literary works in a variety of media to foster their skills of analysis, synthesis, and composition. The purpose of this course is to help prepare ELL students for enrolment and successful participation in English Studies 12. This section is taken in conjunction with **Academic Writing 11**.

#### **BAA ACADEMIC WRITING 11**

*Intermediate Section Only (Consolidating/Bridging)*

(YLE-IBCMP) (4 credits)

Please see description in Grade 10 ELL Course Offerings.

#### **EXPLORATIONS IN SOCIAL STUDIES 11: LANGUAGE ADAPTED**

*One section for all ELL levels*

(EPSS 11) (4 credits)

See Social Studies for more information on this course.

### **Grade 12 ELL Courses**

#### **COMPOSITION 12: LANGUAGE ADAPTED**

*One section for all ELL levels*

**(COMP12-LA) (4 credits)**

Composition 12: Language Adapted is designed to support English Language Learners develop and refine their reading, writing, and oral competencies with a focus on critically and creatively engaging with written learning tasks. It is expected that students will build confidence and ability utilizing written language effectively and efficiently for a variety of situations, purposes, and audiences. The primary aim of this course is to support English Language Learners in successfully meeting the learning outcomes of English

Studies 12. With this purpose in mind, Composition 12-Language Adapted will preview, review, and adapt the same concepts, skills, and texts covered in a student's English Studies 12 class to support their learning. This course is taken in conjunction with English Studies 12

## FRENCH IMMERSION

L'École Secondaire Sentinel offers bilingual instruction to students enrolled in the French Immersion program.

Early French Immersion is for students who have received their primary and intermediate level of instruction in French. The amount of French instruction at the secondary level varies according to the grade. As students' progress through the program, the amount of prescribed instructional time in French is reduced: Grades 8 and 9 = 50%, Grade 10 = 38%, Grades 11 and 12 = 25%.

**French Immersion students will have the opportunity to participate in many excursions and cultural experiences in French throughout their courses.**

**Please Note:** *The curriculum for Français langue is outlined on pages 75 and 76, whereas the curricula for Social Studies, Science and Mathematics can be found with the English equivalents. They are the same as the English stream, except that the language of instruction is French.*

### **BILINGUAL CERTIFICATE REQUIREMENTS**

Successful completion of a minimum of 13 immersion courses will give the student a **bilingual certificate** by the end of Grade 12. Students earning credit for 15 courses will receive a **bilingual certificate with recognition**.

Grade 8 Early	Grade 8 Late
Français langue 8 Sciences humaines 8 Sciences 8 Mathématiques 8	Français langue 8 Sciences humaines 8 Sciences 8 Mathématiques 8

### **Early and late French Immersion courses are merged in Grade 9**

<b>Grade 9</b>
Français langue 9 Sciences humaines 9 Sciences 9 Mathématiques 9
<b>Grade 10</b>
Français langue 10 Sciences humaines 10 Sciences 10
<b>Grade 11</b>
Langue et culture de la Francophonie 11 Explorations sciences humaines 11
<b>Grade 12</b>
Français langue et culture 12 AP French Language 12

\* In senior years, students **must take at least three courses including:**  
Langue et culture de la Francophonie 11 and Français langue et culture 12.

**STUDENTS ARE ENCOURAGED TO TAKE THE FULL COMPLEMENT OF COURSES IN ORDER TO ACHIEVE FLUENCY**

**STUDENTS MUST WRITE THE PROVINCIAL EXAMINATION IN FRANCAIS LANGUE ET CULTURE 12 TO QUALIFY FOR THEIR BILINGUAL DIPLOMA**

## WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

For further information on any of the West Vancouver Schools Premier Academies, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

### *BADMINTON ACADEMY*

West Vancouver Schools Premier Badminton Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers young badminton players the opportunity to complete their academic requirements and participate in badminton skill development in the mornings. Badminton instruction occurs **three mornings** per week: **Tuesday, Wednesday, and Thursday from 7:00 – 8:10 a.m.** at Sentinel Secondary's Main Gym.

Students in Grades 8-12 who are registered full-time at any one of the district's three secondary schools (École Sentinel, Rockridge or West Vancouver Secondary School) are eligible to apply. The Academy runs from September through to June.

There is an initial selection process which is based on several factors including an on-court evaluation of students' badminton skills, evidence of a strong work ethic, good academic achievement, as well as demonstrated ability to be socially responsible.

The on-court component consists of a variety of drills as well as the technical development of all strokes. The goals of the program are to provide a high caliber of on court instruction along with a positive social experience for all students in the academy.

Enrollment is limited and oversubscribed each year, so students are encouraged to register early. For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant, at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

### *BASEBALL ACADEMY*

West Vancouver Schools Premier Baseball Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of baseball, the opportunity to complete their academic requirements in the mornings and their baseball skill development in the afternoons. The Baseball Academy runs on Tuesdays and Thursdays from 1:00 to 3:40 pm, September through June. Program components include on-field baseball skill development, indoor baseball-specific training, and baseball-specific fitness training. One-way bus transportation is provided from Rockridge, Sentinel and West Vancouver Secondary to the afternoon training sessions at Inside Performance or Parkgate Park.

Boys in Grades 8-12, who are registered full time at École Sentinel, Rockridge or West Vancouver Secondary, may apply to the Baseball Academy. The selection process includes an assessment of the student's baseball skills, strong academic standing, a proven history of an excellent work ethic, as well as a demonstrated ability to be socially responsible.

Throughout the course of the year, the coaching staff weave into the program, theory components that provide students with a variety of information on topics such as baseball-specific tactics, training techniques as well as goal setting, mental training, nutrition, and confidence building which are designed to help students with their overall progress as young players.



The program is outstanding, and space is limited so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca) Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

### ***BASKETBALL ACADEMY***

West Vancouver Schools Premier Basketball Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of basketball the opportunity to complete their academic requirements in the mornings and focus on basketball skill development in the afternoons.

The Premier Basketball Academy program is offered to students in Grades 8-12, registered full time at any one of the West Vancouver's three secondary schools: Rockridge, École Sentinel or West Vancouver Secondary. The selection process includes a try-out assessing the student's experience in the sport, a history of an excellent work ethic, a good record of academic achievement as well as demonstrated ability to be socially responsible.

There are 4 different programs for boys and girls within the Basketball Academy, based on overall skill and grade levels. The Basketball Academy runs from 1:30 to 3:00 pm on Tuesdays **and** Thursdays. September through June. One-way bus transportation is provided from Rockridge, Sentinel and West Vancouver Secondary to the afternoon training sessions which are held at either Sentinel or West Vancouver Secondary School. Program components include on-court basketball skill development, basketball-specific physical fitness, and strength training.

The program is outstanding, and space is limited so register early! For further information, please contact Mr. Paul Eberhardt, Vice-Principal WVS Premier Sports Academies at 604-981-1117 or [peberhardt@wvschools.ca](mailto:peberhardt@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

### ***FENCING ACADEMY***

West Vancouver Schools Premier Fencing Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers young athletes the opportunity to complete their academic requirements and their fencing skill development during school hours.



Students in Grades 8-12, who are registered full time at one of West Vancouver School District's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary) are eligible to apply. The initial selection process is based on several factors including an assessment of the student's skills, a strong work ethic, a good record of academic achievement, as well as demonstrated ability to be socially responsible.

The full time Fencing program runs five days per week during Block 4 and X Block and the part time program runs during X Block only. Additional times are designed for those students who have very challenging or complicated timetables as the goal is to try to accommodate all students.

The Fencing Academy training sessions are held at Dynamo Fencing Academy - 238 Fell Avenue, North Vancouver. One-way bus transportation is provided from Rockridge, Sentinel and West Vancouver Secondary to the afternoon training sessions at Dynamo Fencing Academy.

The Academy components consist of individual skill development, as well as team tactics. All training is designed to improve the overall performance of the athlete in the specific sport of fencing. Students are coached by Mr. Igor Gantsevich, one of the top coaches in North America. Students train and compete in local, provincial, and international competitions throughout the year.

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant, at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

## ***FIELD HOCKEY ACADEMY***

West Vancouver Schools Premier Field Hockey Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of Field Hockey the opportunity to complete their academic requirements in the mornings and their field hockey skill development on Tuesday and Thursday afternoons during X Block - 1:30 to 3:00pm.

Students in Grades 8-12 who are registered full time at any one of the district's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary) are eligible to apply to the Field Hockey Academy. The selection process includes receiving information about the students' experience in the sport, history of an excellent work ethic, a good record of academic achievement as well as demonstrated ability to be socially responsible.

The Field Hockey Academy runs September through June and one-way bus transportation is provided from Rockridge, Sentinel and West Vancouver Secondary to the afternoon training sessions at Rutledge Field and the indoor facilities.

Program components include on-field skill development, field hockey-specific physical fitness training, and various cross training activities. The field hockey skill development sessions are held at Rutledge Field and during the winter months (December & January) some indoor components are incorporated. All sessions are designed to improve the overall performance of the athlete in the sport of field hockey.

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant, at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

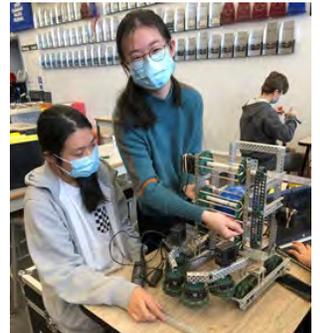
## ***MECHATRONICS ROBOTICS ACADEMY***

West Vancouver Schools Premier Mechatronics Robotics Academy features a complete school curriculum promoting academics and Robotics in an accommodating timetable. This program offers students who have an interest in Robotics, the opportunity to complete their academic requirements in the mornings and then to participate in the areas of STEM (Science, Technology, Engineering, & Math) in the afternoons, all during school hours.

Students in Grades 9-12 who are registered full time at any one of the district's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary) are eligible to apply to the Mechatronics Robotics program. The selection process includes receiving information about the student's experience in robotics, as well as history of an excellent work ethic, a very good record of academic achievement and a demonstrated ability to be socially responsible, particularly in working cooperatively with others.

The Mechatronics Robotics program runs on Tuesdays, Thursdays OR Fridays from 1:30 to 4:00 pm, September through June. Students not only learn a variety of skills in Robotics, but also an important component is working in teams with the goal of competing locally, provincially, or even nationally. The Mechatronics Robotics Academy sessions are held at West Vancouver Secondary School in classrooms specifically designed for this area of focus. One-way bus transportation is provided for students from both Rockridge Secondary and École Sentinel Secondary Schools to West Vancouver Secondary.

Space is limited to this outstanding program so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant, at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca) at [westvancouver.schools.ca](http://westvancouver.schools.ca).



## ***RUGBY ACADEMY***

West Vancouver Schools Premier Rugby Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of Rugby the opportunity to complete their academic requirements in the mornings and their Rugby skill development in the afternoons.

Students in Grades 8-12, who are registered full time at any one of the district's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the Rugby program. The selection process includes receiving information about the students' experience in the sport, history of an excellent work ethic, a good record of academic achievement as well as demonstrated ability to be socially responsible.

The Rugby Academy program runs on Tuesdays and Thursdays from 1:30 to 3:00 pm, September through June. Program components include on-field rugby skill development, indoor cross training, or rugby-specific physical fitness training. The rugby skill development sessions are held at the Ambleside all-weather turf fields when the program is outdoors. The indoor winter program (December & January) consists of indoor cross training. One-way bus transportation is provided from Rockridge, Sentinel and West Vancouver Secondary to the Rugby Academy training sessions.

The on-field component consists of individual skill development, as well as team tactics. Individualized, specialized and small group instruction is provided. The off-field component consists of a variety of training, not only ongoing rugby training, but also general fitness training. All sessions are designed to improve the overall performance of the athlete in the specific sport of Rugby.

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

## ***SOCCER ACADEMY***

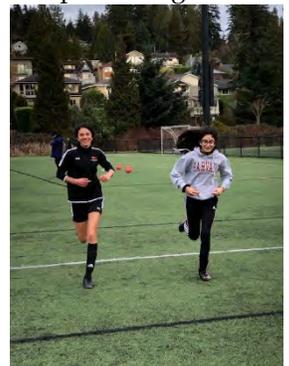
West Vancouver Schools Premier Soccer Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers passionate soccer players the opportunity to complete their academic requirements in the mornings and soccer skill development in the afternoons, all during school hours.

Students in Grades 8-12, who are registered full time at any one of the district's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary), are eligible to apply to the Soccer Academy program. The selection process includes receiving information about the students' experience in the sport, a history of an excellent work ethic, a good record of academic achievement as well as demonstrated ability to be socially responsible.

The Soccer program runs on Tuesdays and Thursdays from 1:30 to 3:00pm, September through June. The soccer skill development sessions are held at the Ambleside all-weather turf fields all year long. Clothing kits are mandatory to ensure students are dressed for all kinds of weather conditions being consistently outdoors. One-way bus transportation is provided from Rockridge, Sentinel and West Vancouver Secondary to the Soccer Academy training sessions.

Along with on-field soccer skill development, the soccer coaches weave in soccer-specific physical fitness training. This program is designed to improve the overall performance of the athlete in the specific sport of Soccer.

For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant, at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).



## *TENNIS ACADEMY*

West Vancouver Schools Premier Tennis Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers young tennis players the opportunity to complete their academic requirements and participate in tennis skill development in the mornings.



Tennis instruction occurs **four mornings** per week: **Monday, Tuesday, Thursday, and Friday - 6:30 to 7:45am** at the West Vancouver Tennis Club.

Students in Grades 8-12, who are registered full-time at any one of the district's three secondary schools (École Sentinel, Rockridge or West Vancouver Secondary School) are eligible to apply. The Academy runs all year long, from September through to June.

There is an initial selection process which is based on several factors including an on-court evaluation of students' tennis skills, evidence of a strong work ethic, good academic achievement as well as demonstrated ability to be socially responsible.

The on-court component consists of a variety of drills as well as the technical development of all strokes. Included are sessions focusing on tennis-specific fitness training. One of the goals of the program is to provide quality instruction on the court and to assist all students to compete at the highest level. Ultimately, the goal is to provide a quality experience for all students in the academy.

Enrollment is limited and oversubscribed each year, so students are encouraged to register early. For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant, at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

## *VOLLEYBALL ACADEMY*

The West Vancouver Schools Volleyball Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers young volleyball players the opportunity to complete their academic requirements in the morning and participate in volleyball skill development in the afternoon.

Girls in Grades 8-12, who are registered full-time at any one of the district's three secondary schools (École Sentinel, Rockridge or West Vancouver Secondary School) are eligible to apply. The Academy takes place at West Van Secondary School's main gymnasium on Tuesdays and Thursdays from 1:30pm to 3:00pm, September through June. One-way bus transportation is provided from Rockridge and Sentinel to the afternoon training sessions at West Vancouver Secondary School.

There is an initial selection process which is based on several factors including an on-court evaluation of students' volleyball skills, evidence of a strong work ethic, good academic achievement as well as demonstrated ability to be socially responsible. Ultimately, the goal is to provide a quality experience for all students in the academy.

For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or [dnelson@wvschools.ca](mailto:dnelson@wvschools.ca) or Tara Ledingham, Academy Assistant, at [tledingham@wvschools.ca](mailto:tledingham@wvschools.ca). Visit the school district website at [westvancouver.schools.ca](http://westvancouver.schools.ca).

## WEST VANCOUVER SCHOOLS PREMIER PROGRAMS

### *200 HOUR YOGA PROGRAM*

West Vancouver Schools 200 Hour Yoga Teacher Training Course is for students who are interested in teaching yoga as well as for students who are interested in learning more about yoga to enhance their own personal practice. The goal of the 200-Hour Yoga Teacher Training is to make students comfortable teaching a basic all levels yoga class. At the completion of the 200-Hour Yoga Teacher Training students will be qualified yoga teachers.

The 200-Hour Yoga Teacher Training course follows the guidelines set out by the Yoga Alliance, ensuring the highest educational standards of quality, integrity, and professionalism. Students will learn the tools and skills needed to effectively and safely teach yoga to all levels of students. This course will provide students with an employable certification that will open career opportunities in the health and wellness industry. It will also provide an enriching foundation for students interested in post-secondary studies in health sciences.

The 200 Hour YTT program will take place at West Vancouver Secondary on Tuesdays and Thursdays from 1:00 to 3:15 p.m. Students will receive 2 courses: Physical & Health Education or Fitness & Conditioning AND Board/ Authority Authorized course: BAA Yoga Teacher Training. Students also receive certification as qualified Yoga Alliance approved 200-Hour Yoga Teachers upon completion of the course requirements. With this, students will be qualified to teach public or private classes in yoga studios, gyms, or wellness centers.

For further information, please contact Ms. Mariam Pirbhai at [mpirbhai@wvschools.ca](mailto:mpirbhai@wvschools.ca).

### *FASHION INDUSTRY PROGRAM*

West Vancouver Schools Premier Fashion Industry program is open to students, Grades 11 & 12, who have a strong interest in all aspects of fashion and design. (Please note that while the program is designed for Grades 11& 12 students, if there are Grade 10 students who have a strong interest in this program, they are to apply. Applications will be reviewed.)

Students who participate and complete the program, receive credits for the BC Ministry course: Fashion Industry 12.

The course helps students develop design skills and a deeper understanding of various topics in the fashion industry that not only includes design but also production, marketing, fashion promotion, and global impacts. Students continuously tap into their creativity as they learn and work to complete a variety of exciting projects.

Students develop a Fashion Portfolio that showcases their exploration of the various concepts of fashion design and production, incorporating industry techniques and design, and the design processes. As students work on their projects, they gain hands-on experience using multiple tools and techniques through the process. This project-based program is ideal for those students who want to extend their creative processes and design skills.

Please note that the WVS Premier Fashion Industry program provides an excellent background for students interested in pursuing a career in fashion or other creative industries but does not have a sewing component. However, students do have the opportunity to participate in the annual Fashion Show. The WVS Premier Fashion Industry program is currently scheduled linearly (all year long) within the Semester system. The classes take place during the X-Block periods that occur Tuesday & Thursday from 1:30 pm – 3:00pm.

This is an inclusive program open to all genders. If interested students are to complete the Student Information Form, upload photos of samples of past work in such areas as the creative arts, applied skills,

or textiles. Students must also upload their most recent report card. We are looking for students who have a history of good to excellent work habits, as well as strong time management skills. The course fee for the year is \$75.00. For further information please contact Vanessa Peterson at [vpeterson@wvschools.ca](mailto:vpeterson@wvschools.ca)

### ***FIRST AID SWIM TRAINING (FAST)***

FAST is a young lifeguard education program that will allow students to develop the essential skills to be successful and confident lifeguards. At the completion of the *FAST* program students will have obtained all the required certification prerequisites necessary to enroll in the National Lifeguard Course, which students can take independently when they are 15 years of age or older. Completion of the National Lifeguard Course is the final credential necessary to qualify an individual to work as a lifeguard. In addition to developing strong first aid skills, the *FAST* program also focuses on providing students with a practical foundation in resistance and cardiovascular training, swimming, stroke-development, and leadership.

The FAST Program is available to students, Grades 9-12. Students should have functionally proficient strokes. The program can support a maximum of 24 participants and students will be selected based on a combination of their grade, application date, and swimming ability. Providing equal access to this program for students of all genders from all three high schools is a priority.

The FAST Program is offered entirely out of the West Vancouver Aquatic Center. This program consists of aquatic components, physical training, and classroom sessions. The program currently operates on Tuesday and Thursday from 1:30 pm – 4:00 pm throughout the year. Due to changes to the school schedule made because of the COVID-19 pandemic, this schedule is subject to change.

Public transportation is available to allow Rockridge students to arrive on time for the FAST Program following their morning classes. Sentinel and West Vancouver Secondary School students are within walking distance of the aquatic center after their morning classes finish.

Students earn 10 credits for the FAST course: Four credits for Physical & Health Education 9-10 or Fitness & Conditioning 11-12 dependent on the student's grade. Four credits for the Board/ Authority Authorized Emergency Response Leadership 11 course and two credits for Lifesaving 11 (Awarded upon completion of Bronze Cross).

For further information, please contact Dave Dickinson at [ddickinson@wvschools.ca](mailto:ddickinson@wvschools.ca).

## ***HONOUR CHOIR PROGRAM***

The West Vancouver Schools' Honour Choir courses offer an opportunity to challenge and extend the learning of West Vancouver Schools' finest young singers in Grades 8-12. The course will be offered in 2 sections depending on age and voice type/vocal range. Students, upon successful audition, are placed by the program director, Suzanne Fulton, into either Treble Honour Choir (treble voices in grades 8-12) or Mixed Honour Choir (changed/changing voices and treble voices in grades 8-12).

Both courses are held on Tuesdays after school hours at West Vancouver Secondary School (South Campus Cafeteria Building, Room 64). The Treble Honour Choir will meet from 3:40-5:10pm and the Mixed Honour Choir will meet from 7:10-8:40pm.

Successful applicants to the District Honour Choir Program must meet the prerequisites for the course before applying. Prerequisites are as follows:

- experience singing in a choir (either school or community)
- knowledge of basic music theory (e.g., note names, basic note values, basic dynamics, and articulation markings)
- availability for concerts and extra rehearsals outside of regular class time (schedule provided at the start of each term)
- Enrolment in their school choir for the year in which they are registered for the Honour Choir Program.

In addition to meeting the prerequisites for the course, all students will be required to audition in the spring. At this time students will be required to pass a basic music theory test (naming notes in the treble clef, naming the basic rhythmic values of notes, and knowing basic dynamic/articulation marks).

Candidates are selected mostly based on their musical potential and their apparent desire to work hard and make music at the highest level possible. Dedication and commitment are essential for students in this program. Students will be required to re-audition every year while in the program.

For further information, please contact Mrs. Suzanne Fulton at [sfulton@wvschools.ca](mailto:sfulton@wvschools.ca).

## ***OUTDOOR RECREATION PROGRAM***

This is a district program open to all West Vancouver Grade 9\*,10,11, 12 students. The course runs on Thursdays from 12:45pm until ~5:45pm including one or two mandatory multi-day trips. (\* Grade 9's by recommendation from PE teacher).

Students receive **8 credits** upon completing this program which includes **Physical Health Education 10-12 (4 credits)** and **Outdoor Connections 10 or Outdoor Education 11/12 (4 credits)**. The Outdoor Recreation program takes **Physical Health and Education** beyond the walls of the gym and explores the local environment through outdoor challenges and pursuits. The **program** weaves these experiences together with personal development, community, environmental stewardship, preparedness and "Leave No Trace" principles. Some activities we may participate in are: kayaking, sailing, hiking, snowshoeing, skiing, golf, ultimate, and survival skills. Students will work towards possible certifications such as: Paddle Canada Level 1, Can Sail 1, Belay Certification and Wilderness First Aid. The aim is for students to leave the program experienced, knowledgeable, confident, and empowered to safely pursue an active outdoor lifestyle.

The expectation is students are available for extended classes on Thursdays until 6 pm.

**Program Cost:** \$1700 - \$2000 (\$170 -\$200 a month) depending on enrollment numbers Please see [the district website](#) for further information and applications.

## ***YELL CANADA ENTREPRENEURSHIP 12 PROGRAM***

YELL Canada's Entrepreneurship 12 Program provides students with practical tools and experiences they need to succeed in the real world. Students learn personal development and entrepreneurial skills that are applicable no matter what path they choose after high school. The YELL Entrepreneurship 12 program is a unique program offered by the district and our partners, hosted at West Vancouver Secondary School, and taught by WVSS teacher, Jo-Anne McKee. The course runs outside the regular timetable, with weekly 2 ½ hour classes/meetings.

During this time, students learn all the core concepts of lean entrepreneurship with topics including design thinking, resiliency training, marketing, financial projections, Business Model Canvas, and more! A diverse selection of inspiring entrepreneurs and business leaders visit classes throughout the semester to share stories and advice to our budding innovators. Students also take part in Industry Exploration activities where local companies and maker labs allow them to experience the world beyond the classroom and explore different career options, learn about new technologies, unique office spaces and hear from more professionals from various industries.

In February, students form groups to create a business venture together, identify and test assumptions, pivot businesses if necessary, and ultimately prove and validate their concept. Students learn to problem solve together and communicate effectively with a mentor who acts as their guide and a liaison between the team and the broader entrepreneurship community. The program ends with the YELL Venture Challenge, where student teams pitch their business venture ideas to panels of judges comprised of influential members of the business community.

YELL students have a chance to earn scholarships and prizes, and those who complete the program in good standing, earn course credits towards high school graduation and are eligible to receive university credit at Simon Fraser's Chang Institute of Entrepreneurship should they choose to enroll at SFU after graduation.

Students entering Grades 11 and 12, with an interest in business from all three high schools are welcome to apply. For further information, please visit [www.yellcanada.org](http://www.yellcanada.org) or contact Ms. Jo-Anne McKee at [jmckee@wvschools.ca](mailto:jmckee@wvschools.ca).

## ***YOUTH TRAIN IN TRADES PROGRAM***

The Youth Train in Trades (YTT) carpentry program provides technical training for Grades 11 and 12 students interested in a career in carpentry and related trades. Based at West Vancouver Secondary, students receive training in Semester 2, the program runs from 7am-1pm, 4 days a week, with the 5<sup>th</sup> day being a day to work from home on course material. This program is open to students across the North Shore, regardless of their home school. This intensive program allows students to receive technical training typically done at a post-secondary institution while working toward high school graduation. The course is equivalent to the Level 1 Carpentry Program and BCIT, if students pass the final exam. Each student accepted into the program is registered as a trainee with the Industry Training Authority (ITA).

With the Youth Train in Trades program students receive 16 credits (4 courses) towards high school graduation in addition to Level 1 Carpentry training. Students also have the option to complete the Youth Work in Trades program where the hours worked as an apprentice will lead to journeyman certification. The Youth Train in Trades program is typically done at a post-secondary institution with associated tuition and materials costs however, the YTT program is offered to high school students for significantly reduced costs as it becomes part of their Graduation Program. This program is for students who are keenly interested in acquiring industry recognized skills and certification in carpentry, construction, and related trades. For further information, please contact Parnaz Kashani at [pkashani@wvschools.ca](mailto:pkashani@wvschools.ca) or Greg Cormier at [gcormier@wvschools.ca](mailto:gcormier@wvschools.ca).

## PURSUIT PROGRAM

Pursuit is designed to assist students who are endeavoring to meet the competing demands of their academic coursework and their high-level discipline-related training programs.

Pursuit is a non-credit timetabling option for students in Grades 10-12 that targets provincially, and nationally ranked athletes or high calibre performing artists who are seriously committed to their education and training. While Pursuit is designed for senior students, students in Grades 8 & 9 may apply if they meet the criteria in an eligible discipline.

While there are no specific course credits assigned to a student in Pursuit, students may be eligible for external course credits if they are training and competing at levels established by the BC Ministry of Education.

External credits, where applicable, are granted after students submit to the counsellors the necessary documentation as outlined by the Ministry of Education (for example, External Athlete 10, 11, and/or 12).

A District Committee that comprises representatives from all three secondary schools reviews the Pursuit applications each year and makes the selections.

Students who apply for Pursuit must be affiliated with an outside agency, which provides training and competition opportunities at an elite level.

Applications are reviewed by the Pursuit District Committee during the month of April. Selections are not confirmed until all requested documentation is uploaded, received, and verified. Applicants are contacted via email after the application review and selections are confirmed.

Students must apply for Pursuit each year to demonstrate that they continue to meet the criteria. Returning students may be required to meet with the person-in-charge of applications at each school site before re-submitting.

## **WORK EXPERIENCE**

Grade 11 and 12 students

**Work Experience** integrates classroom theory with practical experience in the community and workplace in an effort for students to gain practical skills and to explore possible career options. There are hundreds of work experience opportunities which include banks, hotels, Cypress Mountain (free ski pass), auto repair shops, investment firms, Vancouver Aquarium, dentists, medical research, computer technicians, SPCA, lawyers, retail stores, restaurants, engineering firms, and architectural firms. Whatever your career interest is we will work to find a suitable work experience placement.

### **Work Experience provides students with the opportunity to:**

- Explore personal interests and abilities.
- Practice knowledge and skills in a work environment.
- Develop connections between goals, school studies, and possible career fields.
- Observe and participate with adults working in the field of career interest.

### **When a student is enrolled in WEX 12A, a 4-credit course, it includes:**

- The Work Experience component out-of-school: 90-120 hours of volunteer work or job shadowing in the community in an area of interest to the student.
- Ongoing personal reflection: keeping a Journal and Summary of Hours.
- Work Experience is timetabled as a lunch-time block. Students must meet with their teacher on a regular, flexible basis and complete a series of classroom assignments on topics such as workplace safety, employability skills, résumé writing, and interview skills. During this time students will also work with the teacher, to plan the work placement and make telephone calls with the teacher to set up their placement.

### **Work Experience encourages students to:**

- Find answers to career questions.
- Explore career options through work experience placements.
- Make connections between school and work.
- Reflect on experiences and set new goals.

### **Upon completion of Work Experience, a student will receive:**

- Skills and knowledge necessary for entry level employment in the specialty field.
- Background and course work necessary for entry into related post-secondary programs.
- Possible preferential admission to some post-secondary institution programs.

### **WORK EXPERIENCE 12A and 12B (WEX 12A, WEX 12B) (4 credits each)**

These courses are 4 credit elective courses in which the student completes 90-120 hours of volunteer work or job shadowing in the community. The timing of these hours is completely flexible: during school, after school, weekends, holidays, Professional Days, Spring Break, etc. Initiative is a key ingredient for success in this course. Teachers set up the placements after careful consultation with the students. Students are evaluated based on employer feedback, communication, summary of hours, a journal of work experience, and several assignments done at certain times of the year. With prior arrangement, some of our students complete their hours in the summer after Grade 10 (or Grade 11). Prior to any placements, the student must see the career resource teacher.

## **SECONDARY SCHOOL APPRENTICESHIP (SSA 11A, 11B, 12A, 12B – 4 credits each)**

This series of courses is a career program that allows students the opportunity to begin an apprenticeship while still in high school, and to earn wages and high school credits, for doing so. One hundred and twenty hours of paid work equals 4 credits to a maximum of 480 hours for a total of 16 credits. Students secure a paid job with a certified journeyman in that trade and become registered with the Industry Training Authority.

- This is a special program for a student who wishes to graduate while working part-time and developing a career through apprenticeship.
- The student is eligible for a \$1000 scholarship upon graduation if he/she maintains a C+ overall average in Grades 11 and 12.
- Within 3 to 5 years, the student will be a trained journeyman in his/her chosen field making excellent wages.
- Examples of designated trade categories include: Aerospace, Construction, Electronics, Automotive, Graphic Arts, Horticulture, Forestry, Motion Picture & Theatre, and Hospitality, Hair Dressing, Cook, and Cosmetics.
- For more information or to enroll, students are encouraged to visit the Career Resource Centre/Teacher.

# COURSE REQUIREMENTS

## GUIDELINES FOR COURSE SELECTION

Students select their courses in Term II for the following school year. Based on student requests, the timetable is built and staffing decisions are made. **Students must choose courses carefully, as it is sometimes not possible for timetable changes to be made during the new school year.**

Changes to elective courses may be made in the first two weeks of the school year if space permits. A “Course Change” form must be completed and approved by the counsellor before any changes can be made.

### GRADES 8 - 10

Students in Grades 8 are required to take nine courses and students in Grades 9-10 are required to take eight courses.

Grade 8 Courses
English Language Arts 8
Social Studies 8 or Sciences humaines 8
Mathematics 8 or Mathématiques 8
Science 8 or Sciences 8
Physical and Health Education 8
French 8 or Français langue 8
Art Education 8 (Visual Art, Ceramics & Sculpture, Drama, and Choir 8: Music Appreciation & Exploration) or Music 8
Applied Design, Skills and Technology 8 (ADST): This is a four-module course which includes the following modules: Entrepreneurship and Marketing, Computers & Communication Devices, Textiles, Woodwork
Career Education 8

Grade 9 Courses
English Language Arts 9
Social Studies 9 or Sciences humaines 9
Mathematics 9 or Mathématiques 9
Science 9 or Sciences 9
Physical Health and Education 9
Français langue 9 or Language elective
Arts Education Elective
Applied Design, Skills and Technology (ADST) elective

**Grade 9 students may choose from the following electives:**

Grade 9 Electives
French 9
Spanish 9
Arts Education 9
Visual Arts 9: Ceramics
Band 9: Concert Band
Band 9: Jazz Band
Band 9: Orchestral Strings
Choir 9: Concert Choir (Spartan Singers)
Dance 9
Dance Conditioning 9
Drama 9

ADST - Food Studies 9
ADST - Computer Studies & Information Technologies 10 (for both Gr 9's and 10's *New 22-23)
ADST - Media Arts 9
ADST - Textiles 9
ADST - Woodwork 9
ADST - Entrepreneurship and Marketing 10

**In Grade 10, students will begin to fulfill British Columbia graduation requirements.**

Grade 10 Courses
English Language Arts 10
Social Studies 10 or Sciences humaines 10
Mathematics 10
Science 10 or Sciences 10
Physical Health and Education 10
Career Life Education 10
Français langue 10 or Language elective
<b>Note:</b> Students receive 4 credits upon completion of each of the courses listed above. An Arts Education or Applied Design, Skills & Technologies elective is required in Grades 10, 11, or 12.

**Grade 10 students may choose from the following electives:**

Grade 10 Electives
French 10
Introductory Japanese 11
Introductory Mandarin 11
Introductory Spanish 11
Studio Arts 2D 11
AP Art 11: Art Studio 11
Studio Arts 3D 11
Photography 11
Dance Foundations 10
Dance Technique and Performance 10
Drama 10
Drama: Theatre Company 10
Drama: Theatre Production 10
Instrumental Music: Concert Band 10
Choral Music: Concert Choir 10 (Spartan Singers)
Instrumental Music: Orchestral Strings 10
Instrumental Music: Jazz Band 10
ADST - Computer Studies & Information Technologies 10
ADST - Entrepreneurship and Marketing 10
ADST - Food Studies 11
ADST - Textiles 11
ADST - Woodwork 10

In Grades 11 and 12, students will continue to fulfill the British Columbia graduation requirements by taking a selection of required or elective courses. Students will also work with an advisor in Grades 11 and 12 to fulfill the requirements of Career Life Connections.

Students in Grade 11 are required to take eight courses in addition to Career Life Connections 12A.

Students in Grade 12 are required to take a minimum of seven courses plus Career Life Connections 12B (2 credits). Depending on their program of study, Grade 12 students may choose to take an eighth course.

When the school schedule is on the linear system, students accepted into the Pursuit Program are expected to take a minimum of six courses.

The following chart summarizes the course load options available to students in Grades 11 and 12:

<b>Grade 11</b>	<b>Grade 12</b>	<b>Grade 12</b>
8 courses AND Career Life Connections 12A	8 courses AND Career Life Connections 12B	7 courses 1 Study AND Career Life Connections 12B

**Grade 12s - to be eligible for Honour Roll and Scholarships, students must be enrolled in, and complete, 7 face-to face courses (28 credits) at Sentinel.**

## **BLENDED LEARNING**

*(Courses combining on-line and face-to-face learning)*

Sentinel is continuing to explore creative uses of technology in the classroom. Many of our classes have an added a digital component, and this embracing of new technologies is only increasing each year. Our school, along with the other two schools in the district, offers courses that blend face-to-face classes with an on-line component. In these courses, students can complete courses within a guided, yet flexible framework, often outside of traditional school hours.

Blended learning courses allow Grade 10 students to increase their timetable flexibility and take courses in addition to their eight timetabled courses. Grade 11 and 12 students may take a blended learning course as one of their required number of courses.

There are two different blended learning options:

1. Courses that are offered at our school, outside the timetable.
2. Courses that are offered at one of the other two schools outside the timetable. These courses allow students to access courses and programs that are not offered in our school.

Blended learning courses include online work and face-to-face meetings with the online teacher - 25 - 50% of the time of a typical course. These face-to-face sessions are scheduled before school and/or after school. Efforts are made to work around students' other commitments.

Sentinel students can access the following courses offered at West Vancouver Secondary School: Fashion Industry 12, District Honour Choir, Treble District Honour Choir, and Entrepreneurship & Leadership 12.

Course descriptions for the courses listed above are included in this Program Handbook. Students will register for these courses in the same manner and at the same time as they complete their course registration for their other courses at Sentinel.



## GRADUATION REQUIREMENTS

<b>2018 Graduation Program (Grade 8-11)</b>	
<b>Required Courses</b>	
<b>Subject Area</b>	<b>Minimum Credits</b>
Language Arts 10	4
Language Arts 11*	4
Language Arts 12 (English Studies 12)	4
Social Studies 10 or Sciences humaines 10	4
Social Studies 11 or 12* or Explorations 11	4
Science 10 or Sciences 10	4
Science 11 or 12*	4
Mathematics 10*	4
Mathematics 11 or 12*	4
Physical Health & Education 10	4
Arts Education or Applied Design, Skills & Technologies 10, 11 or 12*	4
Career Life Education/Career Life Connections + Capstone	8
Total:	52 credits
<b>Elective Courses</b>	
<b>Subject Area</b>	<b>Minimum Credits</b>
Grade 12 level courses	16
Additional Grade 10, 11 or 12 courses	12
Total:	28 credits
Overall Total:	80 credits

\* denotes one from a number of course options

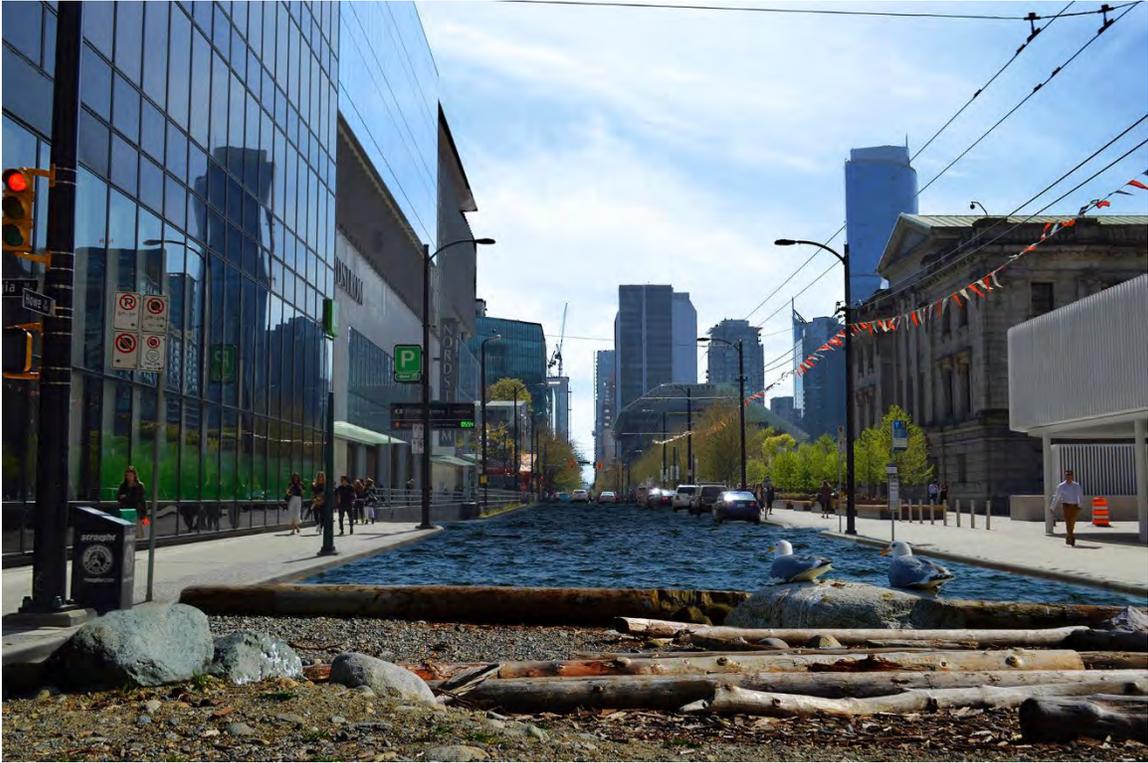
\*\* an unlimited number of credits from either ministry or board/authorized or post-secondary courses may count toward graduation

## INTERNATIONAL STUDENT GRADUATION CREDIT POLICY

2018 BC Graduation Requirements	International Student Graduation Policy
<p>52 credits are <b>Required Courses</b>, including:</p> <ul style="list-style-type: none"> <li>▪ Language Arts 10 (4 credits)</li> <li>▪ Language Arts 11 (4 credits)</li> <li>▪ Language Arts 12 (English Studies 12) (4 credits)</li> <li>▪ Social Studies 10 (4 credits)</li> <li>▪ Social Studies 11 or 12 course (4 credits)</li> <li>▪ Science 10 (4 credits)</li> <li>▪ Science 11 or 12 course (4 credits)</li> <li>▪ Mathematics 10 (4 credits)</li> <li>▪ Mathematics 11 or 12 course (4 credits)</li> <li>▪ Physical Health &amp; Education 10 (4 credits)</li> <li>▪ Arts Education or Applied Design, Skills &amp; Technologies 10, 11 or 12 (4 credits)</li> <li>▪ Career Life Education/Career Life Connections + Capstone (8 credits)</li> </ul> <p><b>PLUS:</b></p> <ul style="list-style-type: none"> <li>▪ 4 Grade 12 Courses (16 credits)</li> <li>▪ 3 Elective Courses (Gr. 10, 11, or 12) (12 credits)</li> </ul> <p><b>TOTAL CREDITS (80 CREDITS)</b></p> <p>Of the 80 credits needed for Graduation at least 16 credits (4 courses) must be at the Grade 12 level – including a Language Arts 12. This includes ENGLISH STUDIES 12 and 3 other Gr. 12 courses.</p>	<p><b>PROCEDURES</b></p> <p>To earn a Dogwood Diploma, International students must meet all 2018 BC Graduation Requirements. In addition, there are a number of specific conditions that pertain to <i>International*</i> students. (*<i>International students</i> being defined as those students who have not been educated in either English or French in the previous two years).</p> <ul style="list-style-type: none"> <li>• May earn credit for Language Arts 10, Science (SC) 10, and a Mathematics (MA) 10 course either by enrolling in the course or challenging the course.</li> <li>• New International Grade 11 students need to meet with their counsellor to evaluate course credits from outside of British Columbia.</li> <li>• Must earn credit for the following courses <u>through instruction from a British Columbia-certified teacher</u>. No Equivalency review or Challenge process is permitted:             <ul style="list-style-type: none"> <li>• Language Arts 11</li> <li>• Language Arts 12</li> <li>• One of Science 11 <i>or</i> 12</li> <li>• One of Mathematics 11 <i>or</i> 12</li> <li>• Social Studies 11 <i>or</i> 12</li> <li>• Career Life Education 10</li> <li>• Career Life Connections</li> </ul> </li> </ul> <p>Other Graduation Program courses may receive credit through an Equivalency review or Challenge process.</p> <p>A full description of the program and application forms can be obtained from the International Student Office or by visiting the International Program Website at: <a href="http://www.westvanintl.ca">www.westvanintl.ca</a></p>

# COURSE DESCRIPTIONS

## APPLIED SKILLS



*Renee Qin*

## ***BUSINESS EDUCATION***

### **ADST: ENTREPRENEURSHIP AND MARKETING 8 (ADEM 8)**

ADEM 8 is a module as part of the Applied Design, Skills, and Technologies (ADST) 8 course.

Entrepreneurship and Marketing is an introductory module that focuses on five main areas: Entrepreneurship, Marketing, Finance, Economics, and Business Communication. Students will survey these areas with an emphasis on relating to how business already impacts their daily lives. The final project provides students with a real-life, school-based entrepreneurial opportunity to apply the ideas and strategies they have learned.

### **ADST: ENTREPRENEURSHIP AND MARKETING 10 (ADEM 10) (4 credits)**

*Entrepreneurship and Marketing 10 satisfies the Applied Skills requirement for graduation and is open to both Grade 9 and Grade 10 students.*

This course surveys two main areas: entrepreneurship and marketing. Students will learn about opportunities for entrepreneurship and characteristics of entrepreneurs while developing their own entrepreneurial skills. Innovation and invention along with ways to add value to existing products will be a focus. Students will also learn about the strategies and planning involved in successfully marketing a product. Most coursework is project-based with students being presented with opportunities to think critically, ethically, and flexibly about business activities; collaborate effectively and empathically; manage their time; and be creative in areas that interest them in the field of business. This course is an excellent foundation for senior business courses such as Marketing 11 and Economics 12.

### **MARKETING AND PROMOTION 11 (MAP 11) (4 credits)**

*This course satisfies the Applied Skills requirement for graduation.*

The world of marketing features many interesting aspects, topics of study will include:

- Demographics and market research. Analyzing consumer behaviour and identifying target markets.
- Social, legal, ethical, and environmental issues involved in marketing products and services.
- Evaluation of effective marketing and retail practices.
- Evaluation of effective design, development, and distribution of products and/or services to a market.
- Promotion and Advertising.
- Creating a marketing plan.
- Analyzing the impact of a global economy on business in BC.
- Careers in Marketing

### **E-COMMERCE 12 (ECOM 12) (4 credits)**

*Recommended Prerequisite: Marketing 11*

*This course satisfies the Applied Skills requirement for graduation*

This course provides a study of the evolution and use of digital technologies in marketing and commerce. Topics of study include:

- The historical development of e-commerce.
- Local and global retail e-commerce environments.
- Cyber marketing concepts and strategies.
- Revenue models and distribution channels for digital commerce.
- Digitally procured and developed goods and services and technologies used to distribute them.

## **ACCOUNTING 11**

### **(AC 11) (4 credits)**

*This course satisfies the Applied Skills requirement for graduation.*

This course provides a solid introduction to Accounting: “the language of business” and will deliver real employable skills in the accounting field. Every business needs Accounting, and every business person needs to know the basics of Accounting. To operate a business or to see behind the headlines of the news in the worlds of sports, music, entertainment, and big business, an understanding of Accounting is essential.

Topics of study include:

- The role of accounting in business.
- The importance of ethics, integrity, and honesty in finance.
- The relationships among assets, liabilities, and owner’s equity.
- Identifying, using, and understanding journals, ledgers, and the various financial statements in the accounting cycle.
- Understanding and using debit and credit theory.
- Careers in Accounting.
- Applying accounting methods using current applications of accounting software.

## **ACCOUNTING 12**

### **(ACC 12) (4 credits)**

*Recommended Prerequisite: Accounting 11*

*This course satisfies the Applied Skills requirement for graduation.*

Accounting 12 is a continuation of Accounting 11 and will provide all the basics a student will need to gain entry level employment in the field of accounting and/or to continue with a career in Accounting, Business Management, Finance, or Commerce.

Topics of study include:

- Financial statement analysis.
- Preparing basic payroll, government remittances, and required tax documents.
- Applying accounting methods using accounting software.
- Inventory control and evaluation.
- Proficiency in using accounts receivable, accounts payable, and merchandise accounting procedures.
- Proficiency in using cash control procedures.
- Defending the need for security systems, data protection, and backup for accounting records.

## **ECONOMICS 12**

### **(EC 12) (4 credits)**

*This course satisfies the Applied Skills graduation requirement.*

Economics 12 provides students with a theoretical framework, skills, background, and experience that may encourage them to study economics at higher levels. At the same time, it provides a context for understanding business practices. The course provides students with opportunities to analyze the effects of economic activity on their society, the nation, and the global community, and it gives them a deeper understanding of the principles behind government and social policies. Students study the principles underlying the exchange of goods and services for value both within the market system and in non-market-oriented sectors (e.g., households, volunteer organizations). This adds a critical dimension to students’ understanding of society.

The learning outcomes for Economics 12 are organized into the following five areas:

- Foundations
- Applied Research
- Factors of Production
- Role of Markets
- Role of Government

Through the study of economics, students gain an understanding of the significant personal, professional, and business decisions regarding the allocation of resources that they will be required to make throughout their lives. As well, the study of current economic developments, trends, and issues enables students to improve their educational and career choices. Students will be better able to take advantage of global opportunities when they understand how the global marketplace functions.

The aim of Economics 12 is to provide students with a framework from which they can: increase their understanding of economic principles, gain knowledge of the structure and operation of the Canadian economic system, and gain the competencies required to study economics successfully at the post-secondary level.

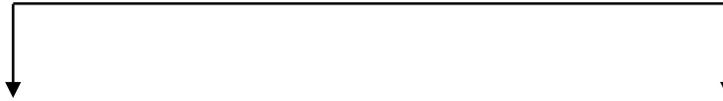
Economics 12 provides opportunities for students to become economically literate citizens who can : understand and use economic terms and concepts correctly; understand the exchange of goods and services; understand the assumptions, theory, and practice of the economic system in which they live; understand the roles of property, capital, labour (particularly entrepreneurship), and organization in an economic system and how government activities affect these elements; increase their awareness of local and global economic trends, and apply their economic understanding in their personal financial decision making.

## INFORMATION TECHNOLOGY (IT)

ADST – Computers and Communication Devices 8

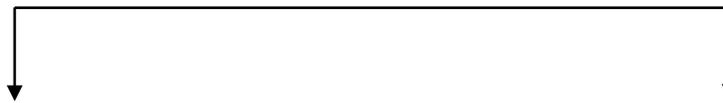


ADST – Computer Studies & Information Technologies 10



Computer Information  
Systems 11

AP Computer  
Science Principles 12 (Gr 11-12)



Computer Information  
Systems 12

AP Computer  
Science A 12

### INFORMATION AND COMMUNICATIONS TECHNOLOGY COURSES

Technology literacy is a skill set that is in high demand in our global community. This technology continues to change regularly and developing our core competencies, such as critical thinking, creativity, flexibility, all have special meaning when seen from an information technology (IT) perspective.

In preparing for the real world, IT students are posed real problems with real world connections. IT classes are set up with project-based multimedia assignments that seek to connect students' work in school with the wider world in which the students live. It allows for student decision making, involves collaboration with others (students, community), and encompasses a full range of assessment throughout the process, not just the final product. More importantly, it allows students the opportunity to synthesize concepts from other courses.

#### ADST: COMPUTERS AND COMMUNICATION DEVICES 8 (ADCC 8)

ADCC 8 is a module as part of the Applied Design, Skills, and Technologies (ADST) 8 course. This is an introductory module that considers four main concepts: computational thinking, digital literacy, media art, and computers & communication devices. Course topics may include:

- Keyboarding (speed/technique (ergonomics))
- File Management
- Internet Safety
- Word Processing & Spreadsheets
- Proper online research and data collection techniques
- Graphic design and desktop publishing
- Art, Animation, and Sound
- Programming using several development environments such as Scratch and KODU

## **ADST – Computer Studies & Information Technologies 10**

### **(CSTU 10) (4 credits)**

*Computer Studies & Information Technologies 10 satisfies the Applied Skills requirement for graduation and is open to both Grade 9 and Grade 10 students\* \*New for 2022-2023 school year – one course, for both Grade 9 and 10 students.*

This course surveys two main areas: information & communication technologies, and media art. Information and Communication Technologies 9 involves the development of much need desktop publishing skills as well as further work in developing the ability to create multi-media projects for various purposes including: advertising, presenting, and organizing information. The course gives the students an opportunity to explore both the software and hardware aspects of all computers, and how we can connect them. As well, students will be exposed to several applications that help them learn to program/code and design web sites. Most work in the course is project-based and requires students to think critically, problem solve, be flexible and be creative. Effective time management and ethical issues related to technology will be addressed throughout the course.

## **COMPUTER INFORMATION SYSTEMS 11**

### **(CINF 11) (4 credits)**

*Recommended Prerequisite: Grade 11 standing or permission from the instructor if a Grade 10 student who took ADIT 9. This course satisfies the Applied Skills graduation requirement.*

This course covers four main areas in information and communications technology: computer information systems, programming, applied digital communication and digital media development. Students will produce Web pages using more advanced techniques, take a close look at an industry standard graphics programs and apply this to Web page development, and experiment with issues related to effective website design and management. Students will learn to program using Java as an introduction to the computer science curriculum. Students will also explore the foundations of the Internet and Local, LAN, and WAN network architecture. Most work in the course is project-based and requires students to think critically, problem solve, be flexible and be creative.

## **COMPUTER INFORMATION SYSTEMS 12**

### **(CINF 12) (4 credits)**

*Recommended Prerequisites: ICTS 11 with a strong understanding of good programming practices or permission from the instructor.*

*This course satisfies the Applied Skills graduation requirement.*

This course covers four main areas in information and communications technology: computer information systems, programming, applied digital communication and digital media development. Information Technology courses are designed to give the student experience in acquiring, managing, editing, and presenting data through various technology-based mediums. CINF 12 concentrates on interacting over the Internet. Students will program extensively in Java and develop applications using this language. Students will also develop games using design protocols. As well, students will produce enhanced interactive Web pages using JavaScript and FLASH. Most work in the course is project-based and requires students to think critically, problem solve, be flexible and be creative.

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES 12**

### **(APCSP 12) (4 credits)**

*Recommended Prerequisites: IT 9, IT 10 or IT 11 with a strong understanding of good programming practices or permission from the instructor.*

This is a course open to Grade 11 and 12 students who have taken IT in Grade 9 or 10 at Sentinel or have worked with a text-based programming language on their own. Although this course is more accessible to non-programmers than the Grade 12 AP Computer Science A course, it is still content heavy and an academic course. Grade 11 or 12 students electing to take this course must have an excellent achievement record combined with excellent work habits. AP Computer Science Principles emphasizes computational thinking practices but also looks at creative development and good programming practices from a theoretical standpoint. Students selecting this course must have the approval of the instructor.

Course Components:

1. Computational Thinking Practices
2. Big Ideas: Creative Design, Looking at Data, Algorithms and Programming, Computer Systems and Networks & the Impact of Computing

Students will write the Advanced Placement examination in May as scheduled by the AP institution and will also be required to spend 12 hours of class time working on the “Creative Performance Task”, which is also an exam component, submitted as a portfolio.

*There will be a fee of \$135.00 for the Advanced Placement Examination.*

### **ADVANCED PLACEMENT COMPUTER SCIENCE A 12 (APCSC 12A) (4 credits)**

*Recommended Prerequisites: IT 11 or IT 12 or AP CSP with a strong understanding of good programming practices or permission from the instructor.*

This is a content heavy and difficult course that using the Java programming language exclusively. Grade 12 students electing to take this course must have an excellent achievement record combined with excellent work habits. AP Computer Science A emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. Students selecting this course must have the approval of the AP Computer Science A instructor and must be in their Grade 12 year.

Course Components: [With understanding shown using the Java programming language.]

1. Object-Oriented Program Design and Program Implementation
2. Program Analysis
3. Standard Data Structures and Standard Algorithms
4. Computing in Context

Students will write the Advanced Placement examination in May as scheduled by the AP institution.

*There will be a fee of \$135.00 for the Advanced Placement Examination.*

## ***TECHNOLOGY EDUCATION: WOODWORKING AND DRAFTING***

### **ADST: WOODWORK 8**

Woodwork 8 is a module as part of the Applied Design, Skills, and Technologies (ADST) 8 course. This module is an introduction to woodwork. Students will learn complex tasks that may require multiple hand and/or machine tools and technologies. They will use their new skills in creating and designing a project while also considering ways to minimize waste and their impact on the environment.

Once the course has been completed, the students are expected to know the following:

- Identification, characteristics, and properties of a variety of woods, both manufactured and natural.
- elements of plans and drawings
- woodworking techniques
- traditional and non-traditional joinery using hand tools and power equipment
- options for reuse of wood and wood products

### **ADST: WOODWORK 9**

This course builds upon the skills introduced from ADST – Woodwork 8. Students will analyze and prioritize design ideas while designing and creating a project. Consideration will be given to the social, environmental, and ethical impact their choices will have on the local and global communities.

Once the course has been completed, the students are expected to know the following:

- identification, characteristics, properties, and uses of wood from various tree species
- techniques for adjusting plans and drawings
- woodworking techniques and traditional and non-traditional joinery using a variety of tools and equipment, including stationary power equipment
- the relationship between First Peoples culturally modified trees and the sustainable use of wood

## **ADST: WOODWORK 10**

### **(WWK 10) (4 credits)**

This course is designed to build upon skills learned from ADST 9 Woodwork. Students will identify sources of inspiration and work towards developing designs which consider how tools and materials can be effectively repurposed and recycled. As students learn and build their understanding, they will learn a series of skills and techniques which will allow them to create increasingly complex products or prototypes.

Once the course has been completed, the students are expected to know the following:

- identification, characteristics, properties, and uses of wood from various species
- choices related to the sustainable use of wood uses and creation of plans and drawings
- techniques for stock breakout and woodworking
- using a variety of tools and equipment, including stationary power equipment
- choices for planning, drawing, and constructing a project
- functions and role of portable and stationary power equipment in the creation of a project
- functions of hand tools

## **ADST: WOODWORK 11**

### **(WWK 11) (4 credits)**

This course works to further develop the skills learned in ADST 10 Woodwork

Design, technical communication, and problem solving will be emphasized as students continue to learn and employ a design process to develop their own woodworking projects. The scope of machine operations will continue to be expanded so that students learn to design and create ever more challenging and complex projects.

Once the course has been completed, the students are expected to know the following:

- orthographic and pictorial drawings
- preparation of a bill of materials and a cutting list measuring instruments
- problem-solving techniques using ratio, proportion, and geometry
- selection and identification of wood species appropriate for a given purpose
- material conservation and sustainability
- operation of stationary power equipment in the processing of material
- hand-tool process in the creation of a product
- how to set up, change, and adjust machines and equipment
- project finishing methods

## **ADST: WOODWORK 12**

### **(WWK 12) (4 credits)**

This course will focus on building the skills and techniques learned in ADST 11 Woodwork.

The focus of this course is to provide students with the opportunity to acquire advanced skills and knowledge of design and woodworking. Students will generate, or be assigned specific real-world design problems, and then be expected to develop potential solutions to these problems. Finally, they will apply appropriate woodworking knowledge and skills to produce models or design prototypes of their solutions to these design problems. Students will be expected to document and present this entire design process.

Once the course has been completed, the students are expected to know the following:

- creation and/or use of working pictorial and written plans
- wood-related materials
- selection of wood based on its properties
- layout and use of materials to minimize waste and conserve material
- operation, maintenance, and adjustment of stationary power equipment
- woodworking joinery
- analysis and identification of defects in wood
- methods for preparing wood surfaces for application of finish
- identification and analysis of building codes for applicable projects
- sequence of steps when working with power equipment
- sharpening procedures

- purposes and application of finishes

## **DRAFTING 11**

### **(TDRF 11) (4 credits)**

In this course, students will be given problems for both mechanical and architectural topics for which they must design and create solutions using both hand and CAD (computer aided design) techniques. A major course project will consist of students selecting a building property then employing a design process to develop and prepare working drawings to build a small house or summer cottage. Students will then be given the opportunity to learn architectural modeling skills as they build a scale model of their design.

Once the course has been completed the students are expected to know the following:

- geometric construction to create drawings and images
- drawing management and problem-solving using computer-assisted design (CAD) software
- use of scale and proportion when outputting to 3D models
- geometric dimensioning and tolerancing in both imperial and SI units
- types, sizes, and applications of drawing media
- suitable visual formats and media for presenting design solutions
- technical problem-solving using geometry, trigonometry, and algebra

## **DRAFTING 12**

### **(TDRF 12) (4 credits)**

This course is designed to build upon skills learned from Drafting 11.

The focus of this course is to provide students with the opportunity to acquire advanced design and drafting skills. Students will acquire skills and knowledge and solve design problems related to commercial developments such as restaurants and office buildings, and high-density residential designs such as townhouses and condominiums.

The course will also endeavor to contextualize the students work within a larger global architectural framework. Students will be introduced to the history of architecture and also some of its social, cultural and environmental dimensions. Students may employ both board and computer assisted drawing.

Once the course has been completed the students are expected to know the following:

- interrelationships among complex drawings
- preparation of detailed drawings
- components of working drawings
- computer-aided design (CAD) programs and other graphic software management
- modifying existing geometrical design using CAD software
- 3D modelling using advanced modelling techniques
- file conversion between CAD and other applications
- areas of drafting specialization

## **HOME ECONOMICS: FOOD STUDIES AND TEXTILES**

### **GRADES 8 AND 9**

At this level, students participate in practical experiences that prepare them for future independent and community living. Classroom activities provide students with opportunities to prepare food, use textiles, and analyze individual and family needs. Students develop time, money, and energy management skills. They also gain an understanding of families and improve their capacity to nurture and care for others.

### **ADST: TEXTILES 8**

Textiles 8 is a module as part of the Applied Design, Skills, and Technologies (ADST) 8 course. This module is an introduction to sewing. Students will learn complex tasks that may require multiple hand and/or machine tools and technologies. They will use their new skills in creating and designing a project while also considering how these skills could be used in their daily life.

### **ADST: FOOD STUDIES 9**

This course is an introduction to cooking and to the acquisition of new skills. Food Studies 9 is an experiential, hands-on course. In particular, students will discover how good nutrition plays a key role in a healthy lifestyle. They will develop life skills to share with family and friends. Students learn food safety, the foundations of food preparation, food preparation techniques, nutrition, and healthy eating.

### **ADST: TEXTILES 9**

This course builds upon the skills introduced from ADST – Textiles 8. This exciting course focusses on the fundamentals of sewing, clothing, fabrics, and fashion. Students will build clothing construction skills and practice basic sewing machine and serger techniques including seams and seam finishes, darts, hems, and closures (zippers, buttonholes). This is a practical course with the emphasis on projects.

### **GRADES 10, 11 AND 12**

Home Economics courses offered at the senior level become more specialized. Although content may be specific to the study of food preparation and services, or textile production and use, there is a continued focus on meeting the needs and wants of individuals and families in a responsible manner. Students develop time, money, and energy management skills. Courses at this level support career exploration and preparation by encouraging each student to acquire a broad base of knowledge as a useful background for specific training or further education to support a future career.

### **TEXTILES 11**

#### **(TXT 11) (4 credits)**

*Satisfies the Applied Skills requirement for graduation and is open to all students, Grades 10, 11 and 12, with or without textiles experience.*

This course is designed to build on the skills developed in from ADST Textiles 9. This course will be divided into 2 levels for those with little or no sewing experience as well as those who have taken a Textiles course previously. Students will increase their knowledge of hand and machine construction techniques, and strategies for pattern alterations and upcycling. Projects chosen will depend on the students' interests and abilities and they will individually experiment with more challenging techniques. Students will cover various topics relating to fashion/trends, textiles art, fabric and clothing construction, sustainable fashion and upcycling. This course is recommended for students interested in fashion design and/or fashion merchandising.

### **TEXTILES 12**

#### **(TXT 12) (4 credits)**

*Satisfies the Applied Skills requirement for graduation*

This course will focus on building the skills and knowledge learned in ADST 11 Textiles. Textiles 12 is an advanced course that continues to build on construction experiences, allowing students the opportunity to further explore industry techniques while refining previous skills. Projects will be selected based on interest, experience, and ability in consultation with instructor. Understanding of fit, specialty fabrics and application of design principles will be important concepts of every project. Students will continue to dive deeper into topics relating to fashion/trends, textiles art, sustainability, and upcycling.

## **FASHION INDUSTRY 12**

### **(FI 12) (4 credits)**

*Satisfies the Applied Skills requirement for graduation*

This course is perfect for those who are interested in the fashion industry, but may not want to sew, as there is an optional sewing component. For those who wish to sew, the course will build on the skills and knowledge learned in ADST 12 Textiles. This is an advanced Textiles course that is self-directed for students with knowledge and skills in fashion and design. Topics include fashion psychology and history, principles of design, role of designers, an introduction to fashion illustration and a wide range of fashion-related careers. Students will be creating a fashion design portfolio book through guided textbook questions. Students will then use the information they learned to create (and possibly sew) their own personal fashion collection.

## **ADST: FOOD STUDIES 11**

### **(FOOD 11) (4 credits)**

*Satisfies the Applied Skills requirement for graduation*

This course is intended for students in Grades 10, 11 and 12.

Food Studies 11 builds on the skills developed in Food Studies 9. More challenging food preparation techniques will be experienced. Students will also have the opportunity to select some areas of study. A wide variety of foods will be prepared, touching on all food groups, with an emphasis on trends in healthy eating. Food safety nutrition, and food-related trends will be integrated throughout the course. Food Safe Level One sign-up is available at student request.

## **ADST: FOOD STUDIES 12**

### **(FOOD 12) (4 credits)**

*Satisfies the Applied Skills requirement for graduation*

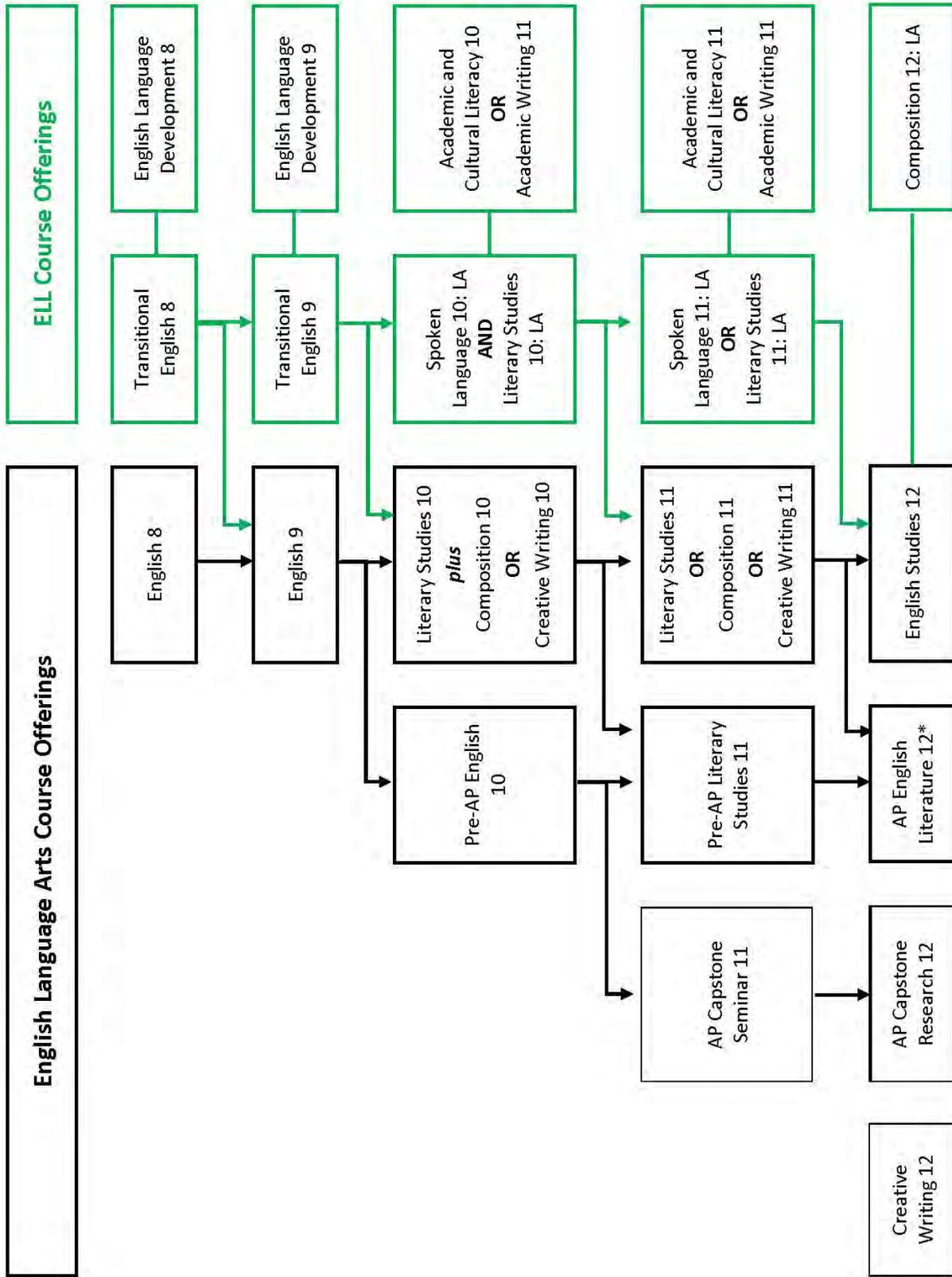
Food Studies 12 builds on the skills developed in both Food Studies 9 and 11. In this course, international food practices and cookery skills will be emphasized. Contemporary topics in nutrition, health problems, and diets will be discussed, as well as budgeting, consumerism, and career opportunities. Food Safe Level One sign-up is available at student request.

# ENGLISH



*Renee Qin*

# ENGLISH DEPARTMENT



\*Must be taken with AP English Language 12

## ENGLISH

**ALL STUDENTS MUST TAKE A LANGUAGE ARTS COURSE TO THE GRADE 12 LEVEL.**

### English Language Arts 8 & 9 Course Offerings

#### **ENGLISH 8 TO ENGLISH 9**

English 8 to 9 is a sequential program designed to enable students to experience literature in order to develop the skills and attitudes that will help them become life-long, discerning readers; in addition, the study of language will help to develop fluency, precision, clarity, and independence. The processes of listening, speaking, reading, writing, viewing, and representing are systematically taught along a continuum.

**Below is a description of all the course offerings for English 10 through English 12. For students interested in taking Advanced Placement English-related courses, please see pages 58 through 60.**

### English Language Arts 10 Course Offerings

*All Grade 10 students will take Literary Studies as an “anchor course” in combination with either Composition 10 or Creative Writing 10.*

#### **LITERARY STUDIES 10**

##### **(LTST 10) (2 credits)**

In this course students explore a variety of texts and stories to deepen the students’ understanding of diverse, complex ideas about identity, others, and the world. The students will focus on a certain genre, theme, or author. Units may range from Science Fiction to First Nations Literature. As with all Grade 10 Language Arts streams, student work will demonstrate an understanding of the relationship between content, structure, voice, and grammar.

#### **CREATIVE WRITING 10**

##### **(CTWR 10) (2 credits)**

**This course** is designed for students who are interested in expressing themselves creatively and building their writing skills through the creative genres including poetry, fiction, and creative non-fiction. The course also focuses on the styles and approaches of important fiction writers. As with all Grade 10 Language Arts streams, student work is grounded in an understanding of the relationship between content, structure, voice, and grammar.

#### **COMPOSITION 10**

##### **(CMPS 10) (2 credits)**

In this course, students will critically, creatively, and reflectively explore ideas within texts and evaluate how literary elements, techniques and devices enhance and shape meaning. Students will use the writing process to plan, develop and create engaging and meaningful literary responses. Students will write in a variety of methods including expository, compare and contrast, descriptive and persuasive essays. Students will also work on developing their research skills which includes how to cite sources properly, how to consider the credibility of evidence, and how to evaluate the quality and reliability of the source. S work will demonstrate an understanding of the relationship between content, structure, voice, and grammar.

### English Language Arts 11 Course Offerings

*All students must take either Literary Studies 11 or Composition 11 or Creative Writing 11 to fulfill their required English 11 credits.*

#### **LITERARY STUDIES 11**

##### **(LTST 11) (4 credits)**

Literary Studies 11 allows students to delve more deeply into the world of literature by studying a variety of literary genres, themes, periods, and authors, and in a variety of forms. In addition to an increased focus

on literature study and analysis, Literary Studies 11 continues to foster the skills of critical and creative composition by responding to texts in a variety of representational modes such as writing and speaking. This course is also designed for students to continue to refine their communication skills in a variety of contexts as they continue to explore, extend, and improve their abilities to compose and represent.

### **COMPOSITION 11 (LTST 11) (4 credits)**

In this course, students will critically, creatively, and reflectively explore ideas within texts and evaluate how literary elements, techniques and devices enhance and shape meaning. Students will use the writing process to plan, develop, and create engaging and meaningful literary responses. Students will write in a variety of methods including expository, compare and contrast, descriptive, and persuasive essays. Students will also work on developing their research skills which includes how to properly cite sources, how to consider the credibility of evidence, and how to evaluate the quality and reliability of the source. As with all Grade 10 Language Arts streams, student work will demonstrate an understanding of the relationship between content, structure, voice, and grammar.

### **CREATIVE WRITING 11 (CTWR 11) (4 credits)**

Creative Writing 11 students will write poetry and prose in various genres including traditional and non-traditional verse, short story, novel, and creative non-fiction. The skills we develop include self- and peer-editing, the application of standard writing conventions, the considered breaking of conventions, and the development of voice. Students are expected to read widely and will work with exemplars from established and student writers. The class will publish a compendium of its work.

### **English Language Arts 12 Course Offerings**

*All students must take English Studies 12 to fulfill their graduation credits.*

### **ENGLISH STUDIES 12 (ENST 12) (4 credits)**

English Studies 12 is a mandatory course required for graduation. English Studies 12 builds and extends the students' previous learning experiences in English 10 and English 11 coursework. It is designed to provide students the opportunity to refine their ability to communicate effectively in a variety of contexts, to think critically and creatively about the uses of language, and to explore texts from a variety of sources, in multiple modes, and reflective of diverse worldviews. Students will focus on analyzing, evaluating, and synthesizing texts.

### **CREATIVE WRITING 12 (elective) (CTWR 12) (4 credits)**

Creative Writing 12 is an elective that can be taken in addition to the mandatory English Studies 12. This course will provide students with opportunities to explore and refine their writing skills in many different genres, both fictional and non-fictional. They will have an opportunity to publish their work by writing articles for Sentinel's publications and, possibly, other publications. Students will also be encouraged to participate in writers' workshops and contests (both local and national). The course will focus on experimentation with language as well as appreciation of literature. An Independent Project Module will allow students to participate in such varied experiences as studying with an actor, joining a writing group, or creating an online Sentinel Writers' Magazine. The basic beliefs about writing that will guide this course are as follows:

1. Writing should be a "hands-on" experience.
2. The focus of creative writing should be on ideas and meaning.
3. Reading a variety of literary genres is essential to the students' development as writers.
4. Writing topics should be determined by the students' interests.

The course is recommended for those students who are interested in seriously developing their writing as an art form and exploring the connection between themselves and the broad world around them.

## **COMPOSITION 12-LANGUAGE ADAPTED**

(COMP12-LA) (4 credits)

Composition 12-Language Adapted is designed to support English Language Learners develop and refine their reading, writing, and oral competencies with a focus on critically and creatively engaging with written learning tasks. It is expected that students will build confidence and ability utilizing written language effectively and efficiently for a variety of situations, purposes, and audiences. The primary aim of this course is to support English Language Learners in successfully meeting the learning outcomes of **English Studies 12**. With this purpose in mind, Composition 12-Language Adapted will preview, review, and adapt the same concepts, skills, and texts covered in a student's English Studies 12 class in order to support their learning. All attempts will be made to pair students with their same teacher in both Composition 12-Language Adapted and English Studies 12 to ensure consistency. This course is taken in conjunction with **ENGLISH STUDIES 12**.

## **ADVANCED PLACEMENT ENGLISH PROGRAM: Literary and Language Focus**

Students intending on taking Advanced Placement English Literature and Composition and Advanced Placement English Language and Composition in their Grade 12 year are advised to enter the Advanced Placement English Program in Grade 10 in order to ensure the maximum preparation for success on Advanced Placement Exams.

## **PRE-AP LITERARY STUDIES 10 AND PRE-AP COMPOSITION 10**

(LTST 10) (2 credits) (CMPS 10) (2 credits)

Sentinel offers Grade 10s the opportunity to enroll in a rigorous honours course designed to help students acquire the analytical and composition skills required for continued success in Pre-AP Literary Studies 11, AP English Language and Composition 12, AP English Literature and Composition 12, AP Capstone, and all university-level English classes. Since students will be expected to perform at a high academic level, only motivated students should apply. The Pre-AP Literary Studies and Pre-AP Composition 10 teacher will choose from a variety of novels, plays, essays and poetry to create a challenging and rich program. Students will be introduced to literary analysis, close reading, discussion, rhetorical theory and analysis, and composition. In addition to meeting Grade 10 English course requirements, Pre-AP Literary Studies and Pre-AP Composition 10 will encourage students to become skilled readers and confident writers.

## **PRE-AP LITERARY STUDIES 11**

(LTST 11) (4 credits)

Pre-AP Literary Studies 11 is open to motivated students who have demonstrated skill in interpreting literature and rhetorical analysis of non-fiction texts, an ability to work independently, and an interest in reading and writing for pleasure. Students will be guided in careful reading of literary and non-fiction texts from various genres and periods. Pre-AP Literary Studies 11 will continue to sharpen skills introduced at the Pre-AP English 10 level as teachers continue to build students' skills as effective readers and writers.

## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION 12**

(APEN 12) (4 credits) and

## **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION 12**

(APELC 12) (4 credits)

In the third and final year of the Advanced Placement English Program, two courses (AP English Language and Composition 12 and AP English Literature and Composition 12) will continue to hone student reading and writing skills in an effort to reach a level of proficiency and mastery that will ensure students are prepared for future endeavours in post-secondary studies and beyond. In addition, teachers will prepare their students for a successful writing of the Advanced Placement examinations to be written in the first two weeks of May.

Successful students will receive 4 credits for English Studies 12; 4 credits for Advanced Placement English Language and Composition 12 (APEN 12); and 4 credits for Advanced Placement English Literature and Composition 12 (APELC 12) for a total of 12 credits.

There will be a fee of \$135.00 for each Advanced Placement examination.

## ADVANCED PLACEMENT CAPSTONE DIPLOMA: Literary, Language and Research Focus

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by post-secondary institutions. AP Capstone is built on the foundation of two AP courses – **AP Seminar** and **AP Research** – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In **AP Seminar**, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments.

In **AP Research**, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the **AP Capstone Diploma**. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the **AP Seminar and Research Certificate**. AP Seminar may also be taken as a stand-alone option.

AP Capstone requires course participants to complete coursework in a variety of ways:

- Online participation
- Student-initiated research and inquiry
- Agreed-upon meeting times outside the block rotation (3-5 hours a month)

As this is an inquiry-based course, AP Capstone students must possess certain competencies and skills to ensure success. Students must be:

- self-motivated and organized
- collaborative and cooperative
- curious, creative, and innovative
- digitally competent and media literate
- willing and motivated to solve problems
- concerned with global issues and issues of social justice
- motivated to realize a mastery of their communication skills

### AP CAPSTONE SEMINAR 11

#### APCS 11 (4 credits)

Recommended for students enrolling in Grade 11 who plan to commit to the two-year AP Capstone Diploma Program, and who expect to complete four or more senior-level Advanced Placement courses by the end of Grade 12.

AP Capstone Seminar 11 is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

#### AP Capstone Seminar 11 Course Content

Teachers and students have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration. Themes for deeper investigative research might arise from the following:

- Concepts or issues from other AP courses
- Student interests
- Local and/or civic issues
- Academic problems or questions
- Global or international topics

### **Course Scheduling Logistics**

Pre-Advanced Placement Literary Studies 11 acts as the anchor course for AP Capstone Seminar 11. Students enrolling in AP Capstone Seminar 11 are expected to enroll in Pre-AP Literary Studies 11 and AP Capstone Seminar concurrently. AP Capstone Seminar 11 is scheduled outside the regular eight-block rotation.

### **AP CAPSTONE RESEARCH 12**

#### **(APCR 12) (4 credits)**

AP Capstone Research 12 allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question.

In the AP Capstone Research 12 course, students further their skills acquired in the AP Capstone Seminar 11 course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

#### **AP Capstone Research 12 Course Content**

Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation related to a topic of their choice. The course provides opportunities (activities/assignments) for students to:

- Understand principles of qualitative and quantitative research methods.
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in an approximately 5,000-word paper.
- Present (using appropriate media), exhibit, or perform and defend the research design, approach, and findings.
- Document and reflect upon the research process and communication with mentors using a research log.

Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. The AP Capstone program provides students with a framework that allows them to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives.

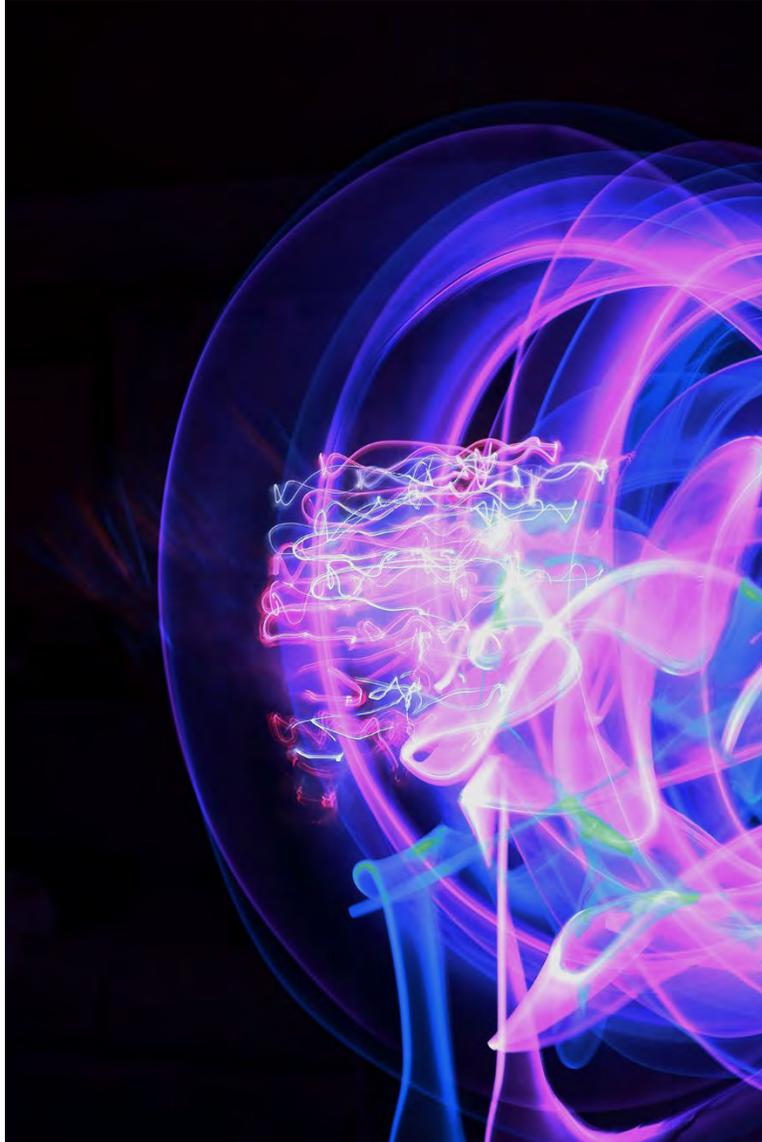
### **Course Scheduling Logistics**

Students must have successfully completed AP Capstone Seminar 11 as it acts as a prerequisite to AP Capstone Research 12. Advanced Placement English Language 12 is the anchor course for AP Capstone Research 12. Students enrolling in AP Capstone Research 12 are expected to enroll in AP Capstone Research 12, AP English Language and Composition 12, and AP English Literature and Composition 12 concurrently. Instruction for the four courses mentioned above will occur over two blocks of course time in the schedule; students should ensure that they have kept at least one block free in their schedule in order to complete coursework and work independently with their AP Capstone Research 12 teacher.

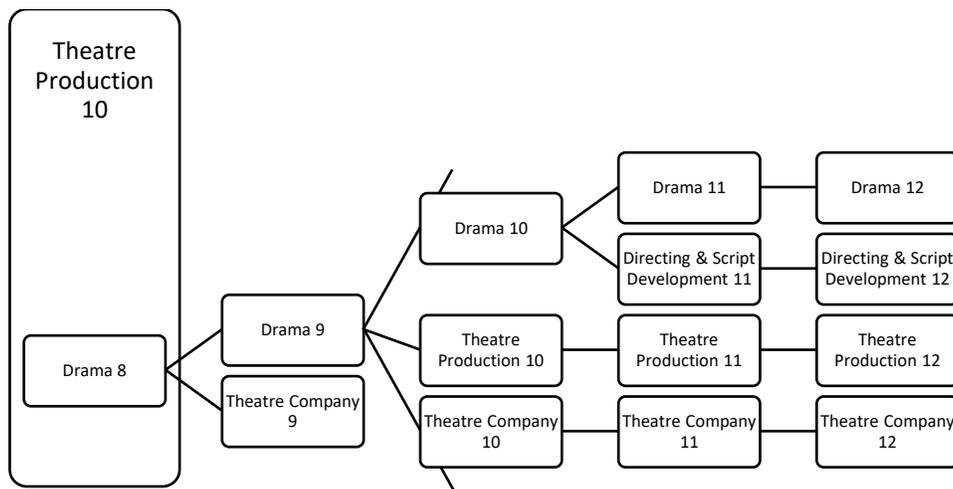
Successful students will receive 4 credits for English Studies 12; 4 credits for Advanced Placement English Language and Composition 12 (APEN 12); 4 credits for Advanced Placement English Literature and Composition 12 (APELC 12); and 4 credits for Advanced Placement Research (APCR 12) for a total of 16 credits.

*There will be a fee of \$135.00 for each Advanced Placement examination.*

## VISUAL & PERFORMING ARTS



*Taylor Weiss*



## **DRAMA**

### **DRAMA 8**

Drama 8 is a quarterly course offered in conjunction with Choir, Ceramics & Sculpture & Arts Education. Drama 8 is an introductory excursion into the world of theatrics. This is a foundation course in “developmental drama” which focuses on the young actor without having to rely on formally scripted material. A structured course of action involving drama games, some improvisation and specially designed assignments aim at giving the student an opportunity to express ideas and feelings while making full use of mind, body, and imagination.

Drama 8 also offers interested students some basic instruction in the technical side of dramatic production. The ultimate goal of Drama 8 is to explore theme, style and character with the intention of performing a final showcase for the enjoyment of actor and audience alike.

### **DRAMA 9**

This full-year course is a continuation of the curriculum introduced in Drama 8. The importance of melding the student as actor and student as audience is of major concern. Every attempt is made during this developmental year to create and present formalized dramatic material in a structured showcase environment.

This course is open to students interested in both Acting and Production. It is a foundation course and students interested in specializing at the senior level are strongly encouraged to enroll.

To this end, dramatic gaming, exercises, and improvisation remain points of focus throughout the year. Scene work, monologue development and some scriptwriting opportunities are offered in order to help create a more versatile acting student. Technical exposure is an additional part of the course activity and students begin to work with simple set, audio, and lighting design. The Drama 9 student will be taught the basics of staging a small production and work in group-related activities to foster co-operation and communication skills.

### **DRAMA 10**

#### **(DRM 10) (4 credits)**

*Satisfies the Arts Education requirement for graduation*

This course becomes the logical extension of Drama 9, in that all of the principles and skills taught during the formative years find a “home” on stage. This full-year course is for the serious drama student who wants to develop his or her freedom of dramatic expression while acting with other similarly inspired individuals.

As in the formative dramatic years, the focus is on the direction of stage performance. However, during the Grade 10 year, these productions take on a new look and rely on a more formally scripted source of

material. The notion of working with more concrete theatre skills takes the place of basic improvisation. The Drama 10 student will enjoy the satisfaction of working on scene work from time to time and may have the opportunity of presenting work to audiences beyond the class.

### **DRAMA 11**

#### **(DRM 11) (4 credits)**

*Satisfies the Arts Education requirement for graduation*

Drama 11 develops the more formal acting skills, provides extensive experience in script analysis and scene work, and introduces concepts of period and style. All techniques from Drama 8, 9 and 10 are called upon and further explored including improvisation, theatre concepts and methods. While there is no prerequisite for this course, prior acting/theatre experience is strongly recommended.

Play building and/or show creation become an intricate part of the course with the intention of performing not only for peers but for the greater school community. Additional rehearsal time may be required depending on the length and scope of the show.

### **DRAMA 12**

#### **(DRM 12) (4 credits)**

*Satisfies the Arts Education requirement for graduation*

This is a course in advanced theatre skills. Like Drama 11, it is strongly recommended that a student has had previous acting/theatre experience before enrolling in this course.

An emphasis on acting skills is continued but with an even greater stress upon excellence of performance. This course is taught in conjunction with the Drama 11 – please refer to above outline. In addition to regular course elements, the Grade 12 acting student may also have the opportunity for a self-chosen and self-directed project of his/her /their choice.

Play building and/or show creation become an intricate part of the course with the intention of performing not only for peers but for the greater school community. Additional rehearsal time may be required depending on the length and scope of the show.

### **DIRECTING & SCRIPT DEVELOPMENT 11 & 12**

#### **(DRDS 11, 12) (4 credits)**

*Recommended Prerequisite: Prior acting/theatre experience is needed. Students interested in this course are also encouraged to meet with the teacher for a more detailed course description.*

Directing & Script Development introduces two complex but fascinating facets of theatre which are of particular interest to students who show leadership, are capable of detailed planning and organization, and have a flair for creative writing.

The goals of the course are intended to develop the students' ability to be creative, interpretive, and exploratory.

This course will be offered in conjunction with other Drama courses (traditionally the Drama 11 & 12 classes).

### **DRAMA: THEATRE PRODUCTION 10**

#### **(DRD 10) (4 credits)**

This course is available to all students who love theatre and drama but would rather learn to design and operate the lights rather than perform under them!

Drama 10: Theatre Production focuses on the technical and backstage theatre elements of a performance, including: Lights, Sound, Sets, Props, Costumes, Hair, and Make-Up.

Students may also have the opportunity to be involved with other school events by providing technical support for school assemblies, concerts etc. Students should be prepared to attend extra out-of-class rehearsals closer to the performance dates.

Please note this class may run in conjunction with another class. (Traditionally the Drama 1- class).

## **THEATRE PRODUCTION 11**

**(DRTP 11) (4 credits)**

## **THEATRE PRODUCTION 12**

**(DRTP 12) (4 credits)**

*Recommended Prerequisite: Successful completion of Theatre Production 10 is highly recommended.*

This challenging and exciting course is available to students in Grades 11 & 12 who love theatre but do not want to be centre stage! As mentioned above it is highly recommended that students enrolling in either of these courses have previous theatre experience.

Theatre Production 11 & 12 focus on the technical/backstage theatre elements of a performance, including the following disciplines: Lights, Sound, Sets, Props, Costumes, and Makeup. Please note this course runs in conjunction with Drama 11/12 and, traditionally, Directing & Script Development 11/12.

Play building and/or show creation become an intricate part of the course with the intention of performing not only for peers but for the greater school community. It is expected that students enrolled in Theatre Production will take on the design process, backstage work and be prepared to attend extra out-of-class rehearsals closer to the performance dates.

## **THEATRE COMPANY 9\***

*\*Current Grade 8 students interested in signing up for Theatre Company 9 should sign up with Mrs. McGuinness-Gill directly starting in February 2022 to ensure their name is added to her list of incoming Grade 9 students for the 2022-2023 school year.*

## **DRAMA: THEATRE COMPANY 10**

**(DRTC 10) (4 credits)**

## **THEATRE COMPANY 11**

**(DRTC 11) (4 credits)**

## **THEATRE COMPANY 12**

**(DRTC 12) (4 credits)**

The primary focus of this course will be to prepare for and perform Sentinel Stage's annual production for the school and community. Students have a choice of performance, design and production and may change their focus from year to year.

**PERFORMANCE:** With the acting section of this course students are provided with an opportunity to experience and develop their dramatic and/or musical and choreographic skills. Emphasis is placed on ensemble playing and development of the voice. Other highlights may include in-depth method acting and movement training.

**DESIGN:** Senior Design students have the opportunity to manage departments, including: costumes, hair & make-up, props, set, lights, sound and projections. Junior production and design students (or those new to the performing arts) are mentored by senior students in their department.

**PRODUCTION:** This section is for students interested in "the big three" – Directing, Producing and Stage-Management. Previous experience in theatre is strongly encouraged. Junior students are once again mentored by senior students in their respective field. Senior students have the opportunity to explore and learn the 'real world' workings of their field of choice.

This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis – traditionally Tuesdays & Thursdays afternoons

NB: It is strongly recommended that students enrolling in this course also be enrolled in an additional performing arts course (i.e., Drama/Acting/Theatre Production/Choir). In particular, casting preference will be given to students enrolled simultaneously with one of the courses mentioned above.

## MUSIC

### **CHOIR 8: MUSIC APPRECIATION & EXPLORATION**

This is one of four courses offered in conjunction with Drama 8, Arts Education 8, and Ceramics & Sculpture 8, with each student spending one quarter of the year in Choir.

Choir 8: Music Appreciation & Exploration is a fun, active and participatory class. During this quarter, students may learn and sing various types of music, practice skills for performing, study basic music theory and overall, appreciate the joy that music brings to enrich all of our lives.

For students who are eager to sing and become a bigger part of the choral community at Sentinel, students can also join the Spartan Singers, open to students in Grade 8-12.

### **CHORAL MUSIC: CONCERT CHOIR (SPARTAN SINGERS) 8-12**

**(MUCC 10) (4 credits)**

**(CMCC 11, CMCC 12) (4 credits each)**

This course is for students Grade 8-12 who love to sing. The Spartan Singers is a choir who learn and perform a wide range of music both accompanied and a cappella. This is an active and participatory class where students learn music theory and the skills required for vocal performance. Furthermore, students will learn how to harmonize, as choir members will be split into sections that share the same vocal range. The Spartan Singers will perform at Sentinel and district events, concerts for our community, at assemblies and more.

*Auditions are not required* – however, as a Spartan Singer, students must be committed members of the class, which includes making all performances and practicing their sheet music at home between classes.

*Classes run after school one day a week from 3:30-6pm. The day & time is set at the instructor's discretion.*

### **MUSIC 8**

The Intermediate Band all-year band program is designed for students who have completed at least one year in an elementary school band program, or for motivated students who do not yet play an instrument, but who are prepared to do some extra work before school during the month of September with the Music Director. Instrument choices include: Flute, Clarinet, Oboe, Bassoon, Alto Saxophone, Tenor Saxophone, French Horn, Trumpet, Trombone, Baritone Horn, Tuba, and Percussion. String Bass players will have the opportunity to play the acoustic double bass in both picked and bowed styles.

The learner will have a chance to demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. This course further develops note reading and rhythm skills and has an emphasis on improving individual playing technique, specifically tone, intonation, and articulation. The Intermediate Band experience prepares the student for the demanding repertoires of the Concert Band, Jazz Band, RnB Band and Orchestra.

Assignments: Individual playing tests, music theory worksheets, and community and school performances.

### **INSTRUMENTAL MUSIC: CONCERT BAND 9**

### **INSTRUMENTAL MUSIC: CONCERT BAND 10**

**(MUCB 10) (4 credits)** - *Satisfies the Arts Education graduation requirement.*

### **INSTRUMENTAL MUSIC 11, 12: CONCERT BAND**

**(IMCB 11, IMCB 12) (4 credits each)** - *Satisfies the Fine Arts requirement for graduation.*

*Recommended Prerequisite: Beginner band or equivalent musical experience*

This course is a wind band ensemble where students hone instrumental technique skills through performing a wide range of styles including classical transcriptions, marches, chorales, film scores, and arrangements of jazz and popular standards. The learner will have a chance to demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. This is a perfect ensemble for students who enjoy the experience of playing in a large group with multiple players on a part.

Assignments: Individual playing tests, music theory worksheets, and community and school performances.

### **INSTRUMENTAL MUSIC: JAZZ BAND 9**

### **INSTRUMENTAL MUSIC: JAZZ BAND 10**

**(MUJB 10) (4 credits)** - Satisfies the Arts Education graduation requirement.

### **INSTRUMENTAL MUSIC 11, 12: JAZZ BAND (STAGE BAND)**

**(IMJB 11, IMJB 12) (4 credits each)** - Satisfies the Fine Arts requirement for graduation.

*Recommended Prerequisite: Beginner Band or Instrumental Music: Concert Band or Jazz Band or an equivalent musical experience (subject to band director's approval)*

This course is a great choice for students who exhibit skill and confidence on their instrument and are willing to take creative risks to express feelings, ideas, and experiences. Jazz Band is by audition and/or consultation with the Music Director, and primarily comprises the following instruments: alto/tenor/baritone saxophone, trumpet, trombone, string bass, piano, guitar, and drums. Characterized by crisp articulation and chromaticism, Jazz Band repertoire covers Latin, funk, blues, and swing. The learner will have opportunities to create, listen to, analyze, improvise, and perform jazz music through a variety of contexts and historical styles.

Assignments: Individual playing tests, music theory worksheets, and community and school performances.

### **INSTRUMENTAL MUSIC 11, 12: JAZZ BAND (SENTINEL R & B BAND)**

**(IMJB 11RB, IMJB 12RB) (4 credits each)** - Satisfies the Fine Arts requirement for graduation.

This demanding course will challenge a student's ability to learn by ear, improvise, and perform in a rhythm and blues style. The course offers a chance for students to excel on their instrument or voice and provides opportunities for solos and artistic creativity. In this setting the teacher assumes the role of facilitator, therefore leadership and teamwork skills by the students are a must. Throughout the year, this band will perform at various school and community events as a part of the course, requiring a commitment of availability from all students. This course is open to singers as well as instrumentalists. Enrollment in the course is strictly by consultation with the music teacher, or by in-person or pre-recorded audition.

### **INSTRUMENTAL MUSIC: ORCHESTRA 9**

### **INSTRUMENTAL MUSIC: ORCHESTRA 10**

**(MUOR 10) (4 credits)** - Satisfies the Arts Education requirement for graduation.

### **INSTRUMENTAL MUSIC: 11, 12 ORCHESTRAL STRINGS**

**(IMOS 11, IMOS 12) (4 credits each)** - Satisfies the Fine Arts requirement for graduation.

*Recommended prerequisites: Previous instrumental experience (2 years), elementary band (3 years), or private instruction*

The Sentinel Orchestral Strings is an ensemble in the style of a classical symphony orchestra, performing repertoire by the great Classical composers as well as contemporary compositions, arrangements, and film scores. This is an intensive instrumental rehearsal and performance group, and considerable emphasis is placed on acquiring musical proficiency and technical competence through scales, studies, and repertoire. The learner will have a chance to demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. Enrollment is limited to intermediate and advanced instrumentalists regardless of grade level, upon consultation with the Music Director.

### **COMPOSITION AND PRODUCTION 11**

**(MUCP 11) (4 credits)**

*Satisfies the Fine Arts requirement for graduation*

Do you make music on your computer, or want to learn how? This non-performance course is perfect for students who are interested in and passionate about music composition and sound production. There is a wide variety of musical genres that may be covered in the course, depending on students' interest and skills. The course will revolve around three main components: working with and manipulating musical

ideas in a digital environment, designing, and altering digital and analogue sound sources, and mixing and mastering live productions and multi-track recordings.

Please note: this course may run in parallel with R&B Band 11/12, requiring students to participate in all live shows and recording sessions as assistant sound engineer. All the required skills and techniques will be taught in class. If the class is full, preference will be given to students with prior music experience. While in this case the course will have a stronger focus on live mixing and recording techniques, there will still be opportunities for individual creativity with units focusing on remixing and composing own songs and beats.

This is a bring-your-own-device course, where students will be required to bring a laptop or tablet to class with GarageBand, Logic Pro, Ableton, Cubase or other equivalent music production software installed. This course is offered for students in Grades 10-12.



## **VISUAL ARTS**

### **ARTS EDUCATION 8: VISUAL ARTS**

This is a quarterly course offered in conjunction with Drama 8, Choir 8, and Ceramics and Sculpture 8. Visual Arts 8 provides an introductory excursion into the visual world. The course is designed for all levels of young artists to explore drawing, painting, and design. A variety of approaches to this course allow students plenty of opportunity for creative exploration in their first year of high school. Visual Arts 8 provides a foundation that will contribute to a range of upper year courses in Studio Art.

### **ARTS EDUCATION 8: CERAMICS AND SCULPTURE**

This is a quarterly course offered in conjunction with Drama 8, Music Appreciation & Exploration, and Visual Arts 8. Ceramics and Sculpture 8 provides an introductory excursion into the three-dimensional world of the arts. The course is designed for all levels of young artists to explore the elements and principles of 3D design. A variety of approaches to this course allow students to create and reflect on their personal awareness in relationship to the creative reprocesses of exploration through material and engagement with space. Ceramics and Sculpture 8 provides a foundation that will contribute to a range of upper year courses in Studio Art.

### **ARTS EDUCATION 9**

This course provides opportunities for students to extend the curriculum introduced in Art Education 8. Students will explore the principles and elements of design while being presented with a variety of 2 and 3 dimensional techniques and materials. The discovery of personal voice and individual response is of uppermost importance as students are challenged to question, critique, and reflect on creative processes. Making connections and communicating ideas about historical, community, and cross-cultural perspectives will be emphasized while creating and responding through visual form.

*Note: A sketchbook is required.*

## **ADST: MEDIA ARTS 9**

Photography 9 is an introductory course designed to offer experiences with DSLR cameras and Adobe editing software. The elements and principles of design as they relate to photographic composition are emphasized. Various camera settings will be learned to offer greater creative and technical control. This course builds the foundation for visual literacy regarding both form and conceptual content of photographic images. Students will explore the significance of photography within the larger context of the art world through student inquiry of contemporary, community and cross-cultural perspectives. This will provide the students with the opportunity to pursue their own interests and develop an individual voice through sequenced skill-based lessons.

Students are required to possess a digital camera preferably a DSLR. The school has a limited number of cameras for students to borrow.

## **ARTS EDUCATION 9: CERAMICS AND SCULPTURE**

This course is designed to provide opportunities for visual learners to continue the curriculum introduced in Arts Education 8. Students will explore the elements and principles of design to discover personal voice through the exploration of a variety of three-dimensional techniques and materials. Students will be asked to reflect and question throughout the creative process in order to create personally meaningful art. Making connections and communicating ideas about historical, community, and cross-cultural perspectives will be emphasized while creating and responding through visual form.

*Note: A sketchbook is required.*

## **VISUAL ARTS** **GRADE 10 or 11**

### **STUDIO ARTS 2-D 11** **(VAD 11) (4 credits)**

Studio Arts 2-D 11 is open to all students, **Grades 10, 11 and 12**, with or without previous art experience. With teacher direction, drawing and painting are basic to this course. Extended studies from observation, imagination, and fantasy in a variety of media will be pursued. Enrichment units in visual expression areas such as graphic design, printmaking, and relief, will be presented. A study of visual language – the elements and principles of design together with some art history and critical response will be related to all units of study.

*Note: A sketchbook is required.*

### **PHOTOGRAPHY 11** **(VAPH 11) (4 credits)**

This course is open to all students in **Grades 10, 11 and 12** with or without previous media arts experience. Photography 11 students will be expected to progress and achieve based on their personal goals and previous Media Arts 9 experiences. Photography 11 focuses on developing the knowledge, skills, and attitudes students need to respond to media art works and create art using media art technology. Consistent results using digital cameras, developing sound and practical application of exposures, strengthening technical skills, and broadening conceptual understanding will be a focus. In this course, students will explore the elements and principles of design through the use of DSLR cameras and Adobe editing software. Various design problems will be presented to students throughout the year and it will be expected that they question, reflect, and pursue multiple solutions with the goal of developing a personal voice.

Students are required to possess a digital camera, preferably a DSLR. The school has a limited number of cameras for students to borrow.

### **VISUAL ARTS: MEDIA ARTS 11 YEARBOOK**

#### **(MVAMT11YB) (4 credits)**

Be part of building Sentinel's Yearbook! This is a student-led course made up of five departments: Photography, Photo-editing, Writing, Design, and Business & Marketing. Students choose their department and work together in teams to capture, create, and sell the yearbook. Students learn the technical skills of their department from each other. While there are no pre-requisites, courses in photography, business and leadership are assets.

Open to students in Grades 10, 11, or 12. If you are in Grade 8 or 9 and are interested, please speak with the yearbook teacher.

### **VISUAL ARTS: MEDIA ARTS 12 YEARBOOK**

#### **(MVAMT12YB) (4 credits)**

Be part of building Sentinel's Yearbook! This is a student-led course made up of five departments: Photography, Photo-editing, Writing, Design, and Business & Marketing. Students choose their department and work together in teams to capture, create, and sell the yearbook. Students learn the technical skills of their department from each other. While there are no pre-requisites, courses in photography, business and leadership are assets.

Open to students in Grades 10,11, or 12. If you are in Grade 8 or 9 and are interested, please speak with the yearbook teacher.

### **STUDIO ARTS 3-D 11**

#### **(VAC 11) (4 credits)**

This course is designed for senior students in Grades 10, 11, and 12 with or without previous art experience. Students will explore techniques and materials used to create three-dimensional art. Students will work from observation and imagination using a variety of three-dimensional media both traditional and non-traditional. A study of the elements and principles of design together with exploring contemporary and historical art will be related to all units. Students will be asked to reflect and question throughout the creative process in order to explore self, personal identity, and cultural expression. Students entering Studio Arts 3-D 11 will have the opportunity to pursue a 3-D Advanced Placement Portfolio after the completion of this course.

*Note: A sketchbook is required.*

### **AP ART 11 (ART STUDIO 11)**

#### **(VAST 11) (4 credits)**

#### **PRE-AP STUDIO ART**

*Recommended Prerequisite: Art 9*

This challenging course is made available to students in **Grades 10 and 11** who have expressed an interest in fast-tracking towards the completion of an AP Studio Art Portfolio with the intention of **earning post-secondary credit** while in high school. Teacher-directed units will be presented in accordance with College Board evaluation requirements. Students will be provided a greater level of autonomy, expected to pursue their own interests, and develop an individual voice. Emphasis will be placed on the completion of a volume of quality work focusing on questions that will guide student investigation through a variety of two-dimensional and three-dimensional design problems. Students will be asked to reflect and question throughout the creative process in order to explore self, personal identity, and cultural expression.

*Note: A sketchbook is required.*

**VISUAL ARTS**  
**GRADE 11 or 12**

**STUDIO ARTS 2-D 12**  
**(VAD 12) (4 credits)**

*Recommended Prerequisite: Art Foundations 11*

The Art Foundations 12 course is intended for senior students who wish to extend and intensify studies in visual arts. The discovery of personal voice will be important as students are challenged to question, critique and reflect on the creative process through the elements and principles of art and design. Students will examine the application of art in contemporary society and explore art movements throughout history. Throughout the creative process students will explore personal identity, and cultural expression through an inquiry-based approach.

*Note: A sketchbook is required.*

**PHOTOGRAPHY 12**  
**(VAPH 12) (4 credits)**

*Recommended Prerequisite: Visual Art: Media Arts 11.*

This course is open to students who have taken Media Arts 11 and have an advanced understanding of DSLR camera principles and Adobe editing software. Further strengthening of technical skills, broadening conceptual understanding, developing skills in the area of design and image development will be of focus. The discovery of personal voice will be important as students are challenged to question, critique and reflect on the creative process. Upon completion of this course students may choose to complete an Advanced Placement 2D Design Portfolio. Over the course of the year the students will develop a portfolio for the purpose of post-secondary admissions.

Students are required to possess a digital camera preferably a DSLR. The school has a limited number of cameras for students to borrow.

**STUDIO ARTS 3-D 12**  
**(VAC 12) (4 credits)**

*Recommended Prerequisite: Ceramics and Sculpture 9, 11*

Studio Arts 3-D 12 is intended for students who wish to extend and intensify their studies in three-dimensional art. Making connections and communicating ideas from various perspectives (historical, community, and cross cultural) will be encouraged. Students interested in pursuing Studio Arts 3-D 12 will further their study from VAC 11. The focus will be on the development of a personal voice through inquiry and the creation of a three-dimensional concentration while working through a series of presented design problems. Experimentation, inquiry, and risk taking will be encouraged. Over the course of the year the students will develop a portfolio for the purpose of post-secondary admissions.

*Note: A sketchbook is required.*

**ADVANCED PLACEMENT STUDIO ARTS 12**

**COURSE DESCRIPTION:**

The AP program in Studio Art enables highly motivated students in grades 10 through 12 to perform at the college level while still in high school. The AP Studio Art Portfolios for Drawing, 2-D Design and 3-D Design are designed for students who are seriously interested in the practical experience of art and design. Successful completion of the course is not based on a written examination; instead, students submit a digital and physical portfolio to the College Board for evaluation. All three Studio Art AP portfolios are evaluated by the College Board using the same rubric. For each portfolio students have the opportunity to make and present works of art and design based on a yearlong, in-depth inquiry-based investigation of materials, processes, and ideas. Students can complete all three portfolios.

Successful completion can result in:

- Post-secondary course credits that can be used in a variety of disciplines.
- A professional quality digital portfolio that can be used as evidence of divergent and creative thinking for purposes of post-secondary applications.

*To receive Advanced Placement credit, student portfolios must be evaluated by the College Board in May. There is a fee of \$135.00 for the Advanced Placement Examination.*

**AP STUDIO ART DRAWING 12 and INDEPENDENT DIRECTED STUDIES ART FOUNDATIONS 12 (APSA 12, MIDS-2B-AF-01) (4 credits each)**

*Prerequisite: Studio Art Education*

This course is made available to highly motivated students who have expressed an interest in completing a first-year post-secondary course through the Advanced Placement Drawing portfolio. The focus will be on inquiry-based learning. Students will be creating a large body of work based on the personal idea that will develop and evolve over the course of year through ongoing investigation and reflection. Students are challenged to continually question and critique upon their use of Drawing principles to push ideas and discovery personal voice.

Mandatory attendance Monday's from 3 pm to 5 pm is required.

**AP 2-D DESIGN PORTFOLIO 12 and INDEPENDENT DIRECTED STUDIES ART FOUNDATIONS 12 (AP2DP 12, MIDS-2B-AF-01) (4 credits each)** *Please Note that students cannot submit the AP 2-D Design portfolio twice.*

*Prerequisite: Studio Art Education*

This course is made available to highly motivated students who have expressed an interest in completing a first-year post-secondary course through the Advanced Placement 2D Design portfolio. The focus will be on inquiry-based learning. Students will be creating a large body of work based on the personal idea that will develop and evolve over the course of year through ongoing investigation and reflection. Students are challenged to continually question and critique upon their use of 2D design principles to push ideas and discovery personal voice.

Mandatory attendance Monday's from 3 pm to 5 pm is required.

**AP 2-D DESIGN PORTFOLIO 12 and INDEPENDENT DIRECTED STUDIES PHOTOGRAPHY 12 (AP2DP 12, MIDS-2C-PH-01) (4 credits each)** *Please Note that students cannot submit the AP 2-D Design portfolio twice.*

*Prerequisite: Photography 12 – Exceptions can only be made with consultation with the AP teacher*

This course is made available to highly motivated students who have expressed an interest in completing a first-year post-secondary course through the Advanced Placement 2D Design portfolio using photography as their medium. The focus will be on inquiry-based learning. Students will be creating a large body of work based on the personal idea that will develop and evolve over the course of year through ongoing investigation and reflection. Students are challenged to continually question and critique upon their use of 2D design principles to push ideas and discovery personal voice.

Mandatory attendance two Tuesdays a month from 3 pm to 5 pm is required.

**AP 3-D DESIGN PORTFOLIO 12 and INDEPENDENT DIRECTED STUDIES CERAMICS 12 (AP3DP 12, MIDS-2BCER-01) (4 Credits each)**

*Prerequisite: Ceramics and Sculpture 9, 11 or 12*

This course is made available to highly motivated students who have expressed an interest in completing a first-year post-secondary course through the Advanced Placement 3D Design portfolio using sculpture as their medium. The focus will be on inquiry-based learning. Students will be creating a large body of work based on the personal idea that will develop and evolve over the course of year through ongoing investigation and reflection. Students are challenged to continually question and critique upon their use of 3D design principles to push ideas and discovery personal voice.

Mandatory attendance two Tuesdays a month from 3 pm to 5 pm is required.



## FRENCH IMMERSION



*Jenny Ding*

## **FRENCH IMMERSION**

Field trips and cultural experiences will be integrated to support and enhance the program.

The curriculum for Français langue is outlined in the following pages whereas the curricula for Social Studies, Science and Mathematics can be found with the English equivalents, as they are the same as those in the English stream, except that the language of instruction is French. See page 18 for an outline of the Bilingual Certificate requirements.

### **FRANÇAIS LANGUE 8: PRÉCOCE**

The Grade 8 program is designed to continue the development of the four language skill areas:

1. Listening - development of auditory comprehension
2. Speaking - articulation, vocabulary choice, proper sentence structure and analysis of the various language registers and their appropriateness in different communicative situations
3. Writing - rules governing sentence construction, basic rules of grammar, spelling, and vocabulary enrichment
4. Reading - mechanics of reading, characteristic elements of written passages, recreational reading.

In order to attain these goals, students will be exposed to grammar, reading, analysis, short stories, compositions, dictations, novels, discussions, oral presentations, and poetry.

### **FRANÇAIS LANGUE 8: IMMERSION TARDIVE**

The goal of the Grade 8 program is to ensure the continued improvement of listening and speaking skills and to consolidate reading and writing skills.

Language skills acquired in Grades 6 and 7 are expanded and strengthened. Students are presented with the basic rules of written grammar and sentence analysis is introduced. Students are encouraged to expand their existing vocabulary and are introduced to a greater variety of communicative situations. A heavy emphasis is still placed on the development of oral skills.

In the literature component, a variety of literary forms are studied. The language level of the written passages increases as students progress. Students are exposed to novels, poetry, short stories, informative passages, and drama.

### **FRANÇAIS LANGUE 9**

The Grade 9 language arts program continues the development of the four language skill areas: reading, writing, speaking, and listening. Students are presented with a variety of written passages, from novels to poetry. These passages are designed to both increase the students' vocabulary and to strengthen existing reading comprehension skills. The reading passages also serve as the basis for written compositions. *Introduction to French Literature through French Novels.*

In the language component of the course, grammatical points introduced in Grade 8 are strengthened and more complicated syntax and grammatical concepts are gradually presented. Oral presentations (formal and informal) continue to form an integral part of the course.

### **FRANÇAIS LANGUE 10**

#### **(FRAL 10) (4 credits)**

The Grade 10 program is a combined literature/language course. In the literature component, students continue their study of novels, poetry, drama, and expository and informative writing. In addition, they are introduced to both French and French-Canadian literature. Grammatical concepts presented in previous grades are reinforced and students are gradually introduced to more complex syntax analysis. Written compositions (mostly expository) are assigned regularly. Oral presentations continue to form an integral part of course work as does the continued strengthening of speaking and listening skills.

## **LANGUE ET CULTURE DE LA FRANCOPHONIE 11**

### **(FLCF 11) (4 credits)**

The Grade 11 language arts program continues to put an equal emphasis on the four language areas: listening, speaking, reading, and writing. Students are introduced to new forms of written and oral expression - debates, poetry, psychological novels, plays - and begin their study of classical French literature.

Grammatical and syntax concepts presented in previous years are reviewed and new concepts are introduced. Oral presentations (formal and informal) continue to form an integral part of the course.

## **FRANÇAIS LANGUE ET CULTURE 12**

### **(FFCT 12) (4 credits)**

*Provincially examinable course.*

The Grade 12 immersion language arts program is designed to stress the development of the four language areas - speaking, reading, writing, and listening. Language mechanisms presented in previous years are strengthened and more complex grammatical structures are introduced. Emphasis is placed on essay writing skills. Students continue to study classical French literature and are introduced to contemporary French and French-Canadian authors. As well, students are expected to pursue an independent reading program in French. Upon completion of Français langue et culture 12 students will also receive credit for French 12.

## **ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE 12**

### **(APFRL 12) (4 credits)**

This class will cover the material relevant to the Advanced Placement course as well as the curriculum for Français langue 12. Students completing this course will receive credit for AP French Language 12, Français langue 12 and French 12. To receive credit for APFRL 12 students are expected to write the AP examination in May.

There will be a fee of \$135.00 for the Advanced Placement examination.

*Most colleges and universities in North America grant credit for first year courses and/or advanced standing to students who achieve a grade of 4 or 5 on the Advanced Placement examination.*

# HEALTH, CAREER EDUCATION, CAREER LIFE EDUCATION AND CAREER LIFE CONNECTIONS



*Taylor Weiss*

## **CAREER EDUCATION 8 AND 9**

The Career Education 8 and 9 curriculum focuses on preparing students to make and implement plans to meet their personal, health, educational and career goals. The health component addresses issues such as relationships, lifestyle goals, safety and injury prevention and substance misuse. The Career component examines the relationship between personal attributes and career pathways, addresses the challenges of a changing workplace and the role of community and volunteering. The learning outcomes will be met through collaboration sessions and some class time.

### ***Careers 8***

Content and activities in Careers 8 are primarily concerned with introducing students to progressive levels of self-understanding. Students undertake a series of scaffolded activities to raise their awareness of the kind of activities they have been drawn to in the past. They reflect on these to gain insight into both their choices and their character. They then complete surveys to reveal traits and groupings of traits that continue the process to gain understanding of how their choices in life can contribute to a fuller understanding of themselves as productive members of society.

### ***Careers 9***

This class is an extension of Careers 8 as the self-reflection and identification process extends somewhat outward from the student. Students are also given their first opportunities to write a resume and to analyze how job descriptions are written. This develops facility with the language commonly used when looking for employment and presenting ourselves as candidates to post-secondary institutions. Students add to their self-understanding by querying others to learn how they are viewed by peers, teachers and family members.

## **CAREER LIFE EDUCATION**

### **CAREER LIFE EDUCATION 10**

#### **(CLE 10) (4 credits)**

The aim of Career Education is to support students in becoming successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities. This area of learning requires students to identify and develop their personal interests, passions, and competencies. Students reflect on learning experiences in school and community, build confidence through their contributions, and explore multiple career-life roles and choices.

#### **Course Overview:**

- Develop time management and organization skills
- Build community connections through information interviews
- Identify goals and implement plans of action
- Assess personal strengths to explore career connections
- Examine current job market trends with consideration for personal career goals
- Practice the skills to find, acquire and maintain a job
- Design a financial plan related to potential future expenses and income

Career Life Education 10 must be completed for students to satisfy graduation requirements.

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### **Career Life Connections (12A & 12B)**

Career Life Connections 12 is designed to support students in making a successful transition from secondary school to life after it. Career Life Connections is a required component of every student's

graduation in B.C. This course is completed by students in Grades 11 and 12 and includes three main elements:

- **PERSONAL HEALTH**
  - \* Personal Health Plan in which students identify and acknowledge healthy lifestyle practices.
- **COMMUNITY CONNECTIONS**
  - \* 30 hours of volunteer and/or work experience in Grades 11 and/or 12.
- **CAREER AND LIFE**
  - \* Graduation Transition Plan, which encourages students to reflect on their strengths and interests, set career and personal goals, and develop a plan to achieve those goals.
  - \* Résumé.

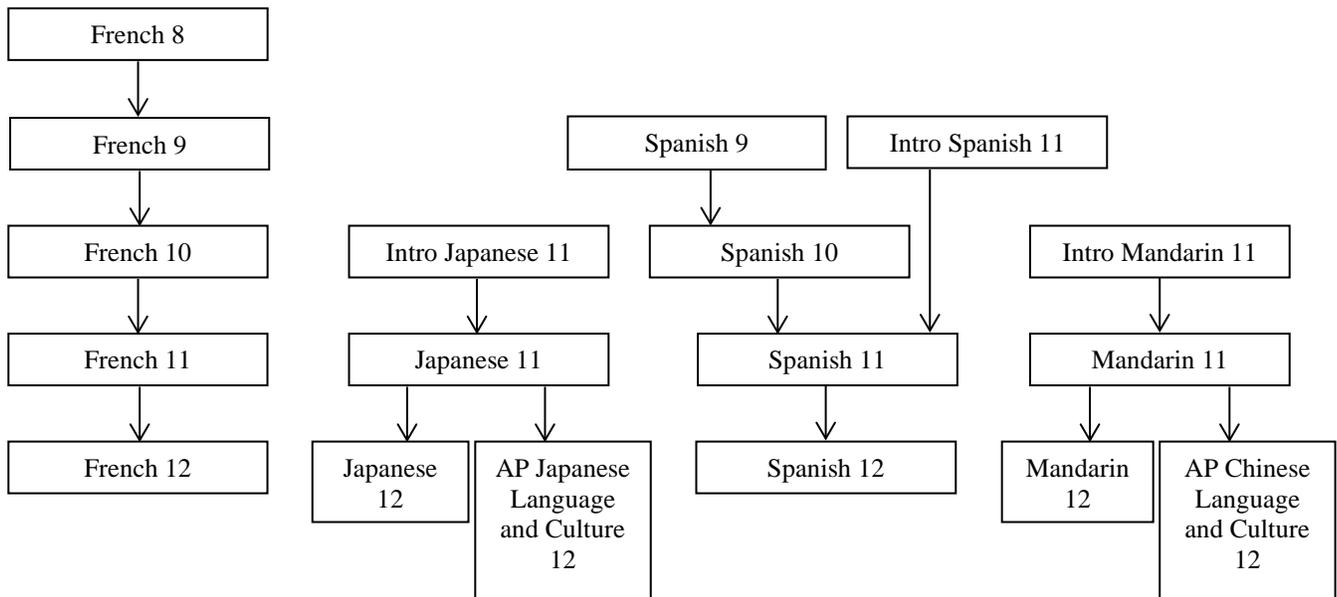
Career Life Connections 12A & 12B is first introduced to students in their Career Life Education 10 course. In Grades 11 and 12, students work with an advisor as they fulfill the required elements and gather the necessary evidence to complete this Graduation requirement. Career Life Connections 12B culminates in a final Grade 12 Capstone of the work they accomplished.

## MODERN LANGUAGES



*Ayana Madi*

## LANGUAGES



Students planning to pursue a Bachelor of Arts degree are encouraged to take an approved Language 12 course.

AP Chinese Language and Culture 12, AP Japanese Language and Culture 12 are courses for the capable language students. Students who achieve a score of 4 or 5 on the Advanced Placement examination may be given credit and/or advanced standing in a first-year university language course.

The goal of the Languages Program is to facilitate formal language studies. Accomplished speakers of any of the above languages who wish to take a senior language course may take a placement examination. As mandated in Ministry of Education documents, all students must take French as part of the required curriculum in Grades 5 to 8.

*“The language education policy recognizes the strong educational benefits associated with learning a second language and it also recognizes the cultural and linguistic diversity of the province and responds to this diversity through several policies on second languages”.*

### Placement and Challenge

Students who feel that they are not being challenged adequately in the level of language in which they have been placed may request to write a placement examination. The teacher will provide a general outline of the structures and themes that are likely to occur on the test, but it is entirely the students’ responsibility to be prepared. All four areas of the course objectives – listening, speaking, writing, and reading comprehension skills – will be tested; no one area of the course may receive a mark of less than 60% and the overall final mark must be at least 80% before the student may be moved up to the next level. It must be realized that a single test cannot encompass everything students will learn over the course of a year in the classroom.

Note: All students transferring from the French Immersion Program to French as a second Language must achieve a minimum of 80% on an assessment exam if they wish to be placed higher than one grade level. **This placement process must be completed by the end of the third week in September.**

Note: Students may wish to formally challenge a Grade 11 or Grade 12 level of a language course, for credit and for a school-based mark. Students must apply, through their counsellor, to write the Lower Mainland Consortium examination, which takes place in January. The deadline for application is early November.

Please be advised that some universities may not use challenge exams in place of approved Grade 12 courses in the calculation of their admission average. However, students may use the challenge exams to satisfy program prerequisites.

## ***FRENCH***

### **Goals of the Secondary French program:**

Students will develop:

- a) an ability to communicate in French when placed in everyday situations
- b) an ability to extract and relay information obtained from various media
- c) an ability to enjoy French in the form of the written word as in articles, poetry, and literature as well as through song, radio, television, and film
- d) an appreciation of francophone culture and its similarities and differences from their own

### **FRENCH 8**

### **FRENCH 9**

### **FRENCH 10**

#### **(FR 10) (4 credits)**

Students will continue to build on previous knowledge. Students will discuss their activities, express opinions, ask for and give personal information, express agreement, and disagreement, etc. Aspects of Francophone culture will be introduced through stories, music, and film. The emphasis will be on communication.

### **FRENCH 11**

#### **(FR 11) (4 credits)**

Students will continue to build on previous knowledge. Increasingly sophisticated structure and vocabulary are introduced through authentic, communicative themes. There is a stronger emphasis on written communication skills, with continued opportunities to develop aural and oral skills as well.

### **FRENCH 12**

#### **(FR 12) (4 credits)**

The finer points of structure and communication are introduced and developed. There is a stronger focus on exposure to contemporary and traditional literary selections, as well as an increased focus on authentic situational oral communication.

## *JAPANESE*

### **INTRODUCTORY JAPANESE 11**

#### **(BJA 11) (4 credits)**

This is a concentrated course in which students learn and practice basic oral communication skills as well as the reading and writing of the 2 Japanese phonetic scripts: hiragana and katakana. Aspects of modern Japan as well as its history, geography and philosophy are explored using a variety of texts, media and projects which expose students to a different way of thinking and introduce the complexity of the Japanese language and culture. This course is open to students in Grades 9-12.

### **JAPANESE 11**

#### **(JA 11) (4 credits)**

Students further build the communicative and linguistic skills introduced in previous levels. The primary focus is on exchanging ideas on familiar topics and developing deeper understanding of Japanese culture.

### **JAPANESE 12**

#### **(JA 12) (4 credits)**

The finer sentence structures and communication skills are introduced. Students improve their ability to perform in the Japanese language by engaging in authentic language learning tasks such as giving presentations, creating videos, and writing stories.

### **AP JAPANESE LANGUAGE AND CULTURE 12**

#### **(APJLC 12) (4 credits)**

AP Japanese Language and Culture 12 is a college/university-level course for students who have completed 3 to 4 years of Japanese language instruction. Students must be willing to accept the challenge of a rigorous academic curriculum. Upon successful completion of the course and a score of 4 or 5 on the AP examination, which is written in May, students may earn college/university credit while they are still in high school.

*There is a fee of \$135.00 for the AP examination.*

## **MANDARIN**

### **INTRODUCTORY MANDARIN 11**

#### **(BMAN 11) (4 credits)**

Introductory Mandarin 11 is an intensive introductory course to the Mandarin Chinese language and to Chinese culture. The beginning level students will learn Chinese Pinyin Romanization, learn to write simplified characters in proper stroke order, and communicate in Chinese in simple sentences.

This course is open to students in Grades 10-12, and to students in Grade 9, as space permits and after consultation with and approval of the teacher.

### **MANDARIN 11**

#### **(MAN 11) (4 credits)**

Mandarin 11 is an intermediate course in Chinese language and culture. Students will continue to build on previous knowledge and develop proficiency in all aspects of the language (listening, speaking, reading, and writing).

### **MANDARIN 12**

#### **(MAN 12) (4 credits)**

Mandarin 12 is an advanced study of the Mandarin Chinese language. There is a strong focus on aural, oral, and written skills.

### **AP CHINESE LANGUAGE AND CULTURE 12**

#### **(APCLC 12) (4 credits)**

The AP Chinese Language and Culture course is offered to students who are interested in taking an advanced college/university level Chinese language course and earning university credits while still in high school. Qualified students are expected to have a basic knowledge of the Chinese language and culture, and to have attained a reasonable proficiency in this language. This course seeks to help students develop listening, speaking, reading, and writing skills. Learning about Chinese culture will also be an integral part of this AP course. The exam is written in May.

*There is a fee of \$135.00 for the AP examination.*

## **SPANISH**

**Major Learning Outcomes:** The aim of the Spanish program at Sentinel is to develop the learner's ability to communicate purposefully, both orally and in writing, in Spanish. Students will interact with confidence and competence in Spanish and develop openness toward cultural diversity.

### **SPANISH 9**

This is a course designed for students who are interested in exploring the Spanish language and culture. Students learn the fundamental skills of the target language through interaction: role play, skits, projects, games, videos, songs, stories, and music through the TPRS method and Comprehensible Input.

### **SPANISH 10**

#### **(SP 10) (4 credits)**

This is a fast paced, highly interactive course which exposes the student to the Spanish language and culture. The approach is language acquisition through comprehensible input whereby students learn to speak, listen, read, and write through stories, music, novels, and movies while focusing on cultural and practical situations for travel and life in Spain and the Americas.

### **INTRODUCTORY SPANISH 11**

#### **(BSP 11) (4 credits)**

This is an accelerated course that covers the basic components of Spanish 9 and 10 in one year. The primary focus of the course is on aural comprehension and reading. Later, as students acquire more language, they will be encouraged to communicate spontaneously in Spanish both orally and in writing.

This course is for students who have minimal or no background in the language. Students will learn to communicate in Spanish in basic social situations, to meet and greet friends, to talk about their family, school life, the environment, food sports and leisure activities. Students will be introduced to various aspects of Hispanic culture and geography. Students are expected to communicate in Spanish at all times.

This course is open to students in Grades 10 - 12.

### **SPANISH 11**

#### **(SP 11) (4 credits)**

In this course, students continue to develop their communicative skills. Students will have opportunities to acquire a higher level of listening, speaking, reading, and writing of the Spanish language and cultures. They will acquire Spanish by hearing it spoken and using it in contexts they understand. Learning will be personalized and relevant. The use of various stories, novels, movies, and music are the basis of the course. The class will be taught using conversation, stories, reading, acting, movie clips, visuals, and music.

### **SPANISH 12**

#### **(SP 12) (4 credits)**

This course is for advanced level students who wish to further develop and refine their communication skills. Activities will be increasingly based on written communication and topics will depend upon the interests of the students. They could include love and relationships, childhood memories, career plans, multiculturalism, etc. Students will have opportunities to explore some literature and the arts. Cultural topics may include music, festivals, political issues, the environment, and other topics of current interest. Students are expected to communicate in Spanish at all times.

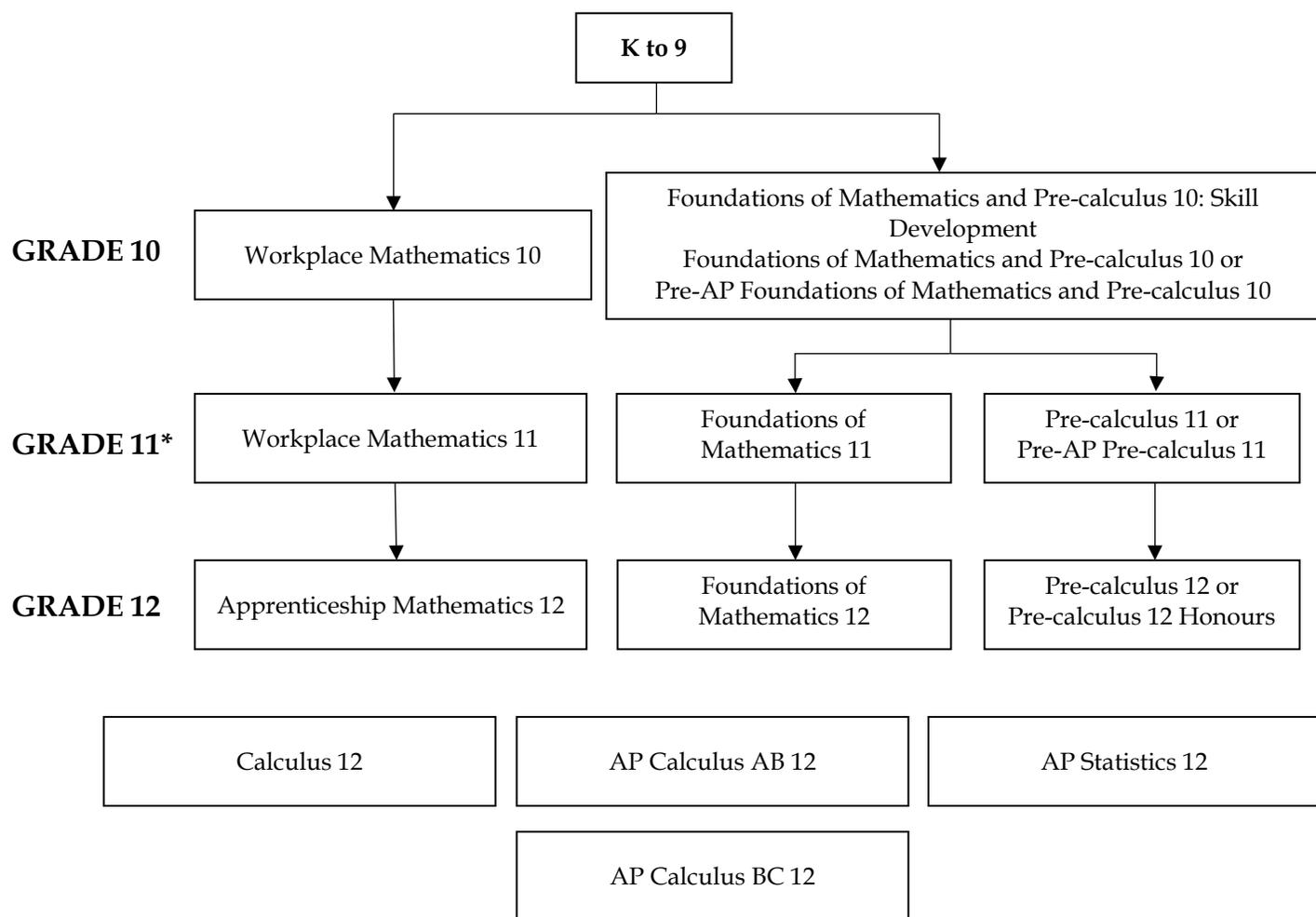
# MATHEMATICS / MATHÉMATIQUES



*Jenny Ding*

## PATHWAYS AND TOPICS

Three pathways are available: Workplace Mathematics, Foundations of Mathematics, and Pre-calculus. A common Grade 10 course (Foundations of Mathematics and Pre-Calculus, Grade 10) is the starting point for the Foundations of Mathematics pathway and the Pre-calculus pathway. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever pathway they have chosen. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.



### Goals of Pathways

The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways.

**When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.**

### Notes:

\*AP Statistics 12 is an elective course available for students in Grade 11 or 12

\*\*Calculus 12 or AP Calculus AB / BC are also available elective course options. Students must be taking Pre-calculus 12 or Pre-calculus 12 Honours concurrently (unless already completed).

### **MATHEMATICS 8/MATHÉMATIQUES 8**

This course explores the topics of proportional reasoning, fraction operations, linear relationships, surface area and volume of 3-D objects, and data analysis.

### **MATHEMATICS 9/MATHÉMATIQUES 9**

This course explores algebraic situations, linear relationships, proportional reasoning, as well as data analysis.

### **MATHEMATICS 8 ENRICHED**

This course is designed for Grade 8 students who have a strong foundation in mathematics, as well as highly developed reasoning and organizational skills. This course covers the topics in the Math 8 curriculum shown above, in addition to enrichment topics commonly encountered in Mathematics competitions.

**Note:** Prospective students will need to write a placement exam. Results of the exam will be used to select students for this course.

### **WORKPLACE MATHEMATICS 10**

#### **(WPM 10) (4 credits)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into most trade programs and for direct entry into the work force. Topics include proportional reasoning, surface area and volume of 3-D objects, operations with fractions and decimals, as well as data analysis.

### **FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10: SKILL DEVELOPMENT**

#### **(FMP 10) (4 credits)**

This course is designed for students who need extra support in their foundation skills in mathematics. The course allows extra time for the students to improve their numeracy, algebraic and graphing skills. Students selecting this course are strongly encouraged to continue to take Foundations of Mathematics 11 in the subsequent year for graduation purposes.

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

#### **(FMP 10) (4 credits)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies that require Mathematics. Topics include algebra, polynomials, linear relations, trigonometry, graphical analysis.

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

#### **(FMP 10) (4 credits)**

This is an enriched course. The topics of Foundations of Mathematics and Pre-calculus 10 will be explored in greater depth. There will be an emphasis on pre-calculus topics. Students who plan to enroll in AP Calculus are strongly recommended to register for this course.

### **WORKPLACE MATHEMATICS 11**

#### **(WPM 11) (4 credits)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the most trade programs and for direct entry into the work force. Topics include financial mathematics, proportional reasoning, data analysis, and 3D objects.

### **FOUNDATIONS OF MATHEMATICS 11**

#### **(FOM 11) (4 credits)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of Mathematics. Topics include forms of mathematical reasoning; angle relationships; applications of statistics; scale models; financial literacy; and graphical analysis of linear inequalities, quadratic functions, systems of equations, and optimization problems.

**PRE-CALCULUS 11**  
**(PREC 11) (4 credits)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include algebra, operations on powers, radicals, and polynomials, quadratic relationships, and trigonometry.

**PRE-AP PRE-CALCULUS 11**  
**(PREC 11) (4 credits)**

This is the honours format of Pre-Calculus 11. The same topics are covered in both courses except the level of difficulty in the enriched course is considerably higher and several topics are enriched and extended. Only very capable students should select this course. Students who plan to enroll in AP Calculus are strongly recommended to register for this course.

**ADVANCED PLACEMENT STATISTICS 12**  
**(ASTA 12) (4 credits)**

*Recommended prerequisites: Foundations and Pre-Calculus Mathematics 10 or Pre-AP Foundations and Pre-Calculus Mathematics 10*

Advanced Placement Statistics is designed for students who would like to complete studies equivalent to a one-semester, introductory, non-calculus-based, university course in statistics. This is an excellent AP option for students in Grade 11. University and college programs in business, economics, engineering, science, and psychology include at least one course in statistics. Students will be exposed to four broad themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

Students will write the Advanced Placement examination in May as laid out at the beginning of this booklet. Students who do not write the exam, but pass the course, will receive credit for Statistics 12.

There will be a fee of \$135 for the Advanced Placement Examination.

**APPRENTICESHIP MATHEMATICS 12**  
**(APPR 12) (4 credits)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include trigonometry, measurement, 2D and 3D objects, mathematics in the workplace, and financial literacy.

**FOUNDATIONS OF MATHEMATICS 12**  
**(FOM 12) (4 credits)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of mathematics. Topics include financial mathematics; combinatorics; probability; regression analysis; geometric explorations; and graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions.

**PRE-CALCULUS 12**  
**(PREC 12) (4 credits)**

*Recommended prerequisite: Pre-Calculus 11 or Pre-AP Pre-Calculus 11*

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include function transformations, polynomials and rational functions, exponential and logarithmic functions, and trigonometric functions. Mathematics students will find Pre-Calculus 12 a rigorous course with steady work on their part. Pre-calculus 12 is heavy in content, and it is crucial that students start the course work immediately, keep up to date, and have an excellent attendance record.

## **PRE-CALCULUS 12 - HONOURS**

### **(PREC12) (4 credits)**

*Recommended prerequisite: Excellent achievement in Pre-Calculus 11 or Pre-AP Pre-Calculus 11*

This is the honours format of Pre-calculus 12. The core topics of the two courses are the same, but several topics are enriched, and the level of sophistication is considerably higher than in the regular program. Only very capable students should select this course.

## **ADVANCED PLACEMENT CALCULUS AB 12**

### **(ACAL 12) (4 credits)**

*Recommended prerequisite: Pre-Calculus 12 or Pre-Calculus 12 Honours taken concurrently or previously.*

This is a content heavy and difficult course. Grade 12 students selecting this course must have an excellent achievement record combined with excellent work habits. Students selecting this course must have the approval of the AP Calculus teacher.

Topics Include:

1. Elementary functions - algebraic, trigonometric, exponential, and logarithmic
2. Differential calculus
  - a) the derivative
  - b) applications of the derivative
3. Integral calculus

Students will write the Advanced Placement Calculus AB examination in May as laid out at the beginning of this booklet. Students who do not write the exam, but pass the course, will receive credit for Calculus 12.

*There will be a fee of \$135.00 for the Advanced Placement Examination.*

## **ADVANCED PLACEMENT CALCULUS BC 12**

### **(ACAL 12A) (4 credits)**

Students may take this course as a self-directed course following completion of AP Calculus AB 12. They will write the AP Calculus BC examination in May.

*AP Calculus students may receive Advanced Placement and/or credit at the university level if they achieve scores of 4 or 5 on their AP examination.*

## **CALCULUS 12**

### **(CALC 12) (4 credits)**

*Recommended prerequisite: Pre-Calculus 11 or AP Pre-Calculus 11 and Pre-Calculus 12 taken concurrently or previously.*

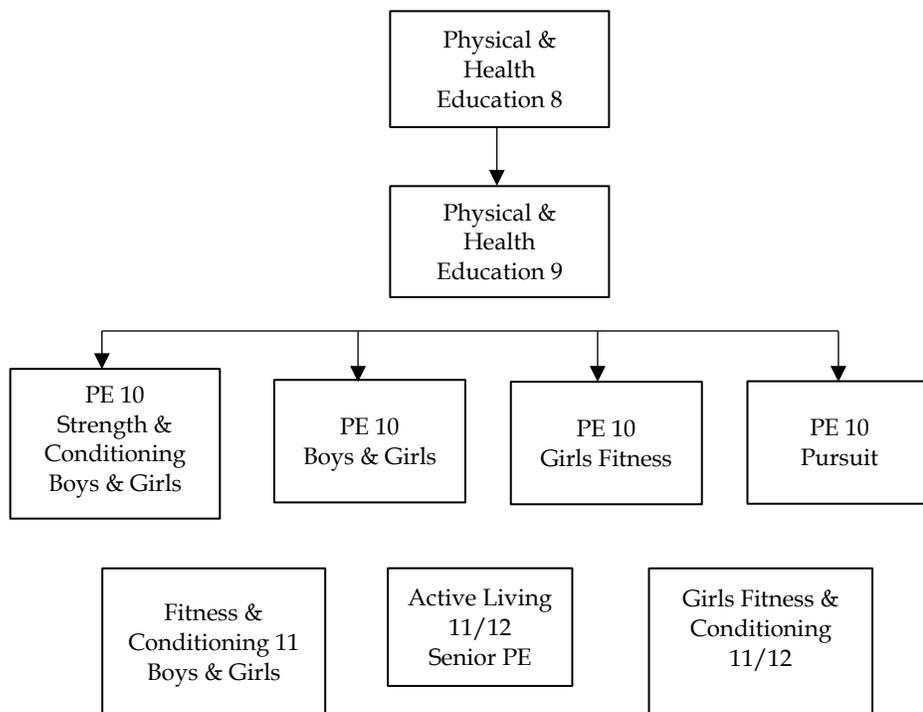
This is an application-driven rather than a theory-driven course. Topics overlap with many 1<sup>st</sup> year post-secondary calculus curricular topics including limits, differentiation, integration, and their applications.

## PHYSICAL & HEALTH EDUCATION



*Ayana Madi*

## Physical Health & Education Department



### **PHYSICAL & HEALTH EDUCATION 8 - Boys/Girls**

### **PHYSICAL & HEALTH EDUCATION 9 - Boys/Girls**

### **PHYSICAL & HEALTH EDUCATION 10 - Boys/Girls (PHED 10) (4 credits)**

The aim of our physical education courses is to provide opportunities for students to acquire and develop the knowledge, skills, and attitudes necessary to incorporate physical activity into regular and leisure pursuits to live an active, healthy lifestyle. Additional course fees may apply to specific grades for enhanced learning.

#### **Major Learning Outcomes:**

It is expected that students will:

- demonstrate a personal functional level of physical fitness
- develop and apply activity-specific motor skills in a variety of game activities
- acquire, develop, and apply movement skills and concepts to a variety of individual and dual activities
- select and apply rules, routines, and procedures of safety in a variety of activities
- demonstrate etiquette and sportsmanship

### **PHYSICAL EDUCATION 10: STRENGTH & CONDITIONING (Boys and Girls) (PHED 10) (4 credits)**

This course aims to provide students a unique opportunity to acquire sport-specific strength, endurance, power, agility, and conditioning in a PE setting. This comprehensive strength & conditioning branch of PE 10 emphasizes various aspects of personal fitness while providing a safe, structured, and positive environment for the student.

- A focus on improving students muscular strength and endurance while increasing their knowledge of muscular anatomy and physiology.
- Students will also be looking at areas of nutrition, weight programs, training equipment and technique safety.

## **PHYSICAL EDUCATION 10: GIRLS FITNESS**

### **(PHED 10) (4 credits)**

This girls' fitness class offers an alternative to the regular PE classes at Sentinel and is focused on the elements of fitness and health that can benefit students both now and after they finish high school. Students will have opportunities to explore the activities that they enjoy, and hopefully be exposed to some fitness activities that they have never tried before.

This class will cover the following components of fitness in the following ways:

- Aerobic Fitness (Cardiovascular): hi-low, step, kickboxing, dance, spin, boot camp, seawall/trail runs, hikes, indoor games, and a variety of cardio machines.
- Muscular Fitness (Strength and Endurance): sculpting using different equipment – hand weights, tubing, medicine balls, fit balls, Swiss balls, BOSU balls and a variety of weight machines.
- Flexibility: yoga (strength and stretch), Pilates, stretch flex training.
- PE activities (sports, games, and dance) will also take place at the request of the class.
- Lessons on nutrition and healthy living
- Digital fitness logs will be required
- Course fee is collected for this course to cover fieldtrips, shirts, and guest leaders. There are over 14 guest leaders and past field trips have included tandem biking around Stanley Park (\$220.00).

## **PHYSICAL EDUCATION 10: Pursuit**

### **(PHED 10) (4 credits)**

This course is designed to allow students enrolled in the Pursuit Program at Sentinel to complete PE 10 through Sentinel Secondary. Grading for this course will be based on submitted written assignments and activity logs verified by a coach or instructor. The teacher may visit the student's activity site to witness skill range and level of activity.

## **GIRLS FITNESS 11, 12**

### **(FTCD 11, 12) (4 credits each)**

You will have opportunities to explore the activities that you enjoy, and hopefully be exposed to some fitness activities you have never tried before. It is a continuation to Fitness 10 where there will be classes with various fitness instructors to try a variety of exercises. Fitness 10 is not a pre-requisite. A weight training program will be designed for each student to use in class and take with them for future years. This class will cover the following components of fitness in the following ways:

- Aerobic Fitness (Cardiovascular): kickboxing, dance, spin, boot camp, seawall/trail runs, hikes, indoor games, and a variety of cardio machines.
- Muscular Fitness (Strength and Endurance): sculpting using different equipment, hand weights, tubing, med. balls, fitness balls, Swiss balls, BOSU balls and a variety of weight machines.
- Flexibility: yoga (Strength and Stretch), Pilates, stretch flex training.
- PE Activities (sports, games, and dance) will also take place at the request of the class as we will rotate through the Sentinel Secondary School gym spaces.
- Lessons on nutrition and healthy living
- Digital fitness logs will be required
- Course fee is collected for this course to cover fieldtrips, shirts, and guest leaders. There are over 14 guest leaders and past field trips have included tandem biking around Stanley Park (\$220.00).

## **SENIOR PE - ACTIVE LIVING 11 & 12**

### **(ACLV 11, 12) (4 credits each)**

Active Living 11 & 12 are co-ed elective courses open to senior students. They provide opportunities for students to experience a wide variety of recreational pursuits, career interests, and activities that promote lifelong healthy living, and having lots of fun too. Emphasis will be given to analyzing and improving physical competence, maintaining personal fitness, developing effective leadership and sports management skills. Field trips to locate recreation facilities will be organized.

It is expected that students will:

- design and implement fitness and health plans
- plan and participate safely in a variety of activities and environments

- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- complete service hours each term at school or in the community; hours must have a sport or recreation focus

New to this course will be a focus on community-based recreational activities, and as such, a large percentage of classes will take place in community facilities. There will be a course fee for instructors, facility rentals, equipment rentals, and/or transportation. This fee will be based on the number of activities organized at the beginning of the year. Students will have input on the field trips.

### **FITNESS AND CONDITIONING 11 & 12 (FTCD 11, 12) (4 credits each)**

This course aims to provide students a unique opportunity to acquire sport-specific strength, endurance, power, agility, and conditioning in a PE setting. This comprehensive fitness & conditioning course emphasizes various aspects of personal fitness while providing a safe, structured, and positive environment for the student. It focuses on further improvement of students muscular strength and endurance while providing more depth in the area of muscular anatomy and physiology. The course also aims to build on their knowledge in areas of nutrition, weight programs, training equipment and technique safety.

- The course aims to fulfill both the knowledge and theory components of fitness in accordance with the Canadian Fitness Education Services' (CFES) principles of certification.
- The CFES Fitness Knowledge (Fitness Theory) classroom course, or its equivalent, acts as a prerequisite to all CFES instructor courses and is the first step in becoming a nationally recognized weight training, group exercise (aerobics), aqua fit instructor, or personal trainer.
- Students who have completed the afore-mentioned components will also be able to work towards their certification in Weight Training Instruction and/or Personal Training through CFES.
- Practicum placement and assessment is an additional option for students to receive Work Experience credits while working towards their Weight Training Instruction and/or Personal Training Certification.
- Motivated students have the option of enrolling in a CFES course outside of class time. See teacher for further information.

A fee will be collected only for students willing to be tested by CFES and/or wanting to receive CFES certification.

### **PHYSICAL EDUCATION 10: GIRLS FITNESS (PHED 10) (4 credits)**

This girls' fitness class offers an alternative to the regular PE classes at Sentinel and is focused on the elements of fitness and health that can benefit students both now and after they finish high school. In addition to some mandatory fitness components, this class will emphasize a more personal approach to physical fitness. This means that students will have opportunities to explore the activities that they enjoy, and hopefully be exposed to some things that they have never tried before.

This class will cover the following components of fitness in the following ways:

- Aerobic Fitness (Cardiovascular): hi-low, step, kickboxing, dance, spin, aqua and boot camp, seawall/trail runs, hikes, indoor games, and a variety of cardio machines.
- Muscular Fitness (Strength and Endurance): sculpting using different equipment - hand weights, tubing, med. Balls, fit balls, Swiss balls, BOSU balls and a variety of weight machines.
- Flexibility: yoga (strength and stretch), Pilates, stretch flex training.
- PE activities (sports, games, and dance) will also take place at the request of the class.
- Course fee is collected for this course to cover fieldtrips and guest leaders (\$230.00).

In addition to the activity components of this class, there will be a cognitive focus on nutrition and healthy living. Small assignments, keeping a fitness log and journal will be required.

## **PHYSICAL EDUCATION 10: PURSUIT**

### **(PHED 10) (4 credits)**

This course is designed to allow students enrolled in the Pursuit Program at Sentinel to complete PE 10 through Sentinel Secondary. Grading for this course will be based on submitted written assignments and activity logs verified by a coach or instructor. The teacher may visit the student's activity site to witness skill range and level of activity.

## **FITNESS AND CONDITIONING 11, 12: GIRLS**

### **(FTCD 11, 12) (4 credits each)**

You will have opportunities to explore the activities that you enjoy, and hopefully be exposed to some things you have never tried before.

This class will cover the following components of fitness in the following ways:

- Aerobic Fitness (Cardiovascular): kickboxing, dance, spin, boot camp, seawall/trail runs, hikes, indoor games, and a variety of cardio machines.
- Muscular Fitness (Strength and Endurance): sculpting using different equipment, hand weights, tubing, med. balls, fitness balls, Swiss balls, BOSU balls and a variety of weight machines.
- Flexibility: yoga (Strength and Stretch), Pilates, stretch flex training.
- PE Activities (sports, games, and dance) will also take place at the request of the class as we will rotate through the Sentinel Secondary School gym spaces.
- Course fee is collected for this course to cover fieldtrips and guest leaders (\$230.00).

## **ACTIVE LIVING 11 & 12**

### **(ACLV 11, 12) (4 credits each)**

Active Living 11 & 12 are co-ed elective courses open to senior students. They provide opportunities for students to experience a wide variety of recreational pursuits, career interests, and activities that promote lifelong healthy living. Emphasis will be given to analyzing and improving physical competence, maintaining personal fitness, developing effective leadership and sports management skills, and career planning.

It is expected that students will:

- design and implement fitness and health plans
- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills
- complete service hours each term at school or in the community; hours must have a sport or recreation focus

New to this course will be a focus on community-based recreational activities, and as such, a large percentage of classes will take place in community facilities.

There will be a course fee for instructors, facility rentals, equipment rentals, and/or transportation. This fee will be based on the number of activities organized at the beginning of the year.

## **FITNESS AND CONDITIONING 11 & 12**

### **(FTCD 11, 12) (4 credits each)**

This course aims to provide students a unique opportunity to acquire sport-specific strength, endurance, power, agility, and conditioning in a PE setting. This comprehensive fitness & conditioning course emphasizes various aspects of personal fitness while providing a safe, structured, and positive environment for the student. It focuses on further improvement of students' muscular strength and endurance while providing more depth in the area of muscular anatomy and physiology. The course also aims to build on their knowledge in areas of nutrition, weight programs, training equipment and technique safety.

- The course aims to fulfill both the knowledge and theory components of fitness in accordance with the Canadian Fitness Education Services' (CFES) principles of certification.

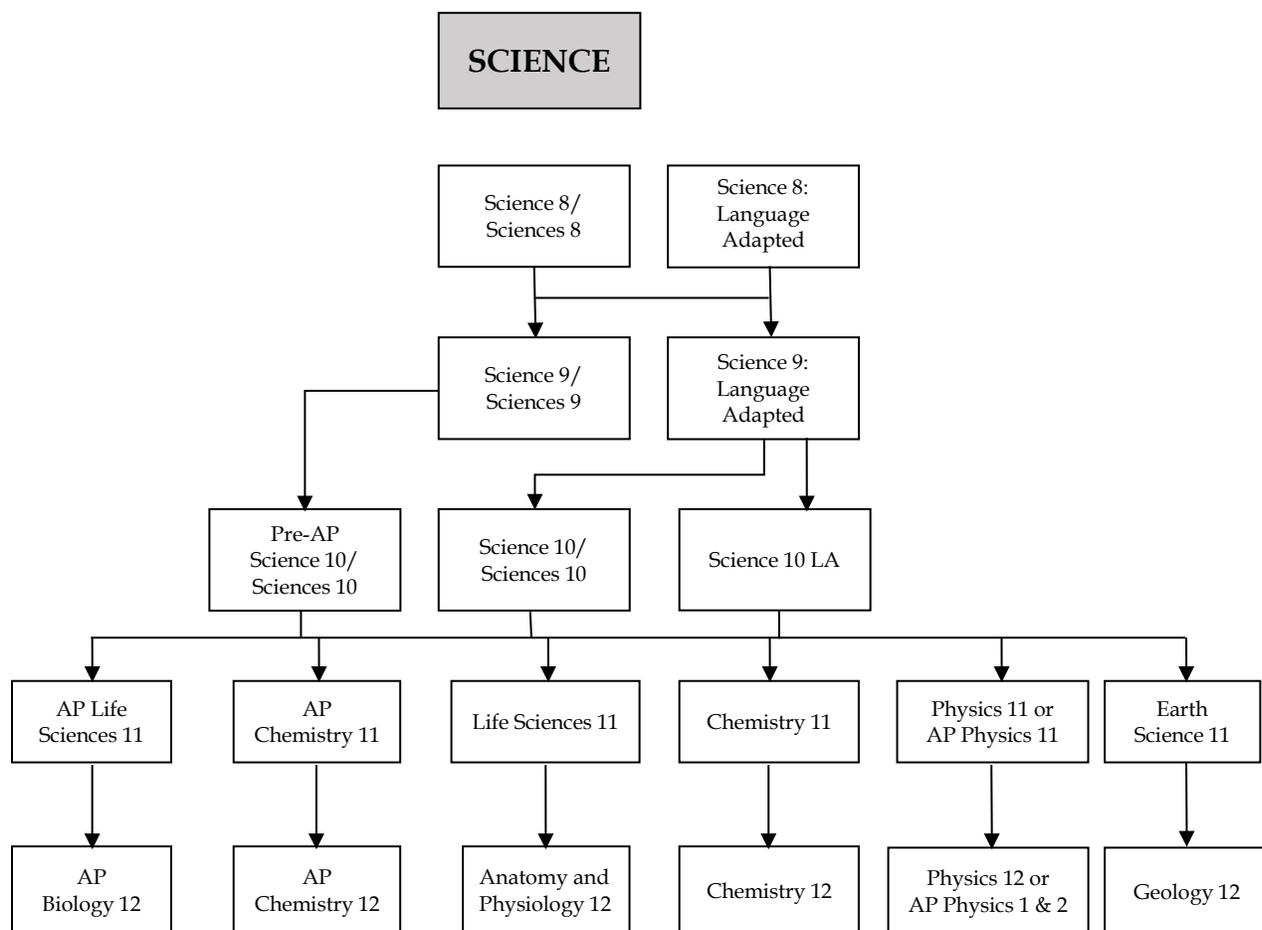
- The CFES Fitness Knowledge (Fitness Theory) classroom course, or its equivalent, acts as a prerequisite to all CFES instructor courses and is the first step in becoming a nationally recognized weight training, group exercise (aerobics), aqua fit instructor, or personal trainer.
- Students who have completed the afore-mentioned components will also be able to work towards their certification in Weight Training Instruction and/or Personal Training through CFES.
- Practicum placement and assessment is an additional option for students to receive Work Experience credits while working towards their Weight Training Instruction and/or Personal Training Certification.
- Motivated students have the option of enrolling in a CFES course outside of class time. See teacher for further information.

A fee will be collected only for students willing to be tested by CFES and/or wanting to receive CFES certification.

# SCIENCE/SCIENCES



*Taylor Weiss*



## ***JUNIOR SCIENCE***

All students are required to enroll in junior science courses. By the end of Grade 10, students will have been exposed to the fundamentals of Biology, Chemistry, Earth Science, and Physics. Students will explore and discover scientific principles through the application of the Curricular Competencies:

- Questioning and predicting
- Planning and conducting experiments and research
- Processing and analyzing data and information

### **SCIENCE 8/SCIENCES 8**

Big Ideas:

- Cells and the Characteristics of Life
- The Kinetic Molecular Theory
- Types and Effects of Electromagnetic Radiation
- The properties and behaviours of light
- The Plate Tectonic Theory and layers of the Earth

### **SCIENCE 8: *Language Adapted***

### **SCIENCE 9: *Language Adapted***

Core topics covered are consistent with regular Science 8 and Science 9.

Numerous hands-on experiments allow the inclusion of students at all language levels. Students learn the "Scientific Method", and they also learn how to make charts, graphs, and use the names of common science.

### **SCIENCE 9/SCIENCES 9**

Big Ideas:

- Cells are derived from cells and reproduction
- The electron arrangement of atoms impacts their chemical nature
- Electricity is the flow of electrons
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them

## ***SENIOR SCIENCE***

### **SCIENCE 10**

#### **(SC 10 or SCF 10) (4 credits)**

Big Ideas:

- Biology – sustainability of ecosystems.
- Physical Sciences – (Physics and Chemistry) - chemical reactions, radioactivity, and motion.
- Earth and Space Science – plate tectonics and energy transfer in natural systems.

### **SCIENCE 10 LA (*Adapted*)**

#### **(SC 10) (4 credits)**

Science 10LA covers the same topics and learning outcomes as Science 10 but makes adaptations for different language abilities. As well as covering all core content, students will focus on essential English and science-related vocabulary. (See Science 10/Sciences 10)

### **PRE-AP SCIENCE 10**

#### **(SC 10 or SCF 10) (4 credits)**

*Recommendation: Excellent achievement in Science 9.*

This is an enriched course. All Science 10 topics will be covered, but in greater depth. There will also be a greater emphasis on critical thinking, data analysis, and lab skills. Students considering enrolling in AP Life Sciences, AP Chemistry, and/or AP Physics in Grade 11 are strongly recommended to register for this course.

### **SCIENCES 10/PRE-AP SCIENCES 10**

#### **(SCF 10) (4 credits)**

*Recommendation: Excellent achievement in Sciences 9.*

This is an enriched course. For French Immersion students this course meets the same learning outcomes as Science 10, taught in English. All Sciences 10 topics in Biology, Physics, Earth and Space Science, will be covered in greater depth. There will be a greater emphasis on critical thinking, data analysis and lab skills so that students considering enrolling in AP Life Sciences, AP Chemistry, and/or AP Physics in Grade 11 will be prepared to meet the learning outcomes of those courses.

### **LIFE SCIENCES 11**

#### **(LFSC 11) (4 credits)**

The Life Sciences 11 course emphasizes the applications of science to everyday living and the basic skills needed in the further study of science through the study of a great variety of organisms, organized into the three themes: Unity and Diversity, Evolution, and Ecological Relationships.

Big Ideas:

- Life is a result of interactions at the molecular and cellular levels
- Evolution occurs at the population level
- Organisms are grouped based on common characteristics

### **ADVANCED PLACEMENT LIFE SCIENCES 11**

#### **(LFSC 11) (4 credits)**

*Recommended prerequisite: Excellent achievement in Pre-AP Science 10 as well as a strong foundation in the English language*

This course is designed to present a challenge to students interested in Biology and wanting to study beyond the regular curriculum. The basis for this course is the Advanced Placement curriculum as provided by the American College Board. The course also covers the regular B.C. Ministry of Education curriculum.

Big Ideas:

- Evolution and Phylogeny
- Animal Behaviour
- Diversity and Ecology of Organisms

Successful completion of AP Life Sciences 11, AP Biology 12 and the AP Biology Exam may result in credit for a first-year university course and/or placement into a second year Biology course. There is a course fee for this course.

### **ANATOMY AND PHYSIOLOGY 12**

#### **(ATPH 12) (4 credits)**

*Preference will go to students who have successfully completed Life Sciences 11 and/or Chemistry 11. Students who have achieved an "A" standing in both Chemistry 11 and Physics 11 may request permission from the Biology Teacher and the Principal to register in Anatomy and Physiology 12 without having taken Life Sciences 11.*

Big Ideas:

- Biochemistry – studying the molecules that make up life
- Homeostasis is maintained through physiological processes.
- Gene expression, through protein synthesis, is an interaction between genes and the environment.
- Body systems have complex interrelationships to maintain homeostasis.

### **ADVANCED PLACEMENT BIOLOGY 12 and ANATOMY AND PHYSIOLOGY 12 B.L.**

#### **(APBIO 12, MATPH 12) (4 credits each)**

*As this course is a continuation of the AP Life Sciences 11 preparatory course, priority will be given to those students who have successfully completed AP Life Sciences 11*

AP Biology 12 is designed to cover the curriculum of a first-year university biology course. This choice will allow the students to be prepared to write the College Board Advanced Placement exam in May, 2021. Four credits will be given for Anatomy and Physiology 12 and four additional credits for AP Biology 12. There will be a fee of \$135.00 for the Advanced Placement examination in addition to a course fee.

Big Ideas:

- Evolution
- Cellular Processes: Energy and Communication
- Genetics and Information Transfer
- Interactions

The AP Biology laboratory is emphasized as an important aspect of learning biology. In an effort to provide students with a rich learning experience, not unlike what they would experience in university, the laboratory component of this course will take place after school. During this time, students will have the opportunity to investigate topics such as: Transpiration, Osmosis, Enzymatic Activity, Cellular Respiration, Photosynthesis, Genetics, and Physiology.

**CHEMISTRY 11**  
**(CH 11) (4 credits)**

*Recommended pre-or co-requisite: Pre-calculus 11*

This course will focus on chemical principles in science and analyze many of them mathematically. Students will investigate various topics in Chemistry and develop their lab skills.

Big Ideas:

- Methods of scientific investigation and analysis
- Atoms and molecules are building blocks of matter
- The mole is a quantity used to make atoms and molecules measurable
- Matter and energy are conserved in chemical reactions
- The periodic table and bonding
- Naming components / chemical formulas
- Solubility within a solution is determined by the nature of the solute and the solvent
- Organic chemistry

**ADVANCED PLACEMENT CHEMISTRY 11**  
**(CH 11) (4 credits)**

*It is recommended that students wishing to take this course have excellent achievement in Pre-AP Science.*

The curriculum of this course covers the B.C. Ministry of Education requirements in addition to topics based on the Advanced Placement curriculum provided by the College Board. This course provides a more in-depth study of chemistry. Successful completion of Pre-AP Chemistry 11 and AP Chemistry 12 with satisfactory results on the Advanced Placement Chemistry exam may result in credit for an introductory university chemistry course. A more rigorous laboratory component is done in Pre-AP Chemistry 11. There is a course fee for this course.

**CHEMISTRY 12**  
**(CH 12) (4 credits)**

*Recommended pre- or co-requisite: Pre-calculus 11, Chemistry 11 and Pre-calculus 12 taken concurrently*

This course builds on the foundation of Chemistry 11 and covers the big ideas of:

- Reaction kinetics
- Dynamic equilibrium
- Saturated solutions
- Acid base chemistry
- Electrochemistry

Lab work is an important part of this course. A strong foundation in mathematics and chemistry is essential for success in Chemistry 12. It is recommended that students wishing to take Chemistry 12 have at least a C standing in both Chemistry 11 and Pre-Calculus 11.

**ADVANCED PLACEMENT CHEMISTRY 12 and CHEMISTRY 12 - Blended Learning**  
**(APCHE 12, CH 12) (4 credits each)**

*Recommended prerequisites: AP Chemistry 11 (or excellent achievement in Chemistry 11) and Pre-calculus 12 taken concurrently. Students must have a strong background in laboratory work.*

AP Chemistry 12 is a continuation of AP Chemistry 11. In this course, students will investigate chemical principles and how they relate to the world around us. The curriculum covers the regular B.C. Ministry of Education requirements, as well as additional topics prescribed by the College Board. This course focuses on developing a good understanding of chemical reactions and developing strong laboratory skills. Students are expected to spend additional time outside of classes to complete some experiments. Students taking AP Chemistry 12 must also register for Chemistry 12 Blended Learning.

*There is a fee of \$135.00 for the Advanced Placement Examination in addition to a course fee.*

## **ORGANIC CHEMISTRY 12**

**(YRNR 12)(4 credits)**

*Recommended prerequisites: Chemistry 11. Preference will go to students who have successfully completed Chemistry 11 and Chemistry 12. Students must have a strong background in laboratory work.*

Organic Chemistry is the study of Carbon and its compounds. This course will cover the nomenclature, reactions, and analysis of common functional groups of organic compounds. This chemistry course is intended to be an introduction to the key principles of organic chemistry and a way for students to master key ideas in this topic before they get to the post-secondary level, and to set them up for success in the required post-secondary course.

### **Big Ideas:**

Molecular structure helps to understand the bonding nature and reactions of organic compounds

- Organic compounds undergo chemical reactions through addition, elimination, and substitution
- Different functional groups within an organic compound behave differently
- Complex organic compounds are synthesized through multiple reactions
- Spectroscopy is a technique used to determine the structure of organic compounds

## **EARTH SCIENCE 11**

**(ESC 11) (4 credits)**

*Recommended Prerequisite: Science 10*

Earth Science 11 is a course designed to introduce students to the diverse aspects of earth and space science.

### **Big Ideas:**

- Atmospheric Science (Weather and Climate Change)
- Astronomical Science (Earth and Solar System)
- Geological Science (Rocks, minerals, resources, plate tectonics)
- Oceanographic Science

Earth Science 11 provides a foundation for further study in Geology 12 (Science) and Geography 12 (Social Studies).

## **GEOLOGY 12**

**(GEOL 12) (4 credits)**

*Recommended Prerequisite: C+ or higher in any Science 11 course*

Geology 12 is a course designed to introduce students to geological history, Earth structures, and the processes that shape our planet through field and laboratory activities.

### **Big Ideas:**

- Earth Materials (Rocks and Minerals)
- Earth History and the Fossil Record
- Internal Processes and Structures (Plate Tectonics and Earthquakes)
- Surficial Structures and Processes (Structures and Processes that shape the Earth's Surface)

## **PHYSICS 11**

**(PH 11) (4 credits)**

*Recommended co-requisite: Pre-calculus 11*

Physics 11 is an introductory course that focuses on understanding the principles and theories of physics through investigations and/or practical applications.

### **Big Ideas:**

- Kinematics (analysis of motion) in 1D and 2D
- Dynamics and Newton's Laws (Forces cause change in motion) in 1D and 2D

- Energy, Work, Power and Efficiency
- Simple Machines
- Electric Circuits (DC)
- Wave Motion
- Sound

## **PHYSICS 12**

### **(PH 12) (4 credits)**

*Recommended prerequisite: Physics 11*

Physics 12 is the study of classical mechanics and electromagnetism and is designed to help students develop analytical and problem-solving skills.

Big Ideas:

- Vector kinematics in two dimensions
- Vector dynamics
- Work, energy, and power
- Momentum
- Equilibrium
- Circular motion
- Gravitation
- Electrostatics
- Electric circuits
- Electromagnetism

## **ADVANCED PLACEMENT PHYSICS 11 and 12**

### **(APHH 11, APHH 12) (4 credits each)**

*Recommended co-requisite: Pre-Calculus 11 and 12, AP Chemistry 11 and 12*

AP Physics 1 and AP Physics 2 will run concurrently over 2 years (Grades 11 and 12). Students may choose to write one or both of the Physics 1 and Physics 2 AP Exams at the end of their Grade 12 year.

**AP Physics 11:** This course is the equivalent to a first-semester college course in algebra-based physics. It is an enriched course that covers all Physics 11 content at an advanced level while covering the additional topics of momentum, thermodynamics, and optics. This course is the prerequisite for AP Physics 12 and does not complete the requirements for AP Physics 1.

**AP Physics 12:** This course is a rigorous course equivalent to a second-semester college course in algebra-based physics. The course covers rotational motion, fluid mechanics, advanced thermodynamics, electrostatics, electromagnetism, and atomic and nuclear physics. This course completes the requirements for AP Physics 1 and 2 (assuming AP Physics 11 was taken).

*There will be an exam fee of \$135.00 for each of the AP examinations as well as a course fee for both AP Physics 11 and 12.*

## **ADVANCED PLACEMENT PSYCHOLOGY 12**

### **(APSY 12) (4 credits)**

*Recommended Prerequisites: Students should have completed English 10 and have demonstrated strong English skills.*

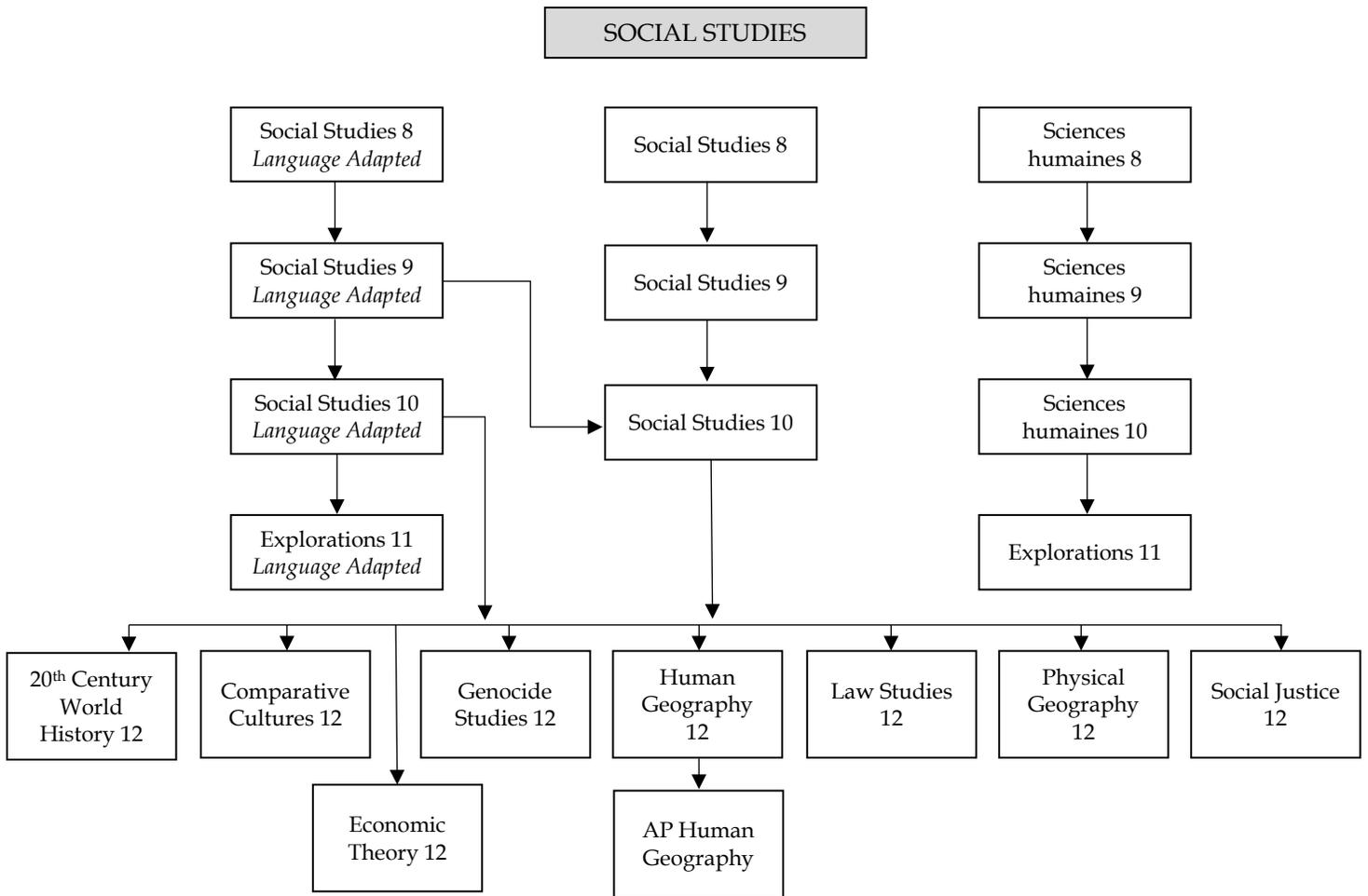
Advanced Placement Psychology is an elective course that is designed to cover the curriculum of an introductory course equivalent to that of a University or College. AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. There is a \$30.00 fee associated with this course, which will be used to provide students with a review workbook.

*There will be a fee of \$135.00 for the Advanced Placement Examination.*

## SOCIAL STUDIES/SCIENCES HUMAINES



*Renee Qin*



*“It is not enough to teach a man (sic) a specialty. Through it he may become a kind of useful machine, but not a harmoniously developed personality ... He must learn to understand the motives of human beings, their illusions and their sufferings, to acquire a proper relationship to individual fellow men and to the community.” (Albert Einstein)*

The Social Studies Department believes it is imperative for students today to develop habits of mind applicable to all disciplines. The primary goal of teaching Social Studies is to empower students to think critically, analyze, interpret, and make connections with the world. Through taking Social Studies courses in their senior years, students will experience greater success in all their subject areas and future endeavours. Social Studies will provide them with problem solving skills and a deeper understanding of human nature.

## **SOCIAL STUDIES 8/SCIENCES HUMAINES 8**

This Social Studies course is designed to examine world civilizations and cultures from 700 – 1750 A.D. and their responses to a wide variety of influences. We will look at four main ideas:

- How contact and conflicts between people stimulate significant cultural, social, and political change.
- How human and environmental factors shape changes in population and living standards.
- How exploration, expansion and colonization have varying consequences for different groups.
- How changing ideas about the world have created tension between people wanting to adopt new ideas and those wanting to preserve tradition.

Course content studied will focus on the Middle Ages in both Asia and in Europe, World Religions, European Exploration, Geography of Canada and the civilizations of its indigenous people, the Renaissance and Enlightenment, and current events. The curriculum emphasizes developing understanding, making connections – past, present, future, global, personal, and interdisciplinary, and applying knowledge.

### **SOCIAL STUDIES 8: Language Adapted**

This course adapts the Social Studies 8 course to offer language support for English Language Learners as they work through the same content of Social Studies 8.

## **SOCIAL STUDIES 9/SCIENCES HUMAINES 9**

Using both Europe and North America as a foundation, students will examine the relationship between the Indigenous Peoples and Europeans throughout the years 1750-1913 AD. We will look at four main ideas:

- How emerging ideas profoundly influence society and events.
- How the physical environment influences the nature of political social economic change.
- How disparities in power alter the balance in the relationship between individuals and societies.
- How collective identity is constructed and can change over time.

Colonialism, Imperialism, Revolution and Nationalism will be explored. The course also looks at the development of Canada as a nation from 1815 to 1913, with emphasis on Western Canada. It examines the social, economic, and political structure of our nation, as well as the relationships with Great Britain and the United States. In addition, geographical skills will be further developed and incorporate Canadian regional geography, resource use, and environmental management.

This Social Studies curriculum provides opportunities to practice skills centered on identifying a problem or issue; gathering, interpreting, analyzing, and presenting information; making connections – past, present, and future.

### **SOCIAL STUDIES 9: Language Adapted**

This course adapts the Social Studies 9 course to offer language support for English Language Learners as they work through the same content of Social Studies 9.

## **SOCIAL STUDIES 10/SCIENCES HUMAINES 10 (SS 10/SCH 10) (4 credits)**

The Social Studies 10 course, a required course for graduation, focuses on three topics of importance to students' understanding of Canadian society and of their roles as Canadian and global citizens: the Canadian identity; Canada in the World Community; and Canadian and Global Citizenship. This course concentrates on events throughout the 20th century while making connections between historical and current social, political, economic, and environmental issues. In addition, the curriculum provides opportunities to practice skills centered on interpreting, assessing, analyzing, and effectively communicating information; and practicing active citizenship. The course also covers discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, internments, and LGBTQ rights.

**SOCIAL STUDIES 10: Language Adapted  
(SS 10) (4 credits)**

This course adapts the Social Studies 10 course to offer language support for English Language Learners as they work through the same content of Social Studies 10 to receive a full credit.

**Grade 11**

**EXPLORATIONS EN SCIENCES HUMAINES ET SOCIALES 11 (Formerly Sciences humaines 11)  
(EPSS 11) (4 credits)**

This course will look at History through the lens of popular culture. In this course where Culture and Conversation mix, from Prehistoric time to today, folktales, popular songs, famous historical movies, TV series, comics, graffiti, as well as new media will be studied to see how much they reflect the society that creates and consumes them.

**EXPLORATIONS IN SOCIAL STUDIES 11: Language Adapted  
(EPSS 11) (4 credits)**

This course is designed specifically for English Language Learners and will develop their language skills whilst offering a full four-credit senior level social studies course. The course is intended as a survey course focusing on the key areas of social studies and will prepare English Language Learners for the senior Grade 12 courses in the Social Studies Department

**Grade 11 or 12**

All Social Studies courses are offered to students in both Grades 11 and 12 and a combination of these courses can be taken in both years.

**20th CENTURY WORLD HISTORY 12  
(WH 12) (4 credits)**

*Recommended Prerequisites: Strong oral and written English communication skills are required. Students should have at least a C+ in English 10 and Social Studies 10 or the equivalent grade in courses offered by the French Immersion Department. Students should possess effective collaboration, critical thinking, reflection and analytical skills.*

20th Century World History 12 is the study of the social, political, and economic issues that dominated the century. Highlights include: global conflicts, revolutions, independence movements, civil wars, religious, ethnic and cultural conflicts, social and technological change authoritarian regimes, economic challenges, as well as the struggle for human rights and democracy. In addition to acquiring content-based knowledge, the course is designed to develop communication and critical thinking skills as well as promote personal and social awareness. Students should be able to express logical and evidence-based arguments both verbally and in writing. Regular attendance is expected and necessary for success. Please note that in this course students will be expected to discuss several difficult and disturbing topics. A degree of emotional and intellectual maturity is necessary.

**COMPARATIVE CULTURES 12  
(CMCC 12) (4 credits)**

*Recommended Prerequisites: Socials 10, Sciences humaines 10 or Explorations en sciences humaines et sociales 11.*

In this course, students are encouraged to develop an understanding of and appreciation for their own culture and the cultures of others. By studying a variety of different civilizations, from a variety of eras and locations, students will develop a sense of global citizenship and a better understanding of humanity. Rather than studying war and politics, this course focuses on art, culture, daily life, community, religion, and mythology. Belief systems studied in the course include Ancient Sumerian, Egyptian, Greek Mythology, Christianity, Judaism, Islam, Sikhism, Buddhism, Hinduism, Jainism and the Baha'i faith. The course is designed to provide students with an opportunity to consider personal values and what they

wish to do with their lives. Participation in class discussions and keeping an accurate record of instruction is expected. Evaluations include tests, presentations, and projects.

## **ECONOMIC THEORY 12**

### **(MECT 12) (4 credits)**

Why do people behave the way they do? Economics is the study of decision-making and the impacts and interactions of our decisions at the individual, business, and government levels. Economists view the world through a specific lens that seeks to understand and apply how we can make the best decisions in all areas of our lives. Economics is everywhere, and the study of economics necessarily incorporates a number of other subject areas that include, but are not limited to, psychology, sociology, culture, politics, globalization, and the environment. Economics as a formal field of study is relatively new; however, there is a rich history of economic practice grounded in centuries of thought and theory.

The big ideas for this course are:

- Contemporary economic theory, practice, and terminology are grounded in centuries of economic theory.
- Observing, interpreting, and judging past economic conditions from different perspectives and worldviews gave rise to competing theoretical approaches.
- The implementation of economic theories has profound effects on social and political decision-making and movements.
- Economic systems have underlying and often opposing ethical standards and implications.

## **GENOCIDE STUDIES 12**

### **(GENO 12) (4 credits)**

This course will explore the destruction of specific cultural, ethnic, and religious groups which unfortunately is not a new phenomenon. It has existed throughout recorded history; however, genocide is a relatively modern term, and is most often associated with the Holocaust.

During this course, students will collaboratively and individually explore the topic. Using primary sources and selected readings and videos, students will explore major events of various genocides such as Rwanda, Holodomor, Khmer Rouge, Armenian and Bosnian Genocides. Students will come to understand how such events occur and how they continue to exist in the modern world, while increasing their awareness of the various global issues surrounding genocide. The students will discuss the 8 stages of a genocide, who are the rescuers, and who are the bystanders.

## **HUMAN GEOGRAPHY 12**

### **(HGEO 12) (4 credits)**

Human geographers have a special way of looking at the world. We investigate the location of people and activities throughout the world and seek to understand the reasons for their distribution. We are curious as to how “where” things happen influences the “how” and “why” of them happening. We explore the relationship between humans and our environment at different scales (from the personal to the global).

We examine several subject areas, including globalization, population and migration, culture (language and religion), politics, urban geography, agriculture, economics, and human impacts on the natural environment.

## **LAW STUDIES 12**

### **(LST 12) (4 credits)**

This relevant and topical subject area is designed to provide students with an understanding of Canada’s legal system and make students aware of their individual rights and responsibilities as well as the rights and responsibilities of others. The students are encouraged to engage with the ideas presented throughout the course, critically evaluating and discussing them to develop their own reasoned understanding and responses.

The course is organized around the substantive and procedural aspects of Canadian Law and, as such, includes the creation of, and amendments to, a myriad of legal issues affecting our daily lives. Highlights

of the course include field trips to the Supreme and Provincial Courts and participation in students' mock trials, combining legal and trial knowledge.

The major topics covered in the course include:

- the basis of the Canadian legal system
- legal decision making
- rights and freedoms
- constitutional law
- the criminal justice system
- civil law
- current legal issues
- International law

## **PHYSICAL GEOGRAPHY 12**

### **(PGEO 12) (4 credits)**

In Physical Geography 12, we examine how the earth works - in the air, on the ground, under the ground, and among living things. We examine how humans adapt to and change or alter the physical environments around them. We explore how humans have special attachments and uses for particular places. We ask questions about what it all means. What is our connection to the world around us?

The big ideas of Geography 12 provide some focus areas and themes for our course and help explain some of the reasons why Geography is important. We will approach geographic phenomenon with the basic question: "what is going on here?"

We explore landscape, climate, earth structure, environmental change, and resource management through such topics as natural hazards (earthquakes, volcanic eruptions, extreme weather events, landslides, flooding), river systems, glaciation, weather and climate through such methods as hands-on projects, field research, and photography.

## **SOCIAL JUSTICE 12**

### **(SJ 12) (4 credits)**

What is Social Justice? That is the start of the conversation - are you concerned about Racism, Sexism, Poverty, Homelessness, Child Slavery, The Refugee Crisis, Genocide, Climate Change, Animal Rights, Indigenous Rights, SOGI issues, Globalization, Food Security, Slave Labour, Environmental Issues? Are you concerned about the Political landscape and how as a nation and a world - we can affect real and positive change to secure a better future?

Do you wonder if there are solutions to some of the serious problems we face? And if so, what are they? Do you wonder if solutions are ethical? Or just?

To keep the conversation going, students will be challenged to examine their own beliefs and values, through reflection, discussion, and critical analysis. The course is heavily imbedded in inquiry learning, allowing each student to research what is important and meaningful to them - this can be done individually or in groups depending on the interests and desire of the students. Students will share their knowledge, in formats of their choosing, with the rest of the class so that each of us will leave with a broad perspective and informed mindset moving into the 21st century. The course places an emphasis on research and action, providing opportunities for students to examine facts, models of social change, and ultimately, the goal is to provide students with tools and awareness to implement and effect real change in the world.

## **AP SOCIAL STUDIES COURSES - Grade 12**

### **AP HUMAN GEOGRAPHY**

#### **(AHG 12) (4 credits)**

Recommended Prerequisites: Grade 11 students enrolling in the course should have a minimum of an A in Social Studies 10. Human Geography 12 is recommended but not a requirement for this course. Students will also require spatial analysis skills.

Human Geography looks at the world from a spatial perspective. At the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Students learn to recognize and interpret patterns but also to assess the nature

and significance of the relationships between phenomena and to understand cultural values, political regulations, and economic constraints work together to create particular landscapes. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Our units of study include population, migration, cultural patterns, and processes (popular culture, folk culture, language, and religion), political organization of space, agricultural and rural land use, industrialization and economic development, cities, and urban land use.

The AP Human Geography course is equivalent to an introductory university-level course in human geography.

*There will be a fee of \$135.00 for the Advanced Placement Examination*

# STUDENT LEADERSHIP

## **BAA H.O.P.E. FOR BOYS LEADERSHIP 11 (BOY'S CLUB) (YIPS 11B) (4 credits)**

The H.O.P.E. for Boys - Leadership 11 course considers all aspects, opportunities, and challenges of contemporary life for young Canadian male students today. This course explores the role of males as it relates to individuals, relationships, careers, communities, aboriginal and western societies, environment, the global village, and most particularly Canada.

This course provides H.O.P.E. ("Hope", "Opportunity", "Positive mentorship", and "Education") through a strong emphasis on the development of the individual. "Hope" is developed through the strong connections these young men will make to positive male role models in their lives. "Opportunity" is provided through the Boys Club Network mentors and the system of networks within the organization. "Positive mentorship" comes through interactions with mentors and positive role models who help guide students in a proactive and productive way. Educational opportunities ("Education") are increased by helping to keep these young men in school and learning that knowledge is power.

This course also promotes a healthy balance of personal well-being and academic success among boys and includes focused consideration, awareness, reflection, and improvement of one's self and others. Learners will start with focusing on three key questions:

- 1) Who am I and how did I arrive here?
- 2) What do I want to achieve/ want to become?
- 3) How might I get there?

Communication, creative and critical thinking, empathy, outreach, and responsibility figure prominently in a cumulative Capstone Project that focuses on personal development, well-being, and empowerment, and celebrates the unique gifts, goodness, contributions and micro or macro leadership potential of all young men, regardless of race, religion, economy, or identity.

## **BAA PEER TUTORING 11/12 (YIPS 11A, YIPS 12A) (4 credits)**

Peer Tutoring 11 and 12 are Board Authority Authorized courses. Peer tutors are trained for eight sessions after school in September and then move into an assigned classroom to work from October-June. The leadership and mentoring skills the students learn, and practice will be useful in many educational and vocational situations following high school. To be considered for enrolment each student must fill out a Peer Tutoring course request form. It will include the teacher and course they wish to peer tutor in, as well as the approval of the teacher and an additional reference from the school.

## **SELF-EFFICACY 11 (YIPS 11A) (4 credits)**

This course is designed to prepare students to develop/enhance self-efficacy. Determining the beliefs, a person holds regarding their power to affect situations will influence both the power a student has to face challenges competently and the choices a student is most likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self-and social awareness and self- and relationship management skills. By solidifying personal values, students will develop skills in communication, interpersonal relations, and conflict management while taking responsibility for their decision-making and problem solving. Students equipped with sound social and emotional skills, anchored in sound personal values, will be able to demonstrate consistency in purpose and action. As a culmination, students reflect on their goals and create new possibilities for their lives.

# STUDY BLOCKS

Study Blocks are a privilege afforded to Grade 12 students that provide a period of time during their schedule to work on homework or prepare for upcoming tests – enhancing their opportunities for academic success.

## Criteria:

- Students in Grade 12 must be enrolled in a minimum of seven (7) blocks. Students may choose to have seven courses and a study block. Depending on their program of study, Grade 12 students may alternatively choose an eighth course instead of having a study block.
- Have developed a Graduation Plan that meets all graduation requirements and addresses future educational and/or work requirements

## Expectations:

Grade 12 students with Study blocks must:

- use the time to work constructively on course material in the Cafeteria (or Library, with approval of the Librarian)
- work at home during their study block if they have parental permission.
- demonstrate behaviour consistent with Sentinel's Code of Conduct.
- not disrupt the learning environment of others – whether it is other students on a study or students in classrooms.