ECOLE SECONDAIRE SENTINEL SECONDARY SCHOOL

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Dear Parents and Students

Welcome to Sentinel Secondary School!

The purpose of the Programme Booklet is to give you the information you need in order 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 programmes which are available

2. Find out what is required in order 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 are dedicated to providing 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 programme is built on your course requests. The courses you select now are those in which we will attempt to register you for the entire 2016-2017 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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** Peer Tutoring*
** Academic Tutorial Block (ATB)*
** Self-Efficacy 11*
** Study Blocks*

FACILITIES

LIBRARY

The Sentinel library offers teachers and students a wide range of resources: fiction and non-fiction in English, French and other languages, audio-visual materials, computer software, current periodicals and newspapers.

Computer workstations in the library and the attached computer lab, allow students to access information from our on-line library catalogue, reference area, and the Internet. Classes are booked into the library for research and students may use the facility for independent study.

VISUAL ARTS

The Sentinel photo lab includes a full digital/video/ animation lab and instruction is offered with Smart Board technology. 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 music facility is a self-contained building on the west side of the school. It contains individual practice rooms, a large main rehearsal area, an eight-track recording studio, as well as secured areas for instrument storage.

DRAMA

A theatre seating 200 people provides an intimate performance space and is not simply a "black box" theatre; it is fully equipped to hold full-length performances. Change rooms, prep area, and a technical control room complete this area.

Room 249 is the primary teaching facility which offers both rehearsal and performance capabilities. This actors' studio serves as a green room for the theatre when needed, as a class space for instructors, and as a small performance venue which is fully equipped with lights and sound. A fully mirrored wall assists in imaging as well as in providing a reflective surface for dance or movement classes.

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 computer labs are available for students taking business education and information technology courses. Sentinel also has a mobile computer lab, which is equipped with 30 wireless laptop computers and is available for classroom use.

LIBRARY COMPUTER LAB

Adjacent to the Library (Room 201) there is another computer lab that is equipped with 30 fully networked computers with complete Internet access. These are available for individual student and classroom use.

PHYSICAL EDUCATION

P.E. facilities include a main gymnasium (with a divider to create two teaching areas), a multi-purpose field house which acts as a second gym, a universal weight room, a free weight room, three tennis courts, a large grass playing field, and spacious change-rooms with day lockers. Please note that P.E. students are assigned locks at the beginning of the school year for use during P.E. classes if they choose.

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 CENTRE

In the Counselling Centre (Room 302), students will find information which relates to high school level programmes as well as post-secondary studies.

Admission, scholarship, and financial aid information, university course calendars, and files on numerous colleges and universities are located in this centre.

FOODS ROOM

Sentinel's foods room has six fully-equipped kitchens 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 work space for students to work on their textiles projects.

CAFETERIA

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

CO-CURRICULAR ACTIVITIES: THE OTHER HALF

At Sentinel, extensive involvement of teachers and students 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 doesn't 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 teacher coaches and 50 teams make Sentinel's programme 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
Badminton	**Basketball**	**Golf**
Bantam Rugby	**Skiing and Snowboarding**	**Tennis**
Cross Country	**Wrestling**	**Track and Field**
Girls' Field Hockey	**Curling**	**Mountain Biking**
Boys' Soccer	**Gymnastics**	**Jr. Boys' Rugby**
Swimming		**Sr. Boys' Rugby**
Girls' Volleyball		**Girls' Soccer**
Football		**Sr. Girls' Rugby**
		Ultimate

PERFORMING ARTS

Sentinel is committed to quality experiences in theatre and music. The bi-annual school 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 programmes 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. A sampling of these includes:

Me to We	Operation Smile
Cinderella Project	Rowing Club
Diversity Club	Science Club
Drama Club	Student Council
Environmental Club	Graduation Committee
Health Sciences Club	

STUDENT SUPPORT SERVICES

STUDENT COUNSELLING SERVICES

Sentinel counsellors are trained in academic, vocational and personal counselling.

Students are assigned to a specific counsellor and encouraged to come in and get to know their counsellor. Parents and Guardians are also encouraged to use the counselling services.

More information is available on the Sentinel counsellors' website: www.sentinelcounsellors.com with links to:

1. Course Planning/Graduation Requirements
2. Post- Secondary Planning- Canadian/US and International Universities
3. Mental Health
4. Other school news

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 programme 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

1. Learning Support Programme

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 programme 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 programme adaptations and/or modifications.

SPECIAL PROGRAMMES DEPARTMENT



Indy Bayly

ADVANCED PLACEMENT PROGRAM

In 1988 the Advanced Placement (AP) Program was introduced to West Vancouver 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 examinations. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program.

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 the United States, Canada and overseas, 21,594 high schools offer AP courses as well as the annual examinations. In 2015, 4,516,208 examinations were administered to 2,483,452 students. In Canada, 17,910 students wrote 27,761 examinations which were offered in 614 participating schools. In British Columbia, 6,042 students wrote 9,848 examinations in 164 schools. Last year at Sentinel 208 students wrote 433 AP examinations.

Benefits of AP for Students

For students, AP can:

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

AP Grades and Reports

Each May, students take the Advanced Placement 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 sent 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

Course Offerings for Students Enrolling in Grade 10

Pre-AP English 10
Pre-AP Foundations and Pre-Calculus Mathematics 10
Pre-AP Science 10
AP Art 11

Course Offerings for Students Enrolling in Grade 11

Students enrolling in 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
AP Biology 11
AP Capstone Seminar 11 (1st course for the AP Capstone Diploma)
AP Chemistry 11
AP English 11
AP Physics 1 Honours 11
AP Pre-calculus 11

Course Offerings for Students Enrolling in Grade 11 or Grade 12

Students enrolling in Grade 11 or 12 who have completed the prerequisites may take the following courses which prepare them to write the AP Examinations in May. Sentinel School has been authorized by the College Board to teach the following courses:

AP 2-D Design Portfolio 12
AP 3-D Design Portfolio 12
AP Studio Art Drawing 12
AP Biology 12
AP Calculus AB *12 (taken concurrently with Pre-Calculus 12 or after completion of it)*
AP Calculus BC 12A *(taken after completion of AP Calculus AB 12)*
AP Capstone Research 12 (2nd course for the AP Capstone Diploma)
AP Chemistry 12
AP Chinese Language and Culture 12
AP English Language and Composition 12 (taken concurrently with AP English Literature 12)
AP English Literature and Composition 12 (taken concurrently with AP English Language 12)
AP French Language and Culture 12 (taken concurrently with French 12 or Français langue 12)
AP Human Geography 12
AP Japanese Language and Culture 12
AP Music Theory 12 (*Examination only*)
AP Physics 2
AP Psychology 12
AP Statistics 12

The AP examinations are written after the students have completed the senior level of 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 college/universities 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 appropriate classes selected to meet that student's 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.

* BC Ministry of Education Guidelines

ORGANIZATION FOR TEACHING

Student's assessment will indicate the level of competency. This competency will designate the type of instruction the student receives. Classes will be organized to accommodate junior and senior students.

Descriptors of Competency

Level 1 ***Emerging /Beginning:*** Student is starting to learn English. Direct ELL support is needed in scheduled language support blocks.

Level 2 ***Developing:*** Student is beginning to communicate in simple English with frequent grammatical errors and limited vocabulary. Direct ELL support is needed in scheduled language support blocks.

Level 3 ***Expanding:*** Student can communicate ideas in English with some grammatical errors. Student needs support with content language and vocabulary development (*Academic Language).* Conversational Language may be strong. Students receive instruction in Language Adapted English classes.

Level 4 **Consolidating/Proficient:** Student's English language proficiency skills are strong enough to enroll in regular-stream classes. ELL support will be given as needed.

Note: Language Adapted Courses:
This designation indicates support where needed for English Language Learners; whereby, emphasis will be placed on acquiring academic language and understanding the core content of the curriculum.

ENGLISH LANGUAGE LEARNING

TRANSITIONAL ENGLISH 8/ 9 *(ELL Levels 1 and 2)*
(XTE 8) (XTE 9)
These courses are designed to cover the six areas of the 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. Enrollment in transitional classes follows the assessment of the student's abilities in English. Students will be placed in an appropriate section for their language skills.

ENGLISH LANGUAGE DEVELOPMENT 8/ 9 *(ELL Levels 1 -3)*
(XELD 8) (XELD 9)
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 in order to collaborate with others. Students will be placed in an appropriate section for their language skills.

TRANSITIONAL ENGLISH 10 (*ELL Level 2)*
(XSPBKOBESL) (0 credits)
Enrollment in this class follows the assessment of the student's abilities in English. This course is designed for ELL students who are beginning and developing language acquisition and who are not yet ready to meet the learning outcomes of regular English 10. The program of studies will parallel the six areas of language arts: Reading, Writing, Speaking, Listening, Viewing and Representing. Materials and coursework are adapted to meet the needs of the ELL student. Literature will include short stories, novels, poetry, plays, and non-fiction.

LANGUAGE ADAPTED ENGLISH 10 *(ELL Level 3)*
(EN10) (4 credits)
This purpose of this course is to prepare ELL students for enrolment and successful participation in senior English courses. The course will give students graduation credit for English 10 while providing them with ELL support in explicit language instruction. The course will focus equally on helping students acquire academic language and understanding the core content of the Prescribed Learning Outcomes for English 10.

BAA ACADEMIC AND CULTURAL LITERACY 10 *(Beginning ELL)*
(YLE 10) (4 credits)
This course is designed to help students improve their communication skills in Reading, Writing, Listening and Speaking in order 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. Students will be placed in appropriate section for their language skills.

BAA ACADEMIC AND CULTURAL LITERACY 11 *(Intermediate ELL)*
(YLE 11) (4 credits)
This course is a continuation of ACL 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. Students will be placed in appropriate section for their language skills.

BAA ACADEMIC AND CULTURAL LITERACY 12 ***(Intermediate ELL)***
(YLE 12) (4 credits)
This course is a continuation of ACL 11 and designed to develop cognitive and academic literacy while focusing on Canadian culture. The course is intended to facilitate the development of skills needed for cultural and academic literacy. Emphasis is placed on developing a greater understanding of significant people, sports, and institutions that impact the Canadian culture. Students will explore specific genres and acquire academic research and writing skills necessary for success in a Canadian senior academic environment. Students will be placed in appropriate section for their language skills.

BAA COMPOSITION 11 ***(ELL Levels 3-4)***
(YLE 11A) (4 credits)
The course is intended for students (Grades 10-12) who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for the written components of the English 12 provincial examination. Students will be introduced to the major components of essay writing, various essay types, and the writing process itself. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.

ELL Support: SIOP across the Curriculum

	Level 1	**Level 2**	**Level 3**	**Level 4**
Gr. 8/9	ELD *(Beginner)* TREN *(Beginner)* SS, SC *(Supported)* *Academics: Math*	ELD *(Intermediate)* TREN *(Intermediate)* SS *(Supported)* *Academics: Math, Science*	ELD *(Int./Advanced)* L/A EN 8/9 *(in-class support)* *Academics: MA, SC, SS*	*Integration into regular courses* EN 8/9 *Academics: MA, SC, SS*
Gr. 10	ELD *(Beginner)* (0) ACL 10 *(Beginner)*(4) L/A SS 10 (4) L/A SC 10* (4) *Academics: Math**	ACL 11 *(Int.)* (4) TREN10 (0) L/A SS 10 (4) L/A SC 10* (4) *Academics: MA*, SC**	**L/A EN 10*** (4) L/A COMP 11 (4) L/A SC 10* (4) *Academics: MA*, SC*, SS*	*Integration into regular courses* EN 10* (4) or **L/A EN 10*** (4) *Academics: MA*, SC*, SS*
Gr. 11/12	ACL 10 *(Beg)* (4) L/A COM 11/12* (4) L/A SS 11* (4) *(in-class support)* *Academics: MA*	ACL 11 *(Int.)*(4) L/A COM 11/12*(4) L/A SS 11* (4) *Academics: MA, SC*	L/A EN11 (4) ***and*** L/A COMP 11 (4) **L/A EN 10*** (4) *(If needed)* COM 12* (4) L/A SS11* (4) *Academics: MA, SC, SS*	*Integration into regular courses* EN 11/12* (4) ***and/or*** Com12* (4) L/A COMP 11 (4) SS11* (4) *Academics: MA, SC, SS*

**** Denotes support for courses with provincial examinations***
L/A refers to Language Adapted Courses (Grades 10-12; 4 credits)

FRENCH IMMERSION

L'école Secondaire Sentinel offers bilingual instruction to students enrolled in the French Immersion programme.

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 programme, 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 49 and 50, 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

Grade 9
Français langue 9 Sciences humaines 9 Sciences 9 Mathématiques 9
Grade 10
Français langue 10 Sciences humaines 10 Sciences 10
Grade 11
Français langue 11 Sciences humaines 11
Grade 12
Français langue 12 AP French Language 12

***** In senior years, students **must take at least three courses including** Français langue 11 and Français langue 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 12 TO QUALIFY FOR THEIR BILINGUAL DIPLOMA

WEST VANCOUVER SCHOOLS PREMIER BASEBALL ACADEMY

The West Vancouver School District offers the Premier Baseball Academy which 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, all during school hours.

Boys, Grades 8-12, who are registered full time at any one of the school district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the baseball program. The selection process includes an assessment of the students' skills, a very good record of academic achievement, a proven history of an excellent work ethic, as well as demonstrated ability to be socially responsible.

The Baseball program runs from the first week of September through to the third week in June, Monday through Friday from 1:45 – 3:00 p.m. Wednesday is an extended training session from 1:45 – 3:30 p.m. Program components include: on-field baseball skill development, indoor baseball-specific training, baseball-specific physical fitness training, and alternate activities such as squash, wrestling, and Yoga. As well, students participate in classroom theory sessions once per week.

The baseball skill development sessions are held at various facilities including: Parkgate Park, Inside Performance Baseball Facility, Chief Joe Mathias Centre, and the Kirkstone Batting cage. 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, including general fitness, flexibility, aerobic and anaerobic, strength, quickness and agility, as well as speed training. All sessions are designed to improve the overall performance of the athlete in the specific sport of baseball.

Students are assessed throughout the school year, but formal evaluations occur at the beginning of the baseball season as well as at the end of the school year. Through participation in the baseball program, students receive the following: Grades 8-12 Physical Education, Grades 10-12 Board Authority Authorized (BAA) courses - Theory and Principles of Baseball 10, 11 & 12, and students in Grades 8 and 9 complete the mandatory Health and Career Education courses receiving marks each of three terms.

The classroom sessions are designed to cover a variety of topics that help students on their journey toward excellence and personal growth. Sessions include a variety of topics such as baseball-specific techniques and tactics, or in areas such as goal setting, mental training, nutrition, confidence-building, communication skills, along with the importance of building and sustaining good character. The program helps students understand and learn the important steps to take to excel in any part of their lives. Some of these steps include deciding what it is they really want to do and choosing to focus on doing it every day. This past year, the Grades 10-12 students completed the NCCP Coaching Certification.

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. Visit the school district website @ http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS PREMIER FENCING ACADEMY

The West Vancouver School District offers the Premier Fencing Academy which 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 in the mornings and their fencing skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students in the Fencing program.

Boys and girls, Grades 8-12, registered full time at any one of the school district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary School), are eligible and may apply to the Fencing program. The initial selection process is based on a number of factors including an assessment of the students' skills, a strong work ethic, a very good record of academic achievement, as well as demonstrated ability to be socially responsible. Beginners are encouraged to register!

The Fencing program runs from the first week of September through to the third week in June, Monday through Friday from 1:45 – 3:00 p.m. The Fencing skill development sessions are held at Eagle Harbour Montessori School's gymnasium – an outstanding facility and location for the program. Bus transportation is provided.

The program component consists 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 Igor Gantsevich, one of the top coaches in North America. Students train and compete in local, provincial, and international competitions throughout the course of the year.

Students are assessed regularly throughout the school year. By participating in the Fencing program students receive Physical Education, Grades 8-12; Health & Career Grades 8 & 9; and Board Authority Authorized (BAA) courses - Theory and Principles of Competitive Fencing 10, 11 & 12.

The West Vancouver School District is excited to continue to support this unique and outstanding program for high school students. For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS PREMIER HOCKEY ACADEMY

The Premier Hockey Academy features a complete school curriculum promoting academics and athletics in a unique schedule. The program offers young hockey players the opportunity to complete their academic requirements in the mornings and their hockey skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students.

Boys, Grades 8-12, who are registered full time at Sentinel Secondary School, may apply to the Academy. Parents of students from WVSS or Rockridge who are interested in this program, should contact Ms. Diane Nelson for further information.

There may be a change in the format of the Hockey Academy for the 2016-2017 school year. Together with the Hollyburn Country Club, the West Vancouver School District has submitted an application to Hockey Canada as well as to the Board of Directors of the Canadian Hockey Sport School League, to enter two boys' Prep teams in this League for the 2016-2017 school year. If approved in March, 2016, try-outs will occur at the Hollyburn Country Club to fill the rosters of both a U18 boys' Prep team and a U15 boys' Prep team for September, 2016.

The initial selection process is highly competitive and based on a number of factors including an on-ice evaluation of students' hockey skills, a strong record of academic achievement as well as demonstrated ability to be socially responsible. Students selected to be a part of this program will train from September through to the third week in June, Monday through Friday, from 1:30 – 3:00 p.m. Training sessions may be held beyond 3:00 as well. A specialized calendar will be developed and communicated to parents and students as the application is confirmed and details finalized.

Through participation in the Canadian Hockey Sports School League, students would receive Physical Education, Grades 8-12; Health & Career 8 & 9; Board Authority Authorized (BAA) Theory & Principles of Hockey Grades 10, 11 & 12.

The classroom sessions are designed to cover a variety of topics that help students on their journey toward excellence. Sessions include such topics as goal setting, mental training, nutrition, confidence building, communication skills, along with the importance of building and sustaining good character. The classroom theory sessions are designed to help students gain the knowledge skills and abilities to become confident and successful young adults as they move forward in their hockey careers.

The West Vancouver School District continues to support outstanding programs for the students. For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS PREMIER SOCCER ACADEMY

The 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. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students.

Students, girls and boys, Grades 8-12, who are registered full-time at any one of the district's three secondary schools (Sentinel, Rockridge or WVSS) are eligible and may apply. The Academy runs from the first week of September through to the third week in June, Monday through Friday from 1:30 – 3:00 p.m. The initial selection process is based on a number of factors including an on-field evaluation of students' soccer skills, evidence of a strong work ethic, a record of very good academic achievement as well as demonstrated ability to be socially responsible.

The Premier Soccer Academy is offering two options for students for the 2016-2017 school year.

Option One:
The program runs every afternoon, Monday through Friday, from 1:30 – 3:00. For this option and format, the program will accommodate a maximum of 30 students. This program would consist of the following components: on-field, off-field activities such as soccer-specific training & futsal, Yoga, as well as Monday afternoon classroom theory sessions.

Students selecting option one would receive Physical Education, Grades 8-12 as well as Health & Career 8 & 9 or Board Authority Authorized (BAA) courses - Theory & Principles of Soccer 10, 11 & 12.

The on-field component consists of such concepts as passing, ball control, finishing, dribbling, defending, and positioning. The focus is on individual technique, small group dynamics, as well as team dynamics and tactics. Specialized and small group instruction is provided for goalkeepers. The off-field component consists of a variety of training, including Yoga, general fitness, flexibility, strength, quickness and agility training.

The classroom session is designed to cover a variety of topics that help students learn good habits. Sessions include such topics as technical, tactical, goal setting, personal awareness, how to gain confidence and raise self-esteem, mental training (controlling emotions, a winning soccer attitude and personality differences), mentally battling through injury and fatigue, sports nutrition and recovery, the importance of being proactive, communication skills, conflict resolution, along with the importance of building and sustaining good character.

Option Two:
The second option, which is NEW for the 2016-2017 school year, provides students the opportunity to select the Premier Soccer Academy for only one block. In other words, students would participate every other day and receive only their Physical Education course, Grades 8-12. This means that students would be able to register for another course at their schools for the alternate afternoon block.

The West Vancouver School District is pleased to be flexible in its desire to meet the needs of the students. For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOL DISTRICT PREMIER TENNIS ACADEMY

West Vancouver Schools 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 also participate in tennis skill development in the mornings. Tennis instruction occurs four mornings per week: Monday, Tuesday, Thursday and Friday from 7:00 – 8:15 a.m. at the Hollyburn Country Club's Tennis Centre.

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

There is an initial selection process which is based on a number of factors including an on-court evaluation of students' tennis skills, evidence of a strong work ethic, very 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. 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.

Through participation in the Tennis Academy, students receive Physical Education, Grades 8-12. Enrollment is limited and oversubscribed each year so students/parents are encouraged to attend the Open House and to register early.

The West Vancouver School District is pleased to continue to offer outstanding programs for the students enrolled in our secondary schools. For further information, please contact Diane Nelson,
Director of Instruction at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS PREMIER RUGBY ACADEMY

The West Vancouver School District offers the Premier Rugby Academy which 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, all during school hours.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (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 very good record of academic achievement as well as demonstrated ability to be socially responsible.

The Rugby program runs every other day from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Program components include: on-field rugby skill development, indoor rugby-specific training or rugby-specific physical fitness training, and alternate activities such as Yoga.

The rugby skill development sessions are held at Klahanie Park. Other training sessions will be held at Game Ready Fitness, Twist Conditioning or the Hollyburn Country Club. 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, including general fitness training, flexibility, aerobic and anaerobic training, strength, as well as agility and speed training. All sessions are designed to improve the overall performance of the athlete in the specific sport of Rugby.

Students are assessed throughout the school year, but formal evaluations occur at the beginning of the school year as well as at the end of the school year to ensure students are progressing well. Through participation in the Rugby program, students receive Grades 8-12, Physical Education course credits.

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. Visit the school district website @ http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS PREMIER DANCE ACADEMY

The West Vancouver School District offers the Premier Dance Academy which features a complete school curriculum promoting academics and dance in a unique schedule. This program offers students who are passionate about dance, the opportunity to complete their academic requirements in the mornings and to work in a variety of areas of dance in the afternoons, all during school hours.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the dance program. The selection process includes receiving information about the students' experience in the area of dance, history of an excellent work ethic, a very good record of academic achievement as well as demonstrated ability to be socially responsible. All levels of experience are encouraged; for example, Level 1 (0-2 years of dance experience and Level 2 (2+ years of dance experience).

The dance program runs every other day from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. The program consists of a dance curriculum that will provide students the ability to study of a variety of genres within the dance spectrum, including: Street Dance, Contemporary, Lyrical Jazz, Commercial Jazz, Ballet, Latin techniques, Musical Theatre, as well as on-going fitness and strength-training sessions.

The dance sessions will be held at West Vancouver Secondary School's Dance Studio (located in the Kay Meek Performing Arts Center) and at Perform Art Studios (located at the Lonsdale Quay). Transportation is provided.

Students are assessed throughout the school year with a variety of experiences to demonstrate their ongoing progress. Through participation in the Dance Academy, students receive Grades 8-12 Physical Education course credits.

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. Visit the school district website @ http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS
PREMIER MECHATRONICS ROBOTICS ACADEMY

The West Vancouver School District offers the Premier Mechatronics Robotics Academy which features a complete school curriculum promoting the academics along with this unique program, 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 Science, Technology, Engineering, & Math in the afternoons, all during school hours.

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

The Mechatronics Robotics program runs every other day from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Students not only learn a variety of skills in the area of Robotics, but an important component is working in teams with the goal of competing locally, provincially, or even nationally.

The Mechatronics Robotics Academy session will be held at West Vancouver Secondary School. Transportation is provided.

Students are assessed throughout the school year, with students receiving the following Board Authority Authorized (BAA) course credits: Theory & Principles of Mechatronics Robotics 10, 11 or 12.

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. Visit the school district website @ http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS PREMIER FIELD HOCKEY ACADEMY

The West Vancouver School District offers the Premier Field Hockey Academy which 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 in the afternoons, all during school hours.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may 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 very good record of academic achievement as well as demonstrated ability to be socially responsible.

The Field Hockey program runs every other day (**on a Day 2**) from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Program components include: on-field Field Hockey skill development, indoor Field Hockey-specific training or Field Hockey-specific physical fitness training, and alternate activities such as Yoga.

The Field Hockey skill development sessions are held at Rutledge Field and other training or alternate sessions will be held at Twist Conditioning, Game Ready Fitness or the Hollyburn Country Club. 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, including general fitness training, flexibility, strength, agility, as well as speed training. All sessions are designed to improve the overall performance of the athlete in the specific sport of Field Hockey.

Students are assessed throughout the school year, but formal evaluations occur at the beginning of the school year as well as at the end of the school year to ensure students are progressing well. Through participation in the Field Hockey program, students receive Grades 8-12, Physical Education course credits.

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. Visit the school district website @ http://westvancouverschools.ca/.

WEST VANCOUVER SCHOOLS PREMIER BASKETBALL ACADEMY

The West Vancouver School District offers the Premier Basketball Academy which 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 and weekends. The program is designed to ensure there is reduced contact time during the high school basketball season to avoid overtraining.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the Basketball Academy. The selection process includes a try-out, 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 Basketball program runs **every other day (Day 1 or 2)** from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Additional training occurs during 4-6 weekend sessions spread out throughout the fall and spring with reduced contact during the school basketball season. Program components include on-court basketball skill development, basketball-specific physical fitness and strength training.

The basketball skill development sessions are held at West Vancouver Secondary School or West Vancouver Recreation Centre. Physical fitness and strength training sessions are held at West Vancouver Secondary School, Level 10 Fitness, and Twist Conditioning.

Students are assessed throughout the school year, but formal evaluations occur at the beginning of the school year as well as at the end of the school year to ensure students are progressing well. Through successful participation in the Basketball Academy, students receive Grades 8-12 Physical Education course credits.

The program is outstanding and space is limited so register early! For further information, please contact Mr. Garth Thomson, Vice-Principal at WVSS at 604-981-1108 or gthomson@wvschools.ca. Visit the school district website @ http://westvancouverschools.ca/.

SUPER ACHIEVERS PROGRAMME

The Super Achievers Programme is open to **provincially** or **nationally-ranked** athletes or high-calibre performing artists who are seriously committed to their education and training.

Some highlights of the programme include:

1. External course credits (where applicable) are granted after students submit the necessary documentation as outlined by the Ministry of Education – e.g. FIS Program – Alpine Skiing - Athlete 11, Intermediate Foundation Ballet = Royal Academy of Dancing 10.

    - Ministry of Education-recognized Athlete Programs
    - Ministry of Education-recognized Dance credentials
    - Ministry of Education-recognized Music credentials

2. Fixed blocks each afternoon which can be scheduled as training blocks for students in the Super Achievers Programme.

3. Provisions made by staff to ensure that students have an opportunity to satisfy course requirements: granting of assignments prior to departure, extending deadlines for projects, and rescheduling of exams when students have given them adequate warning of impending training sessions, competitions or performances.

4. Monitoring of students' educational and training progress by the counsellor/administrator assigned to the programme.

Admission Criteria:

To be considered for the programme students **must** submit the following:

1. Complete Super Achievers Application package
2. A satisfactory record of achievement that includes:
    a. A minimum of a C+ average which must be maintained throughout the year.
    b. No unsatisfactory work habits.
    c. No failing grades.
    d. Satisfactory attendance record.

3. **STUDENT - Form A plus:**
    - Copy of most recent Report Card
    - A personal résumé of competitions/performances indicating the applicant is competing/ performing at an "elite" level. Performing artists indicate recent formal exams/tests completed in their discipline.
    - Copy of Training/Competition Schedule - A training/competition schedule of **no less than 20 supervised hours per week** in their discipline.

4. **COACH/INSTRUCTOR – Form B** plus:
    - A letter of verification indicating the applicant is training a minimum of 20 hrs./week under their direct supervision and describing the activities involved.

5. **Approval of the Principal.**
   a. Students must re-apply to the Super Achievers Programme each year during Course Planning – supplying an updated Application Package.
   b. Counsellors and Administrators will review the status of each student – based upon the above criteria – and make a recommendation regarding continuation in the programme.
   c. **NOTE**: **PHYSICAL EDUCATION 10 and PLANNING 10** are required courses for graduation. Sentinel offers these courses in a blended learning format. Students who are unable to take these courses in their timetable should enroll in these options: Physical Education 10 – Super Achievers; Planning 10 – Blended Learning.

There are no extra charges associated with the programme; however, parents are required to assume all costs related to their sons' or daughters' private training and/or supplementary courses taken to enhance their educational program.

NEW & RETURNING Super Achievers must submit a complete Application Package before being considered for enrollment in this programme for the 2016 – 2017 school year.

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 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:

- A Work Experience certificate from the School District.
- Skills and knowledge necessary for entry level employment in the specialty field.
- Background and course work necessary for entry into related post-secondary programmes.
- Possible preferential admission to some post-secondary institution programmes.

WORK EXPERIENCE 12A and 12B (WEX12A, 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 and a journal of work experience and a number of 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 programme 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 journeyperson in that trade, and become registered with the Industry Training Authority.

- This is a special programme 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 journeyperson 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.

GUIDELINES FOR COURSE SELECTION

Students select their courses in Term II for the following school year. Based on student requests, the timetable is created 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 8-10 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 Education 8
French 8 or Français langue 8
Fine Arts 8 (Art, Drama and Choir) or Music 8
Applied Skills 8 (Business Education, Textiles, Woodwork, Information Technology)

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 Education 9
Français langue 9 or Language Elective
Fine Arts Elective
Applied Skills Elective

Grade 9 students may choose from the following electives:

Grade 9 Electives
Dance 9: General
Drama 9: Theatre Performance
French 9
Home Economics 9: Foods
Home Economics 9: Textiles
Information Technology 9
Music 9: Concert Band
Music 9: Jazz Band
Music 9: Orchestral Strings
Technology Education 9: Drafting and Design
Technology Education 9: Woodwork
Visual Arts 9: General
Visual Arts 9: Media Arts
Visual Arts 9: Ceramics and Sculpture
Business Education 10: General

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 Education 10
Planning 10
Français langue 10 or an elective course
Note: Students receive 4 credits upon completion of each of the courses listed above. A Fine Arts or Applied Skills elective is required in Grades 10, 11, or 12.

Grade 10 students may choose from the following electives:

Grade 10 Electives
Business Education 10: General
Dance 10: Performance
Drama 10: Theatre Performance
French 10
Information Technology 10
Music 10: Concert Band
Music 10: Concert Choir
Music 10: Orchestral Strings
Technology Education 10: Drafting and Design
Technology Education 10: Woodwork
AP Art 11
Art Foundations 11
Foods and Nutrition 11
Introductory Japanese 11
Introductory Mandarin 11
Introductory Spanish 11
Studio Arts 11: Ceramics and Sculpture
Textiles 11
Visual Arts 11: Media Arts

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 Graduation Transitions.

Students in Grade 11 are required to take eight courses. One of these courses may be an Academic Tutorial Block. Students in Grade 12 are required to take a minimum of seven courses, one of which could be an Academic Tutorial Block. Depending on their programme of study, Grade 12 students may choose to take an eighth course. Students accepted into the Super Achievers Programme are expected to take a minimum of six courses.

During the Academic Tutorial, Grade 11 and 12 students will have access to an academic support block where a teacher not only promotes effective study skills but also assists students with their studies and identifies additional avenues of support, such as other teachers, peers, and learning resources. Work habits will be assessed and regular attendance is expected. The availability of the Academic Tutorial furthers the school and district goals of fostering academic excellence and supporting all learners.

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

Grade 11	Grade 11	Grade 12	Grade 12	Grade 12	Grade 12
8 courses	7 courses 1 Academic Tutorial Block	8 courses Graduation Transitions	7 courses 1 Academic Tutorial Block Graduation Transitions	7 courses 1 Study Graduation Transitions	6 courses 1 Academic Tutorial Block 1 Study Graduation Transitions

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

BLENDED LEARNING – COURSES COMBINING ON-LINE AND FACE-TO-FACE LEARNING



We are continuing to explore creative uses of technology in the classroom. Many of our classes have 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 are able to 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 8 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 programmes 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.

At Sentinel, the following blended learning course is being offered: Planning 10.

Sentinel students can access the following courses offered at West Vancouver Secondary School: New Media and Technology 11, and Fashion Industry 12.

Course descriptions for the courses listed above are included in this Programme 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 for Students

To graduate, students must earn a minimum of **80 credits** in Grades 10 – 12. This is equivalent to 20 four-credit courses. Of the minimum 80 credits, **48 credits are from Required Courses**, **28 credits are from Elective Courses**, and **4 credits are from Graduation Transitions**.

Required Courses

Subject Area	Minimum Credits
English Language Arts 10	4
Language Arts 11*	4
Language Arts 12*	4
Social Studies 10 or Sciences humaines 10	4
Social Studies 11, Sciences humaines 11, Canadian Civics 11 or BC First Nations Studies 12	4
Science 10 or Sciences 10	4
Science 11 or 12*	4
Mathematics 10*	4
Mathematics 11 or 12*	4
Physical Education 10	4
Fine Arts or Applied Skills 10, 11 or 12*	4
Planning 10	4
Total:	48 credits

Elective Courses

Subject Area	Minimum Credits
Grade 12 level courses**	12
Additional Grade 10, 11 or 12 courses**	16
Total:	28 credits
Graduation Transitions	4
Overall Total:	80 credits

* denotes one from a number of course options

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

Graduation Programme Examinations

All students are required to write five Graduation Programme examinations:

- English 10
- Science 10 or Sciences 10
- Mathematics 10
- Social Studies 11 or Sciences humaines 11
- A Language Arts 12 (either English 12 or Communications 12) examination attached to the required course taken by the student – plus:
  (Français langue 12 for students attempting to complete the requirements for a bilingual diploma)

The Grade 10 and 11 Graduation Programme Examinations count for 20% of the final course mark.
The Grade 12 examinations count for 40% of the final mark.

Graduation Transitions Content and Preparation

Graduation Transitions is a required component of every student's graduation in B.C. This 4-credit "course" is completed by students in Grades 10 through 12 and includes three main elements.

* Personal Health
* Community Connections
* Career and Life

Students collect evidence to demonstrate their knowledge and competence in each of these three areas in a variety of ways. They may use school or community experiences to collect evidence, or use projects they have completed in class.

Graduation Transitions is first introduced to students in their Planning 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. Graduation Transitions culminates in a final Grade 12 exit interview or presentation of the work they accomplished.

International Student Graduation Credit Policy

2004 BC Graduation Requirements	International Student Graduation Policy
48 credits are **Required Courses**, including: ■ * **Language Arts 10 (EN 10)** ■ Language Arts 11 (EN 11 or COM 11) (4 credits) ■ * **Language Arts 12 (EN 12 or COM 12)** (4 credits) ■ Social Studies 10 (4 credits) ■ * **Social Studies 11** (4 credits) ■ * **Science 10** (4 credits) ■ Science 11 or 12 course (4 credits) ■ * **Mathematics 10** (4 credits) ■ Mathematics 11 or 12 course (4 credits) ■ Physical Education 10 (4 credits) ■ Fine Arts or Applied Skills 10, 11, or 12 course (4 credits) ■ Planning 10 **PLUS:** ■ Graduation Transitions** (4 credits) **PLUS:** ■ 3 Grade 12 Courses (12 credits) ■ 4 Elective Courses (Gr. 10, 11, or 12) (16 credits) **TOTAL CREDITS (80 CREDITS)** *** = mandatory Provincial Exams** 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 COMMUNICATIONS 12 or EN 12 and 3 other Gr. 12 courses. **Graduation Transitions: http://www.http://westvancouverschools.ca//sentinel/departments/portfolio/07_Portfolio.html	**PROCEDURES** To earn a Dogwood Diploma, International students must meet all 2004 BC Graduation Requirements. In addition, there are a number of specific conditions that pertain to *International** students. (**International students* being defined as those students who have not been educated in either English or French in the previous two years). May earn credit for Language Arts (EN) 10, Science (SC) 10, and a Mathematics (MA) 10 course either by enrolling in the course or challenging the course. Either way, the provincial exam is mandatory. Equivalency review for these 3 courses is not permitted. New International Grade 11 students need to meet with their counsellor to evaluate course credits from outside of British Columbia. Must earn credit for the following courses through instruction from a British Columbia-certified teacher. No Equivalency review or Challenge process is permitted: Language Arts 11 Language Arts 12 One of Science 11 *or* 12 One of Mathematics 11 *or* 12 Social Studies 11 Planning 10 Other Graduation Program courses may receive credit through an Equivalency review or Challenge process. International students must also earn credit for Graduation Transitions through a school-supported course or process. For Language Arts (EN) 10, Mathematics (MA) 10, Science (SC) 10, Social Studies (SS) 11, and Language Arts (EN or COM) 12 students are required to write provincial final exams. 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: www.westvanintl.ca

APPLIED SKILLS DEPARTMENT



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BUSINESS EDUCATION

BUSINESS EDUCATION 8 (ASK 8)
The Applied Skills 8 course comprises a rotation of four different subjects completed throughout the year: Home Economics (Textiles), Information Technology, Technology Education (Woodworking), and Business Education.

Business Education is an introductory course 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.

BUSINESS EDUCATION 10: GENERAL (BEG 10, 4 credits)
This course satisfies the Applied Skills requirement for graduation and is open to both Grade 9 and 10 students.
In this survey course, students will explore the exciting world of business with an emphasis on environmentally and ethically sound business practices. The topics include:

- Marketing: research, advertising, trends, creating a marketing plan to sell a product or service.
- Finance: financial management (personal and business), types of business ownership, investing in the stock market, introductory accounting.
- Economics: competition, supply and demand, factors that affect standard of living, inflation, and unemployment.
- Entrepreneurship: what it takes to start and operate a business.
- How and when to use various business communication tools, for example: business letters, power point presentations, database management, excel spreadsheets.
- Careers in Business.

MARKETING 11 (MK 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

MARKETING 12 (MK 12, 4 credits)
Prerequisite: Marketing 11
This course satisfies the Applied Skills requirement for graduation
This course provides a study of national and international marketing. Topics of study include:

- The impact of international trade on businesses in BC
- Methods to inform potential world markets of products, services, and ideas.
- Cultural implications on international marketing; the importance of research.
- Government regulations and assistance for businesses involved in international marketing.

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)

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 market place 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

Information Acquisition, Information Management

Software Development, Multimedia Presentation

Information Technology 9

Information Technology 10



ICT: Computer Information Systems 11



ICT: Computer Information Systems 12

INFORMATION AND COMMUNICATIONS TECHNOLOGY COURSES

Technology literacy is a skill set that is in high demand in our global community. The three uses of information technology in a modern society are information technology (electronic resources), communication technology (telecommunication), and processing technology (software that help us to do better, faster work). Technology is a tool and not an answer in and of itself. It should be seen as a learning tool that students learn with, not from. In preparing for the real world, ICT students are posed real problems with real world connections. ICT classes are set up with project-based multimedia assignments that allow for real problems 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, not just the final product. More importantly, it attempts to synthesize concepts from other courses.

Come see what exciting opportunities await you in the world of Information and Communications Technology

APPLIED SKILLS 8 (INFORMATION TECHNOLOGY)
(ASK 8)
The Applied Skills 8 course comprises a rotation of four different subjects completed throughout the year: Home Economics (Textiles), Information Technology, Technology Education (Woodworking), and Business Education.

Information Technology is an introductory course that focuses on these three strands: foundation, process, and presentation. The main units are:

- Keyboarding (speed/technique (ergonomics)
- File Management
- Internet Safety
- Microsoft Office (Word Processing, Spreadsheets)
- Multiple Search Engines
- Graphic Design
- Desktop Publishing
- Art, Animation, and Sound
- Alice/Scratch Programming

INFORMATION TECHNOLOGY 9
(INT 9)
Information Technology courses are designed to give students experience in acquiring, managing, editing and presenting data through various technology-based mediums. INT 9 introduces students to effective use of computing technology at home and at school. Emphasis is given to the use of various applications to enhance students' ability to complete assignments in subjects other than information technology. Effective time management and ethical issues related to technology will be addressed throughout the course.

INFORMATION TECHNOLOGY 10
(INT 10) (4 credits)
Satisfies the Applied Skills graduation requirement
Information Technology courses are designed to give students experience in acquiring, managing, editing and presenting data through various technology-based mediums. INT 10 is an introduction to this environment which includes an overview of hardware, software, and operating system issues; a look at various productivity-based application programmes concentrating on the tools of an industry standard Word Processor, an introduction to problem solving using a structured programming environment; a look at the Internet, its structure, e-mail, and the World Wide Web. This is a survey course which targets students with little or no computer experience with the objective of producing confident managers and users of computer-based information technology.

ICT: COMPUTER INFORMATION SYSTEMS 11
(ICTS 11) (4 credits)
Prerequisite: Grade 11 standing or permission from the instructor.
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 scope of HTML, take a close look at an industry standard graphics programme 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.

ICT: 12 COMPUTER INFORMATION SYSTEMS 12
(ICTS 12) (4 credits)
Prerequisites: ICTS 11 with a strong understanding of HTML or permission from the instructor.
Satisfies the Applied Skills graduation requirement
Information Technology courses are designed to give the student experience in acquiring, managing, editing and presenting data through various technology-based mediums. ICTS 12 concentrates on interacting over the Internet. Students will produce enhanced interactive Web pages using JavaScript and FLASH, and explore the surface of the Java scripting environment.

BAA NEW MEDIA AND TECHNOLOGY 11 – BLENDED LEARNING
(YCCT 11A) (4 credits)
New Media and Technology 11's focus is to engage students in conversations about today's technology and media that most students use every day. The course will be a balance between learning more about the tools and resources such as YouTube, blogs, and wikis; relevant discussions surrounding them; and open-ended projects for students to apply their new knowledge and skills. The course is both for tech savvy and tech beginners as it is not a course focused on programming and development but on ideas and insight. This Blended Learning course is based at West Vancouver Secondary School. Please see the additional information regarding Blended Learning on page 28.

This class will meet twice a month after school. The dates and times will be determined by the teacher upon consultation with the students enrolled in the class.

HOME ECONOMICS

GRADES 8 TO 10
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.

GRADES 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.

APPLIED SKILLS 8 (HOME ECONOMICS: TEXTILES)
(ASK 8)
The Applied Skills 8 course comprises a rotation of four different subjects completed throughout the year: Home Economics (Textiles), Information Technology, Technology Education (Woodworking), and Business Education.

The textiles rotation allows students to exercise their creative talents. They will be introduced to commercial patterns, basic design, and sewing techniques. They will have the opportunity to produce at least one item for themselves using a pattern.

HOME ECONOMICS 9: FOODS
(HEF 9)
Students in this course will be introduced to basic food preparation skills and techniques. Nutrition will be taught with the focus on developing teens, enabling them to start to make wise and nutritious food choices. Students will become aware of the relationship between their own eating patterns and current health risks. Recipes will be practical and easily repeated at home. This course takes a co-educational approach to skills, attitudes and techniques which students will use throughout life.

HOME ECONOMICS 9: TEXTILES
(HET 9)
This introductory course builds on the basic construction skills and textiles knowledge acquired in Applied Skills 8. Students will begin to develop time, money, management and organization skills. Students will be able to select and use simple commercial patterns. Several projects will be constructed over the year, such as athletic wear and casual clothing. In term 3, a major presentation of projects produced will be presented by the students as a culminating feature of their year's work.

Depending on their project, students will be asked to bring some sewing supplies.

FOODS AND NUTRITION 11
(FDN 11) (4 credits)
Satisfies the Applied Skills requirement for graduation
This course is intended for students in Grades 10, 11 and 12.
Foods and Nutrition 11 builds on the skills developed in Foods & Nutrition 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.

FOODS AND NUTRITION 12
(FDN 12) (4 credits)
Satisfies the Applied Skills requirement for graduation
Food & Nutrition 12 builds on the skills developed in both Foods and Nutrition 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.

TEXTILES 11 (TXT 11)
(TXT 11) (4 credits)
Satisfies the Applied Skills requirement for graduation
Textiles 11 is open to all students, Grades 10, 11, and 12, with or without previous textiles experience.
Students will extend their knowledge of pattern alterations, consumerism, current fads and trends. This course also discusses fabric construction, history of fashion, principles and elements of design, and consumerism. Projects chosen will depend on the students' interests and abilities. Students will experiment with more challenging techniques. In term 3, a major presentation of projects produced will be presented by the students as a culminating feature of their year's work.

Depending on their project, students will be asked to bring some sewing supplies.

TEXTILES 12
(TXT 12) (4 credits)
Prerequisite: Textiles 11
Satisfies the Applied Skills requirement for graduation
This course further develops the skills and knowledge acquired in Textiles 11. Topics covered include textile fundamentals, textile processes, consumerism, history, and design. In term 3, a major presentation of projects produced will be presented by the students as a culminating feature of their year's work.

Depending on their project, students will be asked to bring some sewing supplies.

BAA FASHION INDUSTRY 12 – BLENDED LEARNING
(YVHE 12) (4 credits)
This course is for students who are interested in all aspects of the fashion industry. The course will look at the development of fashion and industry topics such as design, production, marketing and fashion promotion. Students will have the opportunity to develop a portfolio that will explore concepts in trends, accessories, design, product development, and marketing. This course will provide an excellent background for students interested in pursuing the fashion business at the post-secondary level. This course does not have a sewing component. This Blended Learning Course is based at West Van Secondary. Please see the additional information regarding Blended Learning on page 23.

The class will meet once per month, twice in September and four times in May. The dates will be determined by the teacher upon consultation with the students enrolled in the class.

TECHNOLOGY EDUCATION: WOODWORKING AND DRAFTING

APPLIED SKILLS 8 (TECHNOLOGY EDUCATION 8: WOODWORK)
(ASK 8)
The Applied Skills 8 course comprises a rotation of four different subjects completed throughout the year: Home Economics (Textiles), Information Technology, Technology Education (Woodworking), and Business Education.

Woodwork is a beginning course that introduces students to the elements of design, selection, and production of projects using wood as the medium. The student will learn the safe operation of hand tools and some power machines, as well as the application of scheduled finishes. An appreciation of the relationship between effort and quality is emphasized.

TECHNOLOGY EDUCATION 9: WOODWORK
(TEW 9)
This course emphasizes the safe skills needed to use hand tools as well as power machines using wood as the medium. Projects selected will reflect those skills. Students will also be encouraged to design their own projects reflecting their interests as well as covering the required skills. Students will:

- learn the safe operation of hand tools as well as power tools
- be introduced to basic woodworking and drafting skills
- employ a design process to design and construct their own woodworking project.

TECHNOLOGY EDUCATION 10: WOODWORK
(TEW 10) (4 credits)
Satisfies the Applied Skills requirement for graduation
This course will introduce students to the technology of designing and building with wood. Students will:

- learn the safe operation of hand and power tools
- be introduced to basic woodworking and drafting skills, and
- employ a design process to design and build their own woodworking project

CARPENTRY AND JOINERY 11
(CJ 11) (4 credits)
Satisfies the Applied Skills requirement for graduation
This course will further develop the skills and knowledge learned by students in Technology Education 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 make ever more challenging and complex projects.

CARPENTRY AND JOINERY 12
(CJ 12) (4 credits)
Satisfies the Applied Skills requirement for graduation
The main 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. Students enrolled in this course have the option of pursuing credit for Cabinet Construction, Furniture Construction or Residential Construction, after consultation with the instructor.

TECHNOLOGY EDUCATION 9: DRAFTING & DESIGN
(TED 9)

This is an entry-level course in technical drawing. Use of pencil and instruments are emphasized. Basic mechanical drawing conventions are explored in the first half of the year and architectural drawing is examined in the second half. Some computer-assisted drafting is offered as well. Students will:

- be introduced to basic drafting tools and skills
- employ a design model and process to solve problems
- be introduced to architectural design, drawing and drafting

TECHNOLOGY EDUCATION 10: DRAFTING & DESIGN
(TED 10) (4 credits)

Satisfies the Applied Skills requirement for graduation

This course will introduce students to the concepts of design, drawing and drafting. Design and drawing are inseparable. Drawing and drafting are tools that are used in every day life to communicate and record ideas that emerge from the work of design. Architects, engineers, graphic artists, carpenters and all manner of technicians are just a few of the professions that employ design and drawing as part of their day-to-day activities. This course will increase a student's ability to communicate effectively in a technological environment. Students will:

- be introduced to various basic drafting tools and skills
- employ a design model and process to solve problems, and
- be introduced to architectural design, drawing and drafting

DRAFTING AND DESIGN 11
(DD 11) (4 credits)

Satisfies the Applied Skills requirement for graduation

The purpose of this course is to advance the design, drawing and drafting skills introduced and learned in Technology Education 10: Drafting & Design. 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.

DRAFTING AND DESIGN 12
(DD 12) (4 credits)

Satisfies the Applied Skills requirement for graduation

The main 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.

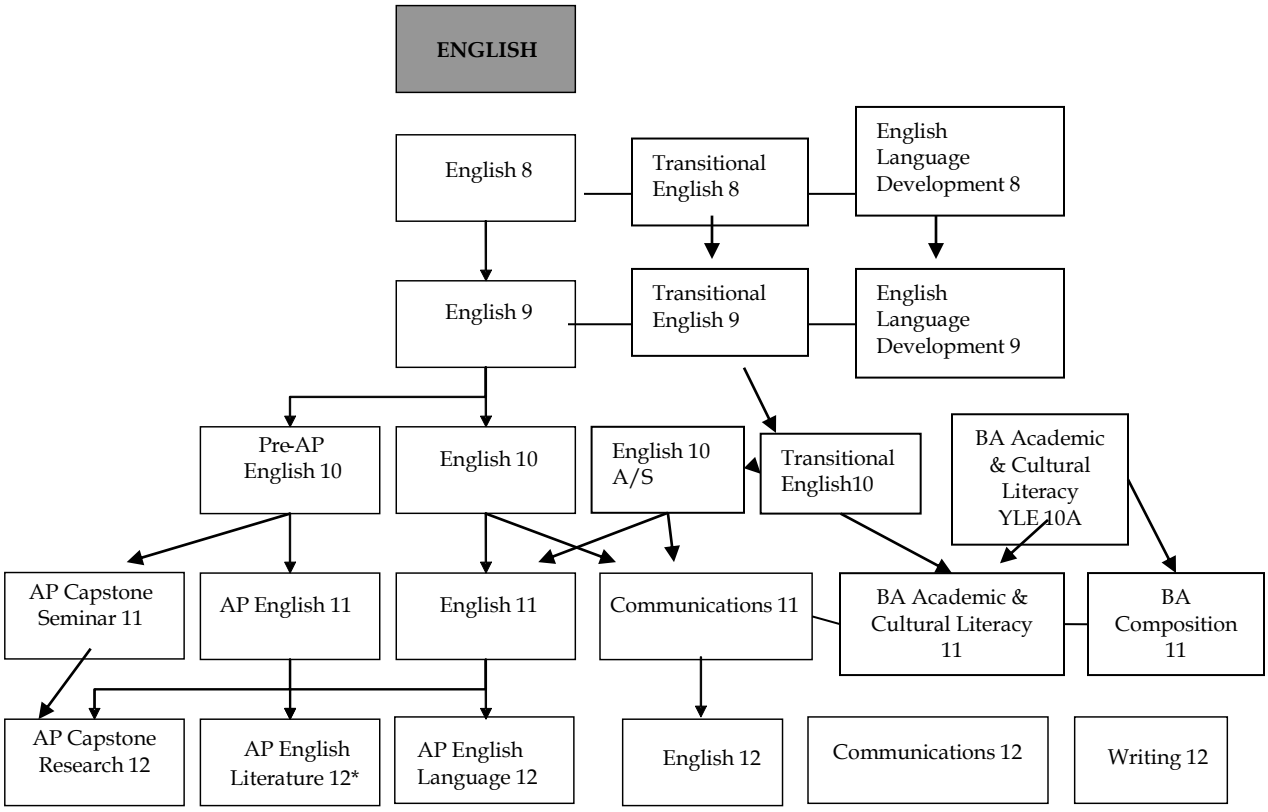
The course will also endeavour to contextualize the students work within a larger global architectural framework. Students will be introduced to the history of architecture and also some of its social, cultural and environmental dimensions. Students may employ both board and computer assisted drawing.

ENGLISH DEPARTMENT



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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 8 TO ENGLISH 12
(EN 8 TO EN 12)
English 8 to 12 is a sequential programme designed to enable students to experience literature, in order to develop the skills and attitudes that will help them become life-long, discerning readers; and to study language in order to develop fluency, precision, clarity, and independence. The processes of listening, speaking, reading, writing, viewing and representing are systematically taught along a continuum.

ENGLISH 10
(EN 10) (4 credits)
Graduation programme provincial examination course
English Language Arts incorporates reading, writing, speaking and viewing. Areas of study will include short stories, poetry, novels, non-fiction, drama, media and writing. Students will continue to develop and work towards a level of greater sophistication in their language usage and their appreciation of literature.

LANGUAGE ADAPTED/SUPPORTED ENGLISH 10
(EN 10) (4 credits)
The purpose of this course is to prepare ELL students for enrolment and successful participation in senior English. The course will give students graduation credit for English 10 while providing them with ELL support in explicit language instruction. The course will focus equally on helping students acquire academic language and understanding the core content of the Prescribed Learning Outcomes of English 10. At the end of this course students will write the English 10 Provincial Exam.

BAA COMPOSITION 11 (ESL Levels 1-2)
(YLE 11A)
The course is intended for students (Grades 10-12) who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for written components of the English 12 Provincial examination. Students will be introduced to the major components of essay writing, various essay types, and the writing process itself. It is expected that through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.

COMMUNICATIONS 11
(COM 11) (4 credits)
This course focuses on language acquisition, not the study of the interpretation of literature. It focuses on developing skills in listening, speaking, reading and writing, that is, communication skills consistent with the rules of Standard English usage. It focuses on developing fluency and clarity in oral and written expression.

This course meets the Ministry graduation requirement for Language Arts 11 and students are eligible to proceed to Communications 12 to fulfill graduation requirements.

COMMUNICATIONS 12
(COM 12) (4 credits)
Provincially examinable course
This sequel to Communications 11 is designed to provide the fundamental language and communications skills necessary to operate effectively in the world of employment and personal communication. This course meets the Ministry graduation requirements for a Language Arts 12 Foundation Studies course.
Although Communications 12 satisfies graduation requirements, it does not satisfy university admission requirements.

ADVANCED PLACEMENT ENGLISH

PRE-AP ENGLISH LANGUAGE ARTS 10
(EN 10) (4 credits)
Graduation programme examination course
Sentinel offers Grade 10s the opportunity to enroll in a rigorous honours course designed to help students acquire the analytical and composition skills needed for AP English 11, AP English Language 12 and AP English Literature 12, and all university level English classes. Since students will be expected to perform at a high academic level, only strong "B" or "A" students, recommended by their Grade 9 English teachers, should apply. The AP English 10 teacher will choose from a variety of novels, plays, essays and poetry to create a challenging and rich programme. Students will be introduced to literary analysis through a detailed study of diction, syntax, literary elements, poetry and prose analysis, close reading, discussion, rhetorical theory and analysis, and composition. In addition to meeting Grade 10 English course requirements, Pre-AP English 10 will encourage students to become skilled readers of prose written in various eras, disciplines and rhetorical contexts. As well, students will learn to write for a variety of purposes and forums.

AP ENGLISH 11
(EN 11) (4 Credits)
ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION 12
(APEN 12) (4 Credits) and
ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION 12
(APELC 12) (4 credits)
This programme encompasses AP English 11, AP English Language and Composition 12, and AP English Literature and Composition 12. The Grade 11 level is open to students who have demonstrated skill in interpreting literature, an ability to work independently, and an interest in reading for pleasure. A or B standing in English 10, or pre-AP English 10, high achievement on the English 10 final examination, and teacher recommendation will determine class placement.

Students will be guided in careful reading of literary works from various genres and periods. Such study will sharpen students' awareness of language and their understanding of the writer's craft. They will develop critical standards for the independent appreciation of any literary work. To achieve these goals, students analyze a number of classics - their language, characters, themes, and plot structures - and the contexts in which they were written. Writing assignments will focus on the critical analysis of literature and will include essays in a variety of narrative, expository, and argumentative formats.

Students will rent their texts and be expected to pay for them if lost. Personal copies of the Concise Oxford Dictionary are also recommended.

Evaluation will be based on quizzes, assignments, tests, and timed writings. The Advanced Placement examination in May is explained at the beginning of this booklet.

NOTE: Successful students will receive 4 credits for English 12 (they must write the provincial exam in EN 12), 4 credits for Advanced Placement English Language and Composition 12 (APEN 12), English and 4 additional credits for Advanced Placement English Literature and Composition 12 (APELC 12).

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

WRITING 12 (Grades 10 – 12)
(WR 12) (4 credits)
This course is an elective that is open to students in English 10 (with referral), English 11 and English 12. It 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. They 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, therefore, recommended for those students with a proficient level of English language skills who are interested in seriously developing their writing as an art form and exploring the connection between themselves and the broad world around them.

AP CAPSTONE DIPLOMA OVERVIEW

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

Advanced Placement English 11 acts as the anchor course for AP Capstone Seminar 11. Students enrolling in AP Capstone Seminar 11 are expected to enroll in AP English 11-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. Advanced Placement English Language 12 acts as the anchor course for AP Capstone Research 12. Students enrolling in AP Capstone Research 12 are expected to enroll in AP English Language 12-Research and AP English Literature 12 concurrently. Subsequently, students will also receive credit for English 12. The AP Capstone Research 12 course is scheduled outside the regular eight-block rotation.

FINE ARTS DEPARTMENT



Indy Bayly

DRAMA

DRAMA 8: GENERAL
(DRG 8) Drama 8
Drama 8 is a trimestral course offered in conjunction with Visual Arts 8 and Choral Music 8. This is an introductory excursion into the world of theatrics.

This programme 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 the beginning student 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 major showcase for the enjoyment of actor and audience alike.

DRAMA 9: GENERAL
(DRG 9)
This full-year course is a continuation of the curriculum introduced in Drama 8: General. 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.

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 a large part of the course activity and students begin to work with simple set, audio and lighting design. The Drama 9: Theatre Performance 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: GENERAL
(DRG 10) (4 credits)
Satisfies the Fine Arts requirement for graduation
This course becomes the logical extension of Drama 9: Theatre Performance, 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 in 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: Theatre Performance student will enjoy the satisfaction of working on scene work from time to time may have the opportunity of presenting work to audiences beyond the class.

THEATRE PERFORMANCE 11: ACTING
(TPA 11) (4 credits)
Satisfies the Fine Arts requirement for graduation
Theatre Performance 11: Acting 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 pre-requisite 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.

THEATRE PERFORMANCE 12: ACTING
(TPA 12) (4 credits)
Satisfies the Fine Arts requirement for graduation
This is a course in advanced theatre skills. Like Acting 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 Theatre Performance 11: Acting programme – 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 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.

THEATRE PERFORMANCE 12: DIRECTING & SCRIPT DEVELOPMENT
(TPDS 12) (4 credits)
Theatre Performance 12: 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 Senior class). Students will be appropriately placed.

THEATRE PRODUCTION 11
(TPR 11) (4 credits)
THEATRE PRODUCTION 12: TECHNICAL THEATRE
(TPRT 12) (4 credits)
This challenging and exciting course is available to students in Grades 11 and 12 who love theatre but don't want to be centre stage! On occasion this course is open to Grade 10 students who have an interest in production. Grade 10 students must speak with the teacher in advance of registering for this course.

Theatre Production 11, 12 focuses 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 Theatre Performance 11/12 and, traditionally, Directing & Scriptwriting 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.

DRAMA 8, 9, 10: THEATRE PERFORMANCE
(DRR 8, DRR 9)
(DRR 10((4 credits)
THEATRE PERFORMANCE 11: ACTING-PRODUCTION
(TPA 11) (4 credits)
THEATRE PERFORMANCE 12: ACTING PRODUCTION
(TPA 12) (4 credits)

The primary focus of this course will be to prepare for and perform SentinelStage's annual production for the school and community.

This course provides higher level acting students 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. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis.

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

DRAMA 8, 9, 10: THEATRE PRODUCTION
(DRD 8, DRD 9)
(DRD 10) (4 credits)
THEATRE PRODUCTION 11: CREW
THEATRE PRODUCTION 12: TECHNICAL THEATRE – CREW
(TPR 11) (TPRT 12) (4 credits)

The primary focus of this course will be to prepare for, design and perform SentinelStage's annual production for the school and community.

This course provides higher level performing arts students with an opportunity to experience and develop their design skills from prep-production to post-production. Emphasis is placed on teamwork and skill-building in a variety of different areas, including: producing, directing, stage-managing, costumes, hair and make-up, lights, sound, and set.

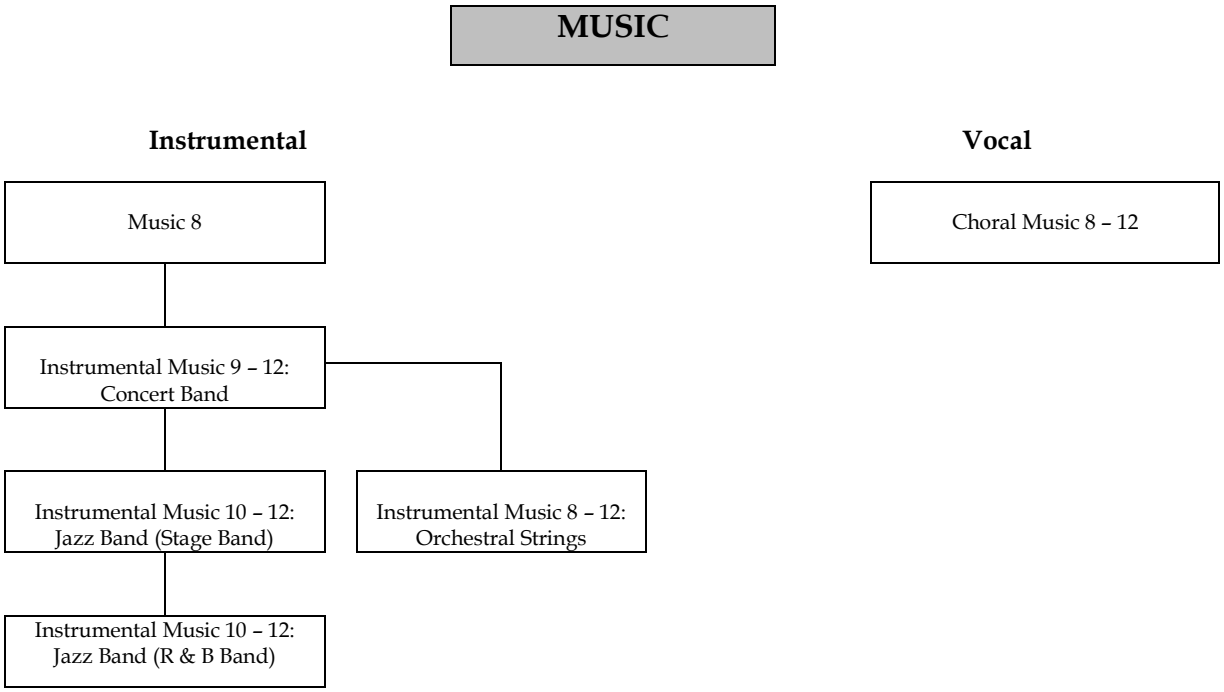
This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis.

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/Dance/Choir). Students interested in Directing MUST have previous theatre experience in either acting or design.

DANCE 9: GENERAL
(DNG 9)
Dance 9 is an introductory course where students receive instruction in various styles of dance, such as Hip Hop, Breakdance, and Jazz. Students can expect to be challenged in various dance techniques and fitness exercises that focus on body alignment and strengthening. This course is a high-energy, fun and dynamic class.

DANCE 9, 10, 11, 12 – BLENDED LEARNING
Satisfies the Fine Arts requirement for graduation
(DNP 9, 10, 11, 12, BLENDED LEARNING)
Objective:
To provide a solution to students seeking a Fine Arts elective outside the Sentinel school environment.
Students:
The students attending the blended dance course are Sentinel students Grades 9 to 12 seeking a Fine Arts elective credit outside the timetable. These students take dance classes on their own time and are seeking credit for this training. These students are NOT Super Achiever dancers. These students are taking dance classes for interest and are not pursuing a goal of professional dance.
Course Details:
The in-school portion of the course would take place once per week after school in the Sentinel dance studio (total 50 hours or approximately 1.5 hours per week). Students will complete the remaining 50 hours of dance from September to June at local dance studio.

DANCE: PERFORMANCE 10, 11 12
(DNP 10, 11, 12) (4 credits)
Students can look forward to learning creating, and performing choreography in this course. The focus will be on the student's individual growth as a dancer and performer. Many dance styles and techniques, such as Hip Hop, Breakdance, and Jazz, will be explored throughout the year. Students can expect to be challenged in various dance techniques and fitness exercises that focus on body alignment and strengthening. This course is a high-energy, fun and dynamic class.



MUSIC

CHORAL MUSIC 8
(FNA 8)
This is a trimestral course offered in conjunction with Drama 8 and Visual Arts 8. Choral Music 8, provides an introduction to preparing music, singing and performance. Students will learn (and memorize) a selection of music that will be performed at the end of the course. Students will also learn basic music theory as well as some vocal techniques that will help them in their final performance. Choral Music 8 is a fun, active and participatory class.

MUSIC 9, 10: CONCERT CHOIR (MCC 9, 10)
(MCC 10) (4 credits)
CHORAL MUSIC 11, 12: CONCERT CHOIR
(CMCC 11, CMCC 12)(4 credits)
This course is for students who love to sing. A good attitude in this class goes a long way. Concert Choir is a fun and interactive class. The choir learns and performs a wide range for music both accompanied and a cappella. This will be an active participatory class where you will learn basic theory and skills for vocal performance. Furthermore, students will also learn how to harmonize as the students will be split into groups that share the same vocal range. Students will perform both in and out of school at district events and at Sentinel assemblies including Remembrance Day, Festive Sounds of the Holidays, and the annual spring show.
Students do not need to audition to be a part of the Sentinel Concert Choir, but a background in music theory will help. **This full-year course runs Monday evenings from 6:30 p.m. – 8:30 p.m. in the school studio theatre.**

MUSIC 8
(MU 8)
The Intermediate Band all-year band programme is designed for students who have completed at least one year in an elementary school band programme, or for motivated students who do not as yet play an instrument, but who are prepared to do some extra work before school during the month of September with the Music Director. For these students, an instrument rental night is held during the first week of school. Instrument choices include: Clarinet, Flute, French Horn, Oboe, Sax, Trombone, Trumpet, Bass and Percussion.

The learner will have opportunities to develop fluency with the constructs of music. Specifically, this course further develops reading and rhythm skills and has an emphasis on improving tone and tuning. The Intermediate Band experience prepares the student for the demanding repertoires of the Concert Band, Stage Bands and Orchestra.

Assignments: Solo and part assignments, community concerts, concerts for feeder schools.

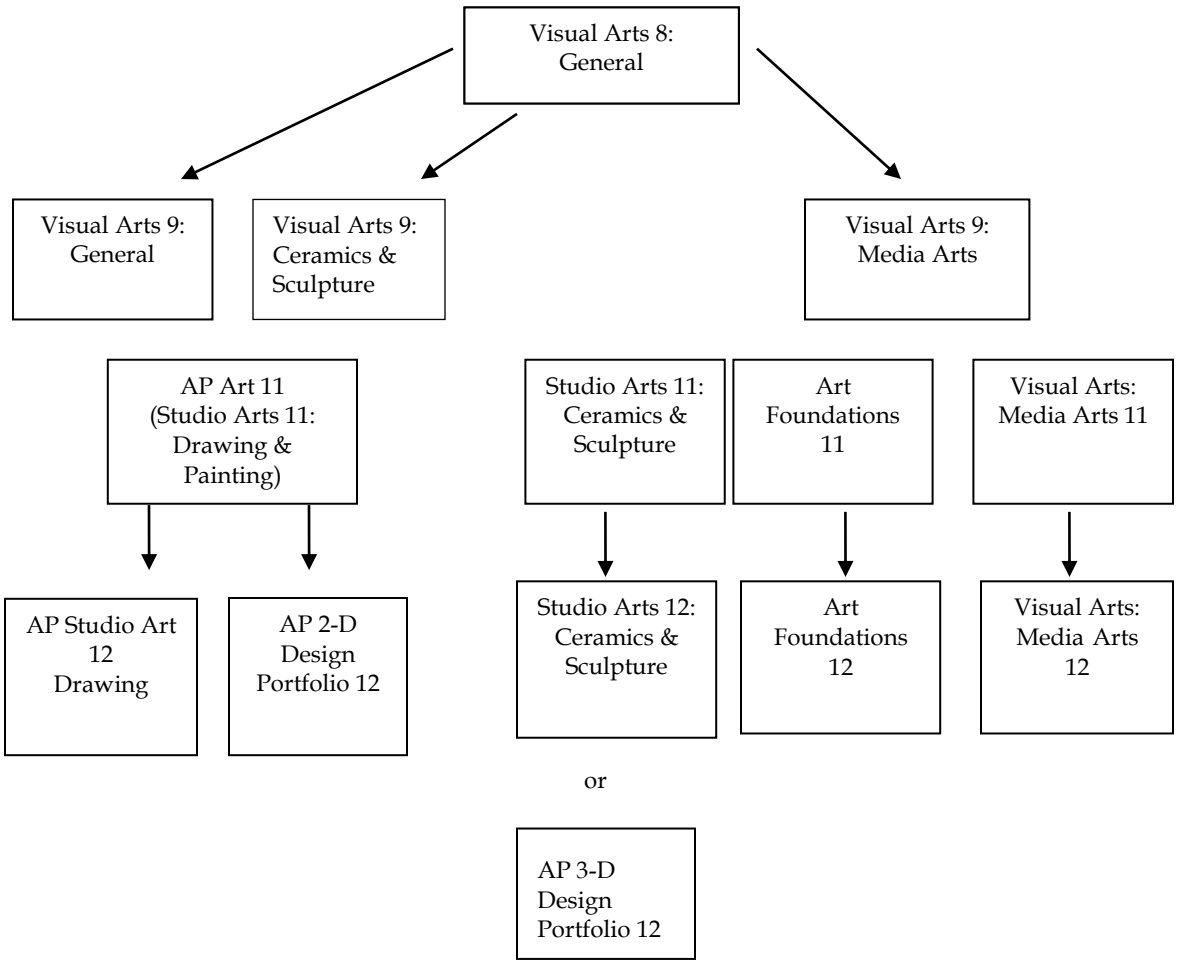
MUSIC 8, 9, 10: CONCERT BAND
(MCB 8, 9, 10) (MCB 10 – 4 credits) - *Satisfies the Fine Arts graduation requirement.*
INSTRUMENTAL MUSIC 11, 12: CONCERT BAND
(IMCB 11, IMCB 12) (4 credits) - *Satisfies the Fine Arts requirement for graduation.*
Prerequisite: Beginner band or equivalent musical experience.
The course will involve the study of both concert and jazz band material. Reading and stylistic interpretation will be emphasized so as to prepare the student for the orchestra or jazz bands. The learner will have opportunities to develop an understanding that thoughts, images, and feelings are expressed through music. This band will have a performance orientation.
Assignments: Solo and part assignments, community concerts, concerts for feeder schools.

MUSIC 8, 9, 10: JAZZ BAND
(MJB 8, 9, 10) (MJB 10 – 4 credits) - *Satisfies the Fine Arts graduation requirement.*
INSTRUMENTAL MUSIC 11, 12: JAZZ BAND (STAGE BAND)
(IMJB 11, IMJB 12) (4 credits) - *Satisfies the Fine Arts requirement for graduation.*
Recommended Prerequisite: Instrumental Music: Concert Band or an equivalent musical experience (subject to band director's approval)
This course will extend a student's concert band experience into a full big band jazz experience. Both traditional and modern repertoire will be performed. The learner will have opportunities to create, listen to, analyze, improvise and perform jazz music through a variety of contexts and historical styles.
Assignments: Solo and part assignments, community concerts, concerts for feeder schools.

INSTRUMENTAL MUSIC 11, 12: JAZZ BAND (SENTINEL R & B BAND)
(IMJB 11, IMJB 12)(4 credits) - *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. Furthermore, the learner will have opportunities to continue to develop an understanding that thoughts, images and feelings are expressed through music. Throughout the school year, this band will perform at various functions and competitions. This course demands a serious attitude, a deep love and commitment to music, and the willingness to perform at a number of extracurricular events.

MUSIC 8, 9, 10: ORCHESTRAL STRINGS
(MOS 8, 9, 10) (MOS 10 - 4 credits) - *satisfies the Fine Arts requirement for graduation*
INSTRUMENTAL MUSIC: 11, 12 ORCHESTRAL STRINGS
(IMOS 11, IMOS 12)(4 credits) - *satisfies the Fine Arts requirement for graduation.*
Recommended prerequisite: Previous instrumental experience (2 years)
Recommended prerequisite: Elementary band (3 years) or private instruction
This is an intensive instrumental rehearsal and performance group that explores current and traditional orchestral repertoire and styling. Considerable emphasis is placed on acquiring musical proficiency and technical competence through established orchestral repertoire. Furthermore, the learner will have opportunities to develop an understanding that thoughts, images and feelings are expressed through music. Enrolment is limited to intermediate and advanced instrumentalists regardless of grade level.

VISUAL ARTS FAMILY OF COURSES



* All art courses numbered 11 or 12 satisfy the Fine Arts requirement for graduation.
* Appropriate placement is made in discussion with the teacher.

VISUAL ARTS

VISUAL ARTS 8: GENERAL
(VAG 8)
This is a trimestral course offered in conjunction with Drama 8 and Choral Music 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 with an added unit in printmaking or ceramics using active hands-on methods. A variety of approaches to image making will allow students plenty of opportunity for creative exploration in their first year of high school while providing a foundation that will contribute to a range of upper year courses in Studio Art.

VISUAL ARTS 9: GENERAL
(VAG 9)
This course is designed to provide opportunities for visual learners to continue the curriculum introduced in Visual Arts 8. The importance of acquiring skills in both creating and responding critically to art is of major concern. Instruction will be provided in approaches to drawing, painting, printmaking, and both 2-D and 3-D Design. A variety of themes and media will be explored through a range of short projects. This course involves opportunities to showcase and exhibit work within the school and the community.

Note: A sketchbook is required.

VISUAL ARTS 9: MEDIA ARTS
(VAM 9)
This is an introductory course in media with a major focus on photography. With teacher direction and student inquiry, students will become familiar with basic digital camera operation, as well as elements of design, image, design strategies and compositional development. Through exploring and creating, reasoning and reflecting, communicating, documenting, connecting and expanding students will use images to convey their ideas and identity.

VISUAL ARTS 9: CERAMICS AND SCULPTURE
(VAC 9)
This course is designed to provide opportunities for visual learners to continue the curriculum introduced in Visual Arts 8. Students will have the opportunity to both create and respond critically to three dimensional art. The focus in this course will be to work with a variety of three dimensional materials, such as clay, and paper maché. A variety of three dimensional themes, artists and techniques will be explored through a range of assignments.

ART FOUNDATIONS 11
(AF 11) (4 credits)
Art Foundations 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.

ART FOUNDATIONS 12
(AF 12) (4 credits)
Suggested Prerequisite: Art Foundations 11
The Art Foundations 12 course is intended for senior students who wish to extend and intensify studies in visual arts. Art Foundations 12 students will be expected to progress and achieve based on their personal experiences in drawing, painting, printmaking, and design. Art History and critical response

strategies will be integrated where relevant. Grade 12 art students are invited to enter graduate art opportunities. With instructor permission, independent study opportunities exist for students with concentrated interests in areas such as fashion design, illustration, animation, or architecture.

Note: *A sketchbook is required*.

STUDIO ARTS 11: CERAMICS AND SCULPTURE
(SACS 11) (4 credits)
This course is designed for senior students in Grades 10, 11 and 12 with or without previous art experience. With teacher direction, students will explore techniques and materials used to create three-dimensional art. Students will work from observation, imagination and fantasy using a variety of media both traditional and non-traditional. A study of the elements and principles of design together with Art History will be related to all units. Students entering SACS 11 will have the opportunity to pursue a 3D Advanced Placement Portfolio after the completion of this course.

STUDIO ARTS 12: CERAMICS AND SCULPTURE
(SACS 12) (4 CREDITS)
Ceramics and Sculpture 12 is intended for students who wish to extend and intensify their studies in three-dimensional art. Students will be expected to progress and achieve based on their personal experiences in three-dimensional design. With instructor permission, independent study opportunities exist for students with a concentrated interest in a specific three-dimensional area.

Pre-requisites: Students interested in enrolling in this class must previously have taken Visual Arts: Ceramics and Sculpture 9 or 11.

AP ART 11 (STUDIO ARTS 11: DRAWING & PAINTING)
(SADP 11) (4 credits)
PRE-AP STUDIO ART
Suggested 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. Emphasis will be placed on the completion of a volume of quality drawing and design pieces and a personal digital slide collection of best work will be initiated.

AP STUDIO ART DRAWING 12
(APSAD 12) (4 credits) AND
AP 2-D DESIGN PORTFOLIO 12
(AP2DP 12) (4 credits)
These two enriched courses are made available to accommodate students who have expressed an interest in completing a first-year post secondary course while in high school through either the Advanced Placement **2-D Portfolio** or the Advanced Placement Studio Art **Drawing Portfolio**. Teacher-directed units will be presented in accordance with College Board evaluation requirements and in addition students will be individually challenged and mentored in a personal area of Concentration. Emphasis will be placed on attaining a volume of high quality finished pieces. A professional digital portfolio will be created which will become the students' personal property. In December a selection of recruitment officers from various degree-granting institutions will be invited to review student portfolios.
Students must attend a tutorial session (directed study) to assist them in achieving the necessary volume of work.

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 3-D DESIGN PORTFOLIO 12
(AP3DP 12) (4 Credits)
This course is available to those who have a serious interest in completing a first year post-secondary course through the Advanced Placement 3D Design Portfolio administered by the College Board. While following the SAC 12 program the students will be expected to create a much broader, in-depth extensive collection of high-quality three-dimensional finished pieces.

Prerequisites: Students interested in enrolling in this class must previously have taken Visual Arts: Ceramics and Sculpture 9 or 11 or 12. If new to the school, a portfolio of three-dimensional work must be presented.
Mandatory attendance every Tuesday from 3:00 to 5:00 p.m. is required.

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.

VISUAL ARTS 9: MEDIA ARTS
(VAM 9)
This is an introductory course in media with a major focus on photography. With teacher direction and student inquiry, students will become familiar with basic digital camera operation, as well as elements of design, image design strategies and compositional development. Through exploring and creating, reasoning and reflecting, communicating, documenting, connecting and expanding, students will use images to convey their ideas and identity.

VISUAL ARTS: MEDIA ARTS 11
(VAMT 11) (4 credits)
This course is open to all students in **Grades 10, 11 and 12** with or without previous media arts experience.
Media Arts 11 students will be expected to progress and achieve based on their personal goals and previous Media 9 experiences.

Visual Arts: Media Arts 11 focuses on developing the knowledge, skills, and attitudes students need to respond to media art works and create art using media art technology. In this course, media arts technology will include a major component of still photography. The course will include digital image manipulation, digital video, including sound and visual imaging computer technologies.

Although not mandatory, occasional access to a video camera would be beneficial. Some video cameras are available for loan through the school library. Students are required to possess a digital camera preferably an SLR. The school will not be providing cameras.

VISUAL ARTS: MEDIA ARTS 12
(VAMT 12) (4 credits)
Pre-requisite Visual Art: Media Arts 11 strongly recommended.

Grade 12 Media students are invited to enter graduate art exhibition opportunities. With instructor permission, independent study opportunities exist for students with concentrated interests in Photography. Students may also choose to complete an Advanced Placement Design Portfolio.

Although not mandatory, occasional access to a video camera would be beneficial. Some video cameras are available for loan through the library. Students are to possess an adjustable SLR 35mm camera. The school will not be providing cameras.

AP 2-D DESIGN PORTFOLIO 12 (PHOTOGRAPHY)
(AP2DP 12) (4 credits)

This course is made available to accommodate students who have expressed an interest in completing the AP 2-D Design portfolio. Teacher-directed units will be presented in accordance with College Board evaluation requirements. Emphasis will be placed on the completion of a volume of quality pieces. As well students will be challenged to develop their own personal concentration. There will be an expectation that students attend extra workshops on Monday afternoons from 3:00 p.m. to 5:00 p.m. to assist students in achieving the necessary volume of work.

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.

FRENCH IMMERSION DEPARTMENT



Chris Weiss

FRENCH IMMERSION

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

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 11 for an outline of the Bilingual Certificate requirements.

FRANÇAIS LANGUE 8: PRÉCOCE
(FRAL 8)
The Grade 8 programme 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
(FRAL 8)
The goal of the Grade 8 programme 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
(FRAL 9)
The Grade 9 language arts programme 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 programme 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.

FRANÇAIS LANGUE 11
(FRAL 11) (4 credits)
The Grade 11 language arts programme 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 12
(FRAL 12) (4 credits)
Provincially examinable course.
The Grade 12 immersion language arts programme 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 programme in French. Upon completion of Français langue 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 and Français langue 12. To receive credit for APFRL 12 students are expected to write the AP examination in May. Students who choose not to write the exam will receive credit for Français langue 12 and French 12.

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 AND CAREERS DEPARTMENT



Sarah Kim

HEALTH AND CAREER EDUCATION 8 AND 9

The Health and Career Education 8 and 9 curriculum focuses on preparing students to make and implement plans in order 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.

Grade 8 An overview of the assessment units:

1. **Education and Careers**: education and career exploration

2. **Health**:
   - Healthy Relationships
     Healthy lifestyles, factors affecting eating habits,
     healthy sexual decision making, sexually transmitted infections
   - Substance Misuse Prevention
   - Safety and Injury Prevention
     Safe communications, responding to emergencies, job-related safety

Grade 9 An overview of the assessment units:

1. **Education and Careers**: career options and support networks

   Health:
   - Healthy Living
   - Healthy Relationships
   - Safety and Injury Prevention
   - Substance Misuse Prevention

PLANNING 10 (PLAN 10) (4 credits)
Planning 10 is intended to provide opportunities for students to develop skills, attitudes and knowledge that can help them manage their lives more purposefully. It also helps students to relate their learning in school to the demands of the working world and the expectations of society.
This four-credit course focuses on four major sections:

1. Post-secondary Education and Careers – post-secondary institutions and programmes, job seeking skills, workplace safety, labour market information, transition plans to post-secondary or careers.
2. Health Issues and Decisions – healthy lifestyles, relationships, healthy decision-making on substance abuse, STDs, injury prevention and road-related risk.
3. Financial literacy skills – costs and funding sources of education and career options, financial plans and literacy.
4. Graduation Programme plans – graduation transitions, focus areas, courses and credits.

Planning 10 will be offered in the timetable as a full-year, four-credit course, and must be completed in order for students to satisfy graduation requirements.

PLANNING 10 – BLENDED LEARNING
(PLAN 10) (4 credits)
This course required for graduation is designed to help students develop the skills they need to establish goals and make thoughtful decisions in the areas of: education planning, career development, healthy decision making, and financial literacy. This course is designed for strong self-directed students who are competent when it comes to using a computer and the Internet. This Blended Learning Course is based at Sentinel Secondary School. Please see the additional information regarding blended learning on page 28.

The class will meet for 2 hours per month, usually after school 3:00 pm - 5:00 pm. The dates will be determined by the teacher upon consultation with the students enrolled in the class.

GRADUATION TRANSITIONS
Grades 10, 11, 12

Graduation Transitions is designed to support students in making a successful transition from secondary school to life after it. Graduation Transitions is a required component of every student's graduation in B.C. This 4-credit "course" is completed by students in Grades 10 through 12 and includes three main elements:

- **PERSONAL HEALTH**
  * Daily Physical Activity: 150 min./week of moderate to vigorous exercise (PE 10, 11 and 12 meet this requirement).
  * Personal Health Plan in which students identify and acknowledge healthy lifestyle practices

- **COMMUNITY CONNECTIONS**
  * 30 hours of volunteer and/or work experience in Grades 10 through 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

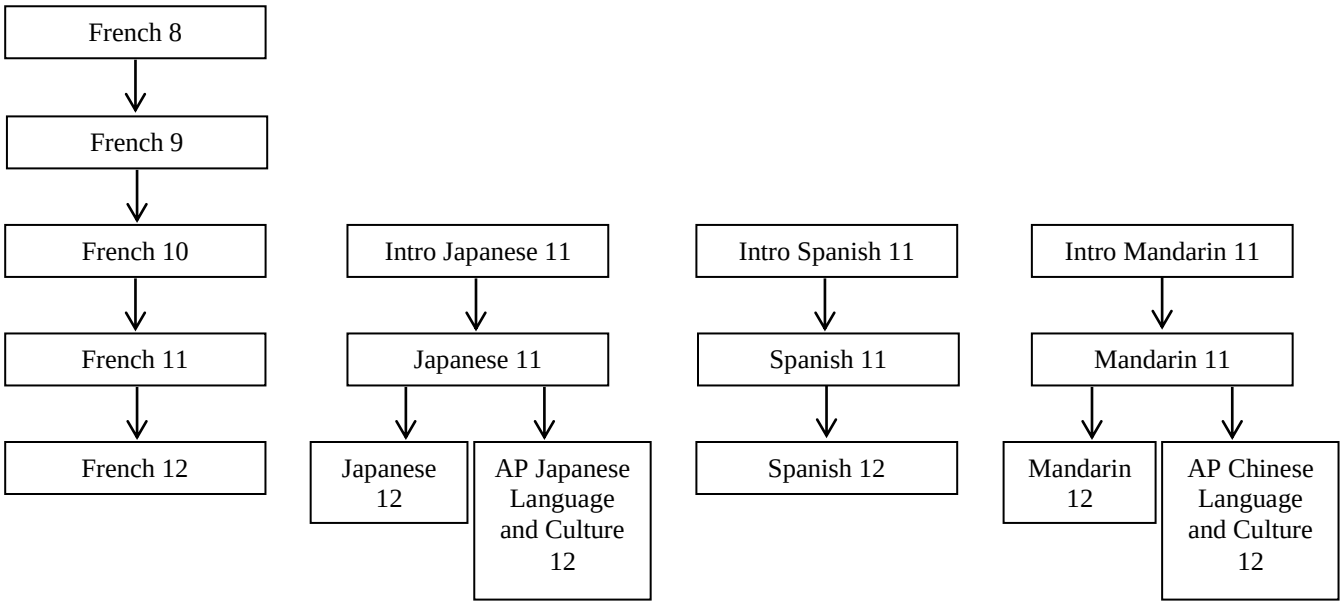
Graduation Transitions is first introduced to students in their Planning 10 course. In Grades 11 and 12, students work with an advisor as they fulfill the required elements and gather the necessary evidence to complete this Graduation requirement. Graduation Transitions culminates in a final Grade 12 exit interview or presentation of the work they accomplished.

MODERN LANGUAGES DEPARTMENT



Silvie Kinart

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 student. 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 Programme 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".

The French and Spanish textbook programmes are accompanied by workbooks. As students develop their language skills, particularly in listening, writing and reading comprehension, they will be completing many different exercises from the workbook. Students will be issued a workbook; it must be returned in pristine condition at the end of the school year, or a replacement fee will be charged. Purchase of the workbook is optional, but highly recommended.

The Spanish programme is accompanied by a subscription to the Mary Glasgow Magazines in lieu of a workbook. Throughout the year, students will receive five magazines with high interest interactive readings, writing activities and video and audio links. Purchase of the subscription is also optional, but strongly recommended. If students do not wish to purchase the subscription, all magazines must be returned at the end of the year in perfect condition.

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 student's 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 Programme 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 February. 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 programme prerequisites.

FRENCH

Goals of the Secondary French programme:

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, 9, 10
(FR 8, 9, 10) (French 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. Students will communicate in French in meaningful situations. Authentic communication is emphasized. 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, with an increased emphasis on Francophone culture and literature. 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, accelerated course that covers the basic components of Japanese 9 and 10 in one year. It focuses on developing basic reading, writing, listening, and speaking skills in the Japanese language through the exploration of the geography and culture of Japan. 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.

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 programme 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.

INTRODUCTORY SPANISH 11
(BSP 11) (4 credits)
This is a concentrated, accelerated course that covers the basic components of Spanish 9 and 10 in one year. The primary focus at the beginning of the course is on aural comprehension and reading. Later, as students acquire more language, they will be expected to communicate spontaneously in Spanish both orally and in writing.

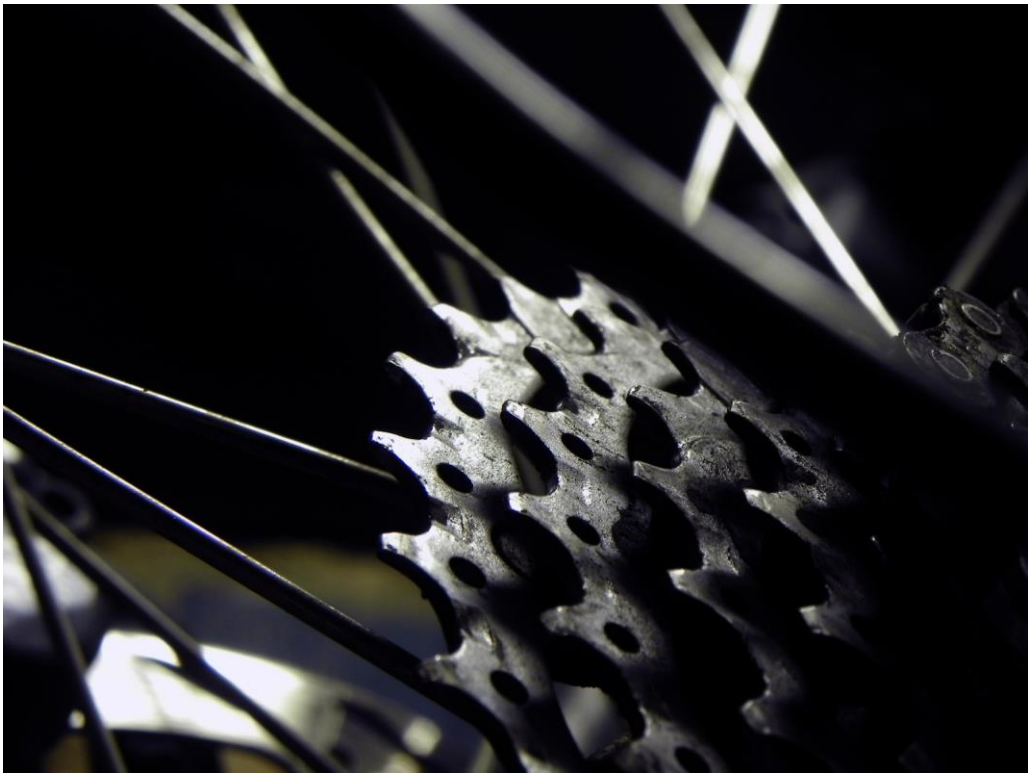
This course is for students who have minimal or no background in the language. Students will learn to communicate in Spanish in basic social situations, to meet and greet friends, to talk about their family, school life, the environment, food sports and leisure activities. Students will be introduced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

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.

SPANISH 11
(SP 11) (4 credits)
In this course, students continue to develop their communicative and linguistic skills. Students will have opportunities to communicate both orally and in writing. They will use the language to discuss preferences, describe their relations with others and express opinions. Learning will be personalized and relevant. Aspects of culture will be studied through literature, the arts and other topics of interest such as sports, history, the environment etc. There is a strong emphasis on authentic communication.

SPANISH 12
(SP 12) (4 credits)
This course is for advanced level students who wish to 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 interact in Spanish at all times.

MATHEMATICS DEPARTMENT



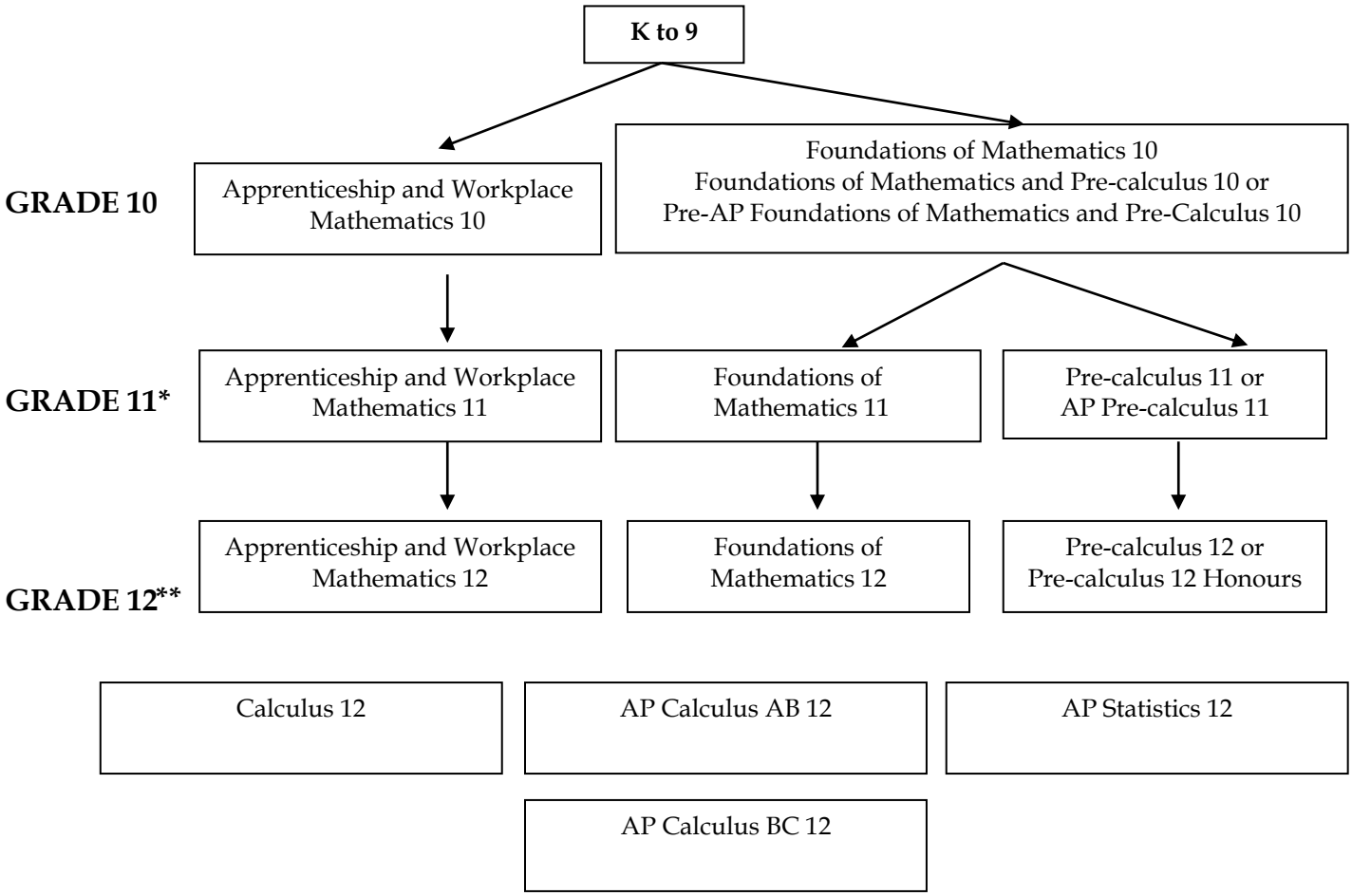
Chris Weiss

MATHEMATICS DEPARTMENT

FOR STUDENTS IN GRADES 8 – 11 FOR THE 2016 – 2017 SCHOOL YEAR

PATHWAYS AND TOPICS

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



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 /MATHEMATIQUES 8
(MA 8 or MTH 8)
This course completes the student's study of rational arithmetic, begins the study of algebra, and continues the study of geometry and probability and statistics.

MATHEMATICS 9 /MATHEMATIQUES 9
(MA 9 or MTH 9)
This course has an emphasis on algebra. In addition, topics also include circle geometry, data analysis, and number concepts.

ACCELERATED MATHEMATICS 8/9
(MA 8 and MA 9)
This course is designed for Grade 8 students who have a strong foundation in mathematics, as well as highly-developed reasoning and organizational skills. Students will complete the topics of the Mathematics 8 and 9 curricula in one year.
Note: Students will be recommended by their previous mathematics teachers and will be required to write a placement test.

APPRENTICESHIP AND WORKPLACE MATHEMATICS 10
(AWM 10 (4 credits)
Mandatory Provincial Examination
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 measurement, logic and reasoning, geometry, trigonometry, number, financial mathematics and algebra.

FOUNDATIONS OF MATHEMATICS 10
(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 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)
Mandatory Provincial Examination
This course is designed to provide students with the mathematics understandings and critical-thinking skills identified for post-secondary studies. Topics include measurement, trigonometry, relations and functions, number concepts and coordinate geometry.

PRE-AP FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10
(FMP 10) (4 credits)
Mandatory Provincial Examination
Recommendation: "A" in Mathematics 9 and teacher recommendation.
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.

APPRENTICESHIP AND WORKPLACE MATHEMATICS 11
(AWM 11) (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 algebra, geometry, measurement, number and statistics.

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 calculus. Topics include geometry, measurement, logical reasoning, relations and functions, and statistics.

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 and number, relations and functions, and trigonometry.

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.

PRE-CALCULUS 11/PHYSICS 11 COMBINED MORNING COURSE
(PREC 11) (4 credits) (PH 11) (4 credits)
This combination of courses is designed for students who have an interest in taking both Physics 11 and Pre-Calculus 11. Meeting every day (morning preferably) two teachers would team teach this course that covers the fundamentals of each individual course but, most importantly, creates a strong connection between them. These courses would allow a substantial amount of time to explore more complex concepts through projects designed to enhance the applied nature of the topics. Students who complete this combination of courses will cover the curriculum for Physics 11 and Pre-Calculus 11, thus awarding them credits for both upon completion.

ADVANCED PLACEMENT STATISTICS 12
(APSTA 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. There will be a fee of $135 for the Advanced Placement Examination.

APPRENTICESHIP AND WORKPLACE MATHEMATICS 12
(AWM 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 algebra, geometry, measurement, number, statistics and probability.

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 calculus. Topics include financial mathematics, logical reasoning, probability, and relations and functions.

PRE-CALCULUS 12
(PREC 12) (4 credits)
Recommended prerequisite: Pre-Calculus 11 or 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 trigonometry, relations and functions, permutations, combinations and binomial theorem. Mathematics students will find Pre-Calculus 12 a reasonable 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 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 programme. Only very capable students should select this course.

ADVANCED PLACEMENT CALCULUS AB 12
(APCAL 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 electing 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.

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 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
(APCAL 12A) (4 credits)
Students may take this course as a self-directed course following completion of AP Calculus AB 12.

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.

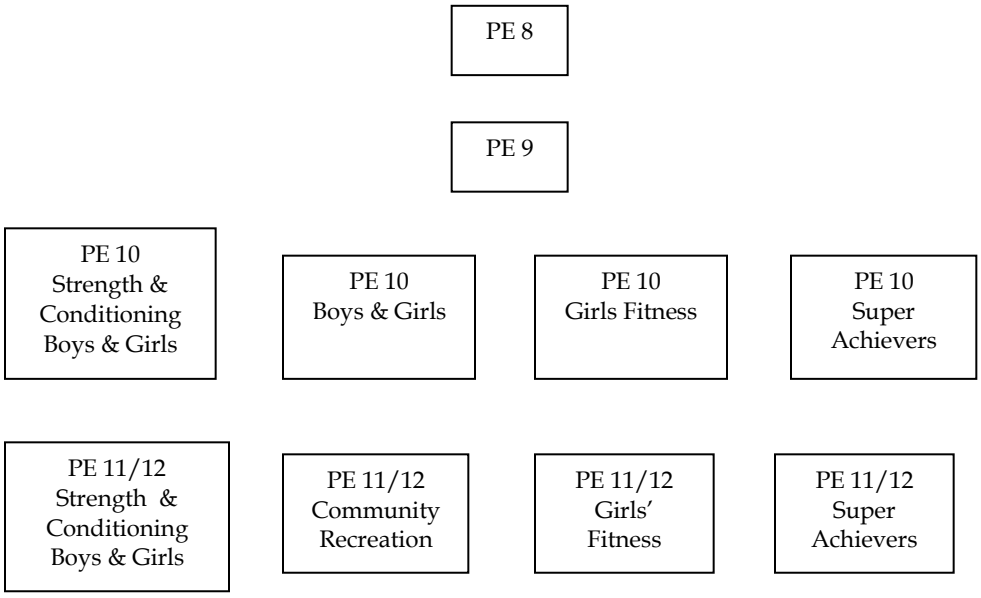
CALCULUS 12
(CALC 12) (4 credits)
Recommended prerequisite: Pre-Calculus 11 or AP Pre-Calculus 11 and Pre-Calculus 12 taken concurrently.
This is an application-driven rather than a theory-driven course. The majority of the course will be Differential Calculus with emphasis on its applications in various areas. It will also include a small amount of Integral Calculus.

PHYSICAL EDUCATION DEPARTMENT



Sarah Kim

Physical Education



PHYSICAL EDUCATION 8, 9, 10 - Boys/Girls
(PE 8, PE 9, PE 10) (PE 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 – i.e. First Aid training.

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: (Boys and Girls) Strength & Conditioning (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.

The course introduces both the knowledge and theory components of fitness in accordance with the Canadian Fitness Education Services (CFES).

- 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.

*Motivated students have the option of enrolling in a CFES course outside of class time. See teacher for further information.

A fee will only be collected for students who complete CFES-based tests and/or receive CFES certification.

PHYSICAL EDUCATION 10: GIRLS FITNESS
(PE 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 ($250.00).

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, 11, 12 : SUPER ACHIEVERS
(PE 10) (PE 11) (PE 12) (4 credits)
This course is designed to allow students enrolled in the Super Achiever Program at Sentinel to complete PE 10, 11, or 12 online and receive credit from Sentinel Secondary. Grading for these courses will be based on submitted written assignments and activity logs verified by formal coach or coaches. The teacher may visit the student's activity site to witness skill range and level of activity.

PHYSICAL EDUCATION: GIRLS FITNESS 11 AND 12
PE 11 or PE 12 (4 credits)
You will have opportunities to explore the activities that you enjoy, and hopefully be exposed to some things you have never tried before. This course fulfills the daily physical activity component required in Grade 11 and Grade 12.

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 ($250.00).

PHYSICAL EDUCATION 11, 12: COMMUNITY RECREATION
(PE 11, PE 12) (4 credits)

PE 11, 12 are co-ed elective courses open to senior PE 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.

PHYSICAL EDUCATION 11/12: STRENGTH & CONDITIONING (4 Credits)
(PE 11, 12) (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 11/12 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 aforementioned 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.

DISTRICT COURSES

BAA (Program Choice) FAST 11: FIRST AID SWIM TRAINING

FAST is a young lifeguard education programme 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 of the required certification prerequisites necessary to enrol in the National Lifeguard Course, which students can take independently when they are 16 years of age or older. The **FAST** program will be offered entirely out of the West Vancouver Aquatic Center. This programme consists of aquatic components, physical training, and classroom sessions. The programme will operate on Tuesday and Thursday from 2:00pm – 4:30pm throughout the year. Students will be registered in this programme for both afternoon fixed block rotations. It is open to students 13 years or older at the start of the class.

The cost of the program will be $100-$150/ month for 10 months will the final cost subject to the number of students enrolled. 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 both genders from all three high schools is a priority. Credit will be granted for PE 11, BBA Emergency Response Leadership 11 and Lifesaving 11.

BAA (Program Choice) 200 HOUR YOGA TEACHER TRAINING COURSE – GRADES 11 & 12
YLRA 11A, YLRA 12A (4 credits)

This 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 the area of health sciences. Students will receive 8 credits for the course.

Prerequisites

- This program is designed for all high school students. Yoga is for Every Body, all ages, abilities, and fitness levels
- Students are encouraged to take at least 2 yoga classes a week for 2 months prior to the training (a total of 16 classes)

Location & Schedule

- The 200-Hour YTT program will be offered at West Vancouver Secondary School
- The program will run on Tuesday and Thursday afternoons from 4:00 to 6:30 p.m. throughout the school year (September to June)

Program Specifics

- Students will earn 8 credits:
    - 4 credits for Physical Education 11, or 12 depending on the student's grade
    - 4 credits of Yoga 11 or 12: YLRA 11A or YLRA 12A
- Students will receive certification as qualified 200-Hour Yoga Teachers upon completion of the course requirements
- Students will be qualified to teach public or private classes through yoga studios, gyms, wellness centers, etc.

Cost

- The 200-Hour Yoga Teacher Training cost is $250. This price is all-inclusive and covers students' textbooks, field trips, and guest instructors.

For more information please contact:
Mariam Pirbhai, Yoga Teacher
mpirbhai@wvschools.ca

YOUNG ENTREPRENEURSHIP AND LEADERSHIP

The Young Entrepreneurship and Leadership Launchpad is a district-wide course offered to students entering Grades 11 and 12. Those students who have an interest in business will be able to earn course credits (Entrepreneurship 12) toward graduation while working with both teachers and business/community leaders to design a business. Students will have the opportunity to mentor with top entrepreneurial talent, gain valuable real-world connections, and participate in a Dragon's Den-style Venture Challenge. The YELL program is partnered with the Business Accelerator Lean Launchpad program at UBC's Sauder School of Business, and fuses the traditional business plan with the Business Canvas method. This course will run outside the regular timetable, with weekly 2 ½ hour classes/meetings from September – December. In January, students will break into mentorship groups, working towards "Venture Presentation Night", during which they will share their business ideas and learning.

This course brings together the school, the community and our primary YELL business partners: Rattan Bagga, CEO of Jiva Organics; Amit Sandhu, CEO of Ampri Group; and Punit Dhillon, co-founder, President and CEO of OncoSec Medical.

This course is by application only. Refer to the SD #45 district website for applications details/deadlines or contact Jo-Anne McKee at jmckee@http://westvancouverschools.ca/. Please refer to the YELL website for further program details - http://weyell.org/

SKILLS EXPLORATION 10/11/12

The Skills Exploration course is designed to provide students the opportunity to explore various trades in order to make decisions toward careers, ACE-IT and/or Secondary School apprenticeships and post-secondary study. It is also an opportunity to learn valuable life skills. Do you like working with your hands and want to find a good fit for your interests and abilities? Have you thought about entering the trades but don't know what each involves? This is a district course available to all students (girls and boys) in grades 10 to 12. It would be offered at WVSS during a fixed-last-block in order for students from across the district to attend. The students would be provided the necessary basic theory, practical projects and work experience opportunities for four different trades and technical skilled careers. The intention of the course is to introduce students to the related skills, tools and work in the trades and other technical careers.

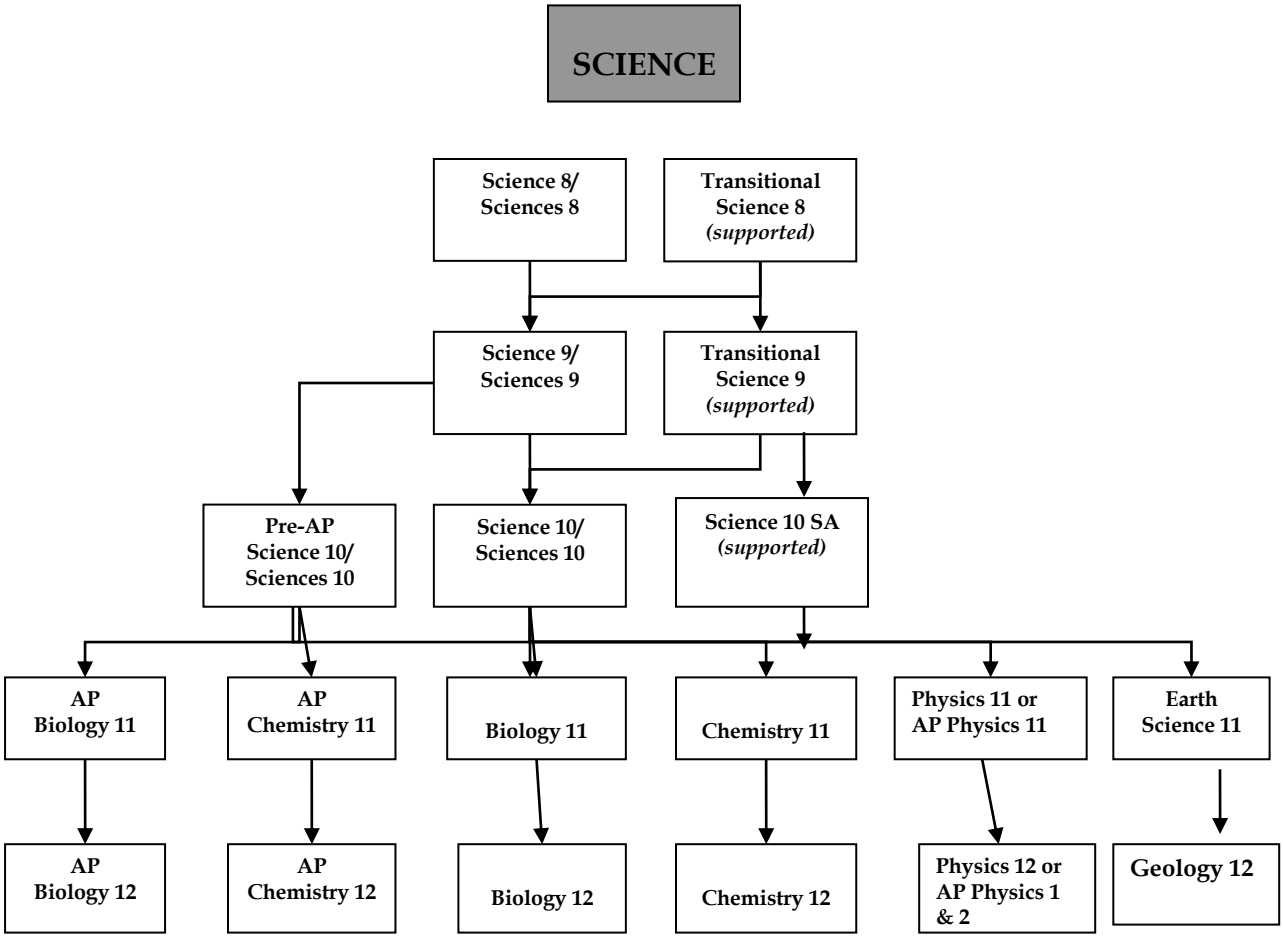
The Trades Discovery program will consist of six units:

1. Core – Trades, Apprenticeships, Safety, Construction Drawings and Applied Math
2. Carpentry - Framing
3. Electrical - Electricity and Residential Wiring
4. Plumbing - Residential
5. Welding and Metal Fabrication

SCIENCE DEPARTMENT



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SCIENCE
Science 8/ Sciences 8
Transitional Science 8 (supported)
Science 9/ Sciences 9
Transitional Science 9 (supported)
Pre-AP Science 10/ Sciences 10
Science 10/ Sciences 10
Science 10 SA (supported)
AP Biology 11
AP Chemistry 11
Biology 11
Chemistry 11
Physics 11 or AP Physics 11
Earth Science 11
AP Biology 12
AP Chemistry 12
Biology 12
Chemistry 12
Physics 12 or AP Physics 1 & 2
Geology 12

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 discovering 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
(SC 8 or SCF 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

TRANSITIONAL SCIENCE 8 ***(supported/adapted)***
TRANSITIONAL SCIENCE 9
(TRSC 8) (TRSC 9)
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
(SC 9 or SCF 9)
Big Ideas:

- Cells are derived from cells
- 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

SCIENCE 10
(SC 10 or SCF 10) (4 credits)
Graduation programme examination course.
Mandatory Provincial Examination
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 (*Supported/Adapted)*
(SC 10) (4 credits)
Graduation programme examination course.
Science 10SA 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)
Graduation programme examination course.
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 Biology, 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)
Graduation programme examination course.
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 Biology, AP Chemistry, and/or AP Physics in Grade 11 will be prepared to meet the learning outcomes of those courses.

SENIOR SCIENCE

BIOLOGY 11
(BI 11) (4 credits)
The Biology 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:
- Evolution
- Microbiology
- A survey of the Kingdoms
- Ecology of organisms

ADVANCED PLACEMENT BIOLOGY 11
(BI 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 BI 11, AP BIO 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.

BIOLOGY 12
(BI 12) (4 credits)
Recommended prerequisite: Successful completion of Biology 11
Exceptional 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 Biology 12 without having taken Biology 11.
Big Ideas:

- Biochemistry
- Cell Biology and Processes and Applications
- Human Biology

ADVANCED PLACEMENT BIOLOGY 12
(APBIO 12) (4 credits) (Bio 12) (4 credits)
As this course is a continuation of the AP Biology 11 preparatory course, entry is limited to those students who have successfully completed the prerequisite or to students who have their Biology 11 teacher's recommendation.

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, 2014. Four credits will be given for Biology 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 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
- the "Mole" theory as a unit of measure
- chemical reactions and calculations
- the periodic table and bonding
- naming components / chemical formulas
- solution chemistry
- organic chemistry

ADVANCED PLACEMENT CHEMISTRY 11
(CH 11) (4 credits)
Recommended prerequisites: Excellent achievement in Science 10 and Foundations and Pre-Calculus Mathematics 10 as well as a strong foundation in the English language
This course is a more challenging investigation into chemistry and is designed for students looking for a more thorough study of the regular chemistry curriculum. The curriculum covers the regular B.C. Ministry of Education requirements in addition to topics based on the Advanced Placement curriculum

provided by the College Board. Successful completion of 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 AP Chemistry 11. There is a course fee for this course.

CHEMISTRY 12
(CH 12) (4 credits)
Recommended prerequisite: Pre-calculus 11, Physics 11 and Pre-Calculus 12 taken concurrently
This course builds on the foundation of Chemistry 11 and covers reaction kinetics, equilibrium, acid base chemistry, and 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 Principles of Mathematics 11.

ADVANCED PLACEMENT CHEMISTRY 12
(APCHE 12) (4 credits)
Recommended prerequisites: AP Chemistry 11 (or excellent achievement in Chemistry 11) and Pre-calculus 12 taken concurrently.
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.
There is a fee of $135.00 for the Advanced Placement Examination in addition to a course fee.

EARTH SCIENCE 11
(ESC 11) (4 credits)
Prerequisite: Science 10
Earth Science 11 is a course designed to introduce students to the diverse aspects of earth and space science through field and laboratory activities.
Big Ideas: :

- Earth and its Environment
- Atmospheric Science
- Astronomical Science
- Geological Science
- Oceanographic Science
- Earth's History
- Earth Science 11 provides a strong foundation for further study in either Geology 12 (Science) or Geography 12 (Social Studies)

GEOLOGY 12
(GEOL 12) (4 credits)
Recommended Prerequisite: C+ or higher in any Science 11 course (Earth Science 11 preferred)
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)
- Time and the Fossil Record
- Internal Processes and Structures (Plate Tectonics and Earthquakes)
- Surficial Processes (Processes that shape the Earth's Surface)
- Planetology

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:

- Physics - introduction
- Wave motion and geometrical optics
- Kinematics
- Dynamics in one dimension
- Energy
- Special relativity
- Nuclear fission and fusion

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

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 <u>end of their Grade 12 year.</u>

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

AP Physics 2: Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics, and atomic and nuclear physics.

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
(APPSY 12) (4 credits)

Prerequisites: Students should have completed English 10 and have demonstrated strong English skills.

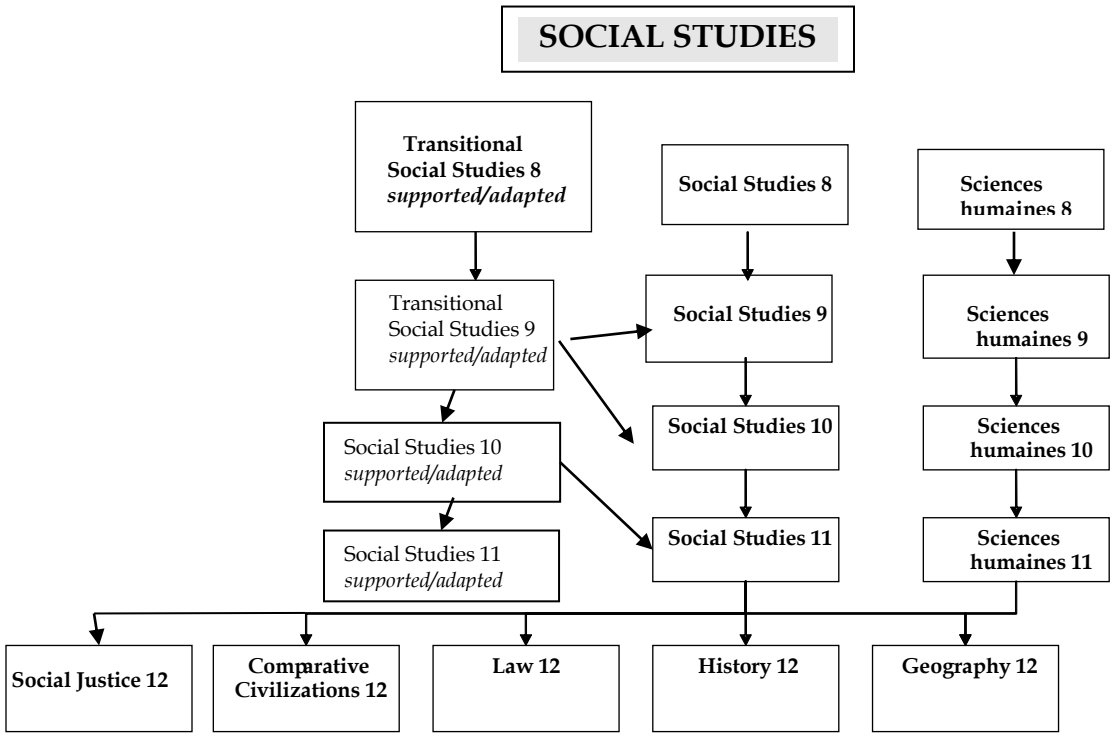
Advanced Placement Psychology is an elective course that is designed to cover the curriculum of an introductory course equivalent to that of a University or College. AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings 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 DEPARTMENT



Sarah Kim



"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, in order 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 of 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
(SS 8/SCH 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, 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 Asia and in Europe, World Religions, Exploration and the Discovery of North America, and the civilizations of its indigenous people, the Renaissance and Enlightenment. The curriculum emphasizes developing understanding, making connections – past, present, future, global, personal and interdisciplinary; applying knowledge.

TRANSITIONAL SOCIAL STUDIES 8 ***(supported/adapted)***
TRANSITIONAL SOCIAL STUDIES 9
(TRSS 8) (TRSS 9)
Students complete studies on the following topics:

1. First Nations Communities
2. Exploration and Discovery of Canada
3. Geography of Canada
4. Current Events

SOCIAL STUDIES 9/SCIENCES HUMAINES (SS 9/SCH 9)
Using both Europe and North America as a foundation, students will examine the relationship between the Aboriginal people and Europeans throughout the years 1750-1919 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, and Nationalism will be explored as well as immigration patterns and the creation of Canada in the 19th century. This Social Studies curriculum will focus on developing understanding, making connections – past, present, future, global, personal and interdisciplinary; applying knowledge.

SOCIAL STUDIES 10/SCIENCES HUMAINES 10
(SS 10/SCH 10) (4 credits)
This Social Studies course focuses on the development of Canada as a nation from 1815 to 1914, with emphasis on Western Canada. It examines the social, economic, and political structure of our nation; the immigration patterns; 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.

LANGUAGE ADAPTED/SUPPORTED SOCIAL STUDIES 10
(SS 10) (4 credits)
This course adapts the regular Social Studies 10 programme for ELL students. At the end of the year, students will take an adapted version of the Social Studies 10 final exam to determine their placement in either regular or supported/adapted Social Studies 11.

SOCIAL STUDIES 11/SCIENCES HUMAINES 11
(SS 11/SCH 11) (4 credits)
Graduation programme examination course.
The Social Studies 11 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.

LANGUAGE ADAPTED/SUPPORTED SOCIAL STUDIES 11
(SS 11) (4 credits)
Graduation programme examination course.
This course adapts the regular Social Studies programme for ESL students to enable them to meet the learning outcomes of the regular Social Studies 11 programme through reading materials and activities appropriate to their level of English comprehension. Students will write the Social Studies 11 Provincial Exam upon completion of this course.

GEOGRAPHY 12
(GEO 12) (4 credits)
Prerequisites: It is recommended that students have at least a C+ average in Social Studies 11 or Sciences humaines 11.
Geography 12 will examine both physical and human geography through a variety of approaches. The Lithosphere, Hydrosphere, Atmosphere and Biosphere will provide the framework for the examination of human interactions with their landscape.

Course Content:
- the major geographic themes (location, place, human and physical interactions, movement and regions)
- the social, economic, cultural and political components of human systems
- tectonic and graduational processes engaged in making and shaping the lithosphere
- the principle factors of weather and climate
- resource sustainability and development
- the compatibility of human activities and nature's ability to sustain human demands
- use of topographic maps, aerial and satellite images, computers, photographs, charts,
- diagrams, graphs and tables to demonstrate an ability to access, interpret and present geographic information.

AP HUMAN GEOGRAPHY
(APHG 12) (4 credits)
Prerequisites: A minimum B average in Social Studies 11 is recommended. Grade 11 students enrolling in the course should have a minimum of an A in Social Studies 10. Students will also require spatial analysis skills.

Human Geography is the what of where. It is vitally important for understanding the world around us. Geographers question the world and seek to understand it by linking scientific factors alongside sociological, psychological and historical reasons. Geography students learn problem solving, decision making and spatial analysis.

Course Content:

- Population and Migration
- Cultural Patterns and Processes of Language, Religion, Ethnicity and Gender
- Political Organization of Space: the rise of nation-states in Europe, the influence of colonialism and the rise of supranational organizations
- Agriculture, Food Production, and Rural Land Use
- Industrialization and Economic Development
- Cities and Urban Land Use

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

HISTORY 12
(HI 12) (4 credits)
Prerequisites: It is recommended that students have at least a C+ average in Social Studies 11 or Sciences humaines 11. Students will also require strong skills in oral and written English.

History 12 is the study of major events, ideas, issues and political philosophies that dominated the 20th century. In general, the course begins with WWI and ends with the collapse of the Soviet Union. While History 12 is no longer Eurocentric, it does concentrate on Great Power politics. In addition to acquiring specific knowledge, History 12 is designed to develop a student's logic and critical thinking skills as well as his or her personal values, and political points of view. Students should be able to confidently and competently express a logical and informed point of view verbally and in writing. While there is no longer a mandatory provincial exam, students are expected to be able to successfully write exams and thesis papers.

Course Content:

- analysis of historical evidence to assess reliability, bias and point of view
- evaluation of the significance of nationalism and imperialism
- basic features of various political ideologies, growth of internationalism throughout the 20th century
- the social, economic, political and technological impact of war
- the nature of conflict and conflict resolution

COMPARATIVE CIVILIZATIONS 12
(CCN 12) (4 credits)
Prerequisites: Social Studies 11 or Sciences humaines 11 (and/or Socials 10 or Sciences humaines 10 (with an A average)
In this course, each student is encouraged to develop and understanding of and appreciation for his or her own culture and the cultures of other people. Students are encouraged to develop these global citizenship skills by studying a variety of different cultures from a variety of different eras. The course is also designed to assist students to "self-define" by considering their own hopes and dreams and by encouraging each student to think about what he or she would like to accomplish in his or her own lifetime.

Course Content:

- study and compare a variety of past and present cultures
- examine elements of culture such as daily life, gender roles, religion and power structures
- use critical thinking skills to analyze culture, civilization and art
- develop a basic understanding and appreciation for the role of art in civilization
- study the cultures of Prehistory, The Ancient Near-east, Ancient Persia, Ancient Egypt, Ancient Greece, Ancient Rome, India and China
- students will also have an introduction to belief systems including Ancient Sumerian religion, Ancient Egyptian Mythology, Greek Mythology, Christianity, Judaism, Islam, Sikhism Buddhism, Hinduism, Jainism and the Baha' faith

LAW 12
(LAW 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 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, as well as a trip to the Vancouver Police Museum to take part in a forensic science study. A major section of this course focuses on the students mock trials, which combines legal and trial knowledge, and critical thinking skills.

Course Content:
- the basis of the Canadian legal system
- legal decision making
- rights and freedoms
- constitutional law
- the criminal justice system
- the law of torts
- contract law
- family law
- current legal issues
- International law

SOCIAL JUSTICE 12
(SJ 12) (4 credits)
The aim of Social Justice 12 is to raise students' awareness of social injustice, enabling them to analyze situations from a social justice perspective, and to provide them with the knowledge, skills, and ethical framework in which to advocate for a socially just world. We will examine historical and contemporary cases that will provide a broad prospective of social justice, in Canada, and globally. Topics of discovery will focus on:

- Social justice based on specific characteristics such as age, gender, ethnicity, religion, socio-economic status, sexual orientation, etc.
- The causes and consequences of social injustice
- The provisions of human rights legislation
- The role of government and public policy in promoting or failing to promote social justice
- Social justice related to globalization
- Role models who have fought for social justice

Students will be challenged to examine their own beliefs and values, through reflection, discussion and critical analysis. The course includes an emphasis on action, providing opportunities for students to examine models of social change as well as to implement strategies to effect real change in the world.

FIRST NATIONS STUDIES 12
(MFNS 12) (4 credits)
This course is designed to meet the needs of all students who are interested in knowing the traditions, culture, and history of First Nations people. While this course focuses mainly on BC First Nations, it also has five interrelated curriculum organizers in skills and processes, language and relationship, contact, colonialism, and resistance. Cultural expressions, leadership and self-determination are also explored. This course satisfies a Grade 12 requirement. This course may be used to meet the Social Studies 11 Foundation Studies requirement for graduation. If it is used as the Social Studies 11 requirement, it cannot be used as one of the four Grade 12 courses for graduation.

STUDENT LEADERSHIP

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. In order 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.

ACADEMIC TUTORIAL BLOCK (ATB – 0 credits)
This class is designed to support senior level students and enhance their opportunities for academic success. This academic tutorial will have a teacher responsible for promoting positive study skills. Work habits will be assessed and regular attendance is expected. Students may have the opportunity to be supported in areas of their particular focus. This course is open to students in Grades 11 and 12.

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 or six courses, one Academic Tutorial class and one study block. Depending on their programme 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 also 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.