

Course Description Booklet



West Vancouver Secondary School



An IB World School

2020-2021



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ACADEMIC INFORMATION & PROGRAM REQUIREMENTS

GRADE EIGHT COURSES

Foundation Studies

1. English Language Arts 8
2. Social Studies 8
3. Mathematics 8
4. Science 8
5. Physical Education 8
6. French 8

Selected Studies

7. Explorations (Applied Skills) 8
8. Explorations (Fine Arts) 8
9. Music- Junior Concert Band 8 AM
10. Choir

GRADE NINE COURSES

Foundation Studies

1. English Language Arts 9
2. Social Studies 9
3. One Mathematics 9 course
4. Science 9
5. Physical Education 9

Selected Studies

6. Elective
7. Elective
8. Elective

GRADES TEN to TWELVE GRADUATION REQUIREMENTS

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements.

To graduate, students require at least 80 credits total. Of these 80 credits:



- 52 credits are required from the following:
 - Physical and Health Education 10 (4 credits).
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits).
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
 - A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
 - A Language Arts 10, 11, and a required 12 course (4 credits required at each grade, 12 credits total).
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).
 - Arts Education/Applied Design, Skills, Technology (ADST)(4 credits), and Career-Life Connections (4 credits).
- At least 28 credits must be elective course credits.
- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12

Note: IB Diploma students will fulfill the Arts Education/Applied Design, Skills, Technology (ADST) and Work Experience through TOK, Extended Essay and CAS.

8 COURSES REQUIRED: Students who attend school in the West Vancouver School district are required to take at least eight courses in grades 8 through 12. In grades 11 and 12, students have the opportunity to enroll in an Academic Tutorial (see page 37) as one of their eight courses. The availability of the Academic Tutorial furthers the school and district goals of fostering academic excellence and supporting all learners.

THE INTERNATIONAL BACCALAUREATE PROGRAMME

ELIGIBILITY

Motivated students who have demonstrated academic proficiency may apply to enroll in International Baccalaureate courses for:

- the IB Diploma (the comprehensive enrichment program),
- IB Certificates (enrichment in specific subjects— three HL subjects preferred) and where class space permits.

Screening procedures include teacher recommendations, an interview with the IB Coordinator, and entrance examinations. Information meetings are scheduled from January onwards. For further information, please contact Ms. Joanne Pohn, the coordinator of the International Baccalaureate Programme at W.V.S.S. (604 981-1100).

COURSES AND REQUIREMENTS

Candidates for the full International Baccalaureate Diploma must take, in their Grade 11 and 12 years, six courses comprised of three courses at the Standard Level and three at the Higher level. These courses include by Group:

- 1 Language A (English, or a mother tongue)
- 2 Language B (French, Spanish, Japanese or Mandarin)
- 3 Study of the Individual and Society (History and/or Geography)
- 4 Experimental Science (one of Chemistry, Biology, Physics)
- 5 Mathematics
- 6 A second subject from categories 2 to 5 above (or Art, or Film Studies, or Theatre)

In addition to the six subjects listed, the Diploma candidate must complete:

- Theory of Knowledge - A required inter-disciplinary course intended to stimulate critical reflection upon knowledge gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop a personal mode of thought based on analysis of evidence expressed in rational argument.
- The Extended Essay of approximately 4,000 words, based on a research topic of the candidate's own choice.
- CAS— Creativity Action and Service -This is designed to allow students to participate in extra-curricular activities plus service to the school and community. Over two years 150 hours minimum is required.

For students considering the IB Diploma or Certificates, West Vancouver Secondary School offers enriched courses in Grade 10. Individual courses for enrichment may be taken at Grade 11 and 12 where space permits.

COURSE OFFERINGS

Students essentially take the same combination of courses as the BC Foundation Studies Requirements at grade 11, with the addition of one more academic subject. The Career-Life Connections/Arts Education requirement are fulfilled through the IB Diploma programme. Students must take 3 HL and 3 SL subjects and include all curriculum areas plus Theory of Knowledge, Extended Essay, and CAS

HL Higher level syllabus recommends 240 teaching hours.

SL Standard level syllabus recommends 150 teaching hours.

* Only one ab initio (beginner's language) may be offered and constitutes two years knowledge only.

EVALUATION

IB Diploma Candidates write the international final examinations in May of their Grade 12 year in each of the six required subjects. IB final examinations are set and marked by examiners selected and trained by the International Baccalaureate Organization. Subject teachers are required to submit their student evaluations to the IB Examinations Office in Cardiff, United Kingdom; the school evaluation is taken into consideration when final marks are prepared by the IB Examinations Office.

Higher Level Subjects	Standard Level Subjects
Gr 1 English A	Gr 1 Language A—self taught or English A
Gr 2 Language B (French, Spanish, Japanese or Mandarin)	Gr 2 Language B (French, Spanish, Japanese or Mandarin)
Gr 3 History and/or Geography	Gr 3 History and/or Geography
Gr 4 Chemistry and/or Physics and/or Biology	Gr 4 Chemistry and/or Physics and/or Biology
Gr 5 Mathematics	Gr 5 Mathematics or Math Studies
Gr 6 Fine Arts Option: Art, Film Studies or Theatre	Gr 6 Fine Arts Option, Film Studies or Theatre

FEES

The International Baccalaureate Academy is an enhanced program and a program of choice. West Vancouver IB students are required to pay the exam fee. IB fees are subject to change based on the fluctuating Canadian dollar.

Year One Course Fees

Students will only be charged if writing IB Exams
 Book Deposit for English \$ 80.00

Year Two Course Fees

Administration & Postage Contact the I. B. Office
 Exam Registration
 Fee per Examination
 Book Deposit for English

Please Note:

All Math enriched and IB Math courses require a graphics calculator.
 Books specific to IB courses will require a deposit or may be purchased if desired.
 Any related supplemental activities, optional field trips, or optional activities may require a fee.

*** IB fees are NOT refundable after November 15th even if the student withdraws from the course.**



WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

BADMINTON ACADEMY

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

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

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

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

Enrollment is limited and oversubscribed each year so students are encouraged to register early. For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: westvancouver.schools.ca.

BALLET ACADEMY

West Vancouver Schools Premier Ballet Academy features a complete school curriculum promoting both an academic and ballet program, all in a unique schedule. This academy is offered in partnership with Ballet Russe British Columbia and provides a very high caliber of training based on the Vaganova training syllabus, issued by the Russian Ministry of Education. The Premier Ballet Academy enables students in a pre-professional program to do a portion of their training during school hours while earning school credits. This academy is ideal for students in pursuit of a professional career in dance, enabling them not only to meet the demands of their ballet training, but also to allow them to fulfill their high school academic requirements for graduation, in a healthy and balanced way.

Students registered within the program receive Physical & Health Education as well as Dance Technique and Performance course credits, both applied towards graduation. Dancers have access to exceptional instruction, coaching, & training at an unrivaled professional facility. The program's intention is to provide the best possible ballet training experience for all participants, with intensive classes taking place every afternoon (Monday to Friday), all during the school day.

The Premier Ballet Academy program is offered to both boys and girls in Grades 8-12 who are registered at any one of the West Vancouver Schools' three secondary schools: Rockridge, École Sentinel or West Vancouver Secondary.

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ westvancouver.schools.ca.

WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

BASEBALL ACADEMY

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

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

The Baseball Academy runs from September through June, Monday through Friday from 1:45 – 3:00 p.m. Wednesdays & Thursdays have extended training sessions from 1:45 – 3:30 p.m. Program components include: on-field baseball skill development, indoor baseball-specific training, baseball-specific physical and fitness training. As well, students participate in classroom theory sessions at certain times throughout the year. The classroom sessions are designed to cover a variety of topics that help students improve their on-field performance. These include baseball-specific tactics, training techniques as well as goal setting, mental training, nutrition, confidence building, along with the importance of building and sustaining good character. The program helps students understand and learn the important steps required to excel in any part of their lives. Some of these include deciding what it is they really want to do and choosing to focus on doing it every day.

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 @ westvancouver.schools.ca.

BASKETBALL ACADEMY

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

The Premier Basketball Academy program is offered to both boys and girls, Grades 8-12, registered full time at any one of the West Vancouver Schools' three secondary schools: Rockridge, École Sentinel or West Vancouver Secondary. 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 includes various co-horts that run every other day (Day 1 or 2) from 1:45 – 3:00 pm beginning September through to June. There may be additional training on Saturdays or some early morning training sessions in order to reduce contact during the school basketball season. Program components include on-court basketball skill development, basketball-specific physical fitness and strength training.

The program is outstanding and space is limited so register early! For further information, please contact Mr. Paul Eberhardt, Vice-Principal Academy Programs, at 604-981-1117 or peberhardt@wvschools.ca. Visit the school district website @ westvancouver.schools.ca.

WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

DANCE ACADEMY

West Vancouver Schools Premier Dance Academy features a complete school curriculum promoting academics combined with a dance program, all in a unique schedule. The Premier Dance Academy program offers dance students the opportunity to take their dance training to the next level.

The Premier Dance Academy program is offered to both boys and girls in Grades 8-12, registered at any one of the West Vancouver Schools' three secondary schools: Rockridge, École Sentinel or West Vancouver Secondary. This program offers young dancers the opportunity to complete their academic requirements in the mornings and then the ability for students to participate in professional dance training in the afternoons, every other day (e.g., each Day 2 of the block rotation).

Dancers have access to excellent instruction, coaching, training and professional facilities. The program's intention is to provide the best possible dance experience for all participants, with training sessions taking place during the school day. Curriculum will be completed through the study of a variety of genres within the dance spectrum, those including: Jazz, Lyrical, Contemporary, Hip Hop, Ballet, Acro, Musical Theatre, and Stretch & Strength.

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ westvancouver.schools.ca.

FENCING ACADEMY

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

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

The Fencing program runs Monday through Friday from 1:45 to 3:00 pm, September to June. The Fencing training sessions are held at Dynamo Fencing Academy - 238 Fell Avenue, North Vancouver. One-way bus transportation to Dynamo Fencing Academy is provided to students from Rockridge, Sentinel and West Vancouver Secondary.

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 Mr. Igor Gantsevich, one of the top coaches in North America. Students train and compete in local, provincial, and international competitions throughout the year.

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ westvancouver.schools.ca.

WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

FIELD HOCKEY ACADEMY

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

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

The Field Hockey Academy runs every other day from 1:45 to 3:00 pm, September through June. Program components include: on-field skill development, 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 occur at Hollyburn Country Club, Level 10 Fitness or KB-One. 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.

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ westvancouver.schools.ca.

KICKBOXING ACADEMY

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

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

The Kickboxing program runs every other day from 1:45 to 3:00 pm, September through June. Program components include flexibility, strength, anaerobic and aerobic exercise, quickness, agility and focus.

The program will take place at KB-One Martial Arts facility located at 109 Bowser Avenue, North Vancouver. Students will be transported one-way to the training facility each training day.

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 @ westvancouver.schools.ca.

WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

MECHATRONICS ROBOTICS ACADEMY

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

Boys and girls in Grades 9-12 registered full time at any one of the district's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary), are eligible to apply to the Mechatronics Robotics program. The selection process includes receiving information about the 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 to 3:00 pm, September through 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 sessions are held at West Vancouver Secondary School in classrooms specifically designed for this area of focus. Transportation is provided for students from both Rockridge Secondary and École Sentinel Secondary Schools.

Space is limited to this outstanding program so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ westvancouver.schools.ca.

RUGBY ACADEMY

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

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

The Rugby program runs every other day from 1:45 – 3:00 from September through June. Program components include: on-field rugby skill development, indoor rugby-specific training or rugby-specific physical fitness training. The rugby skill development sessions are held at the Ambleside all-weather turf fields when the program is outdoors (September – November & April – June). The indoor winter program is held at the Indoor Soccer Centre using their indoor turf area and fitness training areas.

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

For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ westvancouver.schools.ca.

WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

SOCCER ACADEMY

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

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

The Soccer program runs every other day from 1:45 – 3:00pm, September through June. Program components include: on-field soccer skill development, indoor soccer-specific training or soccer-specific physical fitness training.

The soccer skill development sessions are held at the Ambleside all-weather turf fields when the program is outdoors (September – November & April – June). The indoor winter program is at various locations including Hollyburn Country Club gym, Level 10 Fitness and KB-One training facility. All sessions are designed to improve the overall performance of the athlete in the specific sport of Soccer.

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

TABLE TENNIS ACADEMY

West Vancouver Schools Premier Table Tennis Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students the opportunity to complete their academic requirements and also participate in table tennis skill development in the afternoons, all during school hours.

Boys and girls in Grades 8-12, who are registered full-time at any one of the district's three secondary schools (École Sentinel, Rockridge or West Vancouver Secondary School) are eligible and may apply. The Academy runs from 1:45 – 3:00 'every other day', September through June.

All skill levels welcomed! There is an initial selection process which is based on a number of factors including evidence of a strong work ethic, good academic achievement as well as demonstrated ability to be socially responsible. The Premier Table Tennis Academy training sessions are held at the Forbes Facility (1555 Forbes Avenue) in North Vancouver. Transportation is provided for students from any one of our secondary schools, with parents responsible for pick-up at 3:00 p.m. from the training facility.

West Vancouver Schools is excited to offer this unique program for students. Enrollment 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: westvancouver.schools.ca.

WEST VANCOUVER SCHOOLS PREMIER ACADEMIES

TENNIS ACADEMY

West Vancouver Schools Premier Tennis Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers young tennis players the opportunity to complete their academic requirements and also participate in tennis skill development in the mornings. Tennis instruction occurs **four mornings** per week: **Monday, Tuesday, Thursday and Friday, 7:00 – 8:10 before school** at the Hollyburn Country Club's Tennis Centre.

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

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

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

Enrollment is limited and oversubscribed each year so students are encouraged to register early. For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: westvancouver.schools.ca.

VOLLEYBALL ACADEMY

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

Girls in Grades 8-12, who are registered full-time at any one of the district's three secondary schools (École Sentinel, Rockridge or West Vancouver Secondary School) are eligible to apply. The Academy runs from September through to June. Volleyball instruction occurs 'every other day' from 1:45 – 3:00 at West Vancouver Secondary School. The academy includes volleyball—specific training as well throughout the year.

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

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

WEST VANCOUVER SCHOOLS PREMIER ACADEMIES



WEST VANCOUVER SCHOOLS PREMIER PROGRAMMES

200 HOUR YOGA PROGRAMME

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

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

The 200 Hour YTT program will take place at West Vancouver Secondary every other day from 1:30 to 4:00pm. Students will receive 2 courses: Physical & Health Education or Fitness & Conditioning AND Board/Authority Authorized course: BAA Yoga Teacher Training. Students also receive certification as qualified Yoga Alliance approved 200-Hour Yoga Teachers upon completion of the course requirements. With this, students will be qualified to teach public or private classes in yoga studios, gyms, or wellness centers.

For further information, please contact Ms. Mariam Pirbhai at mpirbhai@wvschools.ca.

ANIMATION PROGRAMME

West Vancouver Schools Premier Animation Program is offered in partnership with Capilano University and provides a unique opportunity for students who want to develop their artistic skills with the goal of creating a professional portfolio.

The Premier Animation Program is offered to both boys and girls entering Grades 11 and 12 who are registered full-time at any one of the West Vancouver Schools' three secondary schools: Rockridge, École Sentinelle or West Vancouver Secondary. Students entering Grade 10 are considered with references.

Students completing the program would receive credit for Media Design 11 (MEDD 11) or Media Design 12 (MEDD 12). This program will enhance students' current Art Education by focusing on drawing, design and animation skills. The program would prepare students for entry into post-secondary institutions such as Capilano University, Emily Carr University, Sheridan College, Concordia University and Seneca College as well as art schools in the United States.

Students entering post-secondary art programs with a strong foundation of skills and a "big picture" understanding of the world of commercial art will be well-prepared for success in those industries. At the senior level of the program, students will learn to make their own animated films or demo videos and create portfolios for admission to tertiary schools or in some cases, direct entry into the industry. Space will be limited for this exciting program so register early.

For further information, please contact Ms. Cecily Evans at cevans@wvschools.ca.

WEST VANCOUVER SCHOOLS PREMIER PROGRAMMES

ART WEST 45 PROGRAMME

Art West 45 is a broad-based comprehensive arts program open to students in Grades 10-12 who have a strong interest in visual arts and design. Students who want to push themselves in the visual arts further than they would in a regular art class, or those who just enjoy creating various types of art, will benefit from this vibrant, enriched program.

Students enroll in two periods (on the same day –e.g., Day 1 or Day 2) for the Premier Art West 45 Program. There is also an after-school class on Wednesdays from 3:00 – 4:45 p.m. Students who participate in the after-school class receive 4 credits. Students can receive up to 12 credits each year towards graduation if they participate in all three periods, along with the opportunity to develop connections through community galleries, studios and businesses.

As a specialized program Premier Art West 45 supports the passion for the arts by offering:

Extended time to work on projects

Increased one-on-one time with the teacher

Opportunities to develop techniques and broaden one's skill set

Develop personal interests within the arts using live models, working in the ceramic studio, participating in professional artists' studio visits and other extensions of the regular classroom

Portfolio development for post-secondary purposes

Opportunities for cross-curricular connections to enhance creative development

Connections to the local community

For further information, please contact: Ms. Jackie Wong at jwong@wvschools.ca

ENGINEERING PROGRAMME

The West Vancouver Schools Premier Engineering Program features a complete school curriculum promoting academics with an engineering focus, in an accommodating timetable.

Boys and girls in Grades 11 & 12, who are registered full time at any one of the district's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary) are eligible to apply.

This program is designed to provide students with an opportunity to work in an environment that will prepare them to pursue further studies in a Science, Technology, Engineering and Math (STEM) program with an emphasis on Engineering. Students will partake in an Engineering Theory course on Day 1-4 and a Mechatronics Robotics course on Day 2-4.

The selection process for the Engineering Program 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 Engineering Program will be held at West Vancouver Secondary School in specially designed classrooms. One way transportation is provided for students from both Rockridge Secondary and École Sentinel Secondary Schools.

For further information, please contact Mr. Jerry Espenhain at jespenhain@wvschools.ca or visit the school website @ westvancouver.schools.ca.

WEST VANCOUVER SCHOOLS PREMIER PROGRAMMES

ENVIRONMENTAL SCIENCE PROGRAMME

West Vancouver Schools Premier Environmental Science Program provides students with opportunities to perform experiments and field research under the tutelage of one of the district's outstanding Science teachers along with the guidance of scientists who are experts in their own fields of research at the Pacific Science Enterprise Centre (PSEC) - 4160 Marine Drive, West Vancouver. In addition, the course blends in-class theory with on-site practice through collaboration with field experts who have the requisite resources and laboratory space. Students enrolled in the Environmental Science Program will receive credit for Life Sciences 11 or Environmental Science 12.

Students in grades 11 & 12 who are registered full time at any one of the school district's secondary schools (École Sentinel, Rockridge or West Vancouver Secondary) are eligible to apply. Students must have completed Science 10. Also desirable (but not mandatory) is a familiarity of earth science. This Environmental Science program runs every other day from 1:45 to 3:00pm, September through June. One way bus transportation is provided for students from École Sentinel, West Vancouver Secondary and Rockridge Secondary.

For further information, please contact Madelyn Jones at mjones@wvschools.ca

FASHION INDUSTRY PROGRAMME

West Vancouver Schools Premier Fashion Industry Program is a broad-based program open to students Grades 10-12 who have a strong interest in all aspects of Fashion! 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 of fashion production incorporating industry techniques and design. Students will experience use of the latest equipment - laser cutter, Inkscape software, 3D printer, wax carving and melting metals for casting jewellery. Traditional techniques such as drawing the figure, drapery of fabrics and fashion design drawings are fluid throughout the course. This program is ideal for those students who want to build on their creative processes.

This program provides an excellent background for students interested in pursuing fashion, but does not have a sewing component. However, students will have the opportunity to participate in all aspects of the bi-annual district fashion show.

This Fashion Industry program meets 'every second Thursday' from 3:30-5:30 p.m. with students completing work online related to fashion news, discussion boards, homework assignments, updates and more. All students (male and female) are eligible for this course who can show sample/s of past work in the creative arts and have demonstrated strong time management skills.

Students, Grade 10-12, who register and are accepted into this Premier Fashion Industry Program will receive credits for the Ministry course: Fashion Industry 12. Course fees are \$60 per term x 3 (\$180/year).

For further information please contact Laura Fitzpatrick at lfitzpatrick@wvschools.ca

FAST is a young lifeguard education program that will allow students to develop the essential skills to be successful and confident lifeguards. At the completion of the *FAST* program students will have obtained all of the required certification prerequisites necessary to enroll in the National Lifeguard Course, which students can take independently when they are 16 years of age or older. Completion of the National Lifeguard Course is the final credential necessary to qualify an individual to work as a lifeguard.

WEST VANCOUVER SCHOOLS PREMIER PROGRAMMES

FIRST AID SWIM TRAINING (FAST) PROGRAMME

FAST is a young lifeguard education program that will allow students to develop the essential skills to be successful and confident lifeguards. At the completion of the *FAST* program students will have obtained all of the required certification prerequisites necessary to enroll in the National Lifeguard Course, which students can take independently when they are 16 years of age or older. Completion of the National Lifeguard Course is the final credential necessary to qualify an individual to work as a lifeguard.

The FAST Program is available to students, Grades 9-12. Students should have functionally proficient strokes. The program can support a maximum of 24 participants and students will be selected based on a combination of their grade, application date, and swimming ability. Providing equal access to this program for students of both genders from all three high schools is a priority. The FAST Program is offered entirely out of the West Vancouver Aquatic Center. This program consists of aquatic components, physical training, and classroom sessions. The program operates on Tuesday and Thursday from 2:00 pm – 4:30 pm throughout the year. Students are registered in this program for both afternoon fixed block rotations.

Public transportation is available to allow Rockridge students to depart during the lunch break and arrive on time for the start of the FAST program. Sentinel and West Vancouver Secondary School students are within walking distance of the aquatic center during their respective lunch breaks.

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

For further information, please contact Dave Dickinson at ddickinson@wvschools.ca.

FITNESS INSTRUCTOR AND TRAINING PROGRAMME

West Vancouver Schools Premier Fitness Instructor and Training Program is offered in partnership with the West Vancouver Recreation Centre (WVRC) to provide a unique opportunity for students to earn graduation credits (Fitness Conditioning 11/12 – 8 credits) and industry certification as a Canfitpro Fitness Instructor Specialist (FIS). Canfitpro is the largest provider of education in the Canadian fitness industry. Students will study human anatomy, exercise physiology, training guidelines, musicality and fitness class design. They will have opportunities to practice teach and train their personal fitness. The class will take place at the WVRC and West Vancouver Secondary (WVSS) on day 1 or 2 from 1:45-3:00 pm under the guidance of Tiffany Moffatt, WVRC Health & Fitness Program Coordinator & Canfitpro PROTRAINER—and Kathy Finch, WVSS PHE and Fitness teacher.

This Fitness Instructor's course is offered to girls entering grade 11 and 12, who are registered full-time at any one of the district's three secondary schools (Ecole Sentinel, Rockridge or WVSS). The opportunity to train daily and develop personal fitness in a community of learners with a passion for fitness and health is priceless! This course provides students with opportunity to increase self-confidence and personal self-esteem through leadership skills developed through fitness instruction. The program is designed to provide students with employable skills in the fitness industry and certification that will open career opportunities in health and wellness. This Fitness Instructor's course provides a meaningful foundation for those students pursuing post-secondary studies in the area of health sciences.

For further information, please contact Mrs. Kathy Finch at kfinch@wvschools.ca

WEST VANCOUVER SCHOOLS PREMIER PROGRAMMES

HONOUR CHOIR PROGRAMME

West Vancouver Schools District Honour Choir is a mixed and treble choir course that offers an opportunity to challenge and extend the learning of West Vancouver Schools' finest young singers in Grades 8-12. The course provides the potential for up to 5 years of credited music elective towards graduation.

The course is held on Tuesday evenings at West Vancouver Secondary School (South Campus, Room 64). The treble choir meets from 5:00-6:30pm. The mixed choir meets from 7:00-8:30 pm. The first Tuesday of every month there will be a mandatory musicianship session (ear training) for 20 minutes prior to the start of the class.

Successful applicants to the District Honour Choir must meet the pre-requisites for the course before applying. Pre-requisites are as follows: experience singing in a choir (either school or community), knowledge of basic music theory (e.g. note names, basic note values, basic dynamics and articulation markings) and availability for concerts and extra rehearsals outside of regular class time (schedule provided at the start of each term). Students must also be enrolled in their school choir for the year in which they are registered for the District Honour Choir.

In addition to meeting the pre-requisites for the course, all students will be required to audition in the spring. Additionally, students will be required to pass a basic music theory test (naming notes in the treble clef, naming the basic rhythmic values of notes, and knowing basic dynamic/articulation marks). Candidates are selected mostly on the basis of their musical potential and apparent desire to work hard and make music at the highest level possible.

For further information, please contact Mrs. Suzanne Fulton at sfulton@wvschools.ca.

INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate (IB) Program, located at West Vancouver Secondary School, is a comprehensive and rigorous two-year curriculum leading to international examinations for students in Grades 11 and 12. The program incorporates the best elements of national systems without being based on any one. The IBO's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community.

In the 50 years since its founding, the IB diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

The IB Diploma is recognized as an admissions credential to most North American universities. Higher Level courses with a score of 5 or better, and in some cases a 4, may be given a first year credit at North American universities. Many universities also offer specific scholarships to IB Diploma holders.

For further information, please contact the coordinator of the International Baccalaureate Program, Ms. Joanne Pohn at jpohn@wvschools.ca

WEST VANCOUVER SCHOOLS PREMIER PROGRAMMES

OUTDOOR RECREATION PROGRAMME

West Vancouver Schools Premier Outdoor Recreation and Connections Program takes Physical & Health Education beyond the walls of the gym and explores the local environment through outdoor challenges and pursuits. Students receive 8 credits with the combination of Physical & Health Education and Board/ Authority Authorized Outdoor Connections 11 courses. These two courses weave together personal development, community, humanities, sciences, photography and physical literacy. The aim of this program is for students to become experienced, knowledgeable, and confident, empowered to pursue an active outdoor lifestyle in a safe manner.

Activities within the Physical & Health Education component include both team and individual sports such as ultimate frisbee, football, softball, capture the flag and survivor, fitness and health education, outdoor pursuits and overall skill development. Students will also be introduced to a variety of topics of focus such as ecosystems, flora, fauna, physical geography, history, astronomy, sustainability and conservation.

For further information, please contact Ms. Daphne Lambie at dlambie@wvschools.ca.

YOUNG ENTREPRENEURSHIP AND LEADERSHIP LAUNCHPAD (YELL) PROGRAMME

One of the keys to success in business is networking and mentoring. The Young Entrepreneurship and Leadership Launchpad (YELL) offers students entering Grades 11 and 12 a dynamic and engaging forum to explore the field of business in a real-world setting.

Students earn course credits toward graduation while working with teachers and business/community leaders to design a business. The course connects students with top entrepreneurial talent and students compete in a Venture Challenge in the spring. collaboration and leadership skills.

Hosted at West Vancouver Secondary School, students with an interest in business from all three high schools are welcome to apply. The course runs outside the regular timetable, with weekly 2 ½ hour classes/ meetings from September through 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, with the involvement of WVSS teachers Jo-Anne McKee and Shawn Anderson, brings together the school, the community and our primary 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 is a singular opportunity to participate in a unique program offered by the district and our partners.

For further information, please contact Ms. Joanne McKee at jmckee@wvschools.ca

WEST VANCOUVER SCHOOLS PREMIER PROGRAMMES

YOUTH TRAIN IN TRADES PROGRAMME

The Youth Train in Trades (YTT) carpentry program provides technical training for Grades 11 and 12 students interested in a career in carpentry and related trades. Based at West Vancouver Secondary, students receive training every second day (Day 1) while attending their own secondary school for core academic subjects (Day 2). This program is open to students across the North Shore, regardless of their home school. This intensive program allows students to receive technical training typically done at a post-secondary institution while working toward high school graduation. Each student accepted into the program is registered as a trainee with the Industry Training Authority (ITA).

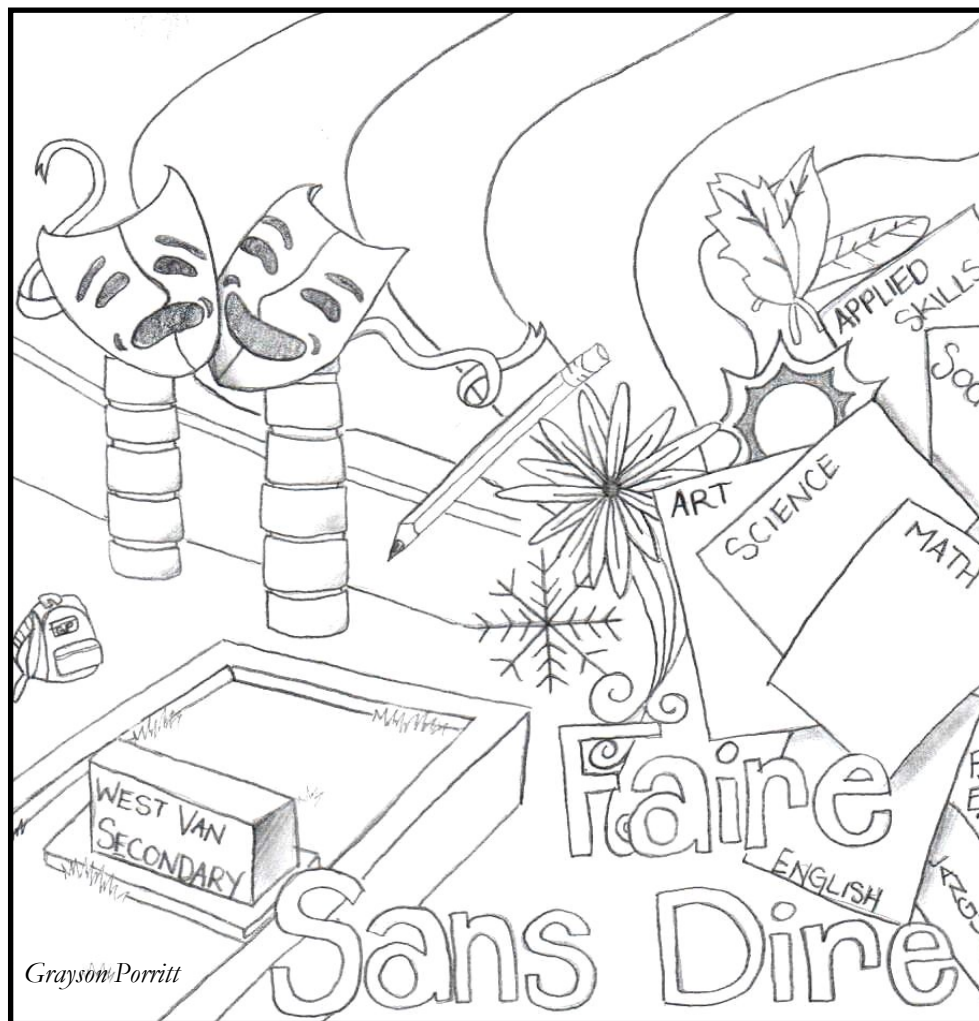
The Youth Train in Trades program is a dual-credit program which means students receive 16 credits (4 courses) towards high school graduation in addition to Level 1 Carpentry training and Work-Based Training hours credited toward apprenticeship and eventual journeyman certification. This technical training is typically done at a post-secondary institution with associated tuition and materials costs however, the YTT program is offered to high school students for significantly reduced costs as it becomes part of their Graduation Program. Each student is registered as a trainee with the Industry Trade Association (ITA). This program is for students who are keenly interested in acquiring industry recognized skills and certification in carpentry, construction and related trades.

For further information, please contact Stephanie Jansen at sjansen@wvschools.ca or Greg Cormier at gcormier@wvschools.ca.



WEST VANCOUVER SECONDARY SCHOOL

Course Descriptions



2020-2021

EXPLORATIONS 8

EXPLORATIONS 8

- Five to six mini-courses make up **Applied Skills 8**. Students take courses in Home Economics, Information Technology, Health & Career Education and Industrial Education. Home Economics units include food studies and textile studies. Computers include drafting and an introduction to many computer programs. Industrial Education includes woodwork and power systems.
- Five mini-courses make up **Fine Arts 8** (i.e.: Art, Dance, Drama, Music and Photography). Students will rotate through the mini courses taught by various specialist teachers.

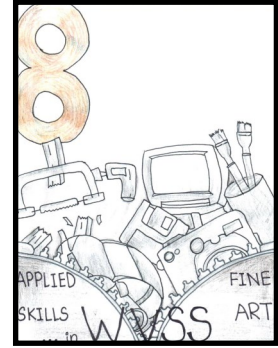
GRADE 8 ELECTIVES

A music elective is available to students before school:

JUNIOR CONCERT BAND and/or CHOIR

Junior Concert Band and/or Choir may be taken as an extra, ninth or tenth course. These courses are offered in the morning prior to regular classes or during the regular schedule instead of Fine Arts 8.

- Please refer to the “Performing Arts” section of this booklet for specific details.



Yulia Kim

BUSINESS EDUCATION

MARKETING & PROMOTION 11 (Grade 10,11,12)

Marketing is one of the most interesting and fun business courses you can take. Many of you will find it easy to relate to the course material because, as consumers, you have all been the target of marketers. This course will teach you marketing from the perspective of a business owner and a customer. You will learn about the different activities involved in the planning, pricing, promoting, distributing, and selling of products. As in the real world of marketing, you will be conducting consumer research, working on team projects, and unleashing your creative talents throughout the course.

This course is open to students in grades 10 and 11. There is no pre-requisite required.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

E-COMMERCE 12: DIGITAL MARKETING & SOCIAL MEDIA MANAGEMENT (Grade 11, 12)

Formally Marketing 12, Digital Marketing and Social Media Management 12 focuses on internet digital marketing, e-commerce and career possibilities in marketing including event planning, graphic design, community building, and content creation. Students will explore branding, influencers, and monetization possibilities while analyzing the ethics and implications of on-line advertising in the current digital space. This project-centric course is engaging, fun and applicable to the real-world fields of Marketing.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ENTREPRENEURSHIP & MARKETING 10

This course is for every student who may be interested in senior business courses or a career in business.

Aspects of starting and running a business as well as many topics related to business start-up and ownership, marketing, financing, data processing and decision-making will be addressed in this course. This course is aimed at sparking entrepreneurial interest and giving the student a good overview of the complexities of the world of business. Students will simulate business operations as they form partnerships to start-up their own companies and apply creative business and marketing design concepts to their ventures.

ENTREPRENEURSHIP 12 (GR. 11 & 12)

All businesses begin with the ideas of entrepreneurs. Entrepreneurs identify and explore opportunities, research the resulting ideas, locate and organize resources, and begin to turn the ideas into reality.

Entrepreneurial education helps students build confidence and develop skills as innovators and leaders.

Entrepreneurship 12 helps students to gain an understanding of the entrepreneurial spirit in the context of starting a small business and to learn the skills necessary to effectively carry out entrepreneurial activity. This is a practical, activity-based course in which student teams plan, research, develop, and implement business plans that link technical and managerial resources and innovation.

ECONOMICS 12 (Grade 11, 12)

This is an Applied Design and Skills Technology course offering. (Many universities accept as a Senior course credit). 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. Economics is often described as the study of rational decision making behaviour. In this course you will learn basic economic theories that describe how individuals and societies make decisions. The goal of this course is to help enhance your understanding of our complex world, develop your thoughts logically, and prepare for first year university economics. This course is open to students in grades 11 and 12 with no pre-requisite required.

ECONOMICS THEORY 12 : This courses is offered in the Socials Studies Dept. It will meet the Socials 11/12 Grad requirement. See page 62 for description.

ACCOUNTING 11 (Grade 10,11,12)

Accounting is the language of business. This course will introduce you to basic principles that form the foundation for a career in business. You will learn the process of accounting, from transaction analysis to preparation of financial statements, through practical exercises and case studies. By the end of the course you will have a good fundamental understanding of accounting and you will know how to use electronic spreadsheets such as Excel. You will also be introduced to industry software such as QuickBooks and/or Simply Accounting.

FINANCIAL ACCOUNTING 12 (Grade 11, 12)

This course focuses on the management and reporting aspects of accounting. You will start with a review of basic accounting principles and build on that with more advanced topics such as budgeting business finances and analyzing financial statements. By the end, you will have a good understanding of financial accounting for use in more advanced courses or for a career in business. All students in this course will have the opportunity to participate in a provincial business game challenge against other high school students. Students attaining a B or better in Accounting 11 and Financial Accounting 12 can apply for dual credit for BFIN 141 Accounting at Capilano University.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the courses offered in Business Education.

YOUNG ENTREPRENEURSHIP AND LEADERSHIP LAUNCHPAD (YELL) (Grade 11,12)

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 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 and runs 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 is by application only.** Refer to the SD #45 district website for applications details/ deadlines or contact Jo-Anne McKee at jmckee@vschools.ca.

INFORMATION & COMMUNICATIONS TECHNOLOGY

INFOTECH 9

This course will explore a variety of technology related topics including: Visual and text based coding; digital media creation and manipulation; designing media for the web; curating, managing and publishing personal digital content; socially responsible technology use.

COMPUTER STUDIES 10

This course will continue to build on the skills learned in InfoTech 9 including: Text based programming; Game design and development; 3D modeling and creation, Using Adobe products to design objects for laser etching and cutting; Socially responsible media production for the web.

DIGITAL COMMUNICATIONS 11: DIGITAL MAKING & DESIGN (GR.11 & 12)

This course will focus on utilizing the design learning process using computer technology to create physical objects designed on the computer and brought to life using 3D printers and laser cutter. We will also explore how to program microcontrollers (arduinos) to do simple tasks utilizing lights, motors and sensors. This course will be appropriate for those who have an interest in a career in Design and Engineering.

DIGITAL MEDIA AND DEVELOPMENT 12: DIGITAL MAKING (GR. 11 &12)

This course will be an extension of Digital Design 11 and will allow students to pursue their personal interest in the digital design field. Students will be expected to have a genuine interest in this area and have the skills needed to carry out self directed projects on their own or in small groups.

CERTIFICATION OPTIONS AT WEST VANCOUVER SECONDARY

Focus on Information Technology (FIT) Certification, with a Business specialization

(<http://www.focusit.ca/teacherseducators/>)

FIT is an innovative certificate program that pathways students through ICT related courses and concentrations during their secondary school education. FIT brings an important real world perspective to *business* and *technology* teaching. It serves as a resource to help teachers and curriculum developers make business and technology courses more relevant to students, while showing them how they are all interconnected. It presents ICT in a holistic way – through real problem-solving situations, with real world examples. FIT gives students the opportunity to interact with industry experts and engages them in learning that will make a difference. Finally, FIT provides students with the knowledge they need to make informed choices about their future studies and career opportunities. FIT is sponsored by Canada's Information and Communication Technology Council (<https://www.ictc-ctic.ca/education-and-skills/>).

Please contact Dr. Mahesh Chugani for more details. Email: mchugani@wvschools.ca

GitHub Education School (<https://education.github.com/partners/schools>)

GitHub is the *world's leading software development platform*, used by thousands of educational institutions, organizations, and companies worldwide. We are one of a select number of schools around the world who have applied for, and **have been accepted** to be a GitHub Education School. Our students have access to the GitHub platform, and numerous industry-based software, at no cost. We use GitHub extensively in the Robotics Academy. One of our Robotics students has also helped set up his technology class at Rockridge to incorporate GitHub, thereby providing the students a shared platform for working on code, and providing them with the skills and tools they will use when they graduate and go to University, or join the workforce. Please contact Dr. Mahesh Chugani for more details.

Email: mchugani@wvschools.ca

ENGLISH DEPARTMENT

ENGLISH LANGUAGE ARTS 8 & 9 and ENGLISH 8 & 9 (LANGUAGE ADAPTED)

English Language Arts incorporates reading, writing, listening, speaking, viewing and representing. Areas of study will include short stories, poetry, novels, non-fiction, drama, media, and writing. Students will continue to develop and work towards levels of greater sophistication in their language usage and their appreciation of literature, as well as an understanding of both paragraph and essay conventions.

ENGLISH LANGUAGE ARTS 10

Note: English Language Arts 10 is offered as a pairing of Literary Studies 10 with either Composition 10 or Creative Writing 10. A third, language-adapted pairing of Literary Studies 10 and Spoken Language 10 will be offered for English language learners.

LITERARY STUDIES 10

Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time

COMPOSITION 10

Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

CREATIVE WRITING 10

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, and practice their writing.

ENGLISH LANGUAGE ARTS 10 PRE-DIPLOMA

English 10 Pre-Diploma is offered to selected students and is a pairing of Literary Studies 10 and Composition 10. This course is recommended for students interested in pursuing the IB Diploma Programme in Grade 11. The focus on this course is literary analysis and essay writing skills.

ENGLISH LANGUAGE ARTS 11

Note: English Language Arts 11 is now offered as a choice between Literary Studies 11, Composition 11, or Creative Writing 11. All three are 4-credit courses, and all three will rigorously prepare students for English Studies 12.

LITERARY STUDIES 11

Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media.

Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts; expand their development as educated global citizens; develop, balance and broaden their understanding of themselves and the world; and further develop higher-level thinking and learning skills.

COMPOSITION 11

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

CREATIVE WRITING 11

Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

ENGLISH LANGUAGE ARTS 12

Note: Either English Studies 12 or First Peoples 12 are required for graduation. Both Literary Studies 12 and Creative Writing 12 should be considered as academic electives.

ENGLISH STUDIES 12

The required English Studies 12 course builds on and extends students' previous learning experiences in ELA 10 and 11 courses. It is designed for all students and provides them with opportunities to refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals; think critically and creatively about the uses of language; explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews; deepen their understanding of themselves and others in a changing world; gain insight into the diverse factors that shape identity; appreciate the importance of self-representation through text; contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples; expand their understanding of what it means to be educated Canadian and global citizens.

ENGLISH FIRST PEOPLES 12

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. **Note:** As it satisfies the ELA 12 graduation requirements, EFP 12 is designed to reflect the same rigor and learning standards that are described above for English Studies 12.

LITERARY STUDIES 12

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time increase their literacy skills through close reading of appropriately challenging texts, enhance their development of the English Language Arts curricular competencies, expand their development as educated global citizens, develop balance and broaden their understanding of themselves and the world, further refine higher-level thinking and learning skills.

CREATIVE WRITING 12

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

I.B. ENGLISH 11 AND 12

All IB courses are two years. Students who complete the two year course and write the IB exams, scoring a 5 or better, may be awarded credit in English at university. Students may choose one of two options. The school may run one option or both, depending upon demand and timetabling considerations.

Through each course, students are able to develop the following:

- a personal appreciation of language and literature
- skills in literary criticism using a range of texts from different periods, styles and genres
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective an understanding of how language challenges and sustains ways of thinking.

Language A: Literature HL/SL

This course offers an intensive study of literature over the two years.

- Students study 13 works of literature at higher level and 10 works at standard level from a representative selection of genres, periods and places
- Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism
- The study of literary works in context is emphasized, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation

Students are assessed through a combination of formal examinations, written coursework and oral activities

Language A: Language and Literature HL/SL

This course offers an intensive study of non-literary and literary texts over the two years.

- Students study 6 works of literature at higher level and 4 works at standard level from a representative selection of genres, periods and places
- Students develop the techniques needed for the critical analysis of non-literary communication, becoming alert to interactions between text, audience and purpose
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods and genres
- Students are assessed through a combination of formal examinations, written coursework and oral activities
- Students also produce written tasks in a variety of genres, and perform two oral activities presenting their analysis of works read

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 of 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 support courses by counselors, 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.

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

Beginning	Student is a true beginner with little English Language proficiency. Direct ELL support is needed in scheduled language support blocks
Developing	Student is able to understand and use basic English words and phrases. Direct ELL support is needed in scheduled language support blocks.
Expanding	Student is able to understand and use an expanding amount of conversational English. Direct ELL support is needed in scheduled language support blocks.
Consolidating	Student is able to understand and use varying amounts of conversational English, and some academic language. Students receive instruction in Language Adapted classes
Bridging	Student is approaching grade-level proficiency. They may need support with nuances of language. Students may enroll in regular-stream classes. ELL support may be needed.

WVSS ELL PROGRAM

	Beginning	Developing	Expanding	Consolidating	Bridging
Gr. 8/9	ELD 8/9 (<i>Beginner</i>) TREN 8/9 (<i>Beginner</i>) TR SS 8/9 (<i>Beginner</i>) TR SC 8/9 (<i>Beginner</i>)	ELD 8/9 (<i>Beginner</i>) TREN 8/9 (<i>Beginner</i>) TR SS 8/9 (<i>Beginner</i>) TR SC 8/9 (<i>Beginner</i>)	ELD 8/9 (<i>Beginner</i>) TREN 8/9 (<i>Beginner</i>) TR SS 8/9 (<i>Beginner</i>) TR SC 8/9 (<i>Beginner</i>)	ELD 8/9 (<i>Intermediate</i>) LA EN 8/9 LA SS 8/9	ELD 8/9 (<i>Intermediate</i>) LA EN 8/9 or EN 8/9 LA SS 8/9 or EN 8/9
Gr. 10	LCL10 (<i>Beginner</i>) TREN10 LA SS10 (<i>Beginner</i>) LA SC10* (<i>Beginner</i>)	LCL10 (<i>Beginner</i>) TREN10 LA SS10 (<i>Beginner</i>) LA SC10* (<i>Beginner</i>)	LCL10 (<i>Beginner</i>) TREN10 LA SS10 (<i>Beginner</i>) LA SC10* (<i>Beginner</i>)	Spoken Language 10 + Literary Studies 10 LASS 10 (<i>Intermediate</i>) AW 11	Spoken Language 10 + Literary Studies 10 LASS 10 (<i>Intermediate</i>) AW 11
Gr. 11	LCL11 (<i>Beginner</i>) Spoken Language 11 LA SS11 (<i>Beginner</i>)	LCL11 (<i>Beginner</i>) Spoken Language 11 LA SS11 (<i>Beginner</i>)	LCL11 (<i>Beginner</i>) Spoken Language 11 LA SS11 (<i>Beginner</i>)	LA Lit. Studies 11 LASS 11 (<i>Intermediate</i>) AW 11	LA Lit. Studies 11 LASS 11 (<i>Intermediate</i>) AW 11
Gr. 12	LCL12 (<i>Beginner</i>) LA English Studies 12	LCL12 (<i>Beginner</i>) LA English Studies 12	LCL12 (<i>Beginner</i>) LA English Studies 12	English Studies 12	English Studies 12

Note: While the name language-adapted (LA) appears on the school report cards, these courses follow the regular curriculum for these courses and the name language-adapted will not appear on the student's official ministry transcript.

ENGLISH LANGUAGE LEARNING COURSES

TRANSITIONAL ENGLISH 8/ 9 (ELL Levels: Beginning, Developing & Expanding)

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 work towards meeting the learning outcomes of the regular English Language Arts program. Literature includes adapted short stories, novels, poetry, plays, and non-fiction, as well as adapted course work. 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: Beginning to Bridging)

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 these courses 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 Levels: Beginning, Developing & Expanding)

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.

SPOKEN LANGUAGE 10 AND LITERARY STUDIES 10, LANGUAGE ADAPTED (ELL Levels: Consolidating & Bridging)

The 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 competencies on the English Language Arts 10 modules.

Spoken Language 10 is designed to support students in their development of spoken communication. This course will provide students with opportunities for performance, storytelling, and public speaking. Some examples of tasks: podcasts, oral storytelling, poetry recitation, speech, interviews, role-play.

In **Focused Literary Studies 10**, students will continue to develop their literacy and literary analysis skills while studying a variety of works of literature. Some examples of works of literature include short stories, novels, poetry, drama, graphic novel.

SPOKEN LANGUAGE 11 (ELL Levels: Beginning, Developing & Expanding)

Spoken Language 11 is designed to support students as they refine, clarify, and adjust their spoken communication through practice and revision. The course provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations.

The course will give students graduation credits for English Language Arts 11 while providing them with ELL support in explicit language instruction. The course will focus on helping students acquire academic language and understanding the core content of the Learning Standards for Spoken Language 11.

LITERARY STUDIES 11, LANGUAGE ADAPTED (ELL Levels: Consolidating & Bridging)

In this course, students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. They will increase their literacy skills through close reading of appropriately challenging texts; expand their development as educated global citizens; develop, balance and broaden their understanding of themselves and the world; and further develop higher-level thinking and learning skills.

The course will give students graduation credits for English 11 while providing them with ELL support in explicit language instruction. The course will focus on helping students acquire academic language and understanding the core content of the Learning Standards for Literary Studies 11.

**ENGLISH STUDIES 12, LANGUAGE ADAPTED
(ELL Levels: Beginning, Developing & Expanding)**

This course will give students graduation credits for English Studies 12 while providing them with ELL support in explicit language instruction. The course will focus on helping students acquire academic language and understanding the core content of the Learning Standards for English Studies 12.

**LANGUAGE AND CULTURAL LITERACY 10
(ELL Levels: Beginning, Developing & Expanding)**

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.

**LANGUAGE AND CULTURAL LITERACY 11
(ELL Levels: Beginning, Developing & Expanding)**

This course is a continuation of LCL 10 and is 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.

LANGUAGE AND CULTURAL LITERACY 12 (ELL Levels: Beginning to Expanding)

This course is a continuation of LCL 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.

ACADEMIC WRITING 11 (ELL Levels: Consolidating to Bridging) (Grade 10,11 &12)

The course is intended for students 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. 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.



HOME ECONOMICS DEPARTMENT

GRADE 8 and 9

At this level, students participate in practical experiences that prepare them for future independent and community living. Classroom activities provide students with opportunities to prepare food, use textiles and create textiles products. Students develop time, resource and energy management skills.

GRADE 11 and 12

Home Economics courses offered at the senior secondary level become more specialized. Content may be specified to the study of food preparation and services, textile production and use, or human growth and development throughout the lifecycle. There is a continued focus on meeting the needs and wants of individuals and families. Students will continue to develop time, resource and energy management skills.

TEXTILE STUDIES

Expectations and Evaluation:

Students will complete major projects in every term.

Sewing and design techniques increase in difficulty and complexity as grade level increases.

Evaluation is based on application of technical skills, design process, innovation and designing for a purpose and end-user.

TEXTILES 9

This introductory course builds on the knowledge acquired in Explorations 8, and will focus on basic hand and machine-sewing, garment construction techniques, observing trends in fashion, design principles, design process, and the study of textiles. Students develop time and organizational skills while working toward independence. This course would appeal to the student interested in fashion and sewing.

Note: There may be a charge for some of the materials and supplies used throughout the course.

TEXTILES 11

This course is an extension of Textiles 9. Students will continue to have the opportunity to gain knowledge and skills in pattern fitting and alterations, plus the handling of more challenging sewing techniques. Projects include various construction techniques, design process and development of ideas, and compiling a portfolio. Other topics may include cultural and historical influences on fashion and role of fashion and textiles in the community

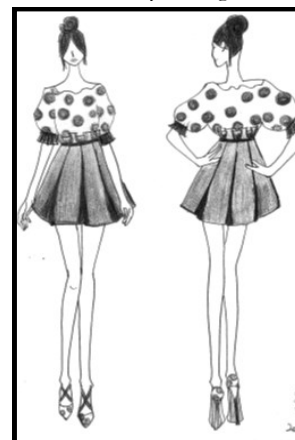
Note: There may be a charge for materials and supplies throughout the course.

TEXTILES 12

This course further develops the knowledge and skills acquired in Textiles Studies 11, with a focus developing, designing and making an individual fashion line. Topics to be covered will include: applying the principles and elements of design to textiles products, fashion trend research, interpreting current trends in fashion, global impacts of the fashion industry, the properties and construction of fabric, consumer issues, historical cultural influences on fashion, and career opportunities in fashion and textiles. Projects will require advanced construction techniques.

Note: There may be a charge for some of the materials and supplies used throughout the course.

Carolyn Xling Shen



FASHION INDUSTRY 12 (District Program - see page 10)

You love fashion!

This blended learning 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, global impacts of the industry, marketing and fashion promotion. Students will create design projects, independently research issues influencing the fashion industry, explore fashion as a form of social statement, and plan and participate in a school fashion show. Sewing is not a required component of this course, though some projects are hands-on. Students will be expected to meet at WVSS regularly outside of the timetable.

FOOD STUDIES

Expectations and Evaluation:

Evaluation is based on applied knowledge (theory work) and applied skill (lab work).

FOOD STUDIES 9

This introductory course builds on the basic food preparation skills and nutrition concepts introduced in Applied Skills 8. Students will create a variety of food products, and put into practice the use of equipment and cooking techniques. Healthy eating and meal planning for the family, as well as the teenager will be studied. Students will create a blog to document their own progress in foods and self-assessment

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FOOD STUDIES 11 (GR. 10 & 11)

Foods Studies 11 uses advanced food preparation techniques and research skills developed in previous food courses or career work. Food is studied from the aspect of, cultural and family choices, and healthy living ideas with current trends. Students prepare a wide variety of foods and begin to work independently. The FoodSafe Certificate Program is a component of this course

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FOOD STUDIES 12 (GR. 11 & 12)

Foods Studies 12 is a course based on individual independent study units that require students to have extensive experience in food handling. The units of study are student and teacher directed with choices on seasonal foods and meals, healthy living research, catering and food service, ethnic and cultural foods, cook-offs, and food projects. Management of time, resources and energy is an integral part of this course.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

SPECIALIZED STUDIES IN FOOD 12

Specialized Studies in Food 12 is a course based on independent study units that require students to have extensive experience in food handling. Possible units of study are career studies, job shadows, advanced pastry and baking and advanced meal preparation. Students will direct their learning to their interest areas. Management of time, resources and energy is an integral part of this course.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

LANGUAGES DEPARTMENT

FRENCH, SPANISH, JAPANESE, MANDARIN

FRENCH, JAPANESE, MANDARIN & SPANISH OVERVIEW

All languages offered at West Vancouver Secondary School develop the learner's ability to communicate purposefully, both orally and in writing, in the target language. The aim of Language Education is to enable students to interact with confidence and competence in the target language and to develop an openness toward cultural diversity.

Students will have opportunities to:

1. Communicate with others in the target language in a variety of situations,
2. Acquire and use information from authentic sources,
3. Experience and respond to creative works,
4. Interact with and appreciate another culture,
5. Develop a variety of language learning strategies

A communicative experiential instructional approach will be used and students are encouraged to use the target language as much as possible in class.

Expectations and Evaluation: All aspects of the course will be evaluated through a series of quizzes, tests, projects, presentations and assignments. Students who are interested in languages are encouraged to enroll in more than one language course.

International Baccalaureate

Any of the languages offered at any level from ab initio(Beginner) to Higher Level may be taken as part of an International Baccalaureate Diploma or Certificate program. A student who has completed a Higher Level course may be granted first year university credit. Please contact the appropriate language teacher and the IB coordinator for further information.



LANGUAGES 8, 9, & 10

FRENCH 8, FRENCH 9, FRENCH 10

Students will continue to build on previous knowledge. Students will learn to discuss their activities, exchange opinions, ask for and give personal information, describe events, situations and experiences in a variety of meaningful, real-life situations. Authentic communication is emphasized. Aspects of francophone culture will be introduced through stories, music and film. The emphasis will be on communication. Initially speaking and listening skills are stressed. As students progress, reading and writing enhance and develop the communication.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FRENCH 10 PDP

French 10 Pre-Diploma is offered to selected students. It is a course designed for Pre-IB students. The core content will be the same as French 10 but many of the topics will be extended and additional topics will be presented. Although the workload is comparable to that of a regular class, the quality of work submitted will be higher. French 10 Pre-Diploma is a course for motivated, talented, independent, mature students who enjoy reading, writing and discussing in the French language.

INTRODUCTORY LANGUAGES 9, 10 & 11

JAPANESE, MANDARIN, SPANISH

For students who have minimal or no background in the language. Courses are open to students in Grades 9 - 12. These are courses that aim to develop students' communicative ability (both spoken and written) to an appropriate beginning level. Students will learn to communicate in the respective language in basic social situations, to meet and greet friends, to talk about their family, school life, the environment, food, sports and leisure activities. Student assessment will be based on reading and writing, as well as listening comprehension and oral communicative competence. Students will be introduced to various aspects of the country's culture and geography.

Note 1: Introductory Japanese students will master reading and writing of the hiragana script. Katakana and kanji will be introduced.

Note 2: Introductory Mandarin students will master Chinese pinyin romanization and will learn to write 200 simplified characters and to use them in basic sentences.

Note 3: Grade 9 and 10 introductory language students will take the grade appropriate course in their first year and the grade 11 language course in their second year.

Note 4: A student who starts an introductory language in Grade 11 and 12 may use this course as part of an IB Diploma programme. The IB name for this course is Language B ab initio and is offered at the Standard Level only. Please see the teacher for more information.

Note 5: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

LANGUAGES 11

FRENCH, JAPANESE, MANDARIN, SPANISH

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 their opinions. Learning will be personalized and relevant. Aspects of current culture will be studied through literature, the arts and other topics of interest such as sports, history, the environment etc. These programs emphasize authentic communication. The four language skills: understanding, speaking, reading and writing continue to be developed.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

LANGUAGES 12

FRENCH, JAPANESE, MANDARIN, SPANISH

These courses are for advanced level students who wish to continue 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, career plans, multiculturalism, etc. Students will have opportunities to explore some literature and the arts as well as career options related to second language study. Cultural topics may include music, festivals, political issues, the environment and other topics of current interest.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

I. B. WORLD LANGUAGES

GRADE 11

IB FRENCH 11 SL

IB JAPANESE 11 SL

IB SPANISH 11 SL

IB MANDARIN 11 SL

The main focus of the IB World Languages programme is on language acquisition and the development of the four primary skills – understanding, speaking, reading and writing. Students have the opportunity to reach a high degree of competence in the language and to explore the culture using the language. Topics will include practical and social concerns as well as more abstract, expressive and intellectual aspects of the culture and language. Authentic materials are used whenever possible.

This is the first year of a two-year course leading to either an IB World Language Standard or Higher Level Certificate for enrichment or as part of the Diploma programme.

GRADE 12

IB FRENCH 12 SL OR HL

IB JAPANESE 12 SL OR HL

IB MANDARIN 12 SL OR HL

IB SPANISH 12 SL OR HL

Recommended: It is advisable for students to have prior experience in the target language (2-5 years SL and 4-years HL) and the recommendation of the language teacher.

Expectations and Evaluation: Students write the IB exams in May of their Grade 12 year in text handling and written production. Internal assessment is continuous and based on oral work, the best piece of work from the year and a formal interview.

This is the second year of a two-year course leading to either an IB Modern Language standard or Higher Level Certificate for enrichment or as part of the Diploma programme.

Credits: HL courses add additional credits towards graduation. A final result of 5 or better may be awarded first year credit at university.

Note 1: IB Japanese HL – min. of 600 kanji (reading and writing)
SL – min. of 400 kanji (reading and writing)

Note 2: IB Mandarin Examination papers are produced in traditional and simplified characters. Candidates can answer in either form.

Note 3: See IB fee schedule for Grade 12 examinations.

Note 4: Ab Initio (beginners) Please see Introductory Languages.

Note 5: A “Beginners” (abinitio) Language Course for IB may be taken in Grades 11 and 12 only.

THE LEARNING SUPPORT CENTRE

The Learning Support Centre offers instruction to students from grades 8-12. Subject support is a scheduled block of time during which students are given assistance with homework, test taking skills and other learning strategies. Program adaptations may be made to fit the learning styles and needs of the individual student. Students requiring a special designation from the Ministry must be admitted through a district screening committee.

ENROLLMENT:

- Referral may be initiated by the counsellor, teacher, student or parent
- Referrals must be screened through the School Based Team
- Full time assignment to the Learning Support Centre will be offered during student study periods or at the expense of an elective course. No credit is available

SERVICES:

- Testing to assess skill development and program needs
- Subject support
- Assistance with organization, time management and programming
- Referral for district testing
- Adjudication requests for provincial exams

ACADEMIC TUTORIAL 11/12 (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.

Students must fill out an application form for this course.

CONNECT

The Connect program is a Student Support program designed to assist students with social and emotional challenges that may impact their educational progress. Students receive assistance in recognizing and overcoming these challenges while retaining the opportunity to remain connected with, and belong to, their local school community.

The Connect Program is for students who have been identified and recommended as appropriate candidates through the School-Based Team. Each potential student candidate is carefully considered to ensure that the program will meet their needs. Please contact your child's counsellor for more information.



MATHEMATICS DEPARTMENT

COURSE DESCRIPTIONS

Workplace Mathematics

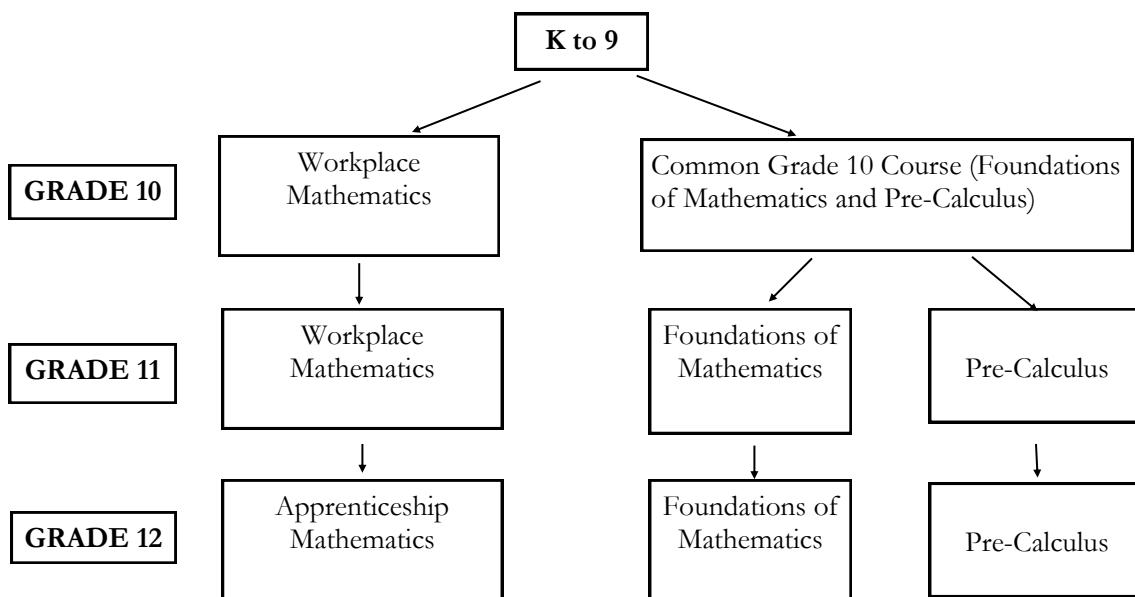
This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability .

Foundations of Mathematics

This pathway is designed to provide students with the mathematical understandings and critical – thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

Pre-calculus

This pathway 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 theoretical calculus. Topics include: algebra and number, measurement, relations and functions, trigonometry and permutations, combinations and binomial theorem.



The B.C. Mathematics curriculum contributes to students' development as educated citizens through the achievement of the following goals. Students are expected to:

- develop a deep understanding of both factual and processed-based information, needed to solve complex problems
- reason mathematically, using their understanding of number, pattern, and spatial relationships and analyzing data in order to solve problems
- become financially literate, which supports and underpins sound financial decision making
- use flexible, effective, and personalized strategies to analyze and solve increasingly complex prob-

- use flexible, effective, and personalized strategies to analyze and solve increasingly complex problems in situational contexts
- explore the connections between mathematics and other ways of knowing, such as First Peoples knowledge and other worldviews
- develop the perseverance and confidence to apply mathematical thinking in various abstract and concrete contexts
- view and navigate their world with a mathematical perspective
- develop a capacity for abstract thinking, which includes the critical thinking skills necessary for understanding global issues in society

WORKPLACE MATHEMATICS 11

Students that were enrolled in Apprenticeship and Workplace 10 are recommended to continue in Apprenticeship and Workplace 11. This course is designed to give students background in the mathematics needed in many trades and mathematics used in the workplace. Topics include algebra, geometry, measurement, number, statistics and probability.

FOUNDATIONS OF MATHEMATICS 11

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial literacy, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability. This course leads into the Foundations of Mathematics 12 course. A number of universities and post secondary institutions will accept Foundations of Mathematics 11 course as an entrance requirement however, you will need to consult the post secondary institutions directly to determine their specific entrance requirements and the requirements for specific programs at the schools.

PRE CALCULUS 11

This pathway 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 theoretical calculus. Topics include: algebra and number, financial literacy, measurement, relations and functions, trigonometry, and sequences and series. This course leads into Pre Calculus 12 course. This course will satisfy the entrance requirements for a number of post secondary institutions, however, you will need to consult the post secondary institutions directly to determine their specific entrance requirements and the requirements for specific programs at the schools.

APPRENTICESHIP MATHEMATICS 12

Students that were enrolled in Workplace 11 can continue in Apprenticeship 12. This course is designed to give students background in the mathematics needed in many trades and mathematics used in the workplace. This course will only be offered if there is sufficient enrollment.

FOUNDATIONS OF MATHEMATICS 12

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial mathematics, set theory, combinations & permutations, logical reasoning, polynomial functions, exponential & logarithmic functions, sinusoidal functions and probability & statistics. A number of universities and post-secondary institutions will accept Foundations of Math 12 course as an entrance requirement however, you will need to consult the post-secondary institutions directly to determine their specific entrance requirements. Universities will accept Foundations of Mathematics 12 as an academic.

PRE CALCULUS 12

This pathway 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 theoretical calculus. Topics include: trigonometry functions & identities, function transformations, logarithms, polynomial, radical & rational functions, permutations & combinations and binomial theorem. This course is designed for students that will be taking Science, Business or Engineering programs at university.

CALCULUS 12

The course is a preview of the first year university course, Calculus 100. Students will be introduced to topics encountered in University and allows students the opportunity to learn the foundations that will help in Calculus 100. Students will be registered in Mathematics 12 and Calculus 12 concurrently. It is expected that students are fully committed to this program. IB Math SL students may write the calculus exam if desired.

ENRICHED, PRE-DIPLOMA & I. B. COURSES

It is recommended that applicants have a high “B” or “A” standing in the previous year’s Mathematics course. The Enriched Mathematics 8 and 9, and Pre-Diploma Mathematics HL 10 courses are offered to selected students. The philosophy behind offering Enriched Mathematics at WVSS is to provide a challenging math environment for our best math students in preparation for future enriched and IB Math HL courses. These are courses for motivated, talented, independent, mature mathematics students who enjoy the mental discipline of mathematics.

MATHEMATICS 8E, 9E, 10PDP HL (PRE-DIPLOMA)

The core content of these courses will be the same as Mathematics 8, 9 or Foundations of Mathematics and Pre-Calculus 10, but many of the topics will be extended and additional topics from Pre-Calculus 11 will be presented in the grade 10 program. Selection for the Mathematics 8 and 9 Enriched courses will be made during the Spring of the following year by way of a problem-based assessment administered at West Vancouver Secondary School – extra space will be made in the fall for those students new to the District.

IB MATHEMATICS: ANALYSIS AND APPROACHES 11 (SL)

Students should have taken Mathematics 10 PDP or Foundations and Pre Calculus Mathematics 10 (“B” or “A” standing is recommended). Mathematics 11 IB is the first year of a two-year program. IB Mathematics students are encouraged to develop a mature, self-directed approach to the study of mathematics. They will develop an appreciation of mathematics as a discipline. The course covers an enriched Pre Calculus Mathematics 11 core plus some elements of the Grade 12 course. Students are not required to have completed Math 10PDP in preparation for this course.

IB MATHEMATICS: ANALYSIS AND APPROACHES 11 (HL)

This is a course that is designed for IB students who are intending on taking IB HL 12 in their grade 12 year. Students should have taken MATH 10 PDP-HL as they will be covering material at a faster pace and looking at the IB topics at a more in depth level and include mathematical proofs. Topics of study will include Functions, Statistics, Probability, Logarithms and Trigonometry.

IB MATHEMATICS: ANALYSIS AND APPROACHES 12 (SL)

This is the second year of the two-year program. Students should have completed Math 11 IB or Math 12. Students who complete only the first year will receive credit for Pre-Calculus 11. The content covers the balance of the IB Math SL course and students will write the IB exam in May. Graduates of this course will receive credit for IB Math SL 12. Topics of study will include Functions, Statistics, Probability, Logarithms, Trigonometry and Calculus.

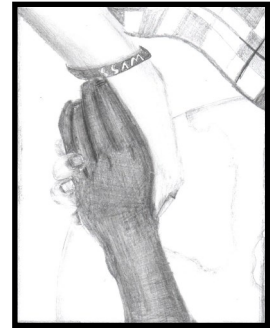
IB MATHEMATICS: ANALYSIS AND APPROACHES 12 HL

This is a course that will fulfill a Higher Level credit for the IB Diploma program. This course is a very difficult course and will be accepted at many university institutions as a first year calculus equivalent course. (You will need to check each university for the status of university equivalent credit.) The topics of study include all topics in IB SL with extensions plus series and differential equations and complex numbers.

PEER PROGRAMS

SENIOR MENTORSHIP 12 (For grade 11 and 12 students)

This 4-credit course is designed for students with an interest in, and commitment to, fostering a peer-support network. The primary focus of the program is to ease the transition from grade 7 to grade 8. Thus, among other activities, Senior Mentors will attend the grade 8 retreat the first week of school, will be matched with a group of grade 8 students and will attend class after school once a week (from 3:00-4:30). Class sessions will be used to train students in areas such as listening and responding skills, problem solving, conflict resolution, and to help them understand critical issues affecting young people, such as suicide, drugs, alcohol abuse, relationships, and multi-cultural awareness. Senior Mentors are expected to complete 75 hours of volunteer work both within the school and in the community



Haebin Lee

Note: Senior Mentors are selected through an application process and interview. Students interested in the program should pick up an application form from the counselling office.



PERFORMING ARTS DEPARTMENT

Choral Music, Dance, Instrumental Music, Theatre Arts

CHORAL MUSIC

Music 8: Concert Choir

Music 9: Concert Choir

Choral Music 10: Concert Choir or Chamber Choir (Treble or Mixed)

Choral Music 11: Concert Choir or Chamber Choir (Treble or Mixed)

Choral Music 12: Concert Choir or Chamber Choir (Treble or Mixed)

District Honour Choir (open to student in Grades 8 - 12)

Concert Choir is offered outside the timetable on Tuesday and Thursday mornings from 7:30-8:20. It is designed for students who are looking to develop their vocal technique through a variety of genres of choral music. Previous choral experience is an asset, but is not required. Concert choir emphasizes singing in harmony with accurate tuning, diction, and expression. Students will also develop their skills in sight-singing and basic music theory. The choir will have multiple opportunities to perform throughout the school year, both at the school and in the community.

Chamber Choir is an auditioned class that is offered outside the timetable. The Treble Chamber Choir meets on Fridays after school from 3:00-4:30 pm and the Mixed Chamber Choir meets on Monday and Wednesday mornings from 7:30-8:20 am. This course is designed for more advanced singers who have a minimum of two years singing in Concert Choir. All repertoire sung is a cappella (without accompaniment) so singers must be able to sing well in tune. Auditions for Chamber Choir happen in the spring.

District Honour Choir (District Program) is offered to students in Grades 8-12 across the West Vancouver School District who show a talent for and interest in choral singing. The course will be held weekly on Tuesday nights at West Vancouver Secondary School. The Intermediate (Gr. 8/9) Treble Honour Choir meets from 3:45 - 5:15 pm, The Senior Treble Honour Choir meets from 5:30 - 7:00 pm and the Mixed Honour Choir meets from 7:10 - 8:40 pm. Designed as a course to challenge and extend the learning of the district's finest choral singers, students must meet the pre-requisites for the course before applying. Pre-requisites are as follows:

- Experience singing in a choir (either school or community)
- Knowledge of basic music theory (e.g. note names and basic note values)
- Must be enrolled in their school choir for the year in which they are registered for the District Honour Choir (NO EXCEPTIONS)
- An understanding that there will be times throughout the year that students will be required to attend mandatory concerts and extra rehearsals outside of regular class time

In addition to meeting the pre-requisites for the course, all students will be required to audition in mid-April. Interested students should apply online through the West Vancouver School District website to sign up for an audition. Students will be notified of acceptance by the beginning of May.

***Course Fee:** There is a \$200 fee for the Honour Choir course to cover the following items:

- Bussing to concerts and workshops in the community
- Music festival entry fees (e.g. Kiwanis Festival)
- Guest clinicians invited to workshop the choir

In addition to the course fee, there is a trip planned each year for the Honour Choir Program. Sometimes the trip is an overnight retreat close to home and sometimes it is a large tour (ex. Europe). The cost of these trips is in addition to the course fees and can range from \$300-\$5000, depending on trip length and distance travelled.

DANCE 9/10/11/12

DANCE TECHNIQUE & PERFORMANCE:

STREET AND HIP HOP - LEVEL 1

Students will be given the opportunity to learn the many different styles and sub-genres of Urban and Street Dances – those including: Hip Hop, R&B, Reggaeton, Dancehall, House, Old School, Whacking, Krump, and Groove. This class is geared toward **students with 0-2 years of Dance**, and is more of an **introductory/beginner level** course. Students will have the opportunity to perform in many different performances throughout the year in the Kay Meek Theatre. **Performance is mandatory for this course.**

DANCE TECHNIQUE & PERFORMANCE:

STREET AND HIP HOP - LEVEL 2

Students will be given the opportunity to learn the many different styles and sub-genres of Urban and Street Dances – those including: Hip Hop, R&B, Reggaeton, Dancehall, House, Old School, Whacking, Krump, and Groove. This class is geared toward **students with 3 or more years of Dance**, and is more of an **intermediate-experienced level** course. Students will have the opportunity to perform in many different performances throughout the year in the Kay Meek Theatre. Street and Hip Hop Level 2 requires students to be self-starters and be motivated to push themselves in terms of choreography and performance. Students should be able to physically retain an intermediate level of choreography and pick up new movement at a moderate level. **Performance is mandatory for this course.**

DANCE COMPANY - (DANCE CREW)

This is a program that offers students an intense study of Hip-Hop movement in terms of diverse and challenging choreography, a team-based learning atmosphere, and a competitive experience in Dance. Street Dance Company takes in students by an **audition-only** process. *Students are to sign-up for the course during course selection and then come to the audition in the first week of June.* Students will have the opportunity to perform in many of the school showcases and will also be competing in Hip Hop Dance Competitions during the spring that are located all over the Lower Mainland. **Students need to have at least 3 years of prior dance experience at a moderate level** as choreography is at a higher level and the rate at which dances are learned is quick and in little time. This course is one of professional caliber and students are required to be self-starters and conduct themselves in a mature manner.

- **Performance is required in this course, as is attendance at dance competitions.**

DANCE CONDITIONING 11 & 12

Dance Conditioning is a course in which students will have the opportunity to develop and demonstrate appropriate exercise techniques, philosophy, and training that strengthen the body toward a dancer's physique. Areas of study are as follows: Anatomy, Muscle/tendon systems, Nutrition, Cardiovascular training, Barre Method, Pilates, Stretch and Strength, Core Yoga, and Light Free Weight Training for long lean muscle. This course also allows for students to acquire ways to safely and effectively increase flexibility as well as explore the relationship between body alignment and injury prevention. Students will be taught exercise therapy, rehab and injury prevention, possible career opportunities in the dance and movement world, and how to create and implement a personalized fitness program.



YOGA 11/12

Yoga 11

Reduce stress as you create a strong body and powerful mind. Yoga 11 is designed to give you the tools necessary to help you develop a healthier and happier lifestyle. Experience various styles of yoga in a safe, supportive, non-competitive environment. Physical benefits of yoga include improved muscle tone, strength, flexibility, balance, and improved energy levels. Mental benefits of yoga include stress management, improved concentration, self-awareness and self-discipline. Proper body alignment and breathing will be key focus of the course. This course is open to any body in any condition, male or female.

Yoga 12

In Yoga 12 you will develop increased self-awareness through poses and breathing exercises. You will develop and enhanced appreciation, acceptance and understanding of your body. The program is designed to allow you to experience the benefits of increased strength, focus and concentration. You will learn to be non-judgmental about your own and other's yoga practice. Through continued practice, you will deepen your practice, relieve stress, learn to relax and experience the health benefits of yoga. You will learn the precursors of stress and be able to manage the demands made on you more easily, which will assist you in making responsible personal choices and decisions. This course is open to any body in any condition, male or female.



West Vancouver School District 200-HOUR YOGA TEACHER TRAINING District Programme

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. 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 this 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

- The 200-Hour YTT program will be offered through West Vancouver Secondary School, in the afternoon, every Day 2 from 1:30 to 4:00 pm.

Program Specifics

Students will earn 8 course credits:

- 4 credits for Physical Education 10, 11, or 12 dependent on the student's grade
- 4 credits of Yoga 11 or 12
- Students will receive certification as qualified Yoga Alliance Approved 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.

Cost

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

Registration

- Apply online <http://westvancouver.schools.ca/200-hour-yoga-teacher-training>
Students are responsible for arranging their own transportation to West Vancouver Secondary. As this is not an academy program, school bus transportation will not be available.

For more information please contact:

Mariam Pirbhai mpirbhai@wvschools.ca

INSTRUMENTAL MUSIC

MUSIC 8 & 9: CONCERT BAND

INSTRUMENTAL MUSIC 10: CONCERT BAND

This is a full year course designed for grade 8 & 9 students who have played a band instrument in elementary school. The members of the ensemble will have several opportunities to perform in concerts. Marks are based on attendance, effort and playing ability. **This course is offered before school, outside of the regular block rotation.**

INSTRUMENTAL MUSIC 10/11/12: ORCHESTRA

Orchestra 10-12 will focus on music composed between the seventeenth and twentieth centuries. Students will have opportunities to perform concerts in a variety of settings. Grade 8 & 9 students who play strings may audition for this course. **This course is offered before school.**

Expectations and Evaluation: Involvement in concerts occasionally requires attendance at extra-curricular rehearsals. Marks are based on effort, attendance and playing ability.

MUSIC 9: JAZZ BAND

INSTRUMENTAL MUSIC 10/ 11/12: JAZZ BAND

Jazz Band 9-12 is designed to give students with well-established instrumental experience an opportunity to develop their ability and knowledge in a jazz ensemble setting. The course will include a detailed study of rock and jazz styling's. Students will learn to improvise over rock, blues, funk, and basic jazz chord changes. The members of this ensemble will have several opportunities to perform in concerts.

Expectations and Evaluation: Involvement in concerts occasionally requires attendance at extra-curricular rehearsals. Marks are based on effort, attendance and playing ability.

MUSIC 9: GUITAR INTRO

INSTRUMENTAL MUSIC 10/11/12: GUITAR INTRO

Guitar Intro 9-12 is designed as an introduction to the guitar. This course focuses on three styles of guitar playing: Rock, Blues and Folk . Students will learn the basics of sight-reading, playing chords and improvising. In addition, students will learn several “classic” as well as “contemporary” songs by musicians such as Maroon 5, Taylor Swift and Ed Sheeran.

Expectations and Evaluation: Due to the cumulative nature of this course, evaluations will involve frequent playing tests.

INSTRUMENTAL MUSIC 10/ 11/12: GUITAR ADVANCED

Guitar Advanced 10-12 is designed to give students with established experience an opportunity to develop their improvising, chording, and sight-reading skills. In addition, students will learn several scales, modes, and arpeggios commonly used in Rock and Jazz music. The classes will be structured and formalized.

Expectations and Evaluation: Due to the cumulative nature of this course, evaluations will involve frequent playing tests.

MUSIC 9: CLASSIC ROCK BAND

CONTEMPORARY MUSIC 10/ 11/12: CLASSIC ROCK BAND

Classic Rock Band 10 – 12 is designed to give vocalists and instrumentalists an opportunity to rehearse and perform in a rock band setting. The course will focus on repertoire taken from popular genres such as rock and soul music. Students will rehearse songs in preparation for live performances at school and in the community. **Please note: this course is being offered to students who have at least two years playing experience on their instruments.**

Expectations and Evaluation: Involvement in concerts occasionally requires attendance at extra-curricular rehearsals. Marks are based upon effort, attendance and playing ability.



THEATRE ARTS



Theatre Arts courses help students develop life skills that they can take with them wherever they go, whatever career or hobby they pursue. Transferrable skills learned in Theatre Arts include:

- Creative problem-solving and being innovative
- Risk-taking and resilience
- Making meaningful connections with others
- Public speaking
- Working as a team
- Adaptability, flexibility, and open-mindedness
- Self-awareness and acceptance
- Curiosity and joy

Through play, Theatre Arts build courage, self-confidence, and self-discipline and also provide an excellent foundation for students interested in pursuing a career in theatre and film.

DRAMA (Grades 9-12)

This course is for grades 9-12 students who have a range of experience in Drama. Through performance games and exercises, students will create scenes through discussion and prepared improvisation that explore themes or particular aspects of Drama including comic and dramatic situations; improv; mime and movement; learning to speak clearly and confidently; building a community. Students will have opportunities to perform in class as well as attend public theatre performances. It is recommended that students take a DRAMA 9-12 course or have performance experience as well obtain approval from the teacher before taking the DIRECTING & SCRIPT DEVELOPMENT course.

DIRECTING & SCRIPT DEVELOPMENT (Grades 9-12)

This is a grade 9-12 course in *advanced drama skills* with an emphasis on leadership and self-direction, including outreach opportunities to perform for our school and community. Topics covered include scene and monologue projects that involve script break-down, character analysis, and directing; explorations of acting styles and playwrights from different periods in theatre history and theatre genres. However, students may also propose topics to explore in class. Students will have opportunities to perform as well as attend public theatre performances. **It is recommended that students take a DRAMA 9-12 course or have performance experience as well obtain approval from the teacher before taking this course.**

Note: Grade 9 students will receive Drama 9, Grade 10 students will receive Drama 10 credit

Note: Grade 11 & 12 students will receive Directing & Script Writing 11 or 12 credit

IB THEATRE ARTS 11/12

Students register for Higher Level (HL) or Standard Level (SL) and complete 3-4 independent projects for evaluation, with supervision and some guidance from teacher:

1. Solo Theatre Piece (HL only)
2. Director's Notebook (HL and SL)
3. Research Presentation (HL and SL)
4. Collaborative Project (HL and SL)

Students who achieve a 5 or better HL may receive advanced credit for Theatre at University. Fee: Please see IB Fee schedule.

ticket sales and promotion duties. This course is off-timetable, after school, and students work intensely for approximately five months of the year up to and including productions and briefly afterwards. Not all students are needed for every rehearsal during the pre-production phase, but all are expected to work independently on memorizing lines, reviewing blocking and rehearsal notes, developing character, planning costumes, props, and sets, etc.

Note: Theatre Company Credit is given to grade 10-12 students only.

Note: In order to be considered for a lead role in the production, students are encouraged to enroll in a Drama course. Cast members are selected through an audition process. Cast members are expected to support crew and crew duties.

MUSICAL THEATRE (grade 9-12)

Musical Theatre is a course designed to help you develop skills in three major disciplines to become a TRIPLE THREAT; students will learn vocal techniques, dance choreography, and acting. Throughout the year we will develop the skills, versatility, and confidence to transfer our efforts towards our unit performances in popular musical theatre numbers and composing original works. Experience is not required, but students are encouraged to enroll in Drama, Music, and Dance courses to support their performance skills.

Note: Grade 9 students will be given Drama 9, Music 9 or Dance 9.

Note: Grade 10-12 students will be given credit for Musical Theatre 10, 11 or 12.

EXPECTATIONS and EVALUATION

Theatre Arts require active, daily participation and work missed in these classes can rarely be made up. Regular attendance is crucial for success. Moreover, as much of the work is done in groups or pairs, other students' work is affected when group members are absent. Students are assessed on commitment and contribution as well as for projects and performances. Marks are awarded daily with 75% of each term's mark for offstage process work and 25% for onstage work. Students will also define and use criteria to critique their own and their peers' work and any productions they see.

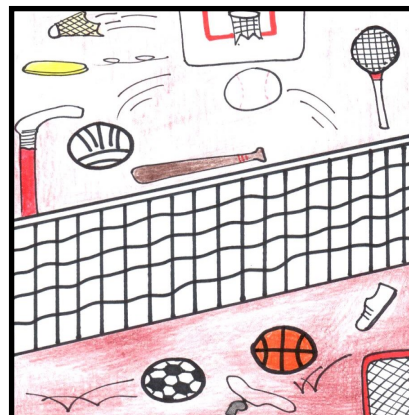


PHYSICAL & HEALTH EDUCATION DEPARTMENT

PHYSICAL AND HEALTH EDUCATION 8/9 - Co-Ed PHYSICAL AND HEALTH EDUCATION 10 - Girls/Boys

BIG IDEAS

1. Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
2. Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
3. Healthy choices influence our physical, emotional, and mental well-being.
4. Healthy relationships can help us lead rewarding and fulfilling lives.
5. Advocating for the health and well-being of others connects us to our community.



Students will be offered most of the following physical activities under the following categories.

Net Games: Badminton, Tennis, Volleyball / **Striking Game:** Softball / **Invasion Games:** Basketball, Soccer, Flag Football, Touch Rugby, Ultimate, Road Hockey, Lacrosse, European Handball / **Individual sports:** Run Jump Throw, Track & Field, Weight Training / Minor Games/Fitness Activities

Students will acquire the knowledge, skills, rules and tactics necessary to participate at a functional level in the above activities.

In addition, students will receive instruction on the following health topics:

- ways to monitor and adjust physical exertion levels
- training principles to enhance personal fitness levels including the FITT principle
- healthy sexual decision making
- potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines.
- basic principles for responding to emergencies.
- strategies to protect themselves and others from abuse, exploitation, and harm in a variety of settings.
- consequences of bullying, stereotyping, and discrimination
- media and social influences related to psychoactive substance use and potentially addictive behaviours.
- signs and symptoms of stress, anxiety, and depression.

PHYSICAL AND HEALTH EDUCATION 10: LEADERSHIP

PE 10 Leadership is a co-educational course offered to outstanding Grade 10 Physical Education students. Students are selected from applications received by the PE 10 Leadership instructor at West Vancouver Secondary School. PE 10 Leadership students are required to complete 25 hours of service to the athletic program. In addition to the regular PE 10 curriculum, students will be instructed in scoring, timing and refereeing major sports offered at the school. Also, emphasis will be given to developing an intramural program with the leadership provided by this class

PHYSICAL & HEALTH EDUCATION 10: FIT

FIT 10 is a female only course where learners take a more personal approach to physical fitness working on an independent plan at the West Van Recreation Centre (WVRC) every second class. Learners will have opportunities to set fitness goals, explore fitness activities that they enjoy, and hopefully be exposed to some they have never tried. Students will learn about the principles of fitness and conditioning and apply this knowledge to their workouts. When at the school the students will play a variety of net and invasion games practicing the skills and tactics in game situations as well as covering the health and fitness topics prescribed in the grade 10 PHE curriculum.

This course is offered in the pm block where students meet, ready to workout at 1:45 pm at the WVRC or in the am block in a morning rotation from 7:30-8:30 am. Students will be required to purchase three WVRC 10 pass cards per year. As well, the class will have 5-6 fitness classes specifically booked for the class and six fieldtrips planned such as a hike in Cypress Park, Dragon boating, ice skating, laser tag, rock climbing and tandem biking.

Prerequisite: A solid PHE 9 student with recommendation from PHE 9 instructor.

Note: The course fee is approximately \$250.00 (subject to fieldtrips and the WVRC 10 pass card fee).

ACTIVE LIVING 11/12 BOYS (formerly PHE 11/12)

This PE course is for those Senior Boys who want an active class full of a wide selection of team and individual sports. Units will include basketball, soccer, road hockey, football, badminton, softball, volleyball, minor games (including dodge ball) and a weight training unit. The focus will be on fun warm-up activities and game play. There is no fitness testing in this course, but there will be awesome fieldtrips including golf and indoor climbing..

ACTIVE LIVING 11/12: GIRLS (formerly PHE 11/12)

This Senior course is for females only. The focus will be on offering a fun, active environment where students can maintain or develop their own fitness levels through a variety of activities. The training guidelines and principles required to plan a personal fitness program will be introduced. Besides playing a variety of games and sports there will be a fieldtrip component – experiences that offer a wide variety of lifetime healthy pursuits. Fieldtrips include local hikes, dragon boating, laser tag, bowling, rock climbing, tandem biking and a variety of fitness classes like yoga and Zumba. Students will enhance their communication and leadership skills by peer teaching and planning a PHE class for a younger grade. As well, relevant health, mindfulness, and fitness topics for females will be presented and discussed in the active and exciting class.

Note: There is a course fee for field trips and guest instructors (approximately \$100.00).

ACTIVE LIVING 11/12: LEADERSHIP

Leadership is a course designed for students who have a strong interest or a career goal in Athletics, Recreation, Physical Education or related fields. A wide variety of sports and activities will be offered, utilizing both in-school and community facilities.

Objectives:

1. To promote a positive attitude towards an active and healthy lifestyle.
2. To assist students in developing and maintaining physical fitness.
3. To develop skills and knowledge in a wide variety of athletic and recreational pursuits.
4. To develop knowledge and practical application in the areas of team management, athletic training, injury care and prevention and selected sports officiating.
5. To expand students' knowledge and understanding of leadership skills.
6. To offer an environment which encourages co-operation, responsibility, sportsmanship and the development of self-esteem.

In addition to units previously mentioned, students will utilize community facilities for the following activities and field trips: Bowling, Fitness Clubs, Skating, Golf, Racquetball/Squash, Cycling, Curling, Outdoor Pursuits and Broomball.

PE Leadership students will be required to complete 25 hours of service to the Athletic Program.

Prerequisite: A high standing in PE 10 or PE 11 and permission from the course instructor.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FITNESS AND CONDITIONING 11/12: STRENGTH & POWER

Strength and Power 11/12 is a workout based course designed for students who want to improve their strength, power and overall fitness. Classes will be held at the WV Rec. Centre, where the students will have full use of the weight room, pool and other facilities, and at the school in our weight room. If you like to work out then this course is for you. Get your training done during class time. Students will decide what the focus of their training will be.

Prerequisite: A good mark in PE 10 and/or permission from the course instructor.

Note: There will a course fee for the pass required to workout at the WV Rec. Centre

FITNESS AND CONDITIONING 11/12: SENIOR FIT I

The Senior Fit class is for female students who wish to maintain or develop their physical fitness. This class takes a more personal approach by allowing the students to access the West Van Recreation Centre (WVRC) during every second afternoon block. Students meet at the WVRC to implement their individualized work out of choice guided by the training principles for physical fitness and conditioning. The classes scheduled at school will utilize the school weight room and the focus will be on group fitness through a variety of activities, games and independent plans empowered by choice. As well, students will partake in fitness classes specifically designed for this class and fieldtrips to experience fitness activities in a community of learners. Hiking, tandem biking, snowshoeing, rock climbing and kayaking are planned throughout the year. This course requires students to purchase three WVRC 10 pass cards per year to gain access into the WVRC and has a fee for fieldtrips and fitness activities.

Prerequisite: A good mark in PHE10FIT, PHE10 or SENIOR FIT and/or permission from course instructor.

Note: The course fee is approximately \$250.00 (subject to WVRC 10 pass card fee and fitness class charges).

FITNESS INSTRUCTOR AND TRAINING PROGRAMME

West Vancouver Schools Premier Fitness Instructor and Training Program is offered in partnership with the West Vancouver Recreation Centre (WVRC) to provide a unique opportunity for students to earn graduation credits (Fitness Conditioning 11/12 – 8 credits) and industry certification as a Canfitpro Fitness Instructor Specialist (FIS). Canfitpro is the largest provider of education in the Canadian fitness industry. Students will study human anatomy, exercise physiology, training guidelines, musicality and fitness class design. They will have opportunities to practice teach and train their personal fitness. The class will take place at the WVRC and West Vancouver Secondary (WVSS) on day 1 or 2 from 1:45-3:00 pm under the guidance of Tiffany Moffatt, WVRC Health & Fitness Program Coordinator & Canfitpro PROTRAINER and Kathy Finch, WVSS PHE and Fitness teacher.

This Fitness Instructor's course is offered to girls entering grade 11 and 12, who are registered full-time at any one of the district's three secondary schools (Ecole Sentinel, Rockridge or WVSS). The opportunity to train daily and develop personal fitness in a community of learners with a passion for fitness and health is priceless! This course provides students with opportunity to increase self-confidence and personal self-esteem through leadership skills developed through fitness instruction. The program is designed to provide students with employable skills in the fitness industry and certification that will open career opportunities in health and wellness. This Fitness Instructor's course provides a meaningful foundation for those students pursuing post-secondary studies in the area of health sciences.

For further information, please contact Mrs. Kathy Finch at kfinch@wvschools.ca

CAREER EDUCATION AND WORK EXPERIENCE

CAREER EDUCATION

Career Education – A person’s career is considered their “journey” through life, and the Career Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. All courses introduce students to career exploration, education planning and personal development as students work to build digital portfolio’s that document their growth in each of the respective areas.

CAREER EDUCATION 8

Career Education 8 is delivered through a series of assignments related to the grade 8 applied skills and fine arts courses. The big ideas of the course focus on the themes of personal development, connections to the community as well as life and career planning.

CAREER EDUCATION 9

Career Education 9 is delivered through a series of assignments integrated into the subject areas of English, Social Studies, Science and Math. The big ideas of the course focus on the themes of personal development, connections to the community as well as life and career planning.

CAREER LIFE EDUCATION 10

This course assists students to become self-directed individuals capable of setting goals and making appropriate decisions. The course is **required for graduation**. In this course students will:

- Consider the impact of career choices on themselves and others
- Recognize the need for a healthy balance between school and other life activities for physical and mental well-being
- Explore diverse perspectives on how work contributes to community and society
- Be exposed to social and economic trends along with labour market information to create awareness about potential career paths and life decisions
- Research career and education pathways considering success will require planning, evaluation and adapting.
- Create an initial career and education plan considering financial implications

CAREER LIFE CONNECTIONS 11

This course is a 2 credit course required for graduation. CLC 11 takes place during Flexible Instructional Time with an assigned teacher. The big ideas of the course focus on applying personal career-life management knowledge, skills, and strategies to one’s own personal life journey. This course is designed to complement the Career Life Connections 12 course as students continue to explore their futures and start to envision a plan for success beyond high school.

CAREER LIFE CONNECTIONS 12 (CAPSTONE)

CLC 12 / Capstone is a 2 credit course required for graduation. CLC 12 builds on the concepts learned through Career Life Connections 11 and culminates in a project, presentation or performance that allows students the opportunity to consolidate and showcase their learning from their school and life experience into a meaningful and relevant product. The capstone includes, but is not limited to, two stages. Through the preparation process - students reflect on experiences in school and out of school, assess development of the Core Competencies, and share highlights of their learning journey. This process culminates with the capstone product, whereby students design, assemble, and present a capstone. The purpose is for students to demonstrate the knowledge, competencies, and motivations that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities.

WORK EXPERIENCE 12A AND 12B

Work Experience allows students the opportunity to connect what they learn in school with the skills, knowledge and attitudes needed in the workplace. Students will be expected to complete 100 – 120 hours of work experience, which includes in-school time spent on specific workplace orientation and workplace safety instruction, as well as curriculum and hours worked / volunteered at a particular placement. The Work Experience teacher will prepare the student for the placement by covering the following areas:

- Workplace safety
- Employability skills
- Resume writing and interview skills
- Interpersonal communication skills

Following the classroom sessions, students are expected to complete the remaining hours at an appropriate work placement.

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, Youth Work /Train in Trades 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? 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 five units:

- Core – Trades, Apprenticeships, Safety, Construction Drawings and Applied Math
- Carpentry - Framing
- Electrical - Electricity and Residential Wiring
- Plumbing - Residential
- Welding and Metal Fabrication

YOUTH WORK IN TRADES (formerly Secondary School Apprenticeship)

This program allows for **dual credit** for graduation and with the ITA (Industry Training Authority). This series of courses is intended for students who are interested in starting an apprenticeship in a **recognized trade or field**. Students can receive 4 credits for each 120 hours of paid work. Students may receive up to 16 credits while attending secondary school. Some students in this program may find that they are in the workplace for half of their school schedule but this is not required to participate in the program. While enrolled in the program students will attend some classes with the assigned teacher and be responsible for maintaining contact throughout the year. Students must secure a paid job with a certified employer and then register. The assigned teacher can assist with this process, but it is recommended that parents or guardian are involved in the initial steps of this program enrolment. More information about this option can also be found at www.itabc.ca



YOUTH TRAIN IN TRADES - Carpentry (formerly ACE-IT Carpentry)

This is a dual-credit program which means students receive 16 credits (4 courses) towards high school graduation in addition to ITA (Industry Training Authority) approved Level 1 Carpentry training. This technical training is typically done at a post-secondary institution with associated tuition and materials costs but this program is offered to high school students for significantly reduced costs because it is part of their Graduation Program. Each student is registered as a trainee with the ITA. This program is for students who are keenly interested in acquiring industry recognized skills and certification in carpentry and construction. This intensive program would allow students to focus on learning carpentry skills by undertaking the first level of technical training required to pursue a Carpentry Apprenticeship.

The Youth Train in Trades and subsequent Youth Work in Trades program is a desirable career path that enables students to pursue opportunities in carpentry and related trades. It also provides a beneficial path toward further technical training, advanced post-secondary programs and university degrees. The program will be offered at West Vancouver Secondary School every second day by a teacher who is a Red Seal Carpenter, during the regular school day. Students will receive credit towards 4 courses.

Proposed Program Outline (overview)

Carpentry Level 1 1 year program				courses	academics
WVSS Every other day – Day 2	Carpentry & Joinery 12: Residential Construction	CJR 12		4	3-4 courses
	Carpentry Level 1 12A	CARP 12A			
	Carpentry Level 1 12B	CARP 12B			
	Carpentry Level 1 12C	CARP 12C			
	Work Experience 12A or 12B	WEX 12A/12B		1	

Students will also write the industry recognized certification exam. Dedicated students will have the opportunity to receive valuable work experience.

This program is available to Grade 11 and 12 students who have displayed an interest in carpentry. There is an application process that must be completed by all candidates to be considered for this special program. The application is available from Stewart Baker, who can be contacted at sbaker@wvschools.ca. The application will also be available in all West Vancouver School Careers Centres. A passionate grade 10 student may be considered for this program under certain circumstances.

Information sessions will be held prior to course selection deadlines. Students selecting this program will be asked to attend an interview with their parents/guardians after applications are reviewed.

Career Pathway Progression

Suggested program at a specific grade level	Grade 11 entry to Youth Train in Trades	Grade 12 entry to Youth Train in Trades
Grades 8-10	Participate in Applied skills and Carpentry courses at their school Skills & Exploration 10-12	Participate in Applied Skills and Carpentry courses at their school Skills & Exploration 10-12
Grade 11	Enroll in Youth Train in Trades program and receive 4 Carpentry courses for credit. Complete English Language Arts 11, Socials 11, a Math 11 and a Science 11. Students may also receive Work Experience 12 credit.	Complete mandatory graduation courses and school based Carpentry courses. Participate in Work Experience where possible. Skills & Exploration 10-12
Grade 12	Register as an apprentice and receive 4 courses for credit from the Youth Work in Trades program. Complete English Language Arts 12, Career Life Connections and up to 3 other courses at the Grade 12 level, which may include academic prerequisites for post-secondary schools including university. School schedule—one day at school alternates with one day of paid employment.	Enroll in the Youth Train in Trades program and receive 4 Carpentry courses for credit. Complete English Language Arts 12, Career Life Connections and up to 3 other courses at the Grade 12 level, which may include academic prerequisites for post-secondary schools including university.
After Graduation (Post-secondary training)	Graduates will alternate blocks of work based hours with attending a post-secondary institution such as BCIT for additional classroom and technical training. Training includes 4 levels of 6 weeks each to receive a Diploma of Trades Training.	
Career Pathway/Goal	Employment and Certification as a Red Seal Carpenter which is recognized throughout Canada.	

SCIENCE DEPARTMENT

Note: If IB selected, then Physics 11 & 12, Chemistry 11 & 12, and Life Science 11 & Anatomy 12 courses are replaced by their IB equivalents.

EXPECTATIONS AND EVALUATION FOR ALL SCIENCE COURSES:

Science courses are evaluated on tests, quizzes, laboratory reports and/or projects. All Science courses have summative final exams.

SCIENCE 8

Science 8 provides a general background for all students in the major sciences. Theory, scientific literacy, and inquiry based laboratory work are dealt with in all topic areas, which include: **Life Sciences (Biology)** – characteristics of living things, cells, the body’s immune system, vaccines and antibodies. **Physical Science (Optics)** - electromagnetic radiation, properties and behavior of light, wave/particle duality, mirrors and lenses, human vision. **Physical Science (Chemistry)** - kinetic molecular theory, atomic theory and models, quarks and leptons. **Earth and Space Science (Geology)** - plate tectonics, layers of Earth, major geological events.

SCIENCE 9

Science 9 provides a general background for all students in the major sciences. Theory, scientific literacy and inquiry based laboratory work are dealt with in all topic areas, which include: **Life Science (Biology)** – asexual and sexual reproduction, mitosis and meiosis. **Physical Science (Chemistry)** – the periodic table, ionic and covalent compounds. **Physical Science (Physics)**- series and parallel electrical circuits, voltage, current and resistance. **Earth and Space Science (Sustainability)** –matter cycles, effects of solar radiation, sustainability of systems.

SCIENCE 10

Science 10 provides a general background for all students in the major sciences. Theory, scientific literacy and inquiry based laboratory work are dealt with in all topic areas, which include: **Life Science (Biology)** – DNA, genes and chromosomes, inheritance, artificial and natural selection, applications of genetics and ethics. **Physical Science (Chemistry)**- chemical reactions (types, energy involved with and practical applications of), acids and bases. **Physical Science (Physics)** -nuclear energy and radiation, law of conservation of energy (heat, kinetic and potential energy). **Earth and Space Science (Cosmology)** – big bang theory, components of the universe over time, astronomical data collection methods.

SCIENCE 10 SEMINAR (PRE-DIPLOMA)

Recommended for students considering IB Sciences, this enriched course is for students who enjoy science and wish to go beyond regular Science 10. Students will meet after school weekly. Students will learn “what science is” and the focus of the course will be on designing and carrying out individualized experiments in Biology, Chemistry, and Physics, and learning more sophisticated ways of analyzing lab measurements and results in order to form valid conclusions. The course will establish a strong foundation for all of the IB Senior Sciences.

BIOLOGY

LIFE SCIENCE 11 (formerly Biology 11)

The Life Science 11 curriculum introduces the biodiversity of life. The central theme of the course is the evolution of organisms and their ecology which is explored through the study of the 6 Kingdoms of life. The students will be introduced to a variety of scientific skills through laboratory investigations and inquiry.

Units of Content include; Cells, DNA, Evolution, Microbiology, Fungi, Plants and Animals.

ANATOMY AND PHYSIOLOGY 12 (formerly Biology 12)

The Biology 12 curriculum uses homeostasis as a central theme to study cell biology, biochemistry, and the human body. Students will develop an understanding of how organ systems such as digestion, circulation, respiration, and the nervous system operate and interact with other systems. Successful completion of Biology 11 and Chemistry 11 are assets to this course.

IB BIOLOGY

IB Biology is a rigorous course spread over two years and is intended for motivated students with an interest in understanding the principles, and unifying concepts in Biology.

Year 1 (HL/SL):

Year 1 of the course covers Standard Level with some Higher Level curriculum. Year 1 course content will include Statistical Analysis, Cells Biology, Biochemistry, Nucleic Acids and Protein Synthesis, Genetics, Biotechnology, Ecology, Evolution and Classification.

Year 2 (HL/SL):

In Year 2, all students will attend a mixed SL/HL block to finish covering the core content, while extra time will be provided for Higher Level students in the timetable for one-half of the year alternating with another IB Science Year 2 class. This extra time allows for the additional Higher Level content to be covered.

The topics that will be covered in year 2 include Homeostasis, the Endocrine System, the Nervous System, Neurobiology, Digestion, Circulation and Blood, Respiration, and Reproduction, Plant Biology, Cell Respiration and Photosynthesis.

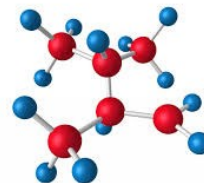
Expectations and Evaluation: In addition to the standard evaluation criteria for Science, the student's practical work will be assessed according to I.B. criteria and will form 24% of their final I.B. Internal Assessment mark in grade 12. As with all IB Science students, a *Group 4 Project*, which is a group investigation/ research project will be completed. A group investigation (project) will be performed in the first half of the second year.

FEE: see IB fee schedule.

CHEMISTRY

CHEMISTRY 11

Chemistry 11 is a course designed to introduce the main ideas, principles and verifying concepts in chemistry, and provide a basis for Chemistry 12 and university entrance. Skills learned in Mathematics 10 are critical to success in Chemistry 11.



Topics include: Uncertainty in measurement, writing chemical formulae and balancing equations, the mole concept and Avogadro's Number, problems using balanced equations, gas laws, solutions and ions, molarity, electron configuration and bonding, organic chemistry - nomenclature and an introduction to reactions.

CHEMISTRY 12

Math 12 should be taken concurrently. A minimum C+ average in Chemistry 11 is strongly recommended. A good knowledge of stoichiometry and solution chemistry from Chemistry 11 is required for success. The course topics include reaction rates and energy, equilibrium, equilibrium of solutions, acid/base equilibrium, pH, buffers, redox.

Expectations: Students will be expected to wear appropriate safety equipment during lab procedures.

IB CHEMISTRY

Year 1 (HL/SL):

This rigorous course is spread over two years and is intended for motivated students with an interest in Chemistry. Students entering Year 1 of the course should have achieved a minimum of a B standing in Science 10 and be taking Math 11 concurrently with this course. Year 1 of the course covers most of the Standard Level content, with some Higher Level content.

Year 2 (HL/SL):

In Year 2, extra time will be provided in the timetable for one-half of the year alternating with another IB Science Year 2 class. The extra time allows for the Higher Level content to be covered as well as for the *Group 4 Project*, which is a group investigation/ research project.

The topics that will be covered over the 2 years include:

Stoichiometry	Gases	Industrial Applications	Bonding	Organic Chemistry
Atomic Theory and Periodicity		Acids and Bases	Energetics	
Plus Two Advanced Topics		Equilibrium	Redox Reactions	

Expectations and Evaluation: In addition to the standard evaluation criteria for Science, the student's practical work will be assessed according to I.B. criteria and will form 24% of their final I.B. mark in grade 12. Students will be expected to wear appropriate safety equipment during lab procedures.

FEE: see IB fee schedule.

EARTH SCIENCES

EARTH SCIENCE 11

Earth Science 11 introduces students to a group of sciences collectively called "the Earth Sciences", which apply other sciences to the study of the Earth and its environment. It is a four credit senior science course. The course meets the science requirements for graduation. Course components include: **Earth Materials:** Earth materials are changed as they cycle through the geosphere and are used as resources, with economic and environmental implications. **Plate Tectonic Theory:** Explains the consequences of tectonic plate interactions. **Atmospheric Science and Climate:** The transfer of energy through the atmosphere creates weather and is affected by climate change. **Oceanography and the Hydrosphere:** The distribution of water has a major influence on weather and climate. **Earth within the Solar System:** Astronomy seeks to explain the origin and interactions of Earth and its solar system.

GEOLOGY 12

Geology 12 Venture into the outdoors to learn about the physical world around you. This course is academic in nature. This includes: studying the glacial, fluvial, and volcanic history, debris flow/flooding, erosion prevention, and mine contamination. The learning outcomes are: Earth Materials - minerals, igneous, sedimentary, metamorphic rocks, energy resources. Plate Tectonic Theory - Tectonic plates are in constant motion and their interactions produce earthquakes, volcanoes, and characteristic landforms on the Earth's surface. Deformation and Mapping - Geological maps and models are tools used to represent surface features and subsurface structures. Surface Processes and the Hydrosphere - weathering, erosion, running water, glaciers, ground water. Geologic Time - relative and absolute dating, geologic time scale, and fossil identification. It is strongly recommended that at least one Grade 11 level Science course be completed

before enrolling in this course. (Earth science 11 is preferred but not required) Expectations and Evaluation: In addition to the standard evaluation criteria for Science, evaluation in Geology 12 involves both field and laboratory evaluations.

ENVIRONMENTAL SCIENCE 11/12

Environmental Science is a four credit senior science course. The course meets the science requirements for graduation and is now accepted by most universities. The course focuses on learning through experience and applied experimentation in an urban environment. Students will explore issues of both local and global environments in this project based course.

The course evaluation includes individual projects designed by students connected to the course competencies as well as online assignments based on curricular outcomes. This format allows for students to focus on topics of personal interest while also meeting the requirements of the course outcomes. Examples of past project include programming and installation of a weather station at WVSS, design and creation of a rain-water irrigation system, winter crop production in the greenhouse, production of beeswax products and honey harvesting, a fruit orchard project and Streamkeepers salmon surveys.

The prerequisites for Environmental Science are Science 10 or instructor approval. To do well in the course, students should: be willing to take initiative for independent work, enjoy learning while outside, and have a passion for sustainable issues and science.

Note: Students registering for the blended learning option require instructor approval.

PHYSICS

PHYSICS 11

Students should take Math 11 prior to or concurrent with Physics 11.

Physics 11 is a course designed to introduce the main ideas, principles, and unifying concepts in physics; to develop an understanding of the analytical and experimental methods of inquiry used in science; and to promote an understanding of how physics applies to everyday life. Physics 11 is recommended especially for students who plan to study pure sciences or engineering related technology but is also appropriate for humanities-oriented students. Students not planning to take Physics 12 should take Physics 11 in Grade 12. Topics studied include the description and cause of motion (kinematics and dynamics), energy, waves, optics, nuclear energy, and relativity.

PHYSICS 12

Students with less than a C+ in Physics 11 are liable to have difficulty with this course. Math 12 should be taken concurrently. Continuing on from Physics 11, Physics 12 provides preparation for study at the university level. Topics include vector mechanics in 2 dimensions, equilibrium, energy, circular motion and gravitation, electricity, and electromagnetism.

IB PHYSICS

IB Physics is a course designed to introduce the main ideas, principles, and unifying concepts in physics; to develop an understanding of the analytical and experimental methods of inquiry used in science; and to promote an understanding of how physics applies to everyday life. IB Physics is recommended especially for students who plan to study pure sciences or engineering related technology but is also appropriate for humanities-oriented students.

Year 1 (HL/SL):

This rigorous course is spread over two years and is intended for motivated students with an interest in Physics. Students entering Year 1 of the course should be taking Math 11 concurrently with this course. Year 1 of the course covers mostly Standard Level core content.

Year 2 (HL/SL):

In Year 2, all students will attend a mixed SL/HL block to finish covering the core content, while extra time will be provided for Higher Level students in the timetable for one-half of the year alternating with another IB Science Year 2 class. The extra time allows for the additional Higher Level content to be covered.

The topics that will be covered over the 2 years include:

SL: mechanics (forces and motion), thermal physics, waves, electricity and magnetism, relativity and nuclear physics.

HL: extensions of all of the above topics, plus electromagnetic induction and quantum physics.

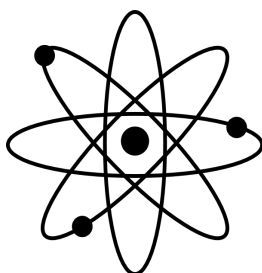
Expectations and Evaluation: In addition to the standard evaluation criteria for Science, the student's practical lab work will be assessed according to I.B. criteria through a major year-end lab project and will form 24% of their final I.B. mark in Grade 12.

FEE: see IB fee schedule

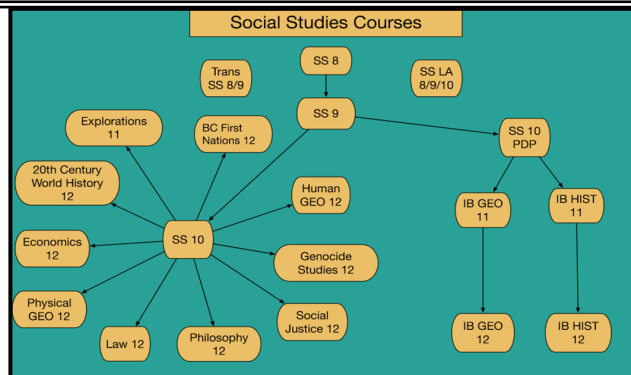
SPECIALIZED SCIENCES 12 (Grade 11 to 12): FORENSICS

A provincially recognized Grade 12 science credit course – Forensics takes some of the best topics of all three of the core sciences (Biology, Chemistry, Physics), and takes an applications-based approach to those topics. Discover how DNA is used to definitively identify a suspect, using gel electrophoresis, or how anthropological analysis of bones can create a profile of an individual, or how the study of bugs can determine time of death (entomology). Learn how chemistry is used to perform drug tests, to identify different drugs and poisons, using toxicological evidence. Understand how physics is used to determine bullet trajectory, or how vector analysis is used to reconstruct everything from a car accident, to sports injuries in humans. This course is designed for those students interested in not only applied science, but also in social justice, and law enforcement.

No prerequisite is required; however, it is highly recommended that you also have at least one other Science 11/12 as a pre-requisite, or co-requisite.



SOCIAL STUDIES DEPARTMENT



SOCIAL STUDIES 8

Students in Social Studies 8 will develop an understanding of diverse cultures and civilizations in Europe and North America from the 7th century to 1750. Themes of society and culture, politics and economic systems, scientific and technological innovations, philosophical and cultural shifts, and others will provide the basis of analysis for this period of time. The curriculum emphasizes “the knowledge, skills, and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgments and communicate ideas effectively” (BC Ministry of Education, 2015).

TRANSITIONAL SOCIAL STUDIES 8/9

Transitional Social Studies 8/9 is a program designed for English Language Learners whose skills are at levels 1 and 2. Emphasis will be placed on acquiring academic language and understanding of the core content of the Social Studies 8/9 curriculum.

SOCIAL STUDIES 9

Students in Social Studies 9 will develop an understanding of diverse cultures and civilizations in Europe and North America from 1750 - 1919, including an examination of revolutions in England, France, and/or America. The development of Canada as a Nation-state is also examined. Themes of society and culture, politics and law, the economy and technology, and the environment will provide the basis of analysis for this period of time. The curriculum emphasizes “the knowledge, skills, and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgments and communicate ideas effectively” (BC Ministry of Education, 2015).

SOCIAL STUDIES LANGUAGE ADAPTED 8/9 & 10

Social Studies Language Adapted courses are designed for English Language Learners whose skills are at levels 3 and 4. The goal of the courses is to develop the students’ English language skills, while concurrently developing the critical thinking skills they will need to progress in Social Studies courses. The regular Social Studies curriculum is used to design units of study for these courses, while cooperative group work, research, writing skills, and public speaking are developed through the learning activities.

SOCIAL STUDIES 10

Students in Social Studies 10 focus on Canada in the 20th century, including economic and political ideologies and institutions that shaped the century. Students will develop an understanding of Canadian identities, Canada’s steps towards autonomy, and the structure and function of Canadian government. Students will examine, in depth, international and domestic conflict and cooperation in the 20th century. Instances of oppression, historical wrongs, and injustices at home and abroad are also addressed. The curriculum emphasizes “the knowledge, skills, and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgments and communicate ideas effectively” (BC Ministry of Education, 2015).

SOCIAL STUDIES 10 PRE-DIPLOMA

Social Studies 10 PDP is a course designed for pre-IB students. Students should have previously demonstrated in Social Studies 9 both excellent study skills and strong English skills and have a strong interest in following the IB Diploma programme in both grade 11 and 12. In Year Two of the Diploma programme, students will take either or both IB History 12 and/or IB Geography 12. Successful completion of these courses often leads to credit in first year university courses.

GRADE 11/12 ELECTIVES

All electives are open to students in both grade 11 and 12. Some Social Studies electives can be combined to qualify for a school-based diploma in one of three thematic areas. These possible routes are illustrated.

EXPLORATIONS IN SOCIAL STUDIES 11

Students in this course will practice the curricular competencies in social studies with content to be determined by the teacher. This subject can include content from a variety of social studies disciplines and will be shaped by the teacher and students in the class. This course is open to students in both grades 11 and 12.



20TH CENTURY WORLD HISTORY 12

20th Century World History will focus on a number of historical topics. These will include: the World of 1919, Promise and Collapse: 1919 to 1933, Turmoil and Tragedy: 1933 to 1945, Transformation and Tension: 1945 to 1963, Progress and Uncertainty: 1963 to 1991, and the lead up to current events. Activities will include unit tests, study questions, and one or more inquiry projects on specific historical subjects. This course is open to students in both grades 11 and 12.

BC FIRST PEOPLES 12

This course will examine the relationships between indigenous peoples and mainstream society. Students will have an opportunity to explore identities and worldviews of indigenous peoples, factors that sustain and challenge the identities and worldviews of indigenous peoples, responses to inequities in the relationships of indigenous peoples with governments in Canada and around the world, and restoring balance through truth, healing, and reconciliation. This course will take a close look at the history and culture of our local Coast Salish - Squamish Nation. Note: This course is open to students in both grades 11 and 12.

ECONOMICS THEORY 12

Economics Theory 12 provides students with a theoretical framework, skills, background, and experience that may encourage them to study economics at higher levels. This course is focused on the economic theories and the history of economic thought. In this course you will learn about economic theories that describe how individuals and societies make decisions. The goal of this course is to help enhance your understanding of our complex world, develop your thoughts logically, and prepare for first year university economics. **This course does meet the Socials Studies 11/12 graduation requirement.** It is open to students in both grades 11 and 12.

GENOCIDE STUDIES 12

Students in Genocide Studies will develop an understanding of the origin and development of the term “genocide” through an examination of the history, scope, and defining characteristics of genocide. Students will explore the political, economic, and social conditions that have led to genocides around the world.

Students will engage with genocide recognition and examine the development and enforcement of international genocide law. This course is open to students in both grades 11 and 12.

HUMAN GEOGRAPHY 12

Human Geography provides students with an opportunity to investigate the location of people and activities throughout the world and seek to understand the reasons for their distribution. In this course students will examine a number of subject areas, including globalization, culture and identity, political geography, urban geography, agricultural geography, industrial geography, development, inequality, and human impacts on the natural environment. Note: This course is open to students in both grades 11 and 12.

LAW STUDIES 12

Law 12 is designed to make students aware of their legal rights and responsibilities in Canada. Through a combination of classroom discussion, case studies, mock trials, court visitations, guest speakers, and lectures, students will gain an appreciation for the significant role that law plays in our society. Topics will include the development of Canadian law, court structures and processes, civil rights, human rights, criminal law, police procedures, tort law, contract law, and family law. Other bodies of law may be studied as time allows.

Note: This course is open to students in both grades 11 and 12.

PHILOSOPHY 12

This course provides students with opportunities to inquire into Philosophy. Topics may include: Who am I? Do we have free will? Does God exist? Is knowledge possible? What is justice? What is the nature of Good and Evil? What is Beauty? What is Art? Activities will include close reading, written work, tests, and class discussion. This course introduces the central issues of philosophy, with the principal goal of fostering the capacity to think logically and critically. Students may grapple with the ideas of Plato, Descartes, Kant and Kierkegaard on issues pertaining to aesthetics, epistemology, ontology, ethics, morality and metaphysics. Note: This course is open to students in both grades 11 and 12.

PHYSICAL GEOGRAPHY 12

Physical Geography will provide students an opportunity for understanding the complex physical and biological environment in which humans live in. The distinct disciplines within the subject area of Physical Geography that will be covered in this course include: geology, geomorphology, climatology, and ecology. Students will develop an understanding of how local, regional and global environments affect them and how they can make informed decisions about the sustainability of the Earth's resources. Note: This course is open to students in both grades 11 and 12.

SOCIAL JUSTICE 12

Social Justice 12 is a course designed to raise students' awareness of social injustice, enable students to analyze issues and situations from a social justice perspective and to provide students with the skills, knowledge and framework for advocating a socially just world. The curriculum is divided into three organizers: defining social justice, recognizing and analyzing social justice, and moving toward a socially just world. The course provides an opportunity in which students can critically look at the values and diversity of our community and nation. Students will also examine their own beliefs and values, as well as the origins of those beliefs. Issues and topics covered in this course, through a social justice perspective, will be age, sex, marital status, political belief, race and ethnicity, sexual orientation, socioeconomic status, religion and faith, and mental and physical ability. The course will motivate students into thinking and acting ethically, while simultaneously empowering students to realize their capacity to effect positive change. Note: This course is open to students in both grades 11 and 12.

WORLD RELIGIONS 12

Religion is connected to politics, identity, philosophy, psychology, and art. World Religions 12 explores the beliefs, practices and functions of different religions in society from an objective viewpoint. In an increasingly interconnected world, understanding the differences and similarities between belief systems will

change the way you connect with others. Students of Religious Studies go on to study law, journalism, politics, medicine, business and many more fields.

IB GEOGRAPHY 11 & 12 (two year course)

The geography course embodies global and international awareness. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international.

The aims of the geography syllabus at SL and HL are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analyzing contemporary issues and challenges, and develop a global perspective of diversity and change.

Fee: see IB Fee schedule

This course may be taken as part of the IB Diploma or Certificate, or on its own.

IB HISTORY 11 & 12 (two year course)

This two year course covers topics related to European 20th century history such as World War One, the Russian Revolution and Stalinist era, Nazi Germany, Fascist Italy, the United States as a great power, World War Two, and the Cold War. The course provides an in-depth examination of the above topics, and encourages students to develop a detailed understanding of the events, causes and effects, and relationships between these topics while developing their critical and analytical thinking abilities. Students are introduced to the study of the historical method and historiography so as to better understand history and how it is written and evaluated.

Students will begin to develop a number of valuable critical thinking skills such as the evaluation and interpretation of various historical sources, the ability to conduct in-depth historical research and write argumentative essays, and the ability to understand and analyze different interpretations of the past. Graduates of IB History 12 (Higher Level) will receive credit for IB History 11 and IB History 12. Those students who are awarded a 5 or better by the International Baccalaureate Examinations Office may apply for advanced placement in History at many universities. Following successful completion of either IB History 11 or IB Geography 11 and the Internal Assessment component students will satisfy the Ministry requirement.

Fee: see IB Fee schedule

This course may be taken as part of the IB Diploma or Certificate, or on its own.

THEORY OF KNOWLEDGE 11 AND 12

Students should be Diploma candidates in Grade 11 or Grade 12. The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

Questions are the very essence of TOK, both ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging to accepted belief, which are posed by contemporary life. Teachers foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications. Many universities grant a first year philosophy credit to students with a final examination mark of a B in IB Diploma.

TECHNOLOGY DEPARTMENT

Woodworking, Drafting & Design, Automotive Shop

WOODWORKING

WOODWORKING 9

In this course students will make a variety of projects (both mandatory and optional) while being introduced to safe use of hand tools and all major machinery in the shop. Students will also be introduced to the fundamentals of design and will incorporate their own designs in some of their projects.

Expectations and Evaluation: Marks are based on: productivity, project results, clean-up duties, safety, attitude & behaviour while in the shop.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

WOODWORK 11 (Grade 10/11)

This course will build upon knowledge and skills developed in Woodwork 9 however no prior experience is necessary. Students will be introduced to more complex woodwork techniques, will use computer-controlled machinery and will have the opportunity to incorporate more of their own designs. Students will complete a variety of projects, both mandatory and optional. Students may also make projects of their own choosing with instructor approval.

Expectations and Evaluation: See Woodwork 9.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

WOODWORKING 12 (Grade 11/12)

This course is a continuation of Woodwork 11 however no prior experience is necessary. Students will challenge their existing knowledge and skills in woodwork through making both mandatory and optional projects. Students will have the opportunity to design and choose their own projects with the approval of the instructor. Students will be expected to work with more independence than in previous courses, seeking guidance from the instructor as needed.

Expectations and Evaluation: Marks are based on: productivity, project results, clean-up responsibilities, attitude & behaviour while in the shop.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

FURNITURE AND CABINETRY 12 (Grade 12)

This course is a continuation of Woodwork 12. Students will have the opportunity to learn more specific skills related to furniture and cabinetry design and construction, including the use of working drawings. This course is not limited to furniture and cabinetry projects—students may choose other projects that are not related to furniture and cabinetry with instructor approval.

Expectations and Evaluation It will be expected that students take the initiative in developing their projects. The teacher will be available as more of an over-seer and reference source. Students should work well independently and practice all safety machine and tool operation. Students will come to class prepared to work each day, and have a project design and plan to follow.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

DRAFTING AND DESIGN

DRAFTING 9 (LEVEL 1)

Drafting 9 is a **first year course** offered to all students interested in developing visual communication and technical drawing skills. The course will be of particular interest to students considering careers in engineering, architecture, design, construction, graphic design or advertising. Students will develop skills in sketching, technical hand drawing and Computer Aided Design software (CAD - 2D & 3D), while learning the universal language of drafting. Students will study various types of drawings such as orthographic projections, pictorial and perspective drawings, pattern development, and basic principles of design. Current links between globalization, product design, manufacturing, production, marketing processes, societal systems, and the environment will also be explored. This course will consist of classroom theory lessons, demonstrations, and one-on-one instruction/assistance throughout the course.

DRAFTING 11 (GR. 10 & 11) (LEVEL 1)

Drafting 11 is a **first year course** offered to all students interested in developing visual communication and technical drawing skills. The course will be of particular interest to students considering careers in engineering, architecture, design, construction, graphic design or advertising. Students will develop skills in sketching, technical hand drawing and Computer Aided Design software (CAD - 2D & 3D), while learning the universal language of drafting. Students will study various types of drawings such as orthographic projections, pictorial and perspective drawings, pattern development, and basic principles of design. Current links between globalization, product design, manufacturing, production, marketing processes, societal systems, and the environment will also be explored. This course will consist of classroom theory lessons, demonstrations, and one-on-one instruction/assistance throughout the course.

DRAFTING 12 : ARCHITECTURAL & HABITAT DESIGN (GR. 11 & 12) (LEVEL 2)

This course is an extension of Drafting 9 and 11. Through this course, students will acquire the skills necessary to draw a full set of house plans for a single-family dwelling. The course will include eight main areas of study including Freehand Sketching Skills, Design Process and Creativity, Basic Technical Drawing (review), Architectural Working Drawings, Basic Construction Theory, Scale Model Making, Basic Architectural Applications in Computer Aided Design (CAD - 2D & 3D) and Computer Numeric Control (CNC - New) Applications related to architecture. Related topics such as Typical House Designs, City Bylaws, BC Building Code, Residential Standards, Rural vs. City Living, Mortgages, etc. will also be discussed. Students will have the opportunity to explore and gain insight into a number of related careers such as architecture, engineering, interior design, industrial design, and construction. Students in this course are expected to work in a mature and self-directed manner. This course will consist of classroom theory lessons and discussion, demonstrations, field trips, homework readings, and one-on-one instruction.

INDUSTRIAL CODING & DESIGN 12 (LEVEL 3)

Industrial Design 12 is an extension of the Drafting 9 or 11, and Drafting 12: Architectural & Habitat Design. Students enrolled in this course will be expected to have good knowledge of drafting and design fundamentals and good working knowledge of 2D & 3D CAD software. A high level of self-motivation and independence will be necessary for the successful completion of this course. Students will explore product design and development, model and prototype making, designing with CAD, Computer Aided Manufacture (CAM), Computer Numeric Control (CNC - New) design and applications, industrial processes, material science, globalization of technology and manufacturing, and careers in design. This course provides students with the skills and knowledge needed to pursue studies towards careers as technicians, technologists, engineers, architects, industrial designers, graphic designers and various trades, or to enter directly into the work force.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of any of the above courses offered in Drafting.

METAL FABRICATION AND AUTOMOTIVE TECHNOLOGY

METALWORK 9

This course is intended for students in Grade 9 with no prior experience in the metal shop environment. Students taking this course will learn basic metal fabrication techniques for use in the shop. Various sheet metal and structural fabrication is taught in conjunction with oxyacetylene, MIG, and TIG welding, as well as machine shop processes and blacksmithing and forge work. Design and research is incorporated into the construction of practical projects.

AUTOMOTIVE TECHNOLOGY 11 (GR. 10, 11 & 12)

This course is intended for students in Grade 10 to 12 with no prior experience in the shop environment, or students who have completed Metalwork. 9. Automotive Technology 11 is an introductory course available to all students. Students are encouraged to bring their own vehicles to perform maintenance and repairs on. This course may include some of the following topics: Safe and healthy work practices, engine support systems, basic engine operation, inspection and service procedures, power train, body and chassis, and electrical and electronic systems. Students are also encouraged to utilize fabrication equipment to create personal projects.

AUTOMOTIVE TECHNOLOGY 12 (GR. 11 & 12)

This course is intended for students who have completed Automotive Technology 11. This course includes a review of Automotive Technology 11 procedures. Students are encouraged to work on a greater range of project work. Automotive 12 topics will include: Safe and healthy work practices, use of diagnostic tools, and electronic diagnosis using onboard diagnostics standards. This course is an opportunity for students to rebuild or repair their own vehicle.

These courses provide additional time to study in greater depth one or more areas of Metal Fabrication and Automotive Technology.

Expectations and Evaluation (for all automotive courses)

Evaluation will be based on project work, assignments, classroom participation, and attendance. Students are required to keep a log of their classroom work. This course is student driven and students are expected to work on shop projects as well as their own vehicle. Students are required to supply their own coveralls. Hand cleaner is supplied.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the above courses.

VISUAL ARTS DEPARTMENT

Expectations:

A sketchbook is required at all levels (except Art 8). Study of contemporary and historical art will be an integral part of project work and will be part of required content in the sketchbook. All Senior Art courses (AF 12, DP 11/12, CS 10/11/12, AF 12, IB Art 11, IB Art 12) assume that the student has successfully completed Art Foundations 10/11 (unless given teacher permission), is proficient in all techniques and concepts covered in that course, and aware of program expectations and familiar with studio procedures. Senior Art students are expected to do independent research on techniques, art history and ideas, relying on the teacher for direction, aesthetic and technical advice. Students taking 2 or more art courses must be highly motivated, dedicated and hard working in order to succeed.

Evaluation: For all regular art courses

Projects: 60%

Sketchbook : 30%

Other (studio performance, minor projects, etc.): 10%



Sophia Shang

VISUAL ARTS 9

This course will focus on skill development, artistic understanding, problem solving, image development and vocabulary in a variety of art media.

Projects may be assigned in the following areas:

1. Drawing techniques - gesture, continuous line, tonal, observation, self-portrait and perspective
2. Painting- watercolour, acrylic, gouche, oil, airbrushing, murals and spraypainting
3. Sculpture- mixed media, mold making, polymer clay, jewelry work, paper mache
4. Ceramics- basic techniques in clay including hand throwing, wheelwork, slabwork and glazing
5. Printmaking - etching, block printing, stencil, calligraphy
6. Industrial Design- jewelry making, button making, clothing design and t-shirt making
7. Art history

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ART STUDIO 10/11: ART FOUNDATIONS (Grade 10, 11 & 12)

Students will develop proficiency in a variety of art mediums with emphasis on understanding the elements and principles of design. Contemporary and historical art research and other sketchbook work are required throughout. Students should develop self-motivation and work habits that will enable them to work more independently in Senior Art courses.

Projects may be assigned in the following areas:

1. Drawing techniques - gesture, continuous line, tonal, observation, self-portrait and perspective
2. Painting- watercolour, acrylic, gouche, oil, airbrushing, murals and spraypainting
3. Sculpture- mixed media, mold making, button making, polymer clay, jewelry work, paper mache
4. Ceramics- basic techniques in clay including hand throwing, wheelwork, slabwork and glazing

ART STUDIO 10/11 (FOUNDATIONS) (cont..d)

5. Printmaking - etching, block printing, stencil, calligraphy
6. Industrial Design- jewelry making, button making, clothing design and t-shirt making
7. Art history

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ART STUDIO 11/12: (FOUNDATIONS) (GR. 11 & 12)

This course builds on skills and experiences gained in Art Studio 10/11. Students will choose and devise assignments, with teacher guidance, on a contract basis. A minimum of 3-5 major projects is expected. Students will have the opportunity to work in mediums of their choice.

Portfolio preparation and design will be completed under teacher guidance for grade 12 students.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

STUDIO ARTS 2D 11/12: DRAWING & PAINTING (GR. 11 & 12)

Students will choose and devise assignments, with teacher guidance, in the following areas:

1. Drawing mediums - pencil, pen & ink, technical pen, conté, dry pastels, oil pastels, pencil crayon, paint markers
2. Painting mediums - watercolour, gouache, acrylic, oil, latex, spray paint and airbrushing
3. Printmaking - etching, screen printing, linoleum, calligraphy and drypoint
4. Industrial Design- jewelry making, button making, clothing design and t-shirt making
5. Design- composition, illustration and posters
6. Digital tablet projects
7. Mural projects

Portfolio preparation and design will be completed under teacher guidance for grade 12 students.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

STUDIO ARTS 3D 10/11/12: CERAMICS & SCULPTURE (GRADES 10,11 &12)

Students will choose and devise assignments with teacher guidance, in the following areas: Ceramics, Sculpture (paper mache, wood, metal, mold making, various mixed mediums) and Industrial Design. This course offers experience, through exploration and practice, in a variety of 3 dimensional techniques.

Students who have credit for C&S 10 will have the opportunity create larger and more ambitious projects. The student will choose and devise assignments, with teacher guidance, on a contract basis. A minimum of 3 major projects is expected.

Portfolio preparation and design will be completed under teacher guidance for grade 12 students.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

IB ART/VISUAL ARTS 11/12 (SL OR HL)

This is a two year course that consists of three parts, all of which are compulsory.

1. Process Portfolio:

- a. Studio: larger term projects will be completed and research of process will be submitted.
- b. Sketchbook: The purpose of the sketchbook is to encourage adventurous and critical research. During the two-year course, one or more books will be produced as a highly personal record of the candidate's research in the appreciation and history of art and design. The book will contain both visual and verbal information and will have the appearance of a working journal.

2. Comparative Study:

Students analyse and compare different artworks by various artists. This independent, critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

3. Exhibition:

Students submit for assessment a selection of resolved artworks for a student created exhibition. Students will curate their own art show to showcase the work they completed over the two-year course.

IB Art students are expected to work in a mature, thoughtful and self-directed manner. Time should be set aside to complete art projects in addition to class time.

Fee: See IB Fee schedule.

A first year credit is available at most universities for students scoring a 5 or better. This course may also qualify for Provincial Scholarship consideration if a 5 or better is achieved.

IDS 12: PORTFOLIO

This full year, 4 credit, course is intended for the serious art student who wishes to pursue a post-secondary career in art. Recommendation of the teacher is required. Course options include:

1. projects in specific areas of specialization;
2. assembling a portfolio of presentation pieces;
3. gallery visits;
4. visits to post-secondary institutions.

The specific activities of this course will depend on the needs of the individual student. Students will choose and devise assignments, with teacher guidance, on a contract basis. A minimum of 3 major projects is expected.

Portfolio preparation and design will be completed under teacher guidance for grade 12 students.



ART WEST 45 - ART STUDIO 11 & 12

Art West 45 is a District Program that provides students the opportunity to thrive in an Art Studio setting. They are encouraged to develop their skills and techniques while also exploring their passions with inquiry (project) based learning. Students will grow as artist through the exploration of a variety of creative processes and will be able to try new materials and techniques. Each year Art West students do a community/collaborative project that will be exhibited.

Students are encouraged to take 2 – 3 classes of Art West 45 but are also able to take just one. Art West 45 allows for extended time to work on projects, invites guest artists into the class, go on fieldtrip to learn beyond the classroom. Any student who is passionate about art and is excited to expand their skills and knowledge in the Visual Arts is welcome! See Page 9 also for District program Website

MEDIA ART

Yearbook, Photography, Animation and Film

YEARBOOK

GRAPHIC PRODUCTION 11/12: YEARBOOK (Grades 10/11/12)

This course is dedicated to the production of the school yearbook. Students in this course are expected to meet deadlines and produce work at a high level of quality. Classes may be held in a regular time slot outside the regular school schedule, two days a week. Furthermore, students will be required to commit to additional classes when required to meet deadlines and complete assignments.

Yearbook 10 & Yearbook 11: The three main elements of Yearbook journalism are the photography, creative writing and graphic design. Students will learn and apply aspects of all three of these elements in a time-sensitive, budget conscious environment.

Note: Grade 10 students will receive Media Design 10 credit.

Yearbook 12: The focus of this course is to complement the creation of the Yearbook by assisting in management of production and creative control. Students taking this course should have a very strong work ethic, and through the duration of this course will develop strong teamwork and leadership skills. Please note that it is recommended that Yearbook 11 is taken before Yearbook 12.

Editor Role: Students can apply for an Editor Role with 1 year of Yearbook experience.

PHOTOGRAPHY

PHOTOGRAPHY 9

This course introduces students to the artistic possibilities within photography. Students will learn how to take stunning photographs of friends and family and create their own photographic works of art that can be printed and displayed.

Students will learn photography basics by using both traditional film and digital cameras. Professional looking photographs will be created through the use of exposure, composition, and lighting effects. Students will engage in shooting their own photographs then developing, manipulating, and enhancing them in the darkroom as well as through the use of Adobe Photoshop.

Although the school has a limited number of digital cameras it is recommended that the student have access to their own camera to ensure availability if all school cameras are in use.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MEDIA ART

Yearbook, Photography, Animation and Film

PHOTOGRAPHY

PHOTOGRAPHY 11 & 12 (Grades 10, 11 &12)

“Photography is a unique art form that captures images in a variety of context.”

Photography 11 encourages students to develop their skills with a variety of techniques and tools while exploring the world with a lens of a camera. They are asked to take creative risks with a variety of photographic possibilities.

Students will have the opportunity to use DSLR cameras and develop their editing skills using Photoshop. By the end of this course students will have a personal photographic portfolio.

Photography 12 students who have taken Photography 11 will build on their foundations to expand their skills, techniques, and knowledge of photographic practices. “Photography is an essential element of culture and reveals insights into the human experience.” Students will refine their skills related to styles and genres and will be asked to create innovative images for specific audiences. Students will have an extensive portfolio at the end of the course.

AFTER SCHOOL ART STUDIO (Grade 10, 11 & 12)

Multi-Media Studio (after school - 2.5 hours per week - 3:00 to 5:30), is an after school program that welcomes anyone to try their hand at any art medium. It will allow exploration in traditional and convention art practices. The class will be afterschool, so students can work on projects for extended periods of time without interruption. In this course, media arts technology may include photography – both darkroom and digital, video, computer technologies, and electronic and digital recording, and will also include the traditional visual arts of painting, drawing, and sculpture. In this course students use available technologies to create and manipulate personally meaningful images and applied designs in order to elicit specific audience responses.

GRAPHIC ARTS 11/12: GRAPHIC DESIGN (GR. 10, 11, 12)

“Graphic design is the art and practice of planning and project ideas and experiences with visual and textual content.”

Students will design, create, and refine graphic artworks. Both traditional and digital techniques will be used, from pencil to tablet. Graphic design students will produce works for specific audiences and will be expected to take creative risks that challenge their concepts of aesthetics with considerations to cultural, social, environmental, and personal perspectives. Students will have access to DSLR cameras, learn how to use Adobe Illustrator, InDesign and Photoshop



ANIMATION & FILM

MEDIA 9: FILM & ANIMATION 9

This course is an introduction to media arts through the basics of animation and film production. Learn how to create and animate objects and drawings as well as explore the foundations of film making. Students will develop a visual vocabulary and an understanding of the power of moving images and sound through a myriad of collaborative and individual projects. Skills learned will cover classic animation (cel animation, stop-frame animation, zoetropes, drawing for animation etc.) and film (story boarding, narrative structure, character development, camera movement and framing, editing of image and sound). A component of this course will be the study of film and animation history. Students may have the opportunity to screen work at student film festivals.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MEDIA ARTS 11: ANIMATION (Grades 10, 11 & 12)

Animation 11 is a natural continuum of what was learned in the animation component of Media 9 (though Media 9 is not a pre-requisite). In this course you will build on the skills required to create cel (drawn) animation, cstop-frame animation, and other innovative aspects of animation. Course content will include practical animation skills, story-boarding, drawing, character development, lighting, timing and spacing, key drawing, walk cycles, filming, sound and computer editing etc. In this course students will have the opportunity to have input into the direction of their personal project work. A component of this course will be studying animation history and reviewing animated films that can inform the coursework. Throughout the year, you may also have the opportunity to submit work to film festivals, attend field trips, and display your work around the school.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MEDIA ARTS 12: ANIMATION (Grades 11 & 12)

This course is intended for students who are considering pursuing animation at the post secondary level, or who have a specific desire to develop their skills in animation. This course will provide the opportunity for further experience and knowledge base development in animation production and history. Course content will include a focus on classic animation and personal skill in the areas of stop-motion animation, cel animation, narrative technique, character development, writing, story boarding, timing, filming, lighting, editing, and animation history. An important component of this course is self-directed where students will propose individual topics of study. While producing animations, students should expect to work both individually and in groups.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FILM & TELEVISION 11 (Grades 10/11/12)

Film 11 creates a solid foundation for the use of film as an effective tool to communicate ideas and stories. In addition to the study of relevant films and documentaries, students will be introduced to the various aspects of the industry: camera techniques, editing, scriptwriting, narrative structure, story-boarding, lighting, sound, design, costume, make-up and production. Students will be involved in both individual and group projects and will be required to work cooperatively throughout the course. Students involved in this course should expect that EXTRA-CURRICULAR time will be required in the production of finished projects.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

Note: Grade 10 students will receive Film 11 credit

FILM & TELEVISION 12 (GR. 11& 12)

Film 12 is a full year follow-up course to Film 11. In addition to studying the making of certain films and

television shows, students will continue to hone their skills as filmmakers with more engaged and complex film projects. A specific focus will be on the development of the conceptual basis for film creation as students find new and exciting ways to communicate their ideas. A second emphasis will be on the specific development of technical skills in both cinematography and editing of films. The students will have the opportunity to be involved in both individual and group projects and will be required to work cooperatively throughout the course. Students involved in this course should expect that EXTRA-CURRICULAR TIME will be required for the production of finished projects.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

IB FILM SL & HL 11 AND 12

This two-year IB course is designed for students with interests in all aspects of film. Students will study film sequences in detail and analyze films and film-making traditions from various cultures. Students are expected to be creatively involved in film-making. Projects include: creating a documentary, scriptwriting, oral presentations, written film analysis, and various other film project. As this is an IB course, evaluation will be both internal and external and possibly an examination will be required. If the final mark is sufficiently high, it will also qualify as one section for a Provincial Scholarship.

