



Fraser Heights Secondary
Elective Course Options for the Course Selection Process
for the 2018-2019 School Year.

Courses will only run if there are sufficient students enrolled in the course.

Department Members

Brewer, M	Le Grelsey, L
Gonsales, J	Mahli, G
Hoskin, D	Pocock, C (until June 2018)
Kambo, A	Rakkar, H
Kennett, I	Sampson, B

20th Century World History 12

Video – [Click Here](#)

Course Description: The 20th Century involves a wide variety of relevant and fascinating people and events that are relevant to and connected to the situation in the world today. From the role of individuals, mass movements, conflicts, cultural and technological changes, to various beliefs and philosophies, the student will be exposed to the forces that irrevocably changed the 20th century world and created the issues with which the citizens of the modern world must contend.

The course deals with issues beginning with the Paris Peace Conference at the end of WW I and examines the political, economic, social, individual, religious, technological, geographic, military, and intellectual forces that led to and impacted events from that date forward. Students will use the content from this period of history to expand on and develop their skills in the interpretation, analysis, evaluation and understanding of historical events. Students will build their knowledge and understanding through investigations into interesting, open-ended questions, through the production of evidence-based arguments, through debate and discussion of historical and contemporary issues, and through the construction of and support for their own hypotheses, solutions, and conclusions.

Students will have the opportunity to test their knowledge and understanding through discussions with guest speakers, by watching and analyzing documentary footage and contemporary films, and through participation in the annual Holocaust Symposium at UBC.

Asian Studies 12

Video – [Click Here](#)

Asian Studies is a course focussing on political, social, economic and environmental issues in various parts of Asia from 1850 to the present. Some of the big questions for inquiry in this course include:

- What were some of the causes and consequences of both European and Japanese colonialism in Asia?
- What are some of lasting legacies left behind by various independence/nationalist/revolutionary movements in the region?
- How are leaders like Emperor Hirohito, Mao Zedong, Kim Jong-un viewed by their own citizens?
- To what degree are present conflicts in various parts of Asia (China and Japan's clash over islands in the Pacific or India and Pakistan's conflict over Kashmir) a continuation of historic differences?
- What are some of the ethical and environmental questions surrounding two of the fastest growing economies in Asia (China and India)?
- This course will include the analysis of several foreign language films and documentaries from a variety of countries. In addition, guest speakers will be invited to speak to our classes and local field trips will be undertaken when and where possible.

BC First Peoples 12

Video – [Click Here](#)

Come and learn and experience BC First Peoples culture, traditions, struggles, resiliency and strengths. Learn about First Peoples connection to the land, traditional knowledge, traditional ecological knowledge, the impact of colonialism, governance, treaty issues, and today's ongoing challenges. This course will give you a chance to explore, develop an understanding of, and connect Indigenous issues to your interests as well as to your future. The BC First Peoples course provides essential knowledge if you are considering a career in Health Care, Law, Politics, Justice, Social Work, Teaching, Arts, Music, Literature or in many other areas.

Human Geography 12

Video – [Click Here](#)

A geographer looks to explore, identify, and understand the human and environmental interactions within and between places. This includes the characteristics and influences of location, physical and cultural landscapes, regions, interaction, and change.

In Human Geography 12, you will explore and research all kinds of interesting topics, as well as create and respond to important questions. For example:

- We're having a baby? We need a new place. Oh, and we're moving to Calgary (and there's a bear in the backyard)!
- Why do populations grow, change, and move?
- Monster houses and shacks, forests and deserts.
- Do different cultural traits affect the use of physical space, landscape, and the environment?
- Mmm! FOOD!
- Where and how is food grown? Can you identify and evaluate traditional and innovative agricultural practices around the world?
- Jobs, jobs, jobs (and money and stuff too)!

- Industrialization, trade, the demand for natural resources, and the environment. Can we manage everything at once?
- The countryside is empty! Where have the people gone?
- Urbanization, changing societies, and the environment. How do cities change the world?
- Wait a minute! Was there a town there yesterday?
- How do natural resources influence population settlement and economic development?
- We'll do it this way! I mean, there have to be rules!
- How and why do politicians organize geographic regions?

Integrated Social Studies 10 and World History 12

This course is a year-long study of Canada and World History - a combination of the mandatory Social Studies 10 course and the World History Senior elective course. This course will offer the student the opportunity to gain an understanding of the history and development of Canada, of significant events in World History, of the impact of those events on Canada, and of Canada's involvement in and impact on those events. The content of the course will focus on the development of the skills and processes of Social Studies. In particular, students will develop their skills in critical thinking, in written and oral communication, in the development of evidence-based arguments, and in research and referencing. Students will be actively engaged in the curriculum through inquiry-based and project-based learning opportunities. The course is designed for students who have or can meet the following criteria:

- A level of maturity that will provide the foundation for the expectation of success at the school level and in meeting university entrance expectations,
- The academic strength to deal with, analyze and evaluate a wide variety of material from a range of differing perspectives, and
- The ability to meet the commitment to the ongoing development and higher expectations of a year-long course of study.
- A strong record in earlier Social Studies courses along with strong research, writing and critical thinking skills is an asset to students considering this course.

Law 12

Video – [click Here](#)

The Law course clarifies the legal rights and responsibilities that affect everyone in Canada and explores the role and evolution of law in today's society. The course involves regular class discussion and critical thinking, primarily through studying real cases and current events. Students are expected to consider various viewpoints and make reasoned judgments in order to develop their own positions.

- Topics include the History of Canadian Law, Criminal Law, Civil Law (including torts, family law, and contracts), and careers in Law
- Field trips and guest speakers are considered valuable parts of the course and generally include:
 - Surrey Provincial Court (possibly including the Surrey Pre-Trial Services Centre),
 - BC Supreme Court (Downtown Vancouver),
 - VPD (Vancouver Police Department) or Surrey RCMP detachment
 - Guest speakers include RCMP, Corrections Officers, forensics, and a reformed offender

Philosophy 12

Video – [Click Here](#)

The Philosophy course will provide students with the skills to read philosophical texts, identify and evaluate arguments, and construct arguments. These skills are fundamental to clear thinking, reading, and writing and are transferable across disciplines. Students will have the opportunity to discuss and critically examine ‘reality’, ‘values’, ‘knowledge’, and ‘existence’ through an examination of open-ended questions. The course allows students to be actively involved in thinking, questioning, arguing, reflecting, correcting, and in critical and constructive discussion.

Students taking this course must be prepared to examine and challenge ideas, be respectful of differing ideas and beliefs, accept the role of logic and reasoning in assessing alternative positions, and be willing to question their assumptions and understanding of beliefs. Students must be prepared for the rigours that this course will involve.

Physical Geography 12

While travelling, have you ever viewed a unique landform or experienced a different climate or even a storm and wondered how it was formed or what caused it?

If so, you will love Physical Geography because it involves learning about the earth and our dynamic environment! The course will study rivers, glaciers, plate tectonics, topographical maps, aerial photographs, natural disasters, climate, weather, biomes, and natural resources management.

Physical Geography has close associations with many careers such as: Working for the Ministry of the Environment - Environmental Impact Assessments for new developments, Cartographer, Environmental Law, Rural and Urban Planning,

Aviation-pilots look at weather maps before each flight and must understand weather systems. The mining industry, the forestry

Social Justice 12

Social Justice 12 promotes the pursuit of social justice and encourages students to develop the commitment and ability to work toward a more just society. It is a participatory course that requires self-analysis, social analysis, respect for diversity, a willingness to take action and a willingness to respectfully discuss controversial issues.

In this course we will:

- Recognize and understand the causes of injustice
- Apply critical thinking and ethical reasoning skills to social justice issues
- Understand how to act in a socially just manner
- Become responsible agents of change

Questions we will ask include:

- What are my assumptions about how our society functions/ should function? (e.g., competitive, collective)
- What roles do culture and language play in my perceptions, understandings, values, and beliefs?
- Am I privileged or entitled? In what ways?
- Am I oppressed or marginalized? In what ways?
- How do I perpetuate the status quo?
- How do I respond when someone disagrees with me?
- How do I treat others with beliefs and values different from my own?
- What am I willing to do to promote social justice ideals?
- How willing am I to take personal risks in sharing my ideas.

Activities will include:

- Assessing lifelong opportunities related to social justice
- Identifying realistic options for participation (e.g., launching an informational or advocacy campaign, volunteering with existing service groups, organizing a letter-writing campaign, consulting elected officials, making presentations to community groups, organizing workshops or forums, creating and presenting a drama, creating a public service announcement video, launching a web site, creating a podcast).