

ÉCOLE  
KWANTLEN PARK  
SECONDARY



# COURSE PLANNING GUIDE

## 2018 - 2019

This guide is also available on the school website  
[www.kwantlenpark.com](http://www.kwantlenpark.com)

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# School Information

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## SEMESTER SYSTEM

The school operates on a semester system. First semester runs from September to the end of January, and second semester runs from February to the end of June. Students enrol in four courses per semester, although a student may be given permission to take one study block in his or her Grade 12 year.

## SCHOOL DAY

The school day is divided into four periods:

Period A	8:26 – 9:48 AM
Period B	9:53 – 11:10 AM
Lunch	11:10 – 11:55 AM
Period 3	11:55 – 1:13 PM
Period D	1:18 – 2:35 PM

## ATTENDANCE

Student success at Kwantlen Park depends upon regular attendance. Attendance is monitored closely by staff and administration. Absences through illness should be reported to the office by a student's parent or guardian by telephone, and followed up by a written message upon the student's return to school.

## STUDENT ACTIVITIES

### GETTING INVOLVED

The school offers many extracurricular activities and students are encouraged to participate. Such participation helps to create well rounded people. Activities available include student council, sports, clubs, fine arts, performing arts, and organizing graduation activities.

### PERFORMING ARTS

Students who enjoy acting, stagecraft, singing and/or playing musical instruments have an opportunity to develop and display their talents in the school's extra-curricular program, which runs in addition to the regularly scheduled program.

Students have the opportunity to become involved with various theatre and musical events.

## ATHLETICS

Kwantlen Park fields teams in almost every high school sport. These may include:

Fall	Boys & Girls Volleyball Boys Soccer Cross Country Running Swimming
Winter	Boys & Girls Basketball Badminton Boys & Girls Wrestling Hockey
Spring	Golf Girls Soccer Track & Field Boys & Girls Rugby Ultimate

## SCHOOL FACILITIES

### LEARNING COMMONS (LIBRARY)

The newly created Learning Commons plays an important role in student learning. Students looking for a great book to read or information for school projects will find all of this and more in the Learning Commons. Classes working in the Learning Commons will have access to computers, iPads, digital cameras, and other electronic resources.

### COMPUTER LABS

The school has five computer labs for instruction in drafting, accounting, graphic design, yearbook, and photography.

### CAFETERIA

The cafeteria offers a variety of healthy snacks and meals between 7:30 AM and 1:30 PM daily.

### GYMNASIUMS

The large and small gyms are used by the PE Department and various extra-curricular groups. Students may use the gym at other times under the supervision of the PE Department.

# School And District Services

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There are a number of specialty programs offered in the Surrey School District. A description of the major specialty programs available in the Surrey School District are listed below. To find out more about the program options including admission requirements, contact the counselling department or administration at Kwantlen Park.

## DISTRICT BASED PROGRAMS AT KWANTLEN PARK

### **French Immersion**

The French Immersion Program is offered at Kwantlen Park, Panorama Ridge, Lord Tweedsmuir, and Earl Marriott Secondary Schools. Students have the opportunities to further develop their language skills in a challenging academic environment. Please see the French Immersion section for specific program information.

### **Connections Program**

The Connections Program consists of nine school-based sites throughout School District 36 (Surrey). The Connections Program is intended for those students whose needs cannot be met in the traditional secondary school setting. The Connections Program provides appropriate educational support with an emphasis on remediating core academic subjects for students ages 12–16 whose social, emotional, and/or behavioural problems have prevented them from functioning successfully in a regular program. In addition, students are taught effective coping skills, and behavioural strategies. The goal of the Connections Program is the reintegration of students into a regular school setting or transitioning to other educational programs. Referrals for alternate placement must be submitted by a school-based team to the Student Services branch of School District 36 (Surrey).

## SCHOOL BASED PROGRAMS AND SERVICES AT KWANTLEN PARK

### **Building Academic, Social & Employment Skills (B.A.S.E.S) Program**

The BASES Program is a school-based categorical service for students who may experience barriers to employment due to developmental challenges. This program helps build capacity for learners to solve problems with assistance and build self-determination skills. Community-based life skills and work experience co-ops help students prepare for transition to adulthood. Placement in this program is by district referral, based on ministry criteria.

### **Learning Support Team (LST)**

The Learning Support Team (LST) supports students with learning disabilities as well as those with learning challenges. The LST believes it is important for all students to experience success in school. Therefore, opportunities for instruction in the use of adaptive technologies, study skills and homework assistance are provided. LST also includes English Language Learners (ELL). It is a program developed for newcomers to Canada who are learning and improving their spoken and written English. The LST also runs an effective Peer Tutoring Program throughout the school year.

### **School Resource Officers (SRO)**

The duties of these RCMP officers consist of giving lectures to the elementary grades and problem solving for the secondary students. The role also includes some enforcement and special projects.

## OTHER DISTRICT PROGRAMS IN SURREY:

### **International Baccalaureate (IB) Program**

The International Baccalaureate is a two year Diploma Program designed by scholars from the international academic community for the intellectually talented and academically motivated high school student. The prescribed process of learning and reflecting on major academic disciplines culminates in external examinations administered by IB offices in Geneva and London. The IB Diploma is accepted worldwide for university entrance requirements. The IB process also requires participation in an aesthetic activity (art, music, drama), sports, and regular volunteer service to the community. The IB goal is to educate an international community of skilled, thoughtful, compassionate, and responsible citizens; citizens whose commitment to their fellows and to their communities transcends national, cultural, and social barriers, students whose zest for learning continues throughout their lives. The IB Program is a District Program offered at Semiahmoo Secondary School. Please consult with Semiahmoo Secondary for program and course descriptions.

## OTHER DISTRICT BASED SERVICES:

### **Hospital Homebound Teacher Service**

This service provides direct instruction to students who are unable to attend school due to a non-contagious medical situation. Once a doctor's certificate has been obtained, the Hospital/Homebound Service can be accessed via school counsellors.

### **Speech/Language Pathologists**

Designed to provide support to those students whose education and/or social progress is adversely affected by communication difficulties.

### **School Psychologists**

District-based, non-categorical educational assessment services designed to support students, school personnel, and parents in enhancing academic, adaptive, and social skills for students.

### **Visiting Teacher Program**

Teachers are assigned to teach students, at home or at Student Services, who are unable at a given time to fit into an appropriate classroom facility in our district. The students may be on waiting lists for rehabilitative and behaviour disorder classes, have school phobias, or other problems.

# Counselling & Student Services

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School counsellors provide both an intervention and a prevention service. The focus of school counselling is enhancing the students' development, assisting with the development of an enabling school culture, and empowering students toward positive change.

The counsellor

- **promotes** personal and social development appropriate to developmental stages
- **counsels** students, their families and the community to foster growth in the students' self-esteem, individual responsibility, and in the skills such as decision-making and social skills
- **ameliorates** factors which may precipitate problems for students
- **enhances** students' educational achievement through goal setting, assisting with the development of SLPs, IEPs, and activities such as promotion of effective work and study habits
- **provides** appropriate interventions to assist students with school related problems and issues
- **facilitates** the goals of career education by assisting students and their families to explore and clarify the student's career options, through the developmental activities that stress decision-making, personal planning, and career awareness.
- **refers** to school, district and community services
- **provides** educational counselling and personal counselling.

## Counselling Services

Students are assigned to their counsellors by the first letter of their legal surname. In 2017-18, counsellors have been assigned students as follows:

Mr. K. Janda	A - C
Ms. A. Bartlett	D - K
Ms. C. Black	L - P
Ms. C. Prentice	Q - Z

Counselling Services at Kwantlen Park Secondary are designed as a personal service for students and also as an advisory service and resource for staff and parents. These services are available to students, staff, and parents on an appointment or emergency drop in basis. Appointments can be made on the appointment sheets found on the wall beside each counsellor's office door. Students are expected to follow the Counselling Centre's protocol when making appointments.

In addition to personal, educational, and career counselling, the counsellors will provide appropriate referrals to school, district, and community services.

Kwantlen Park counsellors have Masters degrees in Counselling Psychology and, therefore, follow the legal and ethical guidelines set out by The British Columbia School Counsellors Association (BCSCA), a Professional Specialist Association that is encouraged and supported by the B.C. Teachers' Federation.

For additional help with personal counselling issues or questions, please refer to <http://www.mindcheck.ca/>

## ADDITIONAL SUPPORT SERVICES

### Aboriginal Support Worker (Ms. J. Daigneault)

The Aboriginal Support Worker assists in the provision of academic assistance services and, in collaboration with other school personnel, facilitates integration and cultural and school orientation activities.

### YES (Youth Care) Coordinator (Ms. K. Dhillon/Mr. K. Duncan)

Our Youth Educational Support (YES) worker (and practicum students) offer a place for students to drop in at lunch and before/after school. Appointments can also be made during school time. The YES workers act as student advocates. They help students to resolve conflicts, offer a safe place if a student needs someone to talk to, and help support students to take steps to access other resources.

### Inner City Secondary School Worker (Ms. D. Forman)

The Inner City Secondary School worker provides individual care and support to students with behaviour challenges to promote self esteem, build social skills, modify behaviour, and encourage an interest in learning. He/she assists students with peer relationships, personal hygiene, problem-solving skills, life skills, and conflict resolution.

# NEW Graduation Requirements

## ***RULES FOR GRADUATION – WHAT DO I NEED?***

*For those students who are under the NEW graduation program (current grade 8s and 9s and 10s)*

**1. I MUST PASS:**

Language Arts 10, and 11, and 12 (4 credits each = 12 credits) and the Provincial exam or the Literacy exam starting in 2018-2019 school year.

Social Studies 10 (4 credits)

Social Studies 11 or Social Studies 12 course (4 credits)

A Mathematics 10 course (4 credits)

A Mathematics 11 or Math 12 course (4 credits), and

\* The numeracy exam starting in the 2018-2019 school year.

Science 10 (4 credits)

A Science 11 or 12 course (4 credits)

Physical Education 10

**2. I MUST PASS:** A Fine Arts 10, or 11, or 12 course (4 credits) OR an Applied Design, Skills, and Technologies 10, or 11, or 12 course (4 credits)

**3. I MUST PASS:** Planning 10 or Career Life Education.

**4. I MUST PASS:** 28 additional elective credits, with a minimum of 12 elective credits at the Grade 12 level (any courses counted towards #1 - #3 above cannot also be counted towards these 28 elective credits).

**5. TOTAL:** 80 credits minimum to graduate:

- 52 credits from required course (#1 - #3 above)

- 28 credits from elective course (#4 above)

All Board/Authority Approved (BAA) courses can be counted towards the 80 credits; however, Locally Developed (LD) courses will not count toward graduation.

**6. GRADUATION ASSESSMENTS:**

- Numeracy Assessment

- Literacy Assessment

*NOTE: Admission to post secondary institutions (university, college, etc.) will require specific courses in your graduation program. Please confirm with the specific institution that you meet their entrance requirements.*

Grade 10	Grade 11	Grade 12
<i>Focused Literary Studies 10 + Composition 10, or New Media 10 + Composition 10, or Creative Writing 10 + Composition 10</i>	<i>English 11 - Composition, or English 11 - New Media,, or English 11 - Focused Literary Studies</i>	<i>English 12, or English 12 First Peoples, or Communications 12.</i>
Social Studies 10	Law (11/12), History (11/12), Social Justice (11/12), Geography (11/12), BC First Nations (12)	Elective 12
A Math 10 course	A Math 11 course	Elective 12
Science 10	A Science 11 course	Elective 12
P.E. 10	Elective 10/11/12	Elective 10/11/12
Career Life Education 10 or Planning 10	Elective 10/11/12	Elective 10/11/12
Elective 10 (Fine Arts or Applied Skills)	Elective 10/11/12	Elective 10/11/12
Elective 10	Elective 10/11/12	Career Life Connections and Capstone Project, or Graduation Transitions
Numeracy Assessment and Literacy Assessment - both must be completed before the end of Grade 12.		

# Provincial Examinations

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## Provincial Examinations for Grades 12

*The new Graduation Program requires all students to write 1 provincial exam:*

- English 12, Communications 12, or English 12 First Peoples
- Francais Langue 12 (French Immersion only)

*The provincial exam for these 4 courses is worth 40% of the final mark.*

*The examinations will be administered in January, June and August of each year. Individual students are responsible for meeting registration deadlines and for the accuracy of information on forms. The school will submit a percentage mark that will account for 60% of the final grade. This mark will be combined with the examination percent to produce the final grade for the course.*

*Students who want to rewrite a Provincial Exam for a course they are not currently enrolled in need to inform the office, one month in advance, in order to be registered for the exam.*

*Examination results and final letter grades will be available to students by the Ministry of Education about 4-5 weeks after the exam is written. Appeals against the provincial portion are to be directed in writing to the Ministry of Education.*

*Students who fail examinable subjects may:*

1. repeat the course and write the examination again, or,
2. rewrite the examination without repeating the course (in which case the school mark will stand and will be combined with their highest examination mark to form their final mark), or
3. take the course again and combine the new school mark with the exam mark. The best marks will be combined to create the final mark.

### Provincial Examination Dates

*October: Students will be registered by the office, if they are enrolled in the course, for January Provincial Examinations.*

*November: E-exam sessions are available for those students who need to upgrade an exam result or complete an exam. Students should see their counselor to register.*

*January: Provincial Examinations administered for first semester courses.*

*March: Students will be registered by the office, if they are enrolled in the course, for June Provincial Examinations. Students who would like to rewrite or who have taken a Provincially Examinable course through Challenge must register at the office.*

*June: Provincial Examinations administered.*

*August: Examinations given for courses taken at Summer School or for those who would like to rewrite.*

# Scholarship Opportunities

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The redesigned Provincial Scholarships Program will be fully implemented for the 2018/19 school year.

## BASIC ELIGIBILITY REQUIREMENTS

To be eligible for the Provincial Scholarship Programs, students:

- Must be a Canadian citizen or permanent resident (landed immigrant) at the time of registration in the school year for which the scholarship is awarded.
- Must be a BC resident.
- Must be or have been in the school year for which the scholarship is awarded: Enrolled in a British Columbia public school (including distributed learning schools).
- Have a “B” (73% or above) letter grade in English 12.
- Write and pass the English 12 provincial examination. This exam will still be in effect for the 2017-2018 school year.
  
- The BC Excellence Scholarship will be awarded to 55 well-rounded 2018/19 graduates. This year the nominees must apply through the school’s scholarship committee. Only one nominee selected by the school may apply for this scholarship.
- The application deadline for the BC Excellence Scholarship and Pathway to Teacher Education Scholarship is February 15, 2017. Both require a separate application form to be completed.
- **District/Authority Scholarships** will continue with an improved reporting tool for districts. The deadline is in early April 2017 and is part of the school’s internal scholarship application. Last year, Kwantlen Park received 28 scholarships each worth \$1250.
- The **BC Achievement Scholarship** worth \$1250 will be awarded to the top 8000 British Columbia graduates. The Ministry of Education determines recipients based on 80 credits of grades 10-12 graduation-level courses.

Additional information about provincial scholarships can be found here: <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships>

Note: The Graduation Program Examinations Scholarship has been phased out and is no longer being offered.

Each year hundreds of Surrey high school students apply for scholarships and other forms of financial aid in order to pursue their interests and studies at the post-secondary level. Many of these students choose to expand their educational horizons by participating in a wide variety of specialized programs, ranging from student exchanges and youth conferences to work-study programs. Others invest time, energy and expertise in preparing for contests and competitions designed specifically for the benefit of secondary students.

Information on financial opportunities can be accessed from a variety of sources. School counselling staff and/or individuals from a Scholarship Committee will circulate information on scholarship opportunities during the course of the school year. Students should review the Ministry of Education publication entitled Financial Opportunities for Students to gain a broad perspective of existing scholarship and contest possibilities. Students are also encouraged to consult university and college calendars for additional information on scholarships and specific criteria. The following information highlights a few of the many scholarship opportunities that are available:

## UNIVERSITY ENTRANCE SCHOLARSHIPS

Students apply directly to various post-secondary institutions for consideration based on the Grade Point Average (GPA) and extra-curricular involvement in athletics, the arts, community service and student government.

## SCHOOL DISTRICT & SCHOLARSHIPS, BURSARIES AND AWARDS

Students are considered for a variety of school-based and community awards based largely on Grade Point Average (GPA) and extra-curricular involvement in athletics, the arts, student government and community service. In some cases, citizenship, humanitarianism, special needs and/or contribution to specific programs are an integral part of the scholarship and award.

## ADDITIONAL INFORMATION

For more information on local colleges and universities, and financial aid available, please refer to the specific post-secondary institution’s calendar, or web page, or the following internet sites:

<https://www.surreyschools.ca/studentervices/scholarships/Pages/default.aspx>

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships>

<https://studentaidbc.ca/>

Information on external scholarships can be obtained in the career office and library. The scholarship committee will make the internal scholarship booklets available to graduating students by the end of January. Internal scholarship applications are due in April.

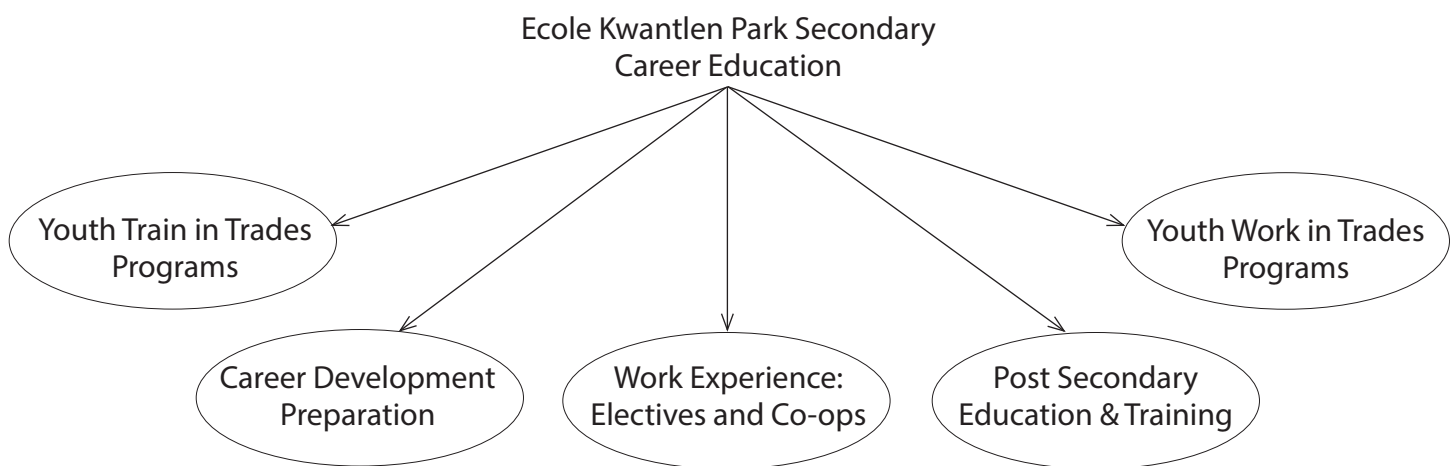


# Career Development Centre

Career Education...

opens the door to a world of experiences that gives the regular classroom meaning as each student prepares for life after graduation.

## Career Exploration Opportunities



## Career Development/Post Secondary Education Support

- The Kwantlen Park Career Resource Centre is located in A112.
- We have information on post-secondary institutions, scholarships and careers.
- We also have computers available for career exploration and résumé writing.
- Drop-in and browse through the pamphlets, catalogues and scholarship binders, or set up an appointment to find out more about what your future may hold during and after high school.

## Youth Work in Trades (YWIT)

YWIT is a Career Program, which provides students over the age of 15 with the opportunity to begin an apprenticeship while in high school. A young student taking part in YWIT could be a journeyman by the age of 21, and can earn money and high school credits!

Who are Youth Work in Trades (YWIT) students?

- They working in a trade area and are registered apprentices
- They earn up to 16 credits towards graduation. (4 credits for every 120 hours of paid work completed)
- They get a year or more head-start in an apprenticeship in a trade.

For more information, come to the career centre or check out: <http://www.itabc.com>

## District Programs

- District Programs are skilled trades development opportunities that take place in post-secondary locations such as Kwantlen Polytechnic University, BCIT, Vancouver Community College, local Surrey high schools, and more.
- Tuition is paid for by the Surrey School District..
- Typically, students will complete graduation requirements at Kwantlen Park over 2-3 semesters in grades 11 and 12 (Grade 11 Math, Science, English, and Socials, and English 12). Students then go to the post secondary institution to complete their electives in specific trade areas for 1-2 semesters.
- Students are still Kwantlen Park students and still receive Go-Cards, yearbooks, and are able to attend all graduation functions.
- Students earn dual credits: Grade 12 graduation credits and post secondary credits from the institution partner of the specific program.

Please visit the Career Centre for course requirements and applications **BEFORE MARCH 16, 2018.**

Construction		Cars	Food	Other	Night School
Carpentry	Millwright Industrial Mechanic	Automotive Collision Repair Technician	Baking and Pastry Arts	Hairdressing	Drafting/CADD
Electrical	Plumbing	Automotive Refinishing Prep Technician	Culinary Arts	Education Assistant	Law Enforcement Prep
Horticulture	Painting/Decorating	Automotive Service Technician (Mechanic)		Trades Sampler	Head Start on Art (Student Pays)
Masonry	Welding	Heavy Mechanical			Canadian Flight Centre (Student pays)
Metal Fabrication	Roofing				High School on Campus (through Kwantlen Polytechnic University)

Science 11 Co-op (see page 37)

## Work Experience Career Opportunities

### WHAT YOU GET

Graduation Transitions (graduation requirement)  
 Work Experience 12A  
 Career Transitions 12

### WHAT IT LOOKS LIKE : 2 blocks per day

Classes in the morning: resume, job search, workplace safety, career exploration, and Graduation Transitions  
 Classes in the afternoon. In the community doing work experience at the location of your choice.

### BENEFITS

1. References: teacher and employers
2. Employability Skill Development and Skills Training
3. In class support for career education

### CAREER LIFE CONNECTIONS - PREPARATION FOR WORK EXPERIENCE

Before being placed in a work experience, students will receive direct instruction ensuring that they:

- Identify safety issues in the workplace
- Recognize and understand the Workplace Safety Rights and Responsibilities of a young worker
- Develop an understanding of employer expectations and employee rights and responsibilities
- Develop thinking, decision-making, problem solving and personal management skills
- Develop resume, cover letter and interview skills
- Explore a variety of career possibilities
- Develop a better understanding of themselves

### CAPSTONE PROJECT

Students will plan, create, and present a culminating project with in-class support.

# Career Education 8 and 9

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Career Education 8 and Career Education 9 are both ministry required courses that will be completed through various learning opportunities during the grade 8 and 9 school years. Students may be assessed through self-assessment as well as by the teacher for completion of the assigned tasks.

The Big Ideas:

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals
- The value of work in our lives, communities and society can be viewed from diverse perspectives
- Achieving our learning goals requires effort and perseverance
- Adapting to economic and labour market changes requires flexibility
- Our career paths reflect the personal, community and educational choices we make

Career Education 8 and 9 will help students question who they are, where they are going, and how they are going to get there. The school will provide several learning experiences during both grades which may include:

- Reflecting on “Who Am I? Where Am I Going? How Am I Going to Get There?” through a digital portfolio
- Completing career assessments
- Completing a résumé
- Participating in Take Our Kids to Work Day and related activities
- Observing the BC Skills Competition
- Presentations may include internet safety, SafeTeen, Greenthumb Theatre and others.

# Special Elective Programs

## SAIL Academy: Distributed Learning (DL) Support Block (Previously known as Surrey Connect)

The SAIL Academy (DL) Block provides students in grades 10, 11, and 12 with more flexibility in their course selection. The DL Block allows Kwantlen Park students to take courses which may not currently be offered at Kwantlen Park or to take a course which may not be available because of scheduling conflicts in the student's timetable.

Students who enrol in a DL block take online courses taught by teachers at the SAIL Academy Distributed Learning School.

<https://sailacademy.ca/enroll-today/surrey-connect/>

Students who enrol in the DL block will have one block in their timetable scheduled in a computer lab where they will use a school computer to work on assignments. A Kwantlen Park classroom teacher is there to facilitate submission of completed assignments and to troubleshoot technical issues. This teacher will also supervise any exams that are required for the course. The Kwantlen Park teacher will not be providing any instruction for online courses. Attendance in these classes is mandatory, just as it is in any Kwantlen Park class.

Students who are successful online learners have these traits:

- 1) good time management skills,
- 2) self-motivated/self-disciplined, and
- 3) have good or excellent in-class work habits. (i.e. consistently received "G" work habit marks in classes at Kwantlen Park).

There are a number of benefits to signing up for SAIL Academy class through a DL support block:

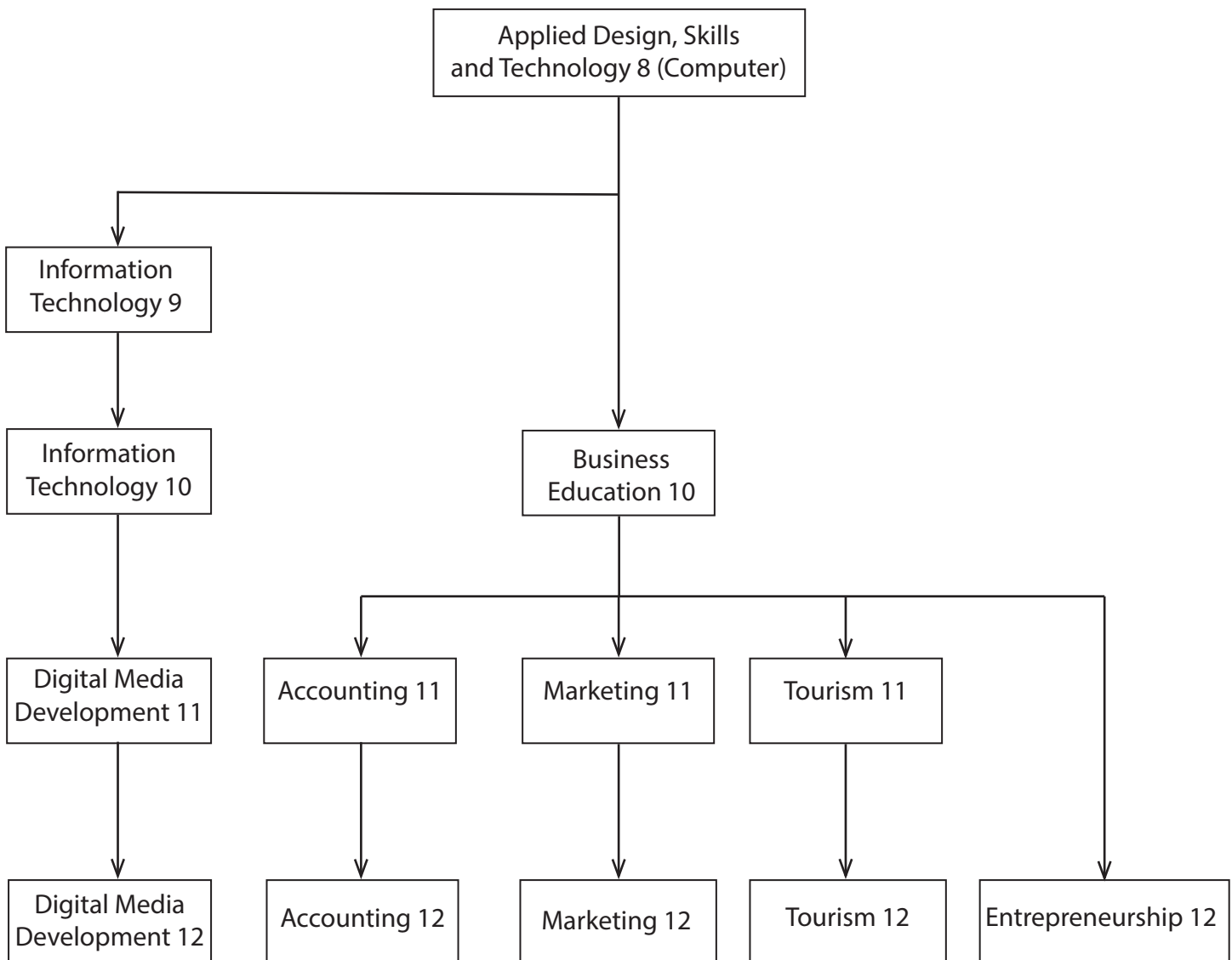
- a classroom teacher in the DL support block to help you with technical issues and organizational skills.
- a SAIL Academy online teacher who instructs and supports your learning.
- the ability to control the pace of learning in your course.

Application for a Distributed Learning (DL) support block at Kwantlen Park is done through your counsellor only. Do NOT apply for a DL block class through the SAIL Academy web site.

# Business Education

## OVERVIEW:

The Business Education Curriculum is designed to build and prepare students for a future in business by developing skills in areas such as business technology, finance, economics, marketing, and entrepreneurship. The curriculum presents a sequence of business concepts and skill development, responding to students' awareness of business within the home, the school, the community, and the global marketplace. The business education curriculum incorporates the challenges of technology and provides an appropriate balance of perspectives between those of consumer and business; employee and employer; and entrepreneur, small business, and larger corporation. The Business Education curriculum will build on the concept of "learning by doing", and provides the "challenging fun" that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides students learning opportunities through which students can discover their interests in practical and purposeful ways.



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## BUSINESS COURSES

### Business Education 10.

This is an introductory course in which students study how an economy works by exploring several big ideas of the business education. They experience real world computer simulations involving investing in the stock market, creating a budget, running a small business, the set up and management of a corporation, and career exploration. Some of the course will be taught online and students will participate in online discussions and submit their assignments electronically. Students will focus on the core business concepts by using inquiry based approach in order to build an understanding of the practical skills and concepts in the context of current technology, ethical standards, and the global economy. One of the goals of this course is to empower students with the economic, financial consumer, and communication skills for lifelong participation in local and global contexts.

**Evaluation:** In-class assignments, quizzes, and projects.

**Recommended:** None.

### Accounting 11.

This is an entry level accounting course that will cover the fundamentals of accounting concepts. This is an excellent course for students who might consider a career in accounting, bookkeeping, or in managing a small business. Students will combine written applications with micro-computerized accounting. This course incorporates inquiry based approach to help provide students practical skills and knowledge of various accounting practices.

**Evaluation:** Based on in-class assignments, tests, workbooks, projects, and on-line simulations.

**Recommended:** None

### Accounting 12.

Accounting 12 expands upon many topics covered in Accounting 11 and is a course in applied accounting, reflecting current business practices. Financial accounting is recommended for students wishing to pursue post secondary studies in accounting, finance, business management, or commerce. These concepts will encourage students to develop analytical, decision-making and communication skills. This course incorporates inquiry based approach.

**Evaluation:** Based on class projects, a research assignment, and tests.

**Recommended:** Accounting 11

### Entrepreneurship 12.

In Entrepreneurship 12 students explore, analyze, and focus on entrepreneurial skills by starting a school-based business. Students will work through the stages required to design and operate a business focusing on the themes characteristics of an entrepreneur, business ethics and social responsibility, and production/resource management. Students research, develop, and implement individualized venture plans that link technical and managerial resources through innovation. Students will cover the necessary steps in developing a detailed business plan and a functional school based business. Students will also have the opportunity to use the computer to research economic data and participate in real-time business simulations. This course focuses on active forms of skill development that will help students prepare for working in the business world and continuing studies in post-secondary school.

**Evaluation:** Business theory (unit quiz/tests,) business simulations (hands-on tests,) operation of a business venture (project based,)

**Recommended:** None. Previous Business Education courses would be beneficial but are not required.

### Marketing 11.

Marketing 11 will focus on applying concepts such as advertising, pricing, selling, promotions, new media marketing. Students will be involved in projects such as the start up of their own business. Marketing 11 is experimentally based and activity oriented, where both individual and group performance are stressed. This course will provide students the necessary insights into retail merchandising and prepare them to be more informed consumers. Inquiry based assignments and projects will help students to develop practical skills and knowledge that they can use to bring their ideas from conception to fruition.

**Evaluation:** Based on class projects, research assignments, and tests.

**Recommended:** None.

### Marketing 12.

Marketing 12 is an introduction to national and international marketing with an emphasis on Pacific Rim trade. The focus is on manufacturing and service industries as opposed to the retailing focus in Marketing 11.

Topics include: market planning and forecasting, advertising, sales promotion, and marketing research. The course will also have a component based on the tourism industry and its economic importance to B.C. Inquiry based assignments to help understand the importance of Marketing in both a local, and global perspective.

**Evaluation:** Assignments, quizzes, projects and group based portfolios.

**Recommended:** None.

## COMPUTER COURSES

### Information Technology 9. MINT-09--S

Information Technology will introduce students to the processes, systems, and tools needed in today's digital connected world. Through practice and purposeful learning opportunities, students will be challenged to design, create, and share in a collaborative problem solving process.

**Big ideas for this course** (what students will understand):

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

**Course content** (what students will know):

Using keyboarding techniques to create text-based coding, drag and drop program development, and the foundation of creating and manipulating web-based products (HTML/CSS/Python/Code.org);

The design and function of network hardware and topology;

Strategies to manage and maintain personal learning networks, including content consumption and creation. (Photoshop/Illustrator/InDesign/Microsoft Office)

Relationship between technology and social change

**Evaluation:** Through the observations, conversations and creation of products as well as tests and quizzes.

**Recommended:** None.

### Information Technology 10. MINT-10--S

This course will give students the opportunity to expand on prior digital literacy knowledge by critically analyzing what it means to be a digital citizen, and viewing the impacts of computers and technology on society. Students will research different computer hardware components, define the distinction between software types, discover the constraints of wired vs wireless networking, observe the different computer risks, and plan programming concepts and constructs.

**Big ideas for this course** (what students will understand):

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

**Course content** (what students will know):

Use and application of computer hardware components;

Benefits and costs of using different software types and operating systems;

How to be digitally literate in regards to computational thinking and ethical issues in order to view the impacts of computers and technology on society.

**Evaluation:** Through the observations, conversations and creation of products as well as tests and quizzes.

**Recommended:** Information Technology 9

### Digital Media Development 11. MICTM11--S

This course will allow students to identify potential users, intended impact, and possible unintended negative consequences of social media. Students will be expected to take creative risks to identify gaps in global communications. Students will critically evaluate online sources and ethical issues in digital communication.

In this course we will cover, but not be limited to the following:

- Graphic design and desktop publishing (Adobe Photoshop)

- Animation and programming (Adobe Animate)

- The design and creation of websites (Dreamweaver, HTML, CSS)

- 3D modelling and animation (Blender)

**Big ideas for this course** (what students will understand):

Products are designed for a specific life cycle.

Personal design interests require the evaluation and refinement of skills.

Tools and technologies can be adapted for specific purposes.

**Course content** (what students will know):

Use of digital tools to help communicate the impacts of social media and language use online;

**Evaluation:** Through the observations, conversations and creation of products.

**Recommended:** Info Tech 10 (3702) or approval of computer facilitator or course instructor.

\*\* This course fulfills a graduation requirement for Applied Skills.

### Digital Media Development 12. MICTM12--S

This is an advanced course which focuses on practical and purposeful learning opportunities that will refine the processes, systems, and tools used in the design and creation of 2D and 3D digital media, desktop publishing, and animation. responses that meet a changing digital society's needs

**Big ideas for this course** (what students will understand):

Products can be designed for life cycle.

Personal design interests require the evaluation and refinement of skills.

Tools and technologies can be adapted for specific purposes.

**Course content** (what students will know):

2D, 3D, audio, and video digital media editing tools;

Principles of 2D and 3D graphic design and modelling;

Tools and techniques for image manipulation & digital animation;

Desktop video production.

This course will examine the application of these design concepts using Adobe Photoshop, Illustrator, InDesign, Animate, Dreamweaver, and Blender).

**Evaluation:** Through the observations, conversations and creation of products.

**Recommended:** Digital Media Development 11 or permission of the course instructor.

\*\* This course fulfills a graduation requirement for Applied Skills.

## TOURISM COURSES

**Tourism 11.** MTRM-11--S

**Tourism 12.** MTRM-12--S

This course will explore the eight sectors of tourism and their associated industries. These areas will be covered through an inquiry based approach that will incorporate: student presentations, guest speakers, field trips, and research projects. Students will learn about local, national, and international travel and tourism.

**Activities:** Theory, guest speakers for example: Canadian Tourism College, Tourism Surrey, and Destination BC, projects, videos, and Superhost or Worldhost certification (fee required), career exploration within the tourism sector.

**Evaluation:** Written work, tests, and quizzes, and in class assignments and projects.

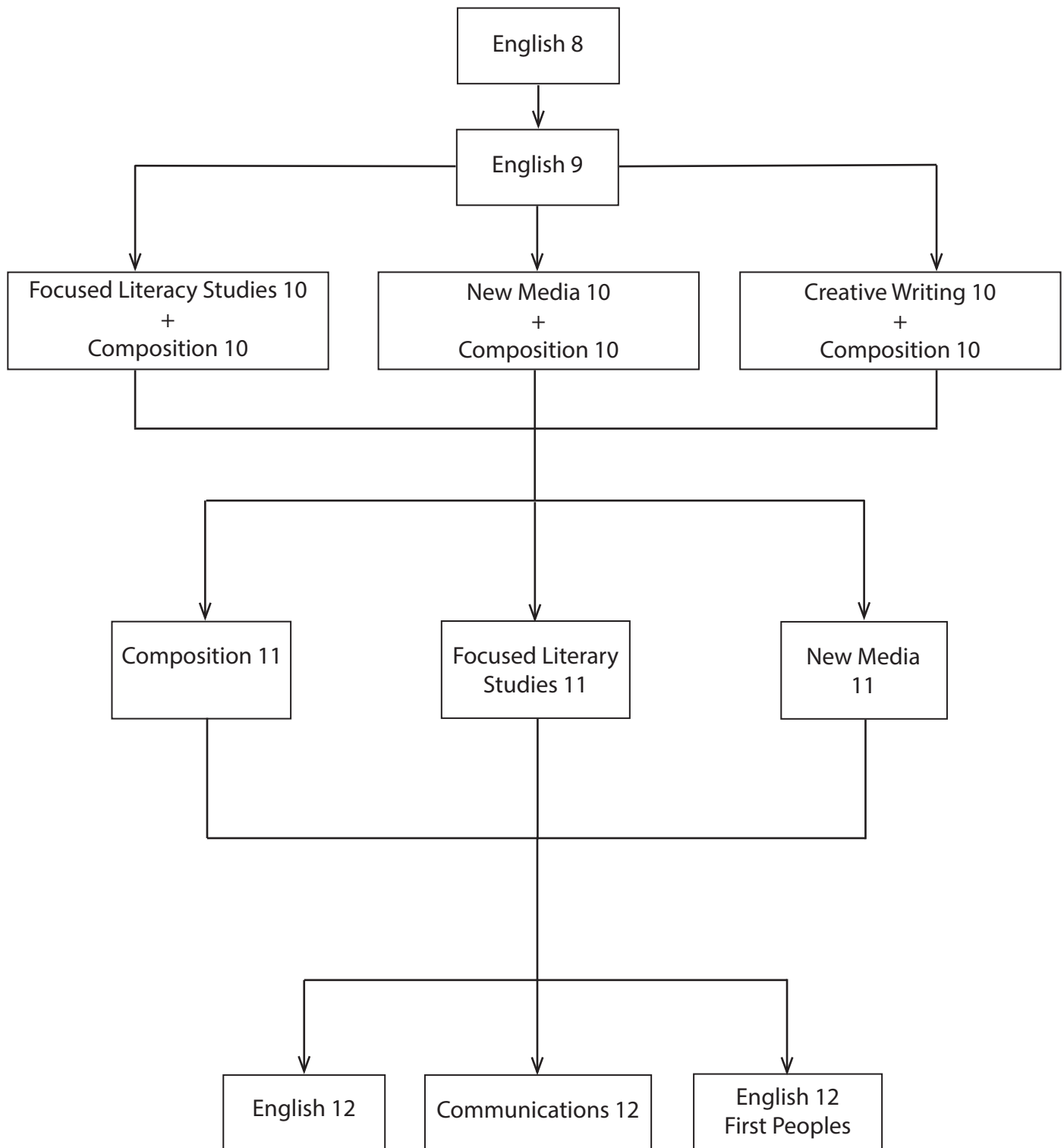
**Recommended:** None.

\*\* This course fulfills a graduation requirement for Applied Skills.



# English

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## **English 8. MEN--08--5**

Students will enjoy the beauty of the English language and appreciate the values and ideas contained in stories and poetry. The central ideas underpinning all English Language Arts courses are creative and critical thinking, communication, and personal and social awareness. These three core competencies are addressed through the six strands of English: reading, writing, speaking, listening, viewing and representing. Through Short Stories, Poetry, Novels, and Compositions, students will learn six curricular competencies. Students will also learn about literary terms, poetic devices, language conventions, grammar, and metacognitive strategies.

**Activities:** Activities will include creative writing (poems and paragraphs), analytical (critical) written assignments, quizzes, tests, group discussions, and oral presentations.

**Evaluation:** Evaluation will be competency-based using written assignments, quizzes, and tests as well as oral presentations in class. There will be a final exam at the end of the course.

## **English 9. MEN--09--5**

Students will enjoy the beauty of the English language and appreciate the values and ideas contained in stories and poetry. The central ideas underpinning all English Language Arts courses are creative and critical thinking, communication, and personal and social awareness. These three core competencies are addressed through the six strands of English: reading, writing, speaking, listening, viewing and representing. Through Short Stories, Poetry, Novels, and Compositions, students will learn six curricular competencies. Students will also learn about literary terms, poetic devices, language conventions, grammar, and metacognitive strategies.

**Activities:** Activities will include creative writing (poems and essays), analytical (critical) written assignments, quizzes, tests, and oral presentations

**Evaluation:** Evaluation will be competency-based using written assignments, quizzes, and tests as well as oral presentations in class. There will be a final exam at the end of the course.

**Recommended:** English 8.

## **Focused Literary Studies 10 (2 credits) and Composition 10 (2 credits)**

Students will study and explore literature through specific themes, periods, authors, or areas of the world. Students will be able to choose from a range of literary topics allowing them to follow their passion. Students will develop their skills in written communication in a variety of ways. They will draft, reflect, and revise their work in order to build a portfolio that demonstrates evidence of writing for different contexts. Students will also be asked to think critically as they explore, extend, and refine their writing. Students will work individually and collaboratively on assignments.

This course is designed as an introduction to Focused Literary Studies 11.

**Recommended:** English 9.

## **Creative Writing 10 (2 credits) and Composition 10 (2 credits)**

This course is designed for students who have an avid interest in creative expression through written language. Students will become better writers as they experiment with, reflect on, extend, and refine their writing through the exploration of personal and cultural identities, memories, and stories. Students will develop their skills in written communication in a variety of ways. They will draft, reflect, and revise their work in order to build a portfolio that demonstrates evidence of writing for different contexts. Students will work individually and collaboratively on assignments.

This course is designed as an introduction to Creative Writing 11.

**Recommended:** English 9.

## **New Media 10 (2 credits) and Composition 10 (2 credits)**

This is an introductory course exploring the role of technology in literacy and the increasing importance of digital media in communicating and exchanging ideas. Students will be provided with opportunities to view a wide variety of digital and print media and then demonstrate their understanding through a variety of methods.

Possible Areas of Focus:

- Media and film studies: suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media.
- Journalism and publishing: suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism.
- poetry, song lyrics
- Digital communication: suggested content/topics include blogging, writing for the web, writing for social media, gaming, podcasting

**Recommended:** English 9.

## **Composition 11 (4 credits)**

Students will continue to extend and improve their skills in written communication. They will study, create, and write original, authentic pieces for diverse forms such as narratives, descriptions, and opinions. Students will be asked to create a draft, reflect on formative assessment given to them, and revise their writing in order to build a portfolio of their work that demonstrates the ability to communicate to a wider audience. Students will work individually and collaboratively on assignments.

**Recommended:** Completion of Composition 10.

## Focused Literary Studies 11 (4 credits)

Students will delve more deeply into literature by exploring specific themes, periods, authors, and areas of the world. Students will choose from a range of literary topics allowing them to delve deeply into an area of interest.

Possible Areas Of Focus:

- canonical literature by era: Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century.
- genre-specific studies: poetry, short stories, novels, drama, graphic novels, children's literature .
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies

**Recommended:** Completion of Focused Literary Studies 10.

## New Media 11 (4 credits)

This is a course designed to reflect the increasing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Students will be provided with opportunities to view a wide variety of digital and print media and then demonstrate their understanding of increasingly sophisticated ideas through a variety of assignments.

Possible Areas Of Focus:

- Media and film studies: suggested content/topics include the globalization of the media industry, influence of media on users' perceptions, documentaries in the age of digital media.
- Journalism and publishing: suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism.
- poetry, song lyrics
- Digital communication: suggested content/topics include blogging, writing for the web, writing for social media, gaming, podcasting

**Recommended:** Completion of Composition 10.

## English 11 First Peoples (4 credits)

English 11 First Peoples is an academic equivalent to English 11 and is intended for both Aboriginal and non-Aboriginal students. This course represents an invitation to all learners to explore and discover First Peoples' world views through the study of literary and informational text with local BC, and Canadian content. A key feature of this course is the recurrence of central themes such as: identity and the significance of colonization, connection with the land and environment, and the nature of knowledge – who holds it, and what knowledge is valued. There is no provincial examination for English 11 First Peoples.

**Recommended:** English 10 First Peoples or English 10.

## English 12.

Students will continue to explore more specific themes, periods, authors, and areas of the world through their study of literature. They will choose literary topics that allow them to develop and follow their passion. Students will continue to think critically as they explore and refine their writing. They will use the process of drafting, reflecting, and revising their writing in order to build a portfolio that shows evidence of writing for a range of situations. Students will also be required to demonstrate their understanding of sophisticated ideas using a wide variety of digital and print media sources. A provincial exam is written at the end of the course.

**Recommended:** English 11 or equivalent.

## English 12 First Peoples.

English 12 First Peoples is an academic equivalent to English 11 and is intended for both Aboriginal and non-Aboriginal students. This course represents an invitation to all learners to explore and discover First Peoples' world views through the study of literary and informational text with local BC, and Canadian content. Like English 12, English 12 First Peoples covers the critical analysis of literary texts and involves the study of novels, poetry, composition, and short stories. This course is based on the study of texts representing authentic First Peoples voices and will incorporate First Peoples principles of learning in the curriculum content.

**Recommended:** English 11 or English 11 First Peoples.

## Communications 12.

Students in Communications 12 review basic writing skills such as spelling, punctuation, sentence structure, subordination, essay writing, etc. The course emphasizes precision in writing summaries, reports, business and personal letters, essays, and visual designs. Continued development of reading and vocabulary skills is stressed, and students are asked to respond to a variety of novels, short stories, and poems.

**Recommended:** English 11 or equivalent. This course is an alternative to English 12 for students who will not be directly entering university from secondary school.

# French Immersion

## Français Langue Seconde: Immersion

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The goal of the French Immersion program is to offer students the opportunity to attain the necessary language competence in French to be able to communicate with confidence in context where the French language is spoken.

Learning French – the French Immersion Context allows students to:

- Acquire the knowledge, learning processes, abilities and attitudes necessary to communicate in French in an effective manner;
- Acquire an appreciation of the French language within its cultural context, in order to better understand Francophone communities and their cultures as well as the students' own culture and those of others;
- Acquire knowledge and appreciation of written, oral and visual works in the French language;
- Explore their own potential through language awareness, critical thinking and self expression; and
- A bilingual secondary diploma is awarded at the end of Grade 12.

Raison d'être:

Le but du programme de Français langue seconde en immersion est d'offrir à l'élève l'occasion d'acquérir la compétence langagière nécessaire en français pour pouvoir interagir avec confiance dans les milieux où cette langue est parlée et valorisée.

L'apprentissage du français langue seconde en immersion donne à l'élève l'occasion:

- D'acquérir les connaissances, les processus d'apprentissage, les capacités et les attitudes nécessaires pour communiquer en français de façon efficace et avec confiance;
- D'acquérir une connaissance, une compréhension et une appréciation de la langue française à travers les contextes culturels de cette langue, afin de mieux comprendre les communautés francophones et leurs cultures ainsi que sa propre culture et celle des autres;
- D'acquérir une connaissance, une compréhension et une appréciation des oeuvres écrites, orales et visuelles d'expression française;
- D'explorer son potentiel dans les domaines de l'apprentissage de la langue, de la pensée critique et de l'expression de soi;
- Un diplôme secondaire bilingue est accordé à la fin de la 12<sup>ème</sup> année.

Accentuer le développement et l'évaluation des 4 savoirs langagiers, ce qui permet à l'élève d'atteindre un bilinguisme fonctionnel littéraire.

### **Humanités - Immersion 8. XLDA08--Y**

Humanités 8 est un cours de 8 crédits sur une année (entre septembre et juin) qui intègre les résultats d'apprentissage prescrits des cours de Français Langue 8 et Sciences Humaines 8. Ce cours offre l'occasion aux élèves d'améliorer leurs compétences de communication en français et de mieux comprendre le monde. En intégrant les concepts des deux cours, les élèves développeront une meilleure compréhension et appréciation des deux matières. Ce cours est basé sur quatre questions essentielles sur la civilisation et les compétences langagières. Les élèves vont aussi travailler un projet sur l'heure de génie.

Les objectifs du cours d'Humanités 8 sont:

- le développement des compétences de lecture, d'écriture, d'écoute et de la communication à l'oral
- l'exploration d'une variété de genres de littérature
- l'amélioration de la compréhension et l'aisance de la lecture
- le développement d'une appréciation de la culture francophone
- la critique et l'analyse du développement et déclin des anciennes civilisations et la comparaison de ces civilisations à la nôtre

### **Sciences 8. FSCF-08--S**

Le cours de science 8 offre une introduction à trois disciplines fondamentales: les sciences de la vie (les cellules et les systèmes corporels), les sciences physiques (les optiques, les fluides et les dynamiques) et les sciences de la terre (les océans et les réseaux hydrographiques). L'emphase est mise sur l'organisation et sur les méthodes sécuritaires dans un laboratoire.

### **Education Physique 8 (Mixte ). FEPHF08--S**

Le but du programme d'éducation physique est d'inculquer une appréciation d'une vie active en santé tout en accroissant ses compétences en français. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

- Participer et s'intéresser à une variété de sports et de loisirs.
- Développer des attitudes positives envers une vie active et saine.
- Acquérir les compétences et les connaissances nécessaires pour développer une vie active et saine.
- Démontrer des comportements sociaux appropriés, une étiquette sportive, un bon esprit sportif et des compétences de leadership en rapport avec les activités physiques (responsabilité personnelle et sociale).
- Apprendre les termes appropriés afin de participer et d'encourager les autres en français.

## **Humanités 9** XLDA09--Y (Year long)

Ce cours de 8 crédits sur une année (entre septembre et juin) intègre les résultats d'apprentissage prescrits des cours de Français Langue 9 et Sciences Humaines 9. Ce cours offre l'occasion aux élèves d'améliorer leurs compétences de communication en français et de mieux comprendre le monde actuel. En intégrant les concepts des deux cours, les élèves développeront une meilleure compréhension et appréciation des deux matières. Ce cours est basé sur les notions d'évolution, de changement et de progrès de l'humanité au cours de l'histoire ainsi que les compétences langagières.

Les objectifs du cours d'Humanités 9 sont:

- le développement des compétences de lecture, d'écriture, d'écoute et de la communication à l'oral
- l'exploration d'une variété de genres de littérature
- l'amélioration de la compréhension et l'aisance de la lecture
- le développement d'une appréciation de la culture francophone
- la compréhension de l'expansion européenne à l'époque de la colonisation et de l'impérialisme, l'évolution de la démocratie, du nationalisme et du progrès industriel

## **Sciences 9** FSCF-09--S

Les élèves approfondiront d'avantage leurs connaissances en biologie, chimie, physique et sciences de la terre. Ce cours donne une introduction aux génétiques, les éléments et le tableau périodique, et l'exploration de l'espace.

## **Éducation Physique 9 (Mixte)** FEPHF09--S

Le but du programme d'éducation physique est d'inculquer une appréciation d'une vie active en santé tout en accroissant ses compétences en français. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

- Participer et s'intéresser à une variété de sports et de loisirs.
- Développer des attitudes positives envers une vie active et saine.
- Acquérir les compétences et les connaissances nécessaires pour développer une vie active et saine.
- Démontrer des comportements sociaux appropriés, une étiquette sportive, un bon esprit sportif et des compétences de leadership en rapport avec les activités physiques (responsabilité personnelle et sociale).
- Apprendre les termes appropriés afin de participer et d'encourager les autres en français.

## **Français Langue Seconde - Immersion 10** FFRAL10--S

Lecture de nouvelles littéraires et de romans impliquant des jeunes qui doivent faire face à des problèmes de la vie quotidienne. Études des contes et de la poésie pour adolescents.

## **Sciences Humaines 10** FSCH-10--S

Sciences humaines 10 est un survol de l'histoire du Canada et de la Colombie-Britannique au XIXe siècle. L'élève apprend l'émergence du gouvernement responsable, la formation de la Confédération et le développement de l'Ouest canadien avec une emphase sur la Colombie-Britannique. De plus, ce cours présente les principales activités économiques du Canada et de la Colombie-Britannique, ainsi que les relations avec les États-Unis et les pays de la zone du Pacifique.

## **Sciences 10** FSCF-10--S

Ce cours comprend quatre modules. Le premier concentre sur les écosystèmes terrestres et comment ils sont affectés par les activités humaines. Le deuxième est une continuation de la section de chimie de 9<sup>ième</sup> année. Les élèves révisent les composés chimiques et apprennent plus des réactions chimiques et la radioactivité. Module trois explore la vitesse et l'accélération et module quatre est une continuation des sciences de la terre (l'énergie et les systèmes naturels).

## **Éducation Physique 10 (Mixte)** FEPH-10--S

Le but du programme d'éducation physique est d'inculquer une appréciation d'une vie active en santé tout en accroissant ses compétences en français. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

- Participer et s'intéresser à une variété de sports et de loisirs.
- Développer des attitudes positives envers une vie active et saine.

## **Français Langue Seconde - Immersion 11** FFRAL11--S

Étude des 4 savoirs langagiers, accent sur la grammaire avancée et la composition.

## **Sciences Humaines 11** FSCH-11--S

Ce cours explore les problèmes mondiaux, l'histoire du Canada moderne et le rôle du Canada dans le monde. Les élèves seront capables de discuter sur le système du gouvernement canadien ainsi que sur les interactions entre le Canada et d'autres pays. À travers les projets de recherche et des projets communautaires, les élèves démontreront leur compréhension des interactions des individus avec leur communauté et le monde.

L'évaluation inclura la participation en français en classe, les projets oraux et écrits, les débats, les devoirs, les tests et plusieurs essais historiques formels. Un examen provincial complète le cours. Examen provincial (20%).

## **Français Langue Seconde - Immersion 12** FFRAL12--S

Étude de textes informatifs, poétiques, et littéraires afin de permettre à l'élève de penser et de s'exprimer au niveau d'un jeune adulte. Lecture et analyse de romans dictées par le Ministère de l'éducation en préparation à l'examen provincial (40%). Épreuve orale du ministère à la fin du semestre.

# Home Economics

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## **Applied Skills 8 (Home Economics).** MADGE

Skills for Life! Introductory experiences in foods and nutrition, clothing and textiles, and technology courses.

**Activities:** Demonstrations, “hands on” activities and some theory.

**Evaluation:** 50% theory (quizzes, worksheets and notebooks) and 50% practical (labs, projects).

## FAMILY STUDIES COURSES

### **Family Studies 11.** MFM--11--S

Increase your knowledge of communicating effectively in developing relationships. Emphasis is on adolescent issues and meeting the needs of individuals and families in a responsible manner.

**Activities:** Theory, “hands on” projects, guest speakers, videos

**Evaluation:** 50% projects, 50% theory (worksheets, notebook, quizzes).

**Recommended:** None.

\* This course fulfills a graduation requirement for ADST.

### **Family Studies 12.** MFM--12--S

Explore the challenge and complexity of adult life today. Emphasis is on marriage and/or alternatives, family, aging, and dying. Values, goals and the decision-making process will comprise an integral part of this course.

**Activities:** Theory, “hands-on” projects, guest speakers, videos

**Evaluation:** 50% projects, 50% theory (worksheets, notebook, quizzes).

**Recommended:** None.

\* This course fulfills a graduation requirement for ADST.

## FOODS COURSES

### **Foods and Nutrition 9.**

Build upon your sewing skills and learn to alter commercially produced patterns for a custom fit. Develop an awareness of cultural, social, and economic factors in the textiles industry and reflect on the role you play within it.

**Activities:** Samples of knitting or crochet and different fabrics, completion of three garments.

**Evaluation:** Based on the development of skills, written and oral reflections on work, and creative design.

**Recommended:** None

### **Foods and Nutrition 10.** MFDN-10--S

Foods & Nutrition 10 builds upon the skills and ideas introduced in Life Skills 8. The focus is on developing individual cooking techniques and abilities, providing opportunities for students to reflect on and analyse what they have created, and take creative risks moving forward.

**Activities:** Demonstrations, labs, projects and theory.

**Evaluation:** 50% labs, 50% theory (worksheets, notebook, quizzes, projects).

**Recommended:** None.

\* This course fulfills a graduation requirement for ADST.

### **Foods and Nutrition 11.** MFDN-11--S

This course will introduce FoodSafe Level 1 and will introduce new skills including meal planning, budgeting, and intermediate food preparation using a variety of techniques. Ethnic foods will be introduced and then intertwined with diet and health.

**Activities:** Demonstrations, labs, projects and theory.

**Evaluation:** 50% labs, 50% theory.

**Recommended:** Foods and Nutrition 10 recommended.

\* This course fulfills a graduation requirement for ADST.

### **Foods and Nutrition 12.** MFDN-12--S

This course will focus on the presentation and styling of foods in our society. It will continue to celebrate cultural diversity and will expand on the knowledge learned from FoodSafe Level 1 and past food studies courses.

**Activities:** Demonstrations, labs, projects and theory.

**Evaluation:** 50% projects, 50% theory (worksheets, notebook, quizzes).

**Recommended:** Foods and Nutrition 11

\* This course fulfills a graduation requirement for ADST.

## TEXTILES COURSES

### **Textiles 10.** MTXT-10--S

Learn to alter commercial patterns for a custom fit and build upon your sewing skills enabling you to create more complex garments. Begin to put your design ideas on paper.

**Activities:** Samples, completion of two or three garments (dependent on degree of difficulty), sketches.

**Evaluation:** 70% projects, 30% theory.

**Recommended:** None.

\* This course fulfills a graduation requirement for ADST.

### **Textiles 11.** MTXT-11--S

Learn to use a variety of equipment and techniques in the creation of wearable clothing using advanced construction methods. Wardrobe planning and fashion illustrating will also be introduced.

**Activities:** Samples, completion of two or three projects (dependent on the degree of difficulty: ski wear, raincoat, tailored jacket, special occasion dress), fashion illustrations, projects, and quizzes.

**Evaluation:** 70% projects, 30% theory.

**Recommended:** Textiles 10

\* This course fulfills a graduation requirement for ADST.

### **Textiles 12.** MTXT-12--S

Use commercial patterns or design your own patterns or use a combination of both techniques in the creation of personal garments. Historical, cultural and contemporary influences in clothing will be studied. Students will also develop skills to showcase their work in the community.

**Activities:** Samples, completion of two garments (ski wear, raincoat, tailored jacket, special occasion dress), fashion illustrations, projects, quizzes.

**Evaluation:** 70% projects, 30% theory.

**Recommended:** Textiles

\* This course fulfills a graduation requirement for ADST.

### **Fashion Design Tailoring 12.**(BAA) YHEC-2A--S

Learn to design your own clothes. This course is intended for students who have a strong interest in fashion design. Pattern fitting, pattern design and tailoring techniques will be covered. Hands-on experience and skills are learned that may lead you to choose a career in the field of fashion and design.

**Activities:** Samples, construction of two tailored garments, and another garment using an advanced construction method, fashion illustration and sketching, written assignments.

**Evaluation:** 80% projects (garments), 20% written assignments

**Recommended:** Textile Studies 12

# Mathematics

## INTRODUCTION:

Math courses across grades 8 to 12 are designed to nurture the four dimensions of curricular competencies:

- Reasoning and Analyzing
- Understanding and Solving
- Communicating and Representing
- Connecting and Reflecting

Mathematics learning at the secondary level will weave around big ideas such as i) representing numbers in different forms and relationships; ii) using numeracy to communicate ideas and solve problems; iii) using patterns to develop generalizations; iv) creating meaning of the world around us using geometry and measurement; v) using data to make predictions and draw conclusions; and vi) applying mathematics in inquiry learning.

The table below shows a variety of courses that are available in the mathematics program. Students are advised to carefully consider their post-secondary goals when deciding which math courses to take. The math program is designed to meet the needs of all students.

## GRADE 8

Mathematics 8

## GRADE 9

Mathematics 9

## GRADE 10

Workplace Mathematics 10

Foundations of Mathematics and Pre-Calculus 10

## GRADE 11

Workplace Mathematics 11

Foundations of Mathematics 11

History of Mathematics 11 (Elective)

Pre-Calculus Mathematics 11

## GRADE 12

Foundations of Mathematics 12

Pre-Calculus Mathematics 12

Calculus 12 (Elective)

Technical College  
Trade School  
Direct Entry to the  
work force

Social Sciences  
Humanities  
Fine Arts

Math  
Science  
Engineering  
Commerce



### **Mathematics 8. MMA--08--S**

**What students will know:** Operations with fractions; numerical proportional reasoning; percents less than 1 and greater than 100(decimal and fractional percents); financial literacy (best buys); perfect squares and cubes; square and cube roots; pythagorean theorem; logic and patterns; discrete linear relations; expressions; two-step equations; surface area and volume of regular solids; views and nets of 3-dimensional objects; theoretical probability; central tendency.

**What students will do:** To communicate using spoken and written language to express mathematical ideas; To develop visual representations to process information; To analyze problems by using, developing and applying multiple math strategies; To create connections amongst various mathematical ideas; To use reasoning and logic skills to make conclusions.

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Mathematics 7

### **Mathematics 9. MMA--09--S**

**What students will know:** Operations with decimals, fractions, and integers; operations with polynomials; exponents and exponent laws; financial literacy; graphing two-variable linear relations; multi-step one-variable linear equations; spatial proportional reasoning; statistics.

**What students will do:** To communicate using spoken and written language to express mathematical ideas; To develop visual representations to process information; To analyze problems by using, developing and applying multiple math strategies; To create connections amongst various mathematical ideas; To use reasoning and logic skills to make conclusions.

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Mathematics 8

### **Workplace Mathematics 10. MAWM-10--S**

**Intent of this course:** This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. This course leads to Workplace Math 11.

**What students will know:** Puzzles and games for computational fluency; create, interpret, and critique graphs; primary trigonometric ratios; metric and imperial measurement and conversions; solving problems involving surface area and volume; angles; experimental probability; financial literacy (gross and net pay).

**What students will do:**

Understand how to use various mathematical operations in measurements and formulas;

Connect the concepts of trigonometry to proportional reasoning;

Use graphs and data to represent mathematical relationships;

Use geometry to analyze angle relationships

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Mathematics 9 with 60% or better.

### **Foundations of Mathematics and Pre-Calculus 10. MFMP-10--S**

**Intent of this course:** This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

**What students will know:** Operations on powers with integral exponents; linear relations (slope and equations of lines); solving systems of linear equations; multiplication of polynomial expressions; polynomial factoring; primary trigonometric ratios; relationships among data, graphs, and situations; experimental probability; financial literacy(gross and net pay).

**What students will do:**

Understand how to use various mathematical operations to solve powers and algebraic expressions;

Extend the understanding of mathematical operations to work with polynomial expressions and geometry;

Connect the concepts of trigonometry to proportional reasoning;

Use graphs and equations to represent linear relations;

Use data to analyze trends and relationships.

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Mathematics 9 with 65% or better.

### **Pre-Calculus Mathematics 11. MPREC-11-S**

**Intent of this course:** This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into Science or Engineering post-secondary programs. This course leads to Pre-Calculus Math 12.

**What students will know:** Powers with rational exponents; radicals; real number system; exponential functions; financial literacy; polynomial factoring; rational expressions and equations; quadratic functions and quadratic equations; trigonometry including non-right angle triangles.

**What students will do:**

Use proportional reasoning to represent scale diagrams and rates;  
Use the understanding of math operations to solve financial problems;  
Use spatial relationships to represent 3-D objects;  
Use statistical analysis to represent trends and linear relationships

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Workplace Mathematics 10 with a 60% or better, or Foundations of Mathematics and Pre-Calculus 10 with recommendation from the teacher.

### **Foundations of Mathematics 11. MFOM-11-S**

**Intent of this course:** This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to Foundations of Mathematics 12.

**What students will know:** Angle relationships; quadratic functions; systems of equations; linear inequalities; trigonometry with oblique angles; probability and statistics; financial literacy, mathematical reasoning and logic.

**What students will do:**

Use proportional reasoning to solve triangles and angles;  
Use graphs and equations to represent quadratic functions and systems of equations;  
Use logical reasoning to test conjectures;  
Use statistical analysis to represent mathematical relationships.

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Foundations of Mathematics and Pre-Calculus 10 with 65% or better.

### **Workplace Mathematics 11. MAWM-11--S**

**Intent of this course:** This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

**What students will know:** Computational fluency; statistics; views and scale diagrams of 3-D objects; linear relationships; slope as rate of change; financial literacy (investments and loans); personal budgeting and planning

**What students will do:**

Use proportional reasoning to represent scale diagrams and rates;  
Use the understanding of math operations to solve financial problems;  
Use spatial relationships to represent 3-D objects;  
Use statistical analysis to represent trends and linear relationships.

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Workplace Mathematics 10 with 60% or better, or Foundations of Mathematics and Pre-Calculus 10 with recommendation from the teacher.

### **History of Mathematics 11. MFOM-11-S**

**Intent of this course:** This is an elective course that students can choose to take along with either Foundations 11 or Pre-Calculus 11.

**What students will know:** Number systems; geometric development such as Euclid's five postulates; Pascal's triangle; Fibonacci sequence, Cartesian plane; cryptography.

**What students will do:**

Construct and explore multiple strategies used to solve problems in algebra, geometry, and probability;  
Understand the history of mathematics by studying the development of the number systems;  
Reflect on key tools and people throughout history that have made contributions to the advancement of mathematics

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Pre-Calculus Math 11 with 65% or better.

## **Pre-Calculus Mathematics 12. MPREC-12**

**Intent of this course:** This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs in Science or Engineering. This course leads to Calculus 12

**What students will know:** Logarithmic functions and equations; exponential equations; sequences and series; operations on logarithms; polynomial functions and equations; transformations of functions; conics; rational functions; trigonometric functions and equations; trigonometric identities

**What students will do:** To use inverse operations to make connections with different types of functions; To model relationships by analyzing the characteristics of polynomial, exponential, trigonometric, and logarithmic functions; To represent transformations of different functions; To analyze mathematical relationships in sequences and series

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Pre-Calculus 11 with 73% or better.

## **Foundations of Mathematics 12. MFOM -12**

**Intent of this course:** This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs such as Economics, Languages, History, Humanities, and Communications.

**What students will know:** Fractals; graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions; regression analysis; set theory and conditional statements; combinatorics; probability.

**What students will do:** To use the characteristics of different types of functions to model data; To use logical reasoning to organize and defend arguments; To use combinatorics to describe probability; To use geometric relationships to create fractals.

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Foundations of Math 11 with 65% or better.

## **Calculus 12. MCALC12--S**

**Intent of this course:** This course is for students intending to pursue post-secondary studies in science, mathematics or engineering. Students will learn mathematical concepts involved in both differential and integral calculus.

**What students will know:** Derivatives; limits; integrals; applications of derivatives and integration.

**What students will do:** To connect the concept of instantaneous rate of change to differential calculus; To connect the concept of the sum of infinite series to integral calculus.

**Evaluation:** Students will be evaluated on how well they know the content as well as what they can demonstrate in all four dimensions of the curricular competencies.

**Recommended:** Passing Pre-Calculus Math 12 with 73% or better.

# Modern Languages

Study of an additional language enhances travel and employment opportunities. The study of a foreign language has been found to increase cognitive development in other unrelated areas as well as the language center of the brain.

Please note that our courses are not grade specific but skill specific. Should a student decide in grade 10 that they wish to pursue language studies, they are welcome to begin so at any time. Students will be assessed and placed in the appropriate level of instruction. The completion of the grade 11 level (French or Spanish) fulfills the university admission language requirement necessary at most universities.

Courses offered in Modern Languages are intended for secondary language study only. Students with fluency in the language of instruction should speak to the counsellors to discuss alternative language opportunities.

## FRENCH

### French 1. MFR--08--S

This is a required course that builds on students' elementary French learning (grade 5-7). Students acquire and use information to complete realistic tasks and learn to exchange information in oral and written form. Students also explore Francophone cultures from around the world. They learn to describe, compare, express likes/dislikes, give simple directions and begin to understand information from a variety of sources (articles, videos, recordings, etc.)

**Evaluation:** Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are not only awarded based on skill level, but on degree of improvement over the course of the semester. Emphasis at this level is placed on **oral communication**.

**Target level:** Students will be approaching an A1 level as measured by the DELF\* exam.

Recommended: None

### French 2. MFR--09--S

Students will continue to build on the skills acquired in French 1. They will learn to convey and understand meaning for practical purposes in situations that are relevant to their own lives (conversations, activities, travel). Students will participate actively in French in a variety of situations drawn from real-life scenarios, such as discussing sports, music, and pop culture. Through these topics, students will learn to discuss actions in the past, present and future tenses, as well as ask for assistance, share opinions, and exchange information. Francophone culture from around the world will continue to be a central theme.

**Evaluation:** Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester. The emphasis continues to be on **oral communication**, as well as listening comprehension.

**Target level:** DELF A1 (Approaching A2)

**Recommended:** French 1.

### French 3. MFR--10--S

Students will continue to build on the skills acquired in French 2. They will learn to formalize many of the language patterns to which they have been exposed in previous levels. Through projects and guided practice, they will develop more sophisticated speech patterns to express ideas in the past, present and future tenses. Themes include travelling and surviving in a French culture, career choices, French news media, and folklore. Students will compare and contrast their own customs with those of Francophone cultures.

**Evaluation:** Assessment is done on a continuous basis with an equal emphasis in the areas of language learning: listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

**Target level:** DELF A2

**Recommended:** French 2.

### French 4. MFR--11--S

Students will continue to build on the skills acquired in previous levels. Through the use of French resources, students will learn to discuss, research and summarize information to complete realistic tasks. Students will describe or narrate events, situations or experiences using a range of vocabulary and expressions in the past, present and future tenses. The focus will be on meaningful, real-life situations and will incorporate Francophone culture from around the world and through various time periods.

**Evaluation:** There is a comprehensive assessment in all four skill areas: speaking, listening, reading, and writing involving situations or tasks designed to help students develop and demonstrate their growing language facility. The form and skills students use to apply and convey the communication of information for particular purposes and audiences are important.

**Target level:** DELF A2 (Approaching B1)

**Recommended:** French 10.

\* French 11 meets the university requirement for a second language.

## French 5. MFR--12--S

Students selecting French 12 can expect to consolidate their knowledge of Students choosing to take French 5 will consolidate their French knowledge gained in previous levels. Through increasingly sophisticated discussion topics, students will refine their abilities to communicate (orally and in writing). Students will use their acquired skills to cope in common situations, as well as unexpected ones. They will not only exchange ideas, thoughts, opinions and points of view, but be able to support their stance with reasons and explanations. Students will use a range of vocabulary, complexity of expressions and idioms in the past, present and future tenses.

**Evaluation:** Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Emphasis will return to ORAL communication with increasing attention paid to impromptu conversations. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

**Target level:** DELF B1

**Recommended:** French 4

*\*The DELF (Diplôme d'études en langue française) are diplomas awarded by the French Ministry of Education to prove the French-language skills of non-French candidates. These exams will be used as a reference for assessment, but not as a standard of achievement. Students who continue their French language learning through level 5 will be given the opportunity to write the DELF exam and receive accreditation from the French Ministry of Education. <http://delf-dalf.ambafrance-ca.org/>*

*A1: Understand and use familiar expressions employed in daily life to meet basic needs. Able to introduce oneself and others while asking and responding to simple questions on topics such as home, family and surroundings.*

*A2: Understand short phrases and frequently used expressions relating to areas of immediate priority. Able to engage in simple tasks where they exchange simple and direct information while learning to describe immediate environment.*

*B1: Understand essential points when clear and standard language is used. Familiar topics such as work, school and leisure are emphasized. Achieving a functional level of French is highlighted where students learn to manage in international settings in which French is the language spoken. Events, experiences, hopes and dreams are also a topic of conversation and expression.*

## SPANISH

### Spanish 1. MSP--09--S

This is an entry level course that builds on the language structures learned in French 1. The focus of learning at this level is to convey and understand meaning for practical purposes in situations that are pertinent to grade 9 students. Students will learn basic vocabulary and expressions to exchange personal information, describe themselves and their family, and discuss preferences in food, courses, and shopping. Students respond to authentic Hispanic oral, written and visual works.

**Evaluation:** Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester. Spanish 1 is an academic course.

**Recommended:** French 1

### Spanish 2. MSP--10--S

Spanish 2 builds on the skills acquired in Spanish 1. Students participate in a variety of meaningful, real-life situations to make suggestions about everyday activities, to communicate needs and emotions, and to give reasons, describe events and experiences. Students will learn to communicate about events in the past, present and future. They will continue to experience a range of creative works and, as their language capacity increases, they will be able to provide more detailed oral, visual and written responses.

**Evaluation:** Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

**Recommended:** Spanish 1 or permission of the department head.

### Spanish 3. MSP--11--S

Spanish 3 builds on the knowledge acquired during the first two courses. Themes include travel, legends, story-telling, and sports.

**Evaluation:** Assessment is done on a continuous basis in the areas of listening, speaking, reading, and writing. There will be increasing attention paid to impromptu oral conversations in class. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

**Recommended:** Spanish 2. \*This course meets the university admissions language requirement.

## Spanish 4. MSP--12--S

Spanish 4 builds on the skills acquired in Spanish 1, 2, and 3 and completes the Spanish program. Students will exchange thoughts and points of view by narrating and analyzing events, situations, and experiences. They will use a range of vocabulary and expressions in the past, present and future tenses. Students are expected to engage in increasingly complex and spontaneous oral interactions in which they have developed to sustain and extend communication. Students will retrieve, research, and analyze information from Spanish-language resources to complete meaningful tasks.

**Evaluation:** Assessment is done on a continuous basis in the areas of listening, speaking, reading and writing. There will be increasing attention paid to impromptu oral conversations in class. Grades are awarded not only based on skill level, but degree of improvement over the course of the semester.

**Recommended:** Spanish 3.

## LINGUISTICS

### Linguistics 11. YLE11C

Do you love language but don't necessarily love language classes? Are you an independent learner? Linguistics might be the place for you! Linguistics 1 is for students who are curious about language, how it works and have a desire to learn a language OF YOUR CHOOSING that is not currently offered at the school. This course is offered in three sections: first, you will learn the system of language and how it works; second, you will learn a teacher-led model language in order to better understand language skills; third, you will set realistic goals about what you want to learn in your language of choice and how you will learn it.

**Evaluation:** Students will be assessed on projects, tests as well as a portfolio gathered throughout the course.

# Physical Education

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The goal of the Physical Education program at Kwantlen Park is to instill skills and attitudes that will help our students appreciate health, fitness and physical activity as a life-long pursuit and emphasizes both participation and skill development. A wide variety of sports and skills are encountered throughout the PE program. In addition, the extra curricular athletics program offers students a opportunity for further skill development and leadership.

## **Physical Education 8. MPHE-**

The Grade 8 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance & leisure activities;
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

**Activities:** Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health.

**Evaluation:** Physical Education students will be evaluated in the following three areas:

1. Physical Literacy;
2. Cognitive development: principles and concepts; rules and strategies;
3. Personal & social responsibility: participation and cooperation.

## **Physical Education 9. MPHE-**

The Grade 9 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance & leisure activities;
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

**Activities:** Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, wrestling, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health. Out of school activities may include swimming, skating, and hiking.

**Evaluation:** Physical Education students will be evaluated in the following three areas:

1. Movement and active living sport skills;
2. Cognitive development: principles and concepts; rules and strategies;
3. Personal and social responsibility: participation and cooperation.

**Recommended:** PE 8

## **Physical Education 10. MPHE-**

The Grade 10 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance & leisure activities;
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

**Activities:** Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, wrestling, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health. Out of school activities may include swimming, skating, and hiking.

**Evaluation:** Physical Education students will be evaluated in the following three areas:

1. Movement and active living sport skills;
2. Cognitive development: principles and concepts; rules and strategies;
3. Personal & social responsibility: participation and cooperation.

**Recommended:** PE 9

## Active Living 11. (PE 11)

The Active Living 11 course is an elective course that is open to grade 11 and 12 students. The objectives of the course are:

- To participate in and develop skills in a variety of athletic & recreational activities;
- To value physical activity as a necessary part of an active, healthy lifestyle;
- To be aware of community resources available for physical and recreational activities; and
- To demonstrate responsibility by fulfilling leadership requirements.

### Activities:

- Performance-oriented activities:  
Team & individual games and physical fitness.
- Leisure-Oriented activities:  
Activities may include golf, snowshoe, racquetball, bowling, hiking, curling, rock climbing, dance, and skating.
- Active Health:  
These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities will include weight training, fitness ball, yoga, 5 km fitness run and fitness testing.
- Personal development:  
These activities will provide opportunities to understand and appreciate the nature of social responsibility and leadership.
- Leadership Hours:  
Students are required to complete 10 hours of community and/or in-school PE related leadership experience to receive credit for the course. These hours are compulsory.
  - Officiating
  - Team Trainer
  - Intramurals

**Evaluation:** AL11 students will be evaluated in the following five areas:

1. Active Living
2. Cognitive Development (theory, written tests, assignments, journals)
3. Fitness (assessment, 5k, warm up runs, circuits)
4. Teaching Assignment
5. Leadership

**Course Fee:** There may be a cost associated with optional activities related to the course requirements.

**Recommended:** Physical Education 10; with mark of C+ or better.

- Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions.

## Superfit 11: Girls Only. (BAA)

## Superfit 12: Girls Only. (BAA)

The emphasis of this class is to provide students with opportunity to improve their physical fitness levels and improve their awareness of healthy living within an "all-girls" Physical Education class. Grade 12 students taking this course will receive credit for Superfit 11.

### Activities:

May include aerobics, plyometrics, circuit training, pilates, yoga, exercise ball workouts, and different types of game/sports. Students will also have in-class discussions about healthy living and problem solving around issues within their age group.

**Evaluation:** Superfit 11/12 and Superfit Girls only will be evaluated in the following four areas:

1. Attitude, cooperation, and participation
2. Fitness development
3. Nutrition Journal
4. Personal Reflections (5)

**Course Fee:** There may be a cost associated with the optional activities related to the course outline.

**Recommended:** PE10 with a mark of C+ or higher.

## Superfit 11: Co-ed. (BAA)

The emphasis of this course is on improving personal fitness levels and to introduce students to a variety of life-long fitness activities. Grade 12 students taking this course will receive credit for Superfit 11.

**Activities:** May include aerobics, plyometrics, circuit training, cross-fit, and power walking/jogging to improve cardiovascular endurance; weight training, yoga and pilates to improve muscular endurance; and field trips.  
**Course Fee:** There may be a cost associated with the optional activities related to the course outline.

**Recommended:** PE10 with a mark of C+ or better recommended.

This course meets Aspects 6.1, 6.3, 6.4 and 6.5 of the Grad Transitions Requirements.

## Weight Training 11. (BAA)

The design of this course is centered on a weight training program. It is a plan for balanced healthy living including: fitness, speed, strength, flexibility, endurance, cardio-vascular endurance and nutrition.

**Activities:** Develop and create an exercise program incorporating the principles of training; identify and describe different strategies for stress management and relaxation/ and evaluate critically the effects of consumerism on body image and perception of athletes. Field trips will be determined during the first week of class.

**Evaluation:** Students will be evaluated in the following four areas:

1. Attitude, cooperation, and participation
2. Fitness development
3. Anatomy assignment
4. Journals and a personal reflection

**Recommended:** PE 10 with C+ or better recommended.

Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions



## **Active Living 12.** (PE 12)

The Active Living 12 course is an elective course that is open to grade 12 students. The objectives for the course are:

- To participate in and develop skills in a variety of athletic and recreational activities;
- To value physical activity as a necessary part of an active, healthy lifestyle;
- To be aware of community resources available for physical and recreational activities; and
- To demonstrate responsibility by fulfilling leadership requirements.

### **Activities:**

- Performance-oriented activities:  
Team & individual games and physical fitness.
- Leisure-Oriented activities:  
Activities may include golf, snowshoe, racquetball, bowling, hiking, yoga, curling, rock climbing, dance, skating, and fencing.
- Active Health:  
These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities will include CPR certification, weight training, 5 km fitness run and fitness testing.
- Personal development:  
These activities will provide opportunities to understand and appreciate the nature of social responsibility and leadership.
- Service Hours  
Students are required to complete 10 hours of community and/or in-school PE related leadership experience to receive credit for the course. These hours are compulsory. Activities that qualify are:
  - Officiating
  - Team Manager
  - Team Trainer
  - Intramurals

**Evaluation:** Active Living 12 students will be evaluated in the following five areas:

1. Active Living
2. Cognitive Development (theory, written tests, assignments, journals)
3. Fitness (assessment, 5k, warm up runs, circuits)
4. Teaching Assignment
5. Leadership

**Course Fee:** There may be a cost associated with optional activities related to the course requirements.

**Recommended:** PE 11 or Superfit with a mark of C+ or better.

- Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions.

## **Co-ed: Superfit 12.** (BAA) XAT--12H--S

This course is designed to be a progression from Weight Training 11 and Superfit 11. Students will create their own fitness program which will include the following:

Fitness - speed, strength, flexibility, endurance, and cardiovascular  
Nutrition - making the right food choices for the activity level  
Rest and Work - work ethic

**Activities:** Develop and create an exercise program incorporating the principles of training. Identify and describe different strategies for stress management and relaxation. Evaluate critically the effects of consumerism on body image and perception of athletes.

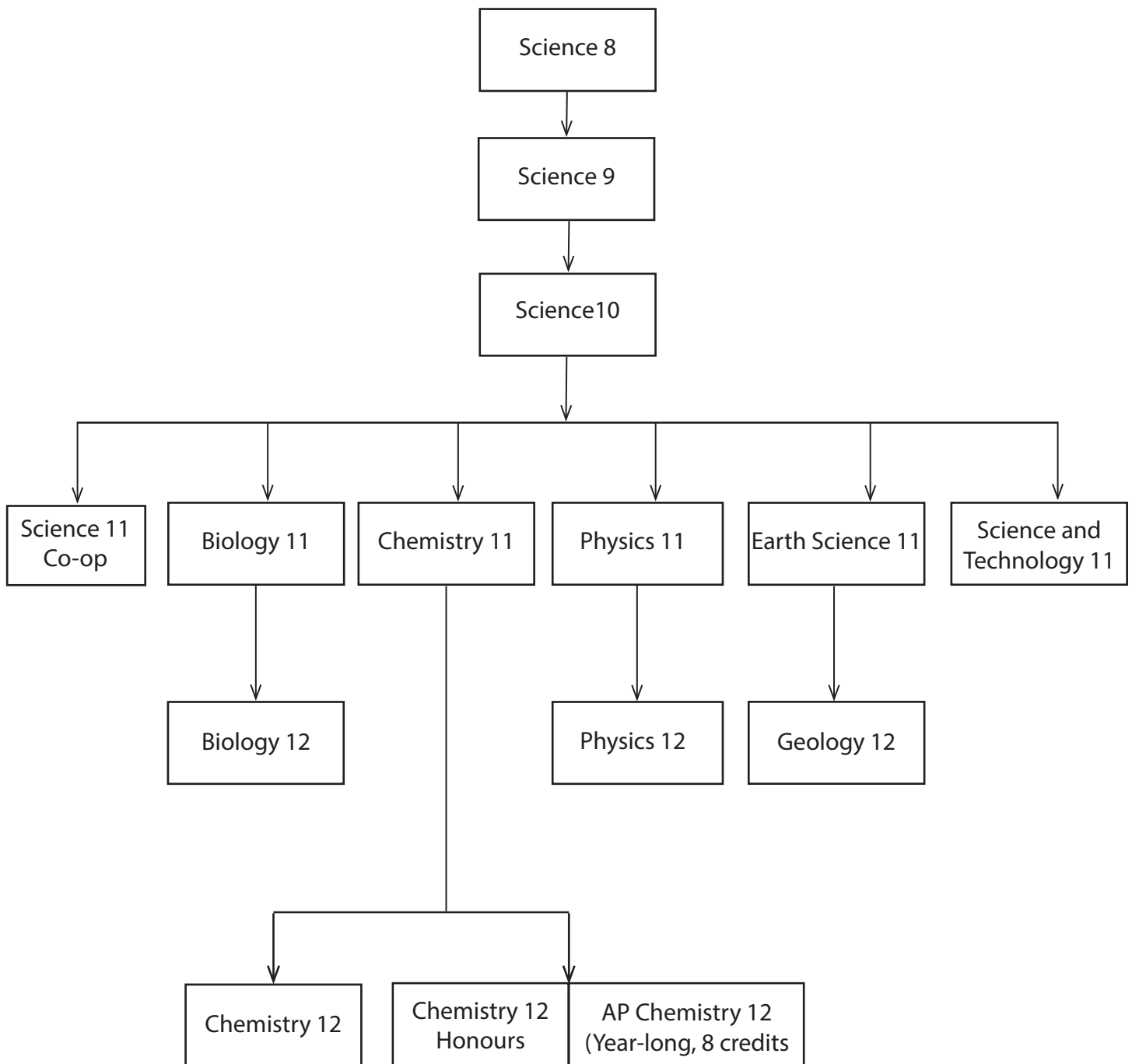
**Course Fee:** There may be a cost to use the North Surrey Recreation Centre and other possible field trips pertaining to fitness.

**Evaluation:** Please see course outline.

**Recommended:** Any PE or Superfit 11 course; C+ or better.

# Science

Science courses begin in Grade 8 as a general program encompassing all areas of Science: biology, chemistry, physics, and earth science. Grade 11 and 12 students will study specific areas of Science. Students should have a clear knowledge of their post secondary goals and interests early in order to select the appropriate choices in senior grades.



### **Science 8. MSC--08--S**

Curricular Competencies: question and predict, plan and conduct, process and analyze data, evaluate, and communicate.

Safety and Scientific Method.

Life Science: cells and immune system.

Physical Science: optics, kinetic molecular theory and the atom.

Earth and Space Science: plate tectonic, layers in Earth.

**Activities:** Students will experience an inquiry approach to learning science which will include group and class discussions, group work, computer based activities, demonstrations, problem solving and lectures. A regular program of home study is expected.

**Evaluation:** Assignments, projects, labs, and tests.

### **Science 9. MSC--09--S**

Curricular Competencies: question and predict, plan and conduct, process and analyze data, evaluate, and communicate.

Safety and Scientific Method.

Life Science: reproduction.

Physical Science: atoms, elements & compounds, characteristics of electricity.

Earth and Space Science: ecosystems and sustainability.

**Activities:** Students will experience an inquiry approach to learning science which will include group and class discussions, group work, computer based activities, demonstrations, problem solving and lectures. A regular program of home study is expected.

**Evaluation:** Assignments, projects, labs, and tests.

**Recommended:** Science 8

### **Science 10. MSC--10--S**

Curricular Competencies: question and predict, plan and conduct, process and analyze data, evaluate, and communicate.

Safety and Scientific Method.

Life Science: genetics.

Physical Science: chemical reactions and radioactivity, energy.

Earth and Space Science: transformation, formation of the universe.

**Activities:** Students will experience a traditional approach to learning science which will include lectures, labs (group work), demonstrations, discussions, and problem solving. A regular program of home study is expected.

**Evaluation:** Assignments, projects, labs, and tests.

**Recommended:** Science 9.

### **Biology 11. MBI--11--S**

This is an introductory course which examines the diversity of life. Evolutionary and ecological relationships are also discussed. Units studied include viruses, bacteria, protists, fungi, higher plants and higher animals.

**Activities:** Students will experience a traditional approach to learning biology which will include lectures, labs (group work), computer based activities, demonstrations, discussions, and problem solving. A regular program of home study is expected.

**Evaluation:** Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

**Recommended:** Science 10

### **Chemistry 11. MCH--11--S**

This is an introductory course which covers the development of the basic principles governing the behaviour of matter. It provides a sound foundation for students wishing to continue the study of chemistry as well as establishing a technical background for further studies in other sciences.

**Activities:** Students will experience a traditional approach to learning chemistry which will include lectures, labs (group work), computer based labs, demonstrations, discussions, and problem solving. A regular program of home study is expected.

**Evaluation:** Tests, assignments, and labs with the emphasis on tests.

**Recommended:** Science 10, Foundations of Math/Pre-Calculus Math 10, and Pre-Calculus 11. Students should have completed or be enrolled in Pre-Calculus Math 11. This is not a course for students who struggle with math.

### **Physics 11. MPH--11--S**

Physics 11 is an introductory course dealing mainly with objects in motion, the forces which cause changes in motion, and the energies associated with these situations. Topics include: kinematics, vector kinematics, Newton's Laws, types of forces, vector forces, kinetic and potential energy. Students should have a C+ average or better in Foundations of Math/ Pre-Calculus Math 10.

**Activities:** Students will experience a traditional approach to learning physics which will include lectures, labs (group work), demonstrations, discussions, problem solving, and field trips. A regular program of home study is expected.

**Evaluation:** Tests, assignments, and labs with the emphasis on tests.

**Recommended:** Science 10, Foundations of Math/ Pre-Calculus Math 10. Students should be enrolled in Pre-Calculus Math 11. This is not a course for students who are having difficulty with algebra.

### **Earth Science 11. MES-11--S**

This course offers relevant and practical science that has important applications in the real world. Students will be introduced to diverse aspects of earth and space science. Areas of study include: rocks and minerals, internal and surface processes, astronomy, and Earth's geologic history. This course can be used to satisfy the Science 11 admission requirements for any B.C. university.

**Activities:** Students will experience a traditional approach to learning earth science which includes lectures, labs, cooperative learning, demonstrations, discussions, problem solving, and field trips.

**Evaluation:** Tests, assignments, and labs with the emphasis on tests.

**Recommended:** Science 10

### **Science and Technology 11. MSCT-11--S**

This course deals with the growth of science and technology and its impact on society. The course provides a Science 11 requirement for graduation and is recommended for students who would have difficulty with Physics 11, Chemistry 11, Biology 11, or Earth Science 11.

**Activities:** A variety of assignments in the classroom and library.

**Evaluation:** Evaluation consists of a combination of tests, assignments, and labs. Emphasis is placed on attendance and daily assignments.

**Recommended:** Science 10.

## Science 11 CO-OP

An application must be submitted by the interested student. Successful students will be notified. Application forms can be picked up in the Career Education Office and from Ms. Chen in Science.

The goals of the Science Co-op program are to develop scientifically literate citizens who have a critical awareness of the role of science in society, and an understanding of the social, health, ethical, and environmental implications of issues we face today. Students will learn to develop their own views and make informed decisions in their daily lives, while maintaining their curiosity and wonder about the natural world.

The learning intentions of Chemistry 11, Biology 11 and Biology 12 aim to provide students with fundamental understandings of properties of matter, evolutionary and ecological relationships and biochemistry of the human body. Students who complete the Science 11 Co-op would be ideal, well-prepared candidates to apply to take AP Chemistry 12 – to be offered in the 2018-2019 school year.

By bridging the classroom experiences with a 3 work placement, this program provides opportunities for students to apply their scientific learnings in a career setting. Students will get to choose the general focus area of their work experience placement and bus routes are considered when finding placements for students. Past science-related placements include the SPCA, Veterinarian Clinics, Long-Term Care Facilities, Science World, Optometry offices, Denture Clinics, the City of Surrey, Physiotherapy Clinics, Tree Planting, Burns Bog and the Vancouver Aquarium to name a few! This program is ideal for students who are interested in a career in the sciences who would like to try out a work experience placement in a career area of interest.

Courses	Credits
Chemistry 11	4
Biology 11 - Life Sciences	4
Biology 12 - Anatomy and Physiology	4
Career Life Connections/Capstone Project	4
Work Experience 12A	4
Total =	20 credits

## Biology 12. MBI--12--5

Biochemistry, metabolism, and human biology. This is a challenging academic course. Students planning to go on in biology at the college or university level or those considering a career in biological sciences should select this elective.

**Activities:** Students will experience a traditional approach to learning biology which will include lectures, labs (group work), demonstrations, discussions, and problem solving. A regular program of home study is expected.

**Evaluation:** Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

**Recommended:** Biology 11

## Chemistry 12. MCH--12--5

Chemistry 12 is a university preparation course emphasizing student discovery along with the discussion of principles. This course is recommended for those students wishing to continue their study of chemistry and related courses at the post-secondary level.

Main Topics: Reaction Rates, Chemical Equilibrium, Solubility, Acids & Bases, Redox Reactions.

**Activities:** Students will experience a traditional approach to learning chemistry which will include lectures, labs (group work), demonstrations, discussions and problem solving. A regular program of home study is expected.

**Evaluation:** Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

**Recommended:** Chemistry 11. Students should have at least a C+ standing in Chemistry 11 and have taken Pre-Calculus Mathematics 11.

## Chemistry 12 Honours. MCH--12--5

Chemistry 12 Honors is designed to give students an enriched learning experience in Chemistry 12. It will cover topics in atomic structure, gas laws, thermodynamics, stoichiometry, kinetics, equilibria, and electrochemistry.

### Course Objectives:

Develop students' problem solving skills.

Provide laboratory experience that enables students to analyze and collect data and arrive at logical conclusions.

Provide students additional content in the Chemistry 12 course to better prepare for post-secondary transition.

**Evaluation:** Students are evaluated on homework assignments, laboratory activities, and quizzes and tests, with quizzes and tests counting for a greater portion of the overall mark.

There will be a final exam worth 25% of the final mark.

It is easy to fall behind in this course so regular attendance and studying are required.

**Recommended:** Chemistry 11 and pass a screening test.

## **AP Chemistry 12. MCH--12--S**

AP Chemistry is the equivalent of a first year college general chemistry course. The course will place special emphasis on applying mathematics in problem solving and as a means of expressing and modeling scientific inquiry. The course will provide an in depth study of atomic structure, gas laws, thermodynamics, stoichiometry, kinetics, equilibria, oxidation-reduction and electrochemistry. Students who plan to register for AP Chemistry 12 will also have to register for Chemistry 12 Honours.

For a detailed course description please visit the following website:  
<https://apstudent.collegeboard.org/apcourse/ap-chemistry>

### **Course Objectives:**

Develop students' problem solving, logic reasoning and application skills. Provide laboratory experience that enables students to analyze collected data and arrive at logical conclusions.

Give students background necessary to score well on the AP exam.

### **Evaluation:**

Students are evaluated on homework assignments, laboratory activities, and quizzes and tests, with quizzes and tests counting for a greater portion of the overall mark.

An in class final exam will be written by all students registered in this course. This course is intended for students with a strong personal interest in Chemistry, strong math skills, as well as strong work and study habits.

It is easy to fall behind in this course so regular attendance and regular reviewing are required.

**Recommended:** Chemistry 11 and pass a screening test.

## **Geology 12. MGEOL-12-S**

This is an intensive academic course, the purpose of which is to prepare students for post-secondary studies in geological science. Topics include: a focus on geology as a discipline; origin and development of earth's landscapes by surficial processes such as weathering, glaciers, and groundwater; geological phenomenon such as rocks, minerals, plate tectonics, interior of earth, geologic time scale.

**Activities:** Lectures, labs (group work), demonstrations, discussions, and problem solving. A field trip is anticipated. A regular program of home study is expected.

**Evaluation:** Tests, assignments, and labs.

**Recommended:** Geography 12 or Earth Science 11.

## **Physics 12. MPH--12--S**

Physics 12 is a course designed to prepare students entering a college, university, or technical school in science, engineering, and technology fields. Main topics of study include: projectile motion, momentum, circular motion (planetary), electrostatics, electromagnetism, and fluid mechanics.

**Activities:** Students will experience a traditional approach to learning physics which will include lectures, labs (group work), demonstrations, discussions, problem solving and field trips. A regular program of home study is expected.

**Evaluation:** Evaluation consists of a combination of tests, assignments and labs with an emphasis on tests.

**Recommended:** Physics 11 and Pre-Calculus Mathematics 11 with a C+ or higher.

# Service and Leadership

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**Peer Tutoring 10.** (BAA) YIPS-0A--S

**Peer Tutoring 11.** (BAA) YIPS-1A--S

**Peer Tutoring 12.** (BAA) YIPS-2A--S

Peer Tutoring offers the opportunity to build valuable skills that can be applied to all realms of life. Peer tutors will receive training in positive, effective communication and collaborative skills, and will also study general information on learning difficulties and strategies that can be used with students experiencing difficulty in school. Upon completion of training, peer tutors will spend the majority of the semester in a classroom placement for a subject area that is suited to the peer tutor's strengths and skills.

**Activities:** Peer Tutors will undergo an initial two week training period before being placed into a classroom. In addition to classroom duties and responsibilities, peer tutors will be required to complete weekly journal writing and record keeping as well as a research project on a topic related to classroom learning.

**Evaluation:** Students will be evaluated on journals, assignments, tests, and putting theory into practice in the classroom.

**Recommended:** C+ or better average. Good work habits. A sincere interest in developing leadership responsibility. Letter of recommendation from two teachers.

\*\* Special permission form is required. Please see your counselor.

**Library Science 10.** YCAISOA--S

This course provides students interested in library or information related careers with an introduction to library services and management.

**Activities:** Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students to find library materials.

**Evaluation:** Students will be evaluated on the tasks listed in the Activities area.

**Recommended:** An interview with the teacher-librarian is mandatory prior to being accepted in this course. Candidates must possess a mature attitude, be able to work independently and have an excellent attendance record. An understanding of the Dewey Decimal System is an asset.

\*\*Special permission form is required. Please see your counselor.

**Library Science 11 - BAA. -S**

This course provides students interested in library or information related careers with an introduction to library services and management.

**Activities:** Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students to find library materials.

**Evaluation:** Students will be evaluated on the above activities.

**Recommended:** An interview with the teacher-librarian is mandatory prior to being accepted in this course. Candidates must possess a mature attitude, be able to work independently and have an excellent attendance record. An understanding of the Dewey Decimal System is an asset.

\*\* Special permission form is required. Please see your counselor.

**Leadership 10/11/12.** (BAA. YIPS--0B; YIPS--1B; YIPS--2B)

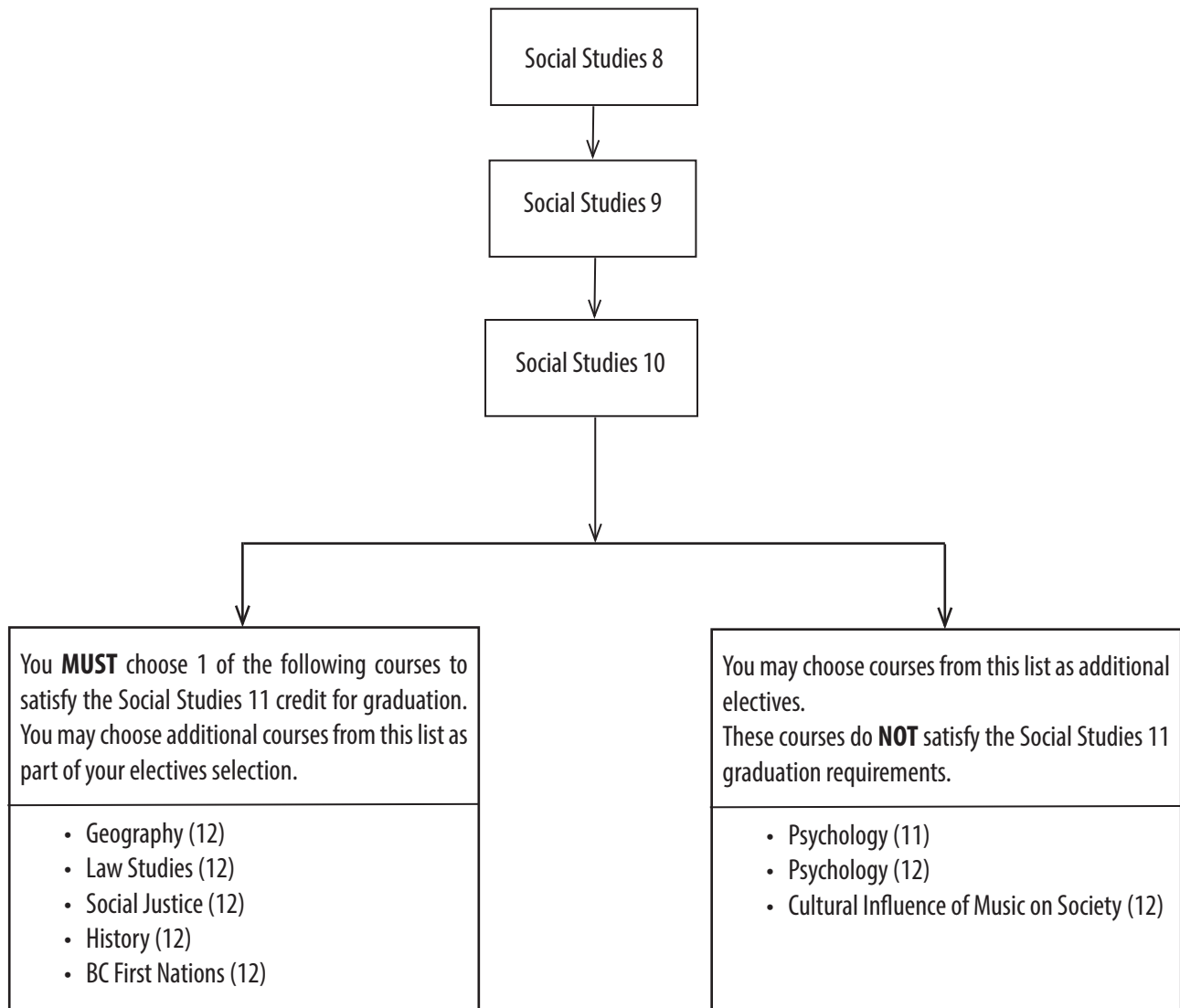
Do you enjoy planning events, working with others in a team environment, and taking part in recreational activities? If so, the Leadership 9/10/11 course may be the ideal elective for you. This course will provide students who possess positive leadership attributes with an opportunity to apply their skills in planning, organizing, and implementing activities for Kwantlen Park school and the local community. Students will learn about leadership theory and style, successful event planning requirements, and how to communicate effectively in group situations. Teamwork skills will be an important part of the course.

**Evaluation:** Will be based on the completion of assignments and the planning and running of minor and major events.

**Recommended:** Past experience in leadership roles is helpful but not required for this course. An application form may be required.

# Social Studies

The Social Studies program at Kwantlen Park is based on the KNOW-DO-UNDERSTAND model of learning. The KNOW details the essential topics and knowledge at each level. The DO, or curricular competencies, are the skills, strategies, and processes that students develop over time. The UNDERSTANDINGS are the big ideas that represent what students will understand at the completion of the curriculum for their grade.



## Social Studies 8

**Course content:** Social Studies 8 focuses on civilizations from the Early Middle Ages to the Emergence of the Nation State. Students will learn about the growth and decline of civilizations, and the influence of exploration, expansion, colonization and conflict on societies.

**Activities:** Possible activities include oral presentations, library research, group projects, and individual written assignments (including graphic organizers).

**Applications of Social Studies:** Students will develop their historical thinking skills and be introduced to the inquiry process, as applied through a historical thinking lens.

**Assessment and Evaluation:** Students will be evaluated on their ability to demonstrate their understanding of the Big Ideas and growth in curricular competencies, using a combination of formative and summative assessment strategies.

## Social Studies 9

**Course content:** Social Studies 9 will explore the change in Europe from the fight for democracy to the end of the Napoleonic era. It will also explore Canadian history up until Confederation and will include Aboriginal peoples' history. Students will explore how ideas and ideologies influence societies and what role power plays in the balance of relationships between individuals and society.

**Activities:** Possible activities include oral presentations, library research, group projects, and individual written assignments (including graphic organizers).

**Applications of Social Studies:** Students will continue to develop their historical thinking skills. They will progress in learning about the inquiry process by being able to analyze and identify information sources, apply historical thinking concepts, and make connections to the larger world.

**Assessment and Evaluation:** Students will be evaluated on their ability to demonstrate their understanding of the Big Ideas and growth in curricular competencies, using a combination of formative and summative assessment strategies.

**Recommendation:** Social Studies 8.

## Social Studies 10

**Course content:** Social Studies 10 will focus on Canadian identity from 1900-WWII. Students will cover the development of Canada from Confederation to the modern day and will learn about Canadian identity, Aboriginal peoples' and being an active citizen.

**Themes:** Include society and culture, politics and law, economy and technology, and the environment.

**Applications of Social Studies:** Students will continue in their progress learning about the inquiry process as related to historical thinking concepts. They will work towards analyzing information, communicating key findings and presenting their shared understandings.

**Activities** include oral presentations, library research, group projects, and individual written assignments (including graphic organizers).

**Assessment and Evaluation:** Students will be evaluated on their ability to master the skills and core competencies of the course using a combination of formative and summative assessment strategies.

**Recommendation:** Social Studies 9

## Geography 11/12

Geography will address the physical and human-created systems of the world through the study of people, places, and environments. As an ever-increasing world population places increasing demands on the planet's resources, there is a need for a society that is geographically literate and therefore able to make informed decisions about the sustainability of the Earth's resources and the future of the planet. This course will teach students to interpret the landscape and understand the interconnections between their actions and the Earth's physical systems. Through the study of geography, students can develop an understanding of how local, regional, and global environments affect them.

## Social Justice 11/12

In this course students will have an opportunity to learn about our society's current norms, express thoughts and opinions, and develop new understandings about past and present injustices in the world. The course will be use the Historical Benchmarks to help students understand the issues being addressed. Students will be challenged to be active and responsible people who want to make positive contributions to the world. This course will contain group work, discussions, skill development, inquiry and individualized learning.

## Law Studies 12

This course will be your introduction to how the Canadian legal system works. Students will study many aspects of Canadian law and incorporate current legal issues into the course to make this course as up-to-date and informative as possible. The main legal subjects covered include The Charter of Rights and Freedoms, the History and Structure of Law, and Criminal Law (including the Youth Criminal Justice Act). The students will be expected to think critically, analyze current events as they relate to the Criminal Code, and discuss controversial issues in small and large groups.



## **BC First Nations Studies 12**

Indigenous Studies focuses on the identities and worldviews of Canada's Aboriginal peoples (First Nations, Inuit, and Metis) with a focus on BC's First Peoples. The purpose of this course is to provide knowledge and a critical analysis of recent events and issues around Indigenous cultures of Canada. As well, the course will look at some of the diverse historical cultural and social factors that have affected Aboriginal peoples in modern times. The course has 4 main themes:

- The identities, worldviews, and language of Aboriginal peoples are renewed, sustained, and transformed through the connection to the land.
- Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism.
- Indigenous peoples continue to advocate and assert rights to self-determination.
- Reconciliation requires all colonial societies to work together to foster healing and address injustice.

## **History 11/12**

20th Century World History is a rich and relevant course covering the period from 1918 well into the 1990s. The history of the Twentieth Century will include: the failure of the Paris peace conference, the economic collapse leading to Depression; the creation of new forms of totalitarian governments in Russia, Germany, Italy; military aggressions in the 1930s; World War 2; aspects of the Cold War (USSR, Korea, Cuba, Vietnam); and major events in China, India, the Middle East and South Africa. The topics are varied and fascinating. Students will also gain the skills necessary to interpret historical events: how to ensure historical information is accurate and relevant, how to develop historical empathy, and how to present clear and logical arguments based on a knowledge of the events that they are assessing. Students will have the opportunity to listen to guest speakers, watch documentary footage and contemporary films, and participate in the annual Holocaust Symposium at UBC.

## **Psychology 11 and 12**

Psychology is a course designed to provide students with an understanding of human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, neuroscience, cognitive, social, and developmental in order to achieve a general overview of this subject area. Students will learn the four key goals of psychology: to describe particular behaviours by careful scientific observation, to explain behaviours by conducting experiments, to predict when a behaviour will occur in the future and change inappropriate behaviour or circumstances. For many students this may be their only formal exposure to the science of psychology.

## **Cultural Influence of Music on Society 12**

The Cultural Influence of Music on Society 12 will provide students with an opportunity to learn about and appreciate an important genre of contemporary music - Rock and Roll. Rock and Roll music's influence will be examined in a cultural, social, political, and historical context. The course will examine Rock and Roll's early roots, as well as focus on varied styles such as the blues, Motown, heavy metal, disco, and grunge. Students will have the opportunity to both listen to and study music critically, and discuss the influence of Rock and Roll in shaping our society, as well as understanding the running thread between Rock's history and the popular music of today.

# Technology Education

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Technology Education provides an opportunity to “actively” apply technical knowledge in a practical manner while developing as informed creators and consumers for a better future. Students may explore industry career paths, specialty areas of interest, and garner practical skills to be used over a lifetime. Including Technology Education as part of any course provides firm foundations for lifelong learning, and for some specialized study and a diverse range of careers. We foster an approach to “hands-on” learning to develop industrial problem solvers, hands-on innovators, and skilled tradespeople who can contribute to solving problems not yet anticipated with processes and technologies not yet imagined.

## “NEW” Applied Design, Skills, and Technology Curriculum

The ADST curriculum builds on students’ natural curiosity and inventiveness to create and work in practical ways. ADST is designed to harness the power of learning by doing, and provides the challenges that motivate students to consider the big ideas, dig deeper, and adapt to a changing world. Students can discover their interests in practical and purposeful ways.

Question: What is Applied Design, Skills, and Technologies (ADST) and why is it being introduced?

Applied Design, Skills, and Technologies (ADST) is the name for new Applied Skills curriculum. It better captures the scope and nature of this area of learning. It maintains the value of applying learning to real world, and hands-on designing and making in the disciplines of Business Education, Home Economics, Information Technology, and Technology Education.

### *#Maker-space options*

Several courses in the Technology Education department offer opportunities to create, invent, tinker, explore, and discover using a variety of materials and traditional and computer based tools. These courses are identified with “#Maker-space exploring options”.

### *#STEM integration options*

STEM stands for Science, Technology, Engineering and Math. Several courses in the Technology Education department integrate some concepts that are usually taught in Science and Math classes. STEM helps to connect knowledge to real-life situations. These courses are identified with “#STEM integration options.”

## APPLIED DESIGN, SKILLS, and TECHNOLOGY (ADST) EDUCATION

### **Applied Skills (Technology Education) 8.**

This course is designed to introduce students to the different aspects of technology education through “makerspace” and industrial work spaces. This course explores skilled practices such as wood working, metal working, art metal, electronics/robotics and design & drafting. This provides a strong foundation for further technology studies and careers. Major topics include basic hands-on industrial projects, industry measurement standards, and small fabrication equipment safety practices.

## ELECTRONICS and ROBOTICS

### **Electronics and Robotics 9**

This course is designed to introduce some of the basic principles of electrical circuits as well as robot programming. This course is theory and project based. Students will learn theories such as Ohm’s law and apply it to various electrical circuits. Students will also construct various robotic projects that will have specific functions and complete tasks.

Activities: Projects may include 3D printing, “Arduino” prototyping, “Raspberry Pi” programming, Lego Mindstorms robot programming, micro-hockey robot, a “love” meter, a LED blinker circuit, a Snoop Tube sound amplifier, and a variety of other circuits.

Evaluation: Hands-on project work, equipment safety tests, robotic technology theory (quiz/tests/assignments), robotic projects.

Recommendations: None. This is an exploratory course.

*# Maker-space exploring options*

## Electronics and Robotics 10

This course introduces the study of electricity and electronics through experiments, theory, and hands-on building projects. Students will explore basic electron theory, industrial prototyping boards, digital multimeters, electronic component identification, soldering techniques, electronic symbols, and schematic diagram drawings. Students will build a number of projects that they will have the opportunity to take home (some require a small fee for cost of materials.)

**Activities:** Projects may include 3D printing, “Arduino” prototyping, “Raspberry Pi” programming, Lego Mindstorms robot programming, micro-hockey robot, a “love” meter, a LED blinker circuit, a Snoop Tube sound amplifier, and a variety of other circuits.

**Evaluation:** Electronic prototyping (labs,) electronic projects, robotic projects, fundamental electronics theory (tests), basic equipment safety tests.

**Recommendations:** None. This is an exploratory course.

\* This course fulfills a graduation requirement for ADST.

# *Maker-space exploring options*

## Electronics 11

Students will follow an industrial design process to research, design, refine, and construct their projects using a variety of tools and electronic materials. This course will help students acquire the skills and knowledge needed to pursue post-secondary training as technologists, technicians, electricians, engineers, and industrial designers.

**Activities:** Projects may include 3D printing, building an arcade station, “Arduino” prototyping, “Raspberry Pi” programming, Lego Mindstorms robotic programming, micro-hockey robot, a “love” meter, a LED blinker circuit, a Snoop Tube sound amplifier, and a variety of other circuits.

**Evaluation:** prototyping (labs), projects, electronic theory (tests), and equipment safety tests.

**Recommendations:** None

\* This course fulfills a graduation requirement for ADST.

# *STEM integration options*

# *Maker-space exploring options*

## Electronics 12

This course is similar to Electronics 11 with an emphasis on larger, more complex design challenges. “Raspberry Pi” and “Arduino” programming and 3D printing will support the development of advanced electronic projects. This course will help students acquire the skills and knowledge needed to pursue post-secondary training as technologists, technicians, architects, engineers, and industrial designers.

**Activities:** This course will consist of independent projects and research focused on the student’s area of interest in technology and engineering. Projects may include 3D printing design and manufacturing, building an arcade station, Arduino prototyping, “Raspberry Pi” programming.

**Evaluation:** prototyping (labs), robotic projects, electronics theory (tests), and equipment safety tests.

**Recommendations:** Electronics 11

\* This course fulfills a graduation requirement for ADST.

# *STEM integration options*

# *Maker-space exploring options*

## Robotics 11

Students will focus on robotics and industrial materials to design, innovate and create products to improve human interaction. Students will follow an industrial design process to research, design, draw, and construct their projects using a variety of tools and materials. This course will help students acquire the skills and knowledge needed to pursue post-secondary training as technologists, technicians, engineers, and industrial designers.

**Activities:** Projects may include 3D printing, “Arduino” prototyping, “Raspberry Pi” programming, Lego Mindstorms robot programming, micro-hockey robot, and VEX programming/coding/design.

**Evaluation:** prototyping (labs,) robotic projects, fundamental electronics theory (tests), equipment safety tests.

**Recommendations:** None

\* This course fulfills a graduation requirement for ADST.

# *STEM integration options*

# *Maker-space exploring options*

## Robotics 12

This course is similar to Robotics 11 with an emphasis on larger, more complex design challenges. Students will use their knowledge to solve real-world problems with robotics. Computer Assisted Manufacturing (CAM) and Computer Numeric Control (CNC) and 3D Printing will support the development of advanced robotics. This course will help students acquire the knowledge and skills needed to pursue post-secondary training as technologists, technicians, engineers, and industrial designers.

**Activities:** Projects may include 3D printing, “Arduino” prototyping, “Raspberry Pi” programming, Lego Mindstorms robot programming, micro-hockey robot, VEX programming/coding/design.

**Evaluation:** prototyping (labs), robotic projects, electronics theory (tests), equipment safety tests.

**Recommendations:** Robotics 11

\* This course fulfills a graduation requirement for ADST.

# *STEM integration options*

# *Maker-space exploring options*

## DESIGN and DRAFTING COURSES

### Drafting and Design 9.

This course is designed to introduce some basic principles in drafting using traditional and computer aided drawing techniques. Students will also construct various projects from the drawings that they have created. This is a hands-on skill development course that will teach real world connections.

**Activities:** May include computer aided design and drafting (AutoCAD and Google Sketchup), vinyl t-shirts, glass products, button design and fabrication, sign making, model building, and hands on construction/manufacturing techniques.

**Evaluation:** Hand-drawing, hands-on product development, 2D/3D software, basic design theory (tests/quizzes). These projects will be agreed upon by both student and teacher.

**Recommendations:** None

*# Maker-space exploring options*

### Drafting and Design 10

Students will be introduced to design methods and industrial communication through studies in 2D and 3D drawings, glass/vinyl/wood/plastic product development, technical sketches, and model making. Course delivery will involve a problem solving approach, and the course content is related to a variety of design careers.

**Activities:** May include computer aided design and drafting (AutoCAD and Google Sketchup), vinyl t-shirts, glass products, button design and fabrication, sign making, model building, and hands-on construction and manufacturing techniques.

**Evaluation:** hand-drawing, hands-on product development, 2D/3D software visualization, basic design theory (tests/quizzes)

Recommendations: None.

\* This course fulfills a graduation requirement for ADST.

*# Maker-space exploring options*

### Drafting and Design 11.

This course offers a combination of knowledge and “hands on” skills that will open doors to a variety of career options and prove valuable over a lifetime. Focus areas will include conventional drawing, measurement, 2D/3D visualization, and product development with graphics, foam board, buttons, glass, t-shirt vinyl, wood, plastic. AutoCAD software will be used. There will be an emphasis on architectural and mechanical drawings for communication. Students will apply the acquired skills in the design and drawing of teacher and student selected projects.

**Activities:** Graphic communications techniques, glass/vinyl/wood/plastic product development, computer drafting, and model making.

**Evaluation:** Technical drawing, product development, 3D visualization, and model project work.

**Recommendations:** None.

\* This course fulfills a graduation requirement for ADST.

*# Maker-space exploring options*

*# STEM integration options*

### Drafting and Design 12.

This course offers a combination of knowledge and “hands on” skills that will open doors to a variety of career options and prove valuable over a lifetime. Focus areas will include architectural and mechanical drawings, 2D and 3D visualization, construction plans, product development from start to finish, and building systems design.

**Activities:** Students will apply the acquired skills in the design and drawing of teacher/student selected projects.

**Evaluation:** hand-drawing assignments, hands-on product development, 2D and 3D visualization, advanced theory (tests/quizzes/assignments.)

**Recommendations:** Drafting & Design 11

\* This course fulfills a graduation requirement for ADST.

*# STEM integration options*

*# Maker-space exploring options*

## WOODWORK/CARPENTRY

### Woodwork 9.

This course is designed to introduce some of the very basic principles of wood technology. Students will explore basic woodworking techniques and joinery as well as applications of carpentry as it relates to construction of various projects agreed upon by both student and teacher. This is a hands on skill development course that will make real world connections.

**Activities:** Activities may include student designed projects such as jewelry boxes, wood turnings, and stools.

**Evaluation:** Hands-on project work, equipment safety tests, and woodworking technology theory (quiz/tests/assignments).

**Recommendations:** None. This is an exploratory course.

*# Maker-space exploring options*

### Woodwork 10.

Woodworking 10 introduces students to Wood Technology. Students plan their own learning experiences through individually designed projects. An emphasis is placed on effective wood design as it applies to traditional cabinet-making techniques. Classroom theory involves safety, machine shop practices, and design awareness. The majority of time will be spent on project work.

**Activities:** Activities may include student designed projects such as jewelry boxes, wood turnings, and stools.

**Evaluation:** Hands-on project work, equipment safety tests, woodworking technology theory (quiz/tests/assignments).

**Recommendations:** None.

\* This course fulfills a graduation requirement for ADST.

*# Maker-space exploring options*

### Carpentry and Joinery 11

In this course, students will learn woodworking skills through project based learning. This is a hands-on course where students apply woodworking skills to develop techniques that are used in industry. Students will learn: proper hand tool usage, portable power tools, and a variety of other woodworking machinery to build a combination of student designed and teacher selected projects. Students will be expected to use spatial reasoning to solve design and construction problems, as well as fabricate projects using wood and wood composites.

**Activities:** Students will apply the acquired skills in the design and construction of teacher and student selected projects.

**Evaluation:** Hands-on project work, equipment safety tests, woodworking technology theory (quiz/tests/assignments).

**Recommendations:**

\* This course fulfills a graduation requirement for ADST.

### Carpentry and Joinery 12.

This is a hands-on course in which the students combine woodworking skills and knowledge with project-based learning. Students will use hand tools, portable power tools, and woodworking machinery to build student designed projects and/or teacher selected projects. Students will be expected to solve design and construction problems, calculate material amounts and costs, and fabricate projects using wood and wood composites. The major focus of this course is the construction of cabinets and furniture. Content in Woodwork 12 is similar to Woodwork 11 with an emphasis on larger, more complex projects.

**Activities:** Students will apply the acquired skills in the design and construction of teacher and student selected projects.

**Evaluation:** Hands-on project work, equipment safety tests, and woodworking technology theory (quiz/tests/assignments).

**Recommendations:** Woodwork 11

\* This course fulfills a graduation requirement for ADST.

*# STEM integration options*

### Furniture and Cabinetry 12.

Students will utilize an efficient project work plan to construct a piece of furniture that requires machining, joining, and finishing skills. Students will be expected to identify and use an appropriate selection of hardware, fasteners, and adhesives in the assembly of the project. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, and inlay. Specific hand and machine tool processes will be employed to fabricate a variety of smaller projects.

**Activities:** Large and small projects, shop maintenance, and jig production

**Evaluation:** Hands-on project work, equipment safety tests, woodworking technology theory (quiz/tests/assignments).

**Recommendations:** Woodwork 12

\* This course fulfills a graduation requirement for ADST.

*# STEM integration options*

## METALWORK COURSES

### Metalwork 9

This course will introduce the basic principles of metal fabrication and jewelry design. Students will explore basic metal fabrication techniques including welding and metal manipulation as it relates to construction of various projects. These projects will be agreed upon by both student and teacher. This is a hands-on skill development course that will teach real world connections.

**Activities:** Typical processes may include: casting, metal bending, soldering, brazing, welding and finishing techniques. Projects may include CD racks, candle holders, trays, bowls, sculptures, tools, hot plates, safes, pendants, bracelets, rings, and lamps.

**Evaluation:** Hands-on project work, equipment safety tests, metalwork technology theory (quiz/tests/assignments).

**Recommendations:** None. This is an exploratory course.

# *Maker-space exploring options*

### Metalwork 10

This course will introduce students to the wide variety of machines and tools used in a metal shop. This course teaches the basic operations of machines in the shop and includes building several projects that are unique in nature and student designed. All projects will be manufactured using hand and machine tools.

**Activities:** Most activities will be “hands on” projects including both teacher supplied designs and student designs. Typical processes may include: casting, metal bending, soldering, brazing, welding and finishing techniques. Projects may include quartz clocks, rings, candle holders, trays, bowls, sculptures, tools, hot plates, safes, pendants, bracelets, and lamps.

**Evaluation:** Hands-on project work, equipment safety tests, metalwork technology theory (quiz/tests/assignments).

**Recommendations:** None.

\* This course fulfills a graduation requirement for ADST.

# *Maker-space exploring options*

### Metalwork Fabrication and Machining 11. MMFM-11--5

This course will improve student skills and abilities in metal fabrication. This course is mainly hands on with some theory based on advanced machine processes. It includes the safe usage of electric ARC, MIG, and gas welders/cutters with an emphasis on the fabrication of metal related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

**Activities:** Past project examples include go karts, dune buggies, truck tool boxes, hydraulic and hand operated machinery.

**Evaluation:** Hands-on project work, equipment safety tests, metalwork technology theory (quiz/tests/assignments).

**Recommendations:** None.

\* This course fulfills a graduation requirement for ADST.

# *STEM integration options*

### Metalwork Fabrication and Machining 12.

This course offers a combination of knowledge and “hands on” skills that will prove to be valuable over your lifetime and will open doors to a variety of career options. Content in Metalwork 12 is similar to Metalwork 11 with an emphasis on more complex projects and machine processes. This course will also focus on casting and blacksmithing.

**Evaluation:** Hands-on project work, equipment safety tests, metalwork technology theory (quiz/tests/assignments).

**Recommendations:** Metalwork11.

\* This course fulfills a graduation requirement for ADST.

# *STEM integration options*

### Art Metal and Jewelry 10.

This course provides students an opportunity to explore artistry and metal work in a “hands-on” fashion. This course could lead to a future career or an interesting hobby. Each student will have a chance to explore the medium of metal and develop his or her own unique individualized designs.

**Activities:** Students will make various projects including rings, pendants, and earrings, candle stick holders, stained glass, enameled items, and anything else your imagination will allow.

**Evaluation:** Hands-on project work, equipment safety tests, metalwork technology theory (quiz/tests/assignments).

**Recommendations:** Metal Art 9/10: Jewelry Design

\* This course fulfills a graduation requirement for ADST.

### Art Metal and Jewelry 12.

This course is Art Metal Level 3 and is available to students in grades 11, and 12. This is an artistic course using new & recycled metals as a medium to create original artwork. Students may learn to manipulate metal or construct artistic metal projects through the use of hand tools, MIG welding (wire feed), casting (aluminum/brass/bronze), centrifugal lost wax casting, cuttle bone casting.

**Activities:** Students will make various projects including rings, pendants, and earrings, candle stick holders, stained glass, enameled items, and anything else your imagination will allow.

**Evaluation:** Hands-on project work, equipment safety tests, individualized assignments.

**Recommendations:** Art Metal 10 preferred but not mandatory.

\* This course fulfills a graduation requirement for ADST.

### Advanced Welding 12.

This course extends the fundamentals taught in Metalwork 12 through a specialized focus on welding and associated machine fabrication skills. Students will improve the knowledge and skills needed to become proficient in this area through project-based learning.

**Activities:** Major student designed project(s) involving multiple types of welding.

**Evaluation:** Hands-on project work, equipment safety tests, metalwork technology theory (quiz/tests/assignments).

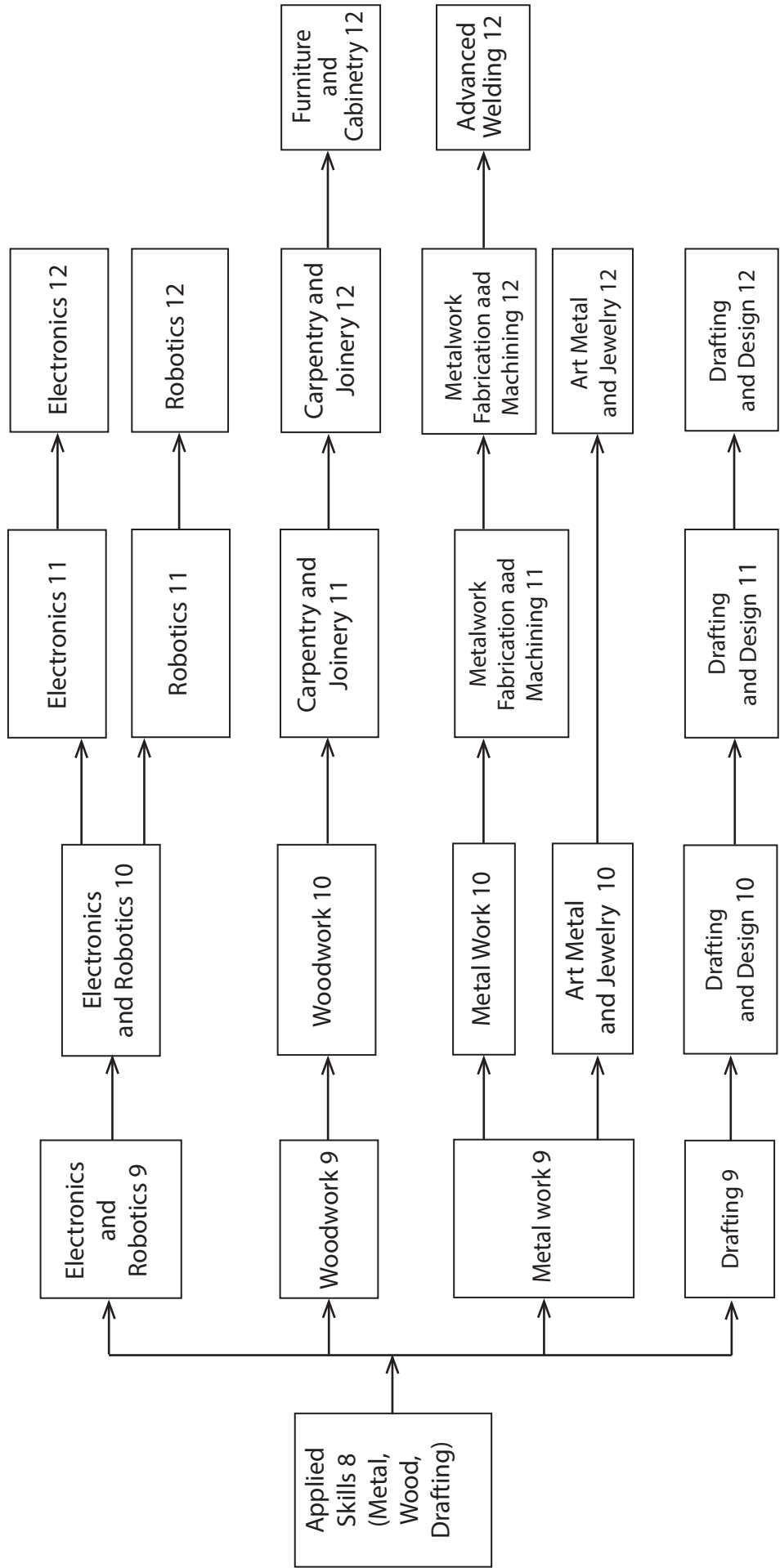
**Recommendations:** Metalwork and/or 12.

\* This course fulfills a graduation requirement for ADST.

# Technology Education Department

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
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**Skilled Trades Career Pursuit**  
 • See Careers Department (page 12) for more information.



# Visual and Performing Arts

## ART AND MEDIA

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The Visual Arts department offers a variety of art courses to suit various interests and skill levels. Courses vary from drawing and painting to sculpture and ceramics. General arts and media arts courses are available for students who want to try a visual arts course for the first time. As well, Kwantlen Park also offers more challenging courses for students who want to pursue visual arts as a career. Come join us in a fun, challenging and creative learning environment.

### GENERAL ART COURSES

#### **Fine Arts 8.** XAT--08A-S

Fine Arts 8 gives students an opportunity to explore making art in multiple mediums and to experience a number of team building and individual elements in a safe and supported environment. As this is an entry level course in art and drama no previous experience is necessary. The elements of Art are explored through a variety of fine arts methods and processes such as collage, sculpture, printmaking, ceramics, drawing and painting. During the Drama section the focus will be on communication, storytelling, team building and expression through both physical and vocal means.

#### **Visual Arts 9.** MAE--09--S

Visual Arts 9 allows students to continue to explore and create using a variety materials, tools and techniques. Emphasis is placed on connecting, expanding and communicating through the medium of art. This course further explores the elements and principles of design as they apply to two dimensional and three dimensional art. Students will be introduced to art history, Aboriginal Art, through a series of exercises and assignments that are both teacher and student led.

**Evaluation:** Core competencies will be assessed using a variety of methods including teacher evaluation, peer evaluation and self-evaluation.

#### **Visual Media Arts 10.** MVAM-10--S

This course is intended for students who wish to refine drawing and painting skills and specialize in the visual arts, namely in the area of painting, drawing, graphics, ceramics and sculpture. Art history appreciation and critiquing of personal, historical, and contemporary works will be integrated into this course.

**Activities:** Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

**Evaluation:** Evaluation will consist of assignments and projects.

\* This fulfills a graduation requirement for Fine Arts.

#### **Art Foundations 11.** MAF--11--S

Further exploration of elements and principles of design and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. This course encourages students towards portfolio preparation.

**Activities:** Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

**Evaluation:** Evaluation will consist of assignments and projects.

**Recommended:** None.

\* This fulfills a graduation requirement for Fine Arts.

#### **Art Foundations 12.** MAF--12--S

Advanced exploration of design strategies and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. Emphasis is placed upon portfolio preparation.

**Activities:** Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

**Evaluation:** Evaluation will consist of assignments and projects.

**Recommended:** Art Foundations 11, Ceramics & Sculpture 11, or Drawing and Painting 11; or any Art 10 course with permission of instructor.

\* This fulfills a graduation requirement for Fine Arts.

### CERAMICS & SCULPTURE COURSES

#### **Ceramics and Sculpture 11.** MSACS11--S

Further exploration to refine elements and principles of design and composition as they are applied to Ceramics, Sculpture, and Fabric Arts. This course encourage students towards portfolio preparation.

**Activities:** Ceramics, Sculpture, and Fabric Arts using a variety of materials. An idea journal is required.

**Evaluation:** Evaluation will consist of assignments and projects.

\* This fulfills a graduation requirement for Fine Arts.

#### **Ceramics and Sculpture 12.** MSACS12--S

Advanced exploration of elements and principles of design and composition as they are applied to Ceramics, Sculpture, and Fabric Arts. Emphasis is placed upon portfolio preparation.

**Evaluation:** Evaluation will consist of assignments and projects.

**Recommended:** Art Foundations 11 or Ceramics & Sculpture 11; Drawing & Painting 11 with permission of instructor.

\* This fulfills a graduation requirement for Fine Arts.



## MEDIA ARTS (PHOTO) COURSES

### Digital Media Arts 9. MADMA09--S

Media Arts 9/10 is a beginner course in photography/ video production which allows students to explore basic photography/videography, storyboarding, audio, post-production, and editing techniques. Students will also learn basic composition, camera shots and angles, care of equipment, and terminology.

**Activities:** Activities will include basic photography processes, music videos, animation, claymation and learning the power of media messages. Students will be able to critique their work and that of others as well as have the opportunity to enter festivals and have a public screening.

**Evaluation:** Evaluation will be based on creativity and the application of core competencies.

**Recommended:** Students should be willing to share equipment, work in a group and show care and responsibility in the handling of expensive equipment outside of class time.

### Media Design 10. MMEDD10--S

This course will further the knowledge gained in Media Arts 9 - Photography/ Video. Students will further their knowledge of Photography and Video processes. This will include elements and principles of design, camera shots and angles, videography, storyboarding, audio, to post-production editing.

**Activities:** Activities will include basic photography processes, music video, animation, claymation and learning the power of media messages. Students will be able to critique their work and that of others as well as have the opportunity to enter festivals and have a public screening.

**Evaluation:** Evaluation will be based on creativity and the application of the skills theory in these areas: photography and video assignments, post-production work.

**Recommended:** Students should be willing to share equipment, work in a group and show care and responsibility in the handling of expensive equipment outside of class time.

\* VAM10 fulfills a graduation requirement for Fine Arts.

### Digital Photography 11. MVAMT11--S

This course will provide opportunities for both beginner and experienced participants to learn and develop their skills. Emphasis is on visual literacy, creating personal imagery and responding critically to the work of other artists/photographers. Students will work specifically with digital cameras and produce both black & white and colour photography. This course provides opportunity to develop a portfolio. This portfolio of photographs and projects will indicate how they have advanced their learning to create quality images and will contain examples of how technical and problem solving strategies in art and design helped them to develop a personal style for communicating ideas.

**Evaluation:** Evaluation will be primarily based on photo assignments, completion of the portfolio which will be based on creativity, application of elements and principles of design, art theory, and skill development.

**Recommended:** Students should have their own digital camera, be able to share school equipment, work well with others and show care and responsibility in the handling of expensive equipment.

### Digital Photography 12. MVAMT12--S

This course will provide opportunities for those students who have taken Photography 11 to further develop both their creativity and technique. Emphasis will still be on visual literacy, creating personal imagery and responding critically to the work of other artists/photographers, however students will be expected to use previous knowledge to illustrate a deeper understanding of the concepts. Students will work specifically with digital cameras and produce both black & white and colour photography. Students will have the freedom to choose from a variety of given assignments and will work with the instructor to develop an individual, unique and independent course of study.

**Activities:** This course provides students with the opportunity to enhance their portfolio. As such this portfolio will indicate how they have advanced their learning to create quality images and will contain examples of how technical and problem solving strategies in art and design have helped them to develop a personal style for communicated ideas.

**Evaluation:** Evaluation will be primarily based on photo assignments, completion of the portfolio which will be based on creativity, application of elements and principles of design, art theory, and skill development.

**Recommended:** Students should have their own digital camera, be able to share school equipment, work well with others and show care and responsibility in the handling of expensive equipment.

## YEARBOOK COURSES

### **Yearbook 10.** (BAA) XAT--10--Y

This is a course designed to enable students to gain knowledge and skills that are necessary to produce a saleable print medium product. Students need to develop a working knowledge of Adobe Photoshop CC and InDesign CC. This course will give students an awareness of the different types of technologies used in a variety of media.

**Activities:** Page layout, photography, sales, typography, theme development and graphics.

**Evaluation:** Evaluation will consist of assignments and productivity.

**Recommended:** Students must meet teacher's approval to enter this course and must commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

\*This is 2 courses occupying 1 block each semester. For Grade 10 students, Yearbook may be backed with Planning 10 taken as an online course.

\*\*Media Arts 10 fulfills a graduation requirement for Applied Skills. Yearbook 10 is a BAA course.

### **Yearbook 11.** XAT--11--Y

This is a course designed to enable students to improve knowledge and skills that are necessary to produce a saleable print medium product. Students will develop their working knowledge of Adobe Photoshop CC and InDesign CC. This course will give students an awareness of the different types of technologies used in a variety of media.

**Activities:** Page layout, photography, sales, typography, theme development and graphics. Possible claymation and animation.

**Evaluation:** Evaluation will consist of assignments and productivity.

**Recommended:** Students **MUST** get teacher's approval to enter his course and must commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

\*This is 2 courses occupying 1 block each semester. For grade 11 and 12 students, Yearbook may be backed with a spare block.

\*\*Media Arts 11 fulfills a graduation requirement for Applied Skills. Yearbook 11 is a BAA course.

### **Yearbook 12.** XAT--12--Y

This is a course designed to enable students to enhance knowledge and skills that are necessary to produce a saleable print medium product, as well as, manage production. Students will improve their working knowledge of Adobe Photoshop CC and InDesign CC. This course will give students an awareness of the different types of technologies used in a variety of media.

**Activities:** Page layout, photography, sales, typography, theme development and graphics. Evaluation of participation is done by teacher and editors.

**Evaluation:** Evaluation will consist of assignments and productivity.

**Recommended:** Students **MUST** get teacher's approval to enter this course, have credit for Visual Arts: Media Arts 11, and commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

\*This is 2 courses occupying 1 block each semester. For grade 11 and 12 students, Yearbook may be backed with a spare block.

\*\*Media Arts 12 fulfills a graduation requirement for Applied Skills. Yearbook 12 is a BAA course.

# Visual and Performing Arts

## DRAMA AND DANCE

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The Drama program starts with training in developing voice, confidence and team work. Students who follow this program to its five year level will be given the opportunity to progress to a high level of expertise, whether that level is Acting, Stage Craft or Directing and Script Writing.

### **Fine Arts 8. XAT--08A-S**

Fine Arts 8 gives students an opportunity to explore making art in multiple mediums and to experience a number of team building and individual elements in a safe and supported environment. As this is an entry level course in art and drama no previous experience is necessary. The elements of Art are explored through a variety of fine arts methods and processes such as collage, sculpture, printmaking, ceramics, drawing and painting. During the Drama section the focus will be on communication, storytelling, team building and expression through both physical and vocal means.

### DRAMA COURSES

#### **Drama 9. MDR--09--S**

This course continues the exploration of improvisation, communication, storytelling, and the physical and vocal development that began in Fine Arts 8. The course strives to balance collaborative drama creation with individual opportunities for performance. Students will work towards to increasing self-confidence on stage and in their creative contributions in group work, as well as developing strong skills in movement and voice, and understanding how theatre provides insight into ourselves, our relationships and the world around us.

**Activities:** Assignments often involve working with a group on both short and long term creative projects. Skills, such as mime, mask, staging, physical and vocal rhythm and theatrical methods of communication are introduced. Students are given time to explore these new skills and concepts and then are assigned a task within which to explore and apply these new skills. Basic script analysis and interpretation is introduced at this level and students learn to apply this knowledge to monologues and possibly scenes.

**Evaluation:** Core competencies will be assessed using a variety of methods including teacher evaluation, peer evaluation and self-evaluation.

**Recommended:** A positive attitude and willingness to learn.

#### **Drama 10. MDRM-10--S**

This is a transitional course which shifts the focus from developmental drama to the art of acting. The course is intended to broaden the student's theatrical experience as performer, spectator and critic.

**Activities:** The class will begin to deal with scripted material and students will perform some projects for audiences outside of the immediate classroom. Emphasis will be placed on creative scenework and original material. Where opportunity arises, students will be encouraged to participate in organized outings to view other amateur and professional play productions.

**Evaluation:** Core competencies will be assessed using a variety of methods including teacher evaluation, peer evaluation and self-evaluation. Attendance, work habits and group skills are important. Evaluation will also include a basic knowledge of stagecraft and theatre terminology.

**Recommended:** A positive attitude and willingness to learn about drama. Completion of TPA 8 or 9 is recommended.

\* This course fulfills the graduation requirement for Fine Arts.

#### **Acting 11. MTPA-11--S**

#### **Acting 12. MTPA-12--S**

Acting 11 and 12 completes the transition (which started in Drama 10) from the developmental drama to theatre. These courses are designed for students who are serious about challenging themselves as actors. The courses deal extensively with acting theory, technique, skill development and some history of style genre and craft. Students are expected to have a mature attitude about work and be seriously devoted to the course. Out of class rehearsals and performances are required.

**Activities:** Short term projects will be aimed at developing acting skills. Students will be presented with increasingly challenging projects and performance opportunities. Where opportunity arises, students will be traveling to view other amateur and professional play productions. Written assignments will accompany all play viewings and will also include personal in-depth character analysis of their own work. Students entering this course should have schedules flexible enough to allow for out-of-class rehearsals and performances.

**Evaluation:** Evaluation is based on class participation, written assignments and performances. Evaluation will also include basic knowledge of stagecraft and theatre terminology. Students involved with production work will be expected to assist with various stagecraft duties.

**Recommended:** Acting 11: Drama 9 or 10 recommended

Acting 12: Acting 11

\* This course fulfills the graduation requirement for Fine Arts.

## DANCE COURSES

### Dance Beginner.

This dance class is designed for students who have limited and/or no previous dance experience. Students will learn the basics of stretching and dance technique. Students will learn dance choreography at a beginner ability level. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have a performance opportunity.

### Dance Intermediate.

This dance class is designed for students who have some dance experience, either in a previous KP dance class or in an outside dance studio. Students will be taught how to create choreography in small groups. A strong emphasis will be on expanding previous performance skills. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have multiple performance opportunities.

**Recommended:** It is recommended that students in this course have previously succeeded in Dance Beginner.

### Dance Advanced.

This dance class is designed for students who have excellent dance ability and talent. This is a challenging dance course with fast paced choreography focusing on textures and accents. Students will be challenged with ballet technique. There will be a heavy focus on the creative process of creating individual choreography, expanding freestyle skills and growing as dance artists. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have multiple performance opportunities.

**Recommended:** It is recommended that students in this course have previously succeeded in Dance Intermediate.

### Dance Choreography.

Students need to apply for this course and acceptance is dependent on Ms. Flather's assessment of choreographic ability.

This course is solely created for choreographers to progress with their craft. Students will create choreography for beginner and intermediate dance classes. Students will be mentored on choreographic skills such as timing, formations, and quality and execution of movement. This course does not offer performance opportunities.

## THEATRE PRODUCTION COURSES

### Theatre Production 11. MTPR-11--X

This is an introductory stagecraft course that covers the theory and practice of set design and construction, stage lighting, sound effects, stage management, and the design and manufacture of props and costume.

**Activities:** Students in this challenging course will gain practical experience in theatre productions. Significant time will be required outside of the regular schedule for attendance of plays, field trips, technical rehearsals, stage crew work, etc.

**Evaluation:** Approximately 75% of the mark will be based upon "hands on" involvement at theatre productions. The remainder will be based upon assignments, projects and workshop participation.

**Recommended:** Open to students in Grade 11 or 12; open to Grade 10's with permission of the instructor. This course runs alongside Theatre Company 11/12 (after school).

\* This course fulfills a graduation requirement for Fine Arts.

### Theatre Production 12: Technical Theatre. MTPRT12--X

This is an extension of the areas taught in Theatre Production 11. Students are given increased opportunity to specialize in the area of their choice (sound, lighting, costumes etc.)

**Activities:** Students in this challenging course will gain practical experience in theatre productions. Significant time will be required outside of the regular schedule for attendance of plays, field trips, workshops, technical rehearsals, stage crew work, etc. Students will be expected to undertake major areas of responsibility.

**Evaluation:** Approximately 60% of the mark will be based upon "hands on" involvement at theatre productions. The remainder will be based upon assignments, projects and workshop participation.

**Recommended:** Theatre Production 11 and the permission of the instructor. This course runs alongside Theatre Company 11/12 (after school).

\*Students are required to fill in an application form, available from the instructor.

\* This course fulfills a graduation requirement for Fine Arts.

## Theatre Production 12: Theatre Management. MTPRM12--X

This is an extension of the areas taught in Theatre Production 11 with specific emphasis on the management aspects of theatre production. Students are expected to have a mature attitude about work and be seriously devoted to the course.

**Activities:** Students will be expected to undertake major areas of responsibility in the areas of theatre management. Leadership and responsibility are key skills that will be emphasized as much of the work is done independently. Significant time will be required outside of the regular schedule for attendance to plays, field trips, technical rehearsals, stage crew work, etc.

**Evaluation:** Approximately 50% of the mark will be based upon "hands on" involvement at theatre productions. The remainder will be based upon quizzes, assignments and class projects.

**Recommended:** Theatre Production 11 and the permission of the instructor. This course runs alongside Theatre Company 11/12 (after school). \*Students are required to fill in an application form, available from the instructor.

\*\* This course fulfills a graduation requirement for Fine Arts.

## THEATRE COMPANY

### Theatre Company Technical. MDRR-10--X

This is an introductory course where the students increase their knowledge of the theatrical arts and improve their skill level by producing plays for public performance. Students are expected to have a mature attitude about work and be seriously devoted to the course.

**Activities:** The students will take on all the jobs necessary to ready a script for performance, from acting to backstage management. This course will run outside of the regular school day and students will be expected to have an excellent attendance and punctuality history.

**Evaluation:** Approximately 75% of the mark will be based upon "hands on" involvement at theatre productions and in-class rehearsals. Regular attendance is crucial. The remainder will be based upon assignments and projects. Evening performances are required.

\* These courses fulfill a graduation requirements for Fine Arts.

\*\* Students who sign up for Theatre Company must take it as a 9<sup>th</sup> course and are admitted by audition only.

### Theatre Company 10. MDRD-C10--Y-X

### Theatre Company 11. YVPA-1B--X

### Theatre Company 12. YVPA-2B--X

This is a practical theatre arts course where the students increase their knowledge of the theatrical arts and improve their skill level by producing plays for public performance. Students are expected to have a mature attitude about work and be seriously devoted to the course.

**Activities:** The students will take on all the jobs necessary to ready a script for performance, from acting to backstage management. This course will run outside of the regular school day and students will be expected to have an excellent attendance and punctuality history. TC 12 will require students to take on extra responsibilities in the production of plays and mentorship of younger students.

**Evaluation:** Approximately 75% of the mark will be based upon "hands on" involvement at theatre productions, in-class rehearsals and preparatory assignments. Regular attendance is crucial. The remainder will be based upon assignments and projects. Evening performances are required.

#### **Recommended Pre-courses:**

- TC 11: Drama 10 and a successful audition in September.
- TC 12: Theatre Company 11, Acting 10 or 11, and a successful audition in September.

If the student wants to join Theatre Company, but does not have the Acting prerequisite, he/she must take the Acting prerequisite in the 1<sup>st</sup> semester.

\* Theatre Company 11 fulfills a graduation requirements for Fine Arts.

\*\* Students who sign up for Theatre Company must take it as a 9<sup>th</sup> course.

# Visual and Performing Arts

## MUSIC

*The goal of the Kwantlen Music Department is to develop students' musical skills and their appreciation for music so that music will continue play a part in their lives no matter what their chosen career. Music students of all levels will participate in rehearsals, concerts, festivals and tours throughout the year. These activities will focus on three areas. Musical skills, practical s and theoretical. Appreciation of music from all ages, cultures and genres and performance of music and the fostering of the cooperation and responsibility that every member of an ensemble must have.*

### CONCERT BAND COURSES

#### **Concert Band 8.** MMU--08CBY. Year long.

This class gives students an opportunity to continue studying the instrument they began to learn in grade 7 band. This is also a good opportunity to learn a different instrument if the one learned in grade 7 doesn't interest them any more. Students will receive training in ensemble skills, being a member of a musical team, with emphasize on team skills, commitment to performances, rhythmic accuracy and musical notation. Also open to beginners.

**Evaluation:** Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

#### **Concert Band 9.** MMU--09CB

Students' individual music abilities are molded into a performing group. Students will receive training on their instrument, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous year.

**Evaluation:** Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

**Recommended:** Successful completion of Band 7 or Band 8 or the director's permission.

#### **Concert Band 10.** MMUCB10--S

Students individual music abilities are molded into a performing group. Students will receive training on their instrument, ensemble skills and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation for performances. There will be an increase in the complexity of the repertoire over the previous year.

**Evaluation:** Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

**Recommended:** Successful completion of Band 8 or 9 or the director's permission.

\* This course fulfills a graduation requirement for Fine Art

#### **Concert Band 11.** MIMCB11--Y

#### **Concert Band 12.** MIMCB12--Y

Students will develop increasing levels of music proficiency through a wide-ranging repertoire. Music career and post secondary music education will be explored. Individual music abilities are molded into a performing group. Students will receive instruction on their instruments, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation for performances.

**Evaluation:** Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

**Recommended:** The director's permission.

\* This course fulfills a graduation requirement for Fine Arts.

### AFTER-SCHOOL BAND COURSES

#### **Concert Band 8 - 12 (After-school).**

Grade 8. MMU--08CBX

Grade 9. MMU--09CBX

Grade 10. MMUCB10Y--X

Grade 11. MIMCB11--X

Grade 12. MIMCB12--X

Students will develop increasing levels of music proficiency through the widest possible range of repertoire. Music career and post secondary music education will be explored. Individual music abilities are molded into a performing group. Students will receive professional training on their instrument, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous years.

**Evaluation:** Will be based on rehearsal and performance observation and measurement.

\* This course fulfills a graduation requirement for Fine Arts.\*\*This course runs after school on Tuesdays and Thursdays for the full year.

## JAZZ BAND COURSES

### **Jazz Band 10.** (MMUJB10--S)

This course is for students who wish to play jazz. We will focus on the basic styles of jazz, swing, Latin, ballad, funk, blues and so on, as well as the development of improvisation. Membership in the jazz bands, as with any other music courses, will require a high degree of commitment in preparation of the music and rehearsals.

**Evaluation:** Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

**Recommended:** Concert Band 8 or 9, or Jazz Band 9.

\* Jazz Band 10 fulfills a graduation requirement for Fine Arts.

### **Jazz Band 11**(MIMJB11--S)

### **Jazz Band 12** (MIMJB12--S)

This course is for serious performance oriented students who wish to continue playing jazz. We will focus on the basic styles of jazz, swing, Latin, ballad, funk, blues, etc., as well as the development of improvisation. Membership in the jazz bands, as with any other music course, will require a high degree of commitment in preparation of the music and rehearsals.

Students will also gain experience in sound production equipment, career opportunities in the music and entertainment industries and more.

**Evaluation:** Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

**Recommended:** Jazz Band 10 or director's permission, Jazz Band 11 or director's permission.

\* This course fulfills a graduation requirement for Fine Arts.

## GUITAR COURSES

### **Guitar 10.** (MMUGT10--S)

### **Guitar 11.** (MIMG-11--S)

### **Guitar 12.** (SMIMG-12--S)

Students will learn open chords, as well as strumming and finger picking patterns which will enable them to play several styles of music including popular, rock, folk, country, blues and more. Students will also be introduced to the playing of music from notation and from tablature which will enable them to play lead guitar and classical.

**Evaluation:** Students will be evaluated in the areas of progress and participation.

**Recommended:** None for Guitar 9-11. Students who wish to receive credit for Guitar 12 need to have previous guitar experience and perform at a higher level.

\* This course fulfills a graduation requirement for Fine Arts.

## MUSIC COMPOSITION COURSES

### **Music Composition and Technology 11.** (MMCT-11--S)

### **Music Composition and Technology 12.** (MMCT-12--S)

This is an introductory course to provide students the information and skills to compose their own music. We will explore notational styles and techniques from the beginning of music to the present. The course will be project based and individualized wherever possible. Music career and post secondary music education will be explored.

**Evaluation:** Letter grades and work habits will be based on the student's progress in skill development and participation in music department activities.

**Recommended:** Concert Band 9 or 10, open to Grades 10-12. Concert Band 11 or permission of instructor.

\* This course fulfills a graduation requirements for Fine Arts.

## VOCAL COURSES

### **Choir 9– 12**

#### Grade 9. (MMU--09--S)

#### Grade 10. (MMUCC10--S)

#### Grade 11. (MCMCC11--S)

#### Grade 12. (MCMCC12--S)

This course is for students who wish to further their musical knowledge. It focuses on the basic traditional musical styles from the middle ages to the present. The students will be introduced to solo-singing, 2-4 parts harmonies and music history. There will be an increase in complexity and excitement of repertoire over the previous years.

**Evaluation:** Will be based on rehearsal and performance observation and measurement.

\* This course fulfills a graduation requirement for Fine Arts.