



## SULLIVAN HEIGHTS SECONDARY SCHOOL 2017/2018 COURSE CATALOG

### **JUNIOR PROGRAM (GRADE 8 AND 9)**

#### **GRADE 8 COURSES**

##### **HUMANITIES 08: 7<sup>TH</sup> Century to 1750 CE**

The Humanities program offers students a cross-curricular approach to the delivery of the English and Social Studies course content. The focus is on deepening students understanding of the world around them by studying what life was like in previous times and what the world is like today. Students will be engaged in a variety of different activities; academic and creative, individual and cooperative, and serious and fun. Humanities approaches literacy through mediums such as short stories, novels, film, plays, poetry, primary/secondary sources, and composition of written work from both the English and Social Studies disciplines. History and English Language Education are both approached through the development of critical thinking and literacy skills. Oral communication skills, both formal and informal, will be developed to suit the audience, purpose and context. There will be emphasis on paragraph writing development at the grade eight level and multi-paragraph writing at the grade nine level.

##### **FRENCH 08**

With a focus on speaking, listening, reading and writing, French 8 students will explore a variety of themes as they build and expand their language skills. Through a range of tasks, students will develop a range of skills, including:

- Asking and answering basic questions
- Clarifying meaning
- Communicating information about familiar activities and interests
- Understanding authentic oral, visual and written creative works
- Understanding cultural influences through learning about Francophone locations and Cultural elements, as well as comparisons of activities and interests
- Conveying meaning in French using language, tone, intonation and more
- Using language learning strategies such as recognizing and using patterns, adjusting the message to help comprehension, and reflecting on learning

##### **PHYSICAL AND HEALTH EDUCATION 08 (PHE 08)**

The goal of our physical education program is to instill an appreciation for an active, healthy lifestyle. The program will provide students with the opportunity to fulfill the following objectives:

- To participate and enjoy a variety of performance, fitness, and leisure-oriented activities
- To develop positive attitudes towards active living

- To acquire the skills and knowledge necessary to develop an active and healthy lifestyle
- To demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related to physical activity, personal, and social responsibility.

### **NUMBER SENSE 08**

Number Sense 8 is a course for students who have struggled with Math in elementary school and need extra time to improve their foundational Math skills, as well as additional support as they approach new learning topics in their Scimatics 8 course. It will be run in addition to their enrollment in Scimatics 8. Students will be enrolled in Number Sense at the recommendation of a teacher, or request of a parent, in consultation with their school counsellor. This course is year-long.

### **SCIMATICS 08**

Scimatics 8 is an integrated Math 8 and Science 8 course that runs all year. Science will provide learning experiences that are both “hands on” and “minds on”, focusing on the big idea of what science is, and how it is practiced. The scientific method provides the framework for asking valid questions and designing and carrying out experiments. The major themes investigated in this course include: cells and the immune system, kinetic molecular theory and the atom, light and optics, and plate tectonics. Students will use these concepts as a platform to investigate how to think scientifically, evaluate ideas critically, and investigate fairly. In Math students will work with perfect squares and square roots, percent, rate and ratios, rational numbers and integers, linear equations and relations, surface area and volume, central tendency, probability, and proportional reasoning. In both courses scientific and mathematical literacy, inquiry, critical thinking, observation, analysis of data, and modelling ideas concretely, symbolically, and pictorially will be emphasized. While the course is integrated and makes cross-curricular connections between Math and Science, Math and Science will be graded independently.

## **PERFORMING ARTS COURSES – GRADE 8**

### **CONCERT BAND 08**

Recommended: Successful completion of Band 7. This course is designed for students who have reached an interim level of proficiency on a band instrument. Students will experience an increase in complexity while still playing fun and exciting music. Students will have the opportunity to perform in festivals and concerts.

### **CONCERT BAND 08: BEGINNER**

Beginning Band 8 is for all students who wish to learn how to play an instrument and have not played an instrument before. Instrument choices include trumpet, clarinet, trombone, flute, sax and many more. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music, perform in concerts and festivals.

### **DANCE 08: BEGINNER**

This course is for beginner to more accelerated dancers and offers a foundation in dance skills, technique and performance and also acts as an introduction to the Sullivan Dance program. Students will build skills and confidence in a variety of dance genres, including Jazz, Hip Hop and Contemporary and work towards creating choreography for stage. Students will have multiple performance opportunities and no previous dance experience is required.

### **DANCE 08: INTERMEDIATE**

This course is for students with three or more years of recent dance in any given genre, either in school or at a studio. Students will have opportunities to study many genres including Jazz, Hip Hop and Contemporary. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities. **Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.**

### **JAZZ BAND 08**

This course focuses on Beginning level of Jazz band performance. Various styles of Jazz will be studied: Swing, Latin, Funk, Rock Through Ensembles and Solo Works. Improvisation and solo will include intermediate techniques based on scales and chords. Enrolment is limited to standard big band instruments: saxophones, trumpets, trombone, piano, bass, guitar and drums. Other instruments by director's permission.

## **ROTATIONS COURSES - GRADE 8**

### **DESIGN EXPLORATIONS 1 08**

Life Skills is a survey course of art, information technology, music and drama education. Students spend part of one semester in each of these subjects. All students take this course in grade 8.

### **DESIGN EXPLORATIONS 2 08**

Life Skills is a survey course of health, foods and sewing, and technology education. Students spend part of one semester in each of these subjects. All students take this course in grade 8.

## **GRADE 9 COURSES**

### **HUMANITIES 09: 1750 CE to 1919 CE**

The Humanities program offers students a cross-curricular approach to the delivery of the English and Social Studies course content. The focus is on deepening students understanding of

the world around them by studying what life was like in previous times and also what the world is like today. Students will be engaged in a variety of different activities; academic and creative, individual and cooperative, and serious and fun. Humanities approaches literacy through mediums such as short stories, novels, film, plays, poetry, primary/secondary sources, and composition of written work from both the English and Social Studies disciplines. History and English Language Education are both approached through the development of critical thinking and literacy skills. Oral communication skills, both formal and informal, will be developed to suit the audience, purpose and context. There will be emphasis on paragraph writing development at the grade eight level and multi-paragraph writing at the grade nine level.

### **MATHEMATICS 09**

In Mathematics 9 students will continue on the path towards becoming lifelong learners in Math. Students will continue to focus on the big ideas mathematical literacy, inquiry, critical thinking, and modelling ideas concretely, symbolically, and pictorially. In Math, students will work with order of operations, exponents, polynomials, linear relations and expressions, proportional reasoning in geometry, statistics and financial literacy.

### **SCIENCE 09**

Science 9 will build on the conceptual, laboratory, and critical thinking foundations began in the science portion of Scimatics 8. Scientific inquiry continues to provide the framework for asking questions, designing and carrying out experiments, making observations, and making sense of the natural world. The major themes investigated in Science include: DNA, sexual and asexual reproduction, periodic table, chemical compounds, circuits, electricity, matter cycles and the interconnectivity of the spheres of science. Students will use these concepts as a platform to investigate how to think scientifically, evaluate ideas critically, and investigate fairly.

### **PHYSICAL AND HEALTH EDUCATION 09 (PHE 09)**

The goal of our physical education program is to instill an appreciation for an active, healthy lifestyle. The program will provide students with the opportunity to fulfill the following objectives:

- To participate and enjoy a variety of performance, fitness, and leisure-oriented activities
- To develop positive attitudes towards active living
- To acquire the skills and knowledge necessary to develop an active and healthy lifestyle
- To demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related to physical activity, personal, and social responsibility.

## **HOME ECONOMICS COURSES – GRADE 9**

### **FOODS AND NUTRITION 09 ADST**

If you loved Foods 8 you will really enjoy Foods 9 as you learn components of food preparation for a variety of recipes from snacks to entrees. Foods 9 is a comprehensive course which

focuses on working effectively both as individuals and collaboratively in a group to maintain a co-operative work space, developing skills in meal preparation, and examining food and nutrition principles. Delight in exploring healthy eating, understanding kitchen organization, and preparing recipes from breakfast to dinner which leads you to your independence in the kitchen.

### **TEXTILES 09 ADST**

Would you like to learn how to sew and make your own clothes and accessories? If you prefer a more hands-on approach to learning then this course would be a great fit for you. You will learn about different fashions, fabrics and sewing techniques. Students will study fabric selection and care, pattern design and alterations, basic clothing construction techniques including waistbands, zippers, buttonholes, facings, collars and hems. You will master the use of the sewing machine and be introduced to the serger and other sewing related equipment.

## **INFORMATION TECHNOLOGY COURSES – GRADE 9**

### **COMPUTER PROGRAMMING ADST**

**Note:** Students from Gr. 9 to 12 may take Computer Programming, and receive a Gr. 11 credit. Either Computer Programming or Digital Media is a pre-requisite for other senior ICT courses. Ever wanted to develop your own game or app? In Computer Programming, students will have the opportunity to explore computer languages and create their own software solutions. The course will also investigate different tools that will allow students to create software solutions for a range of scenarios. Computer Programming will provide the fundamental skills and concepts needed for students to be successful in all other senior computer courses.

### **DIGITAL MEDIA ADST**

**Note:** Students from Gr. 9 to 12 may take Digital Media and receive a Gr. 11 credit. Either Digital Media or Computer Applications is a pre-requisite for other senior ICT courses. Interested in digital imagery and graphics? Want to create 3D models and animations? Ever wanted to shoot your own professional looking movies and create special effects? Then digital media might be the right course for you! Students will have the opportunity to develop proficiency in the use of digital cameras and camcorders, while using applications such as Photoshop, Illustrator, Premier, AfterEffects and Blender to create digital designs. Students will also have the chance to publish and print their creations, ranging from t-shirt designs to 3D printed objects.

## **LANGUAGES COURSES – GRADE 9**

### **FRENCH 09**

The focus of learning at this level is to convey and understand meaning for practical purposes in situations that are meaningful to students. Using speaking, listening, reading and writing skills, students will develop their ability to:

- Use questions and answers to ask for assistance or information in a variety of situations
- Express opinions and preferences, including emotional reactions
- Describe, interact, and narrate events on a more complex timeline
- Develop an increased understanding of authentic oral, visual and written Francophone creative works
- Compare Francophone cultures and their own and identify Francophone cultural cues
- Use language learning strategies such as selective listening, viewing or reading to focus on key information
- Learn how to cope when they don't understand every word
- Transfer learned information and adapt to new contexts

### **SPANISH 09**

Bienvenidos chicos y chicas! Open the door to the Spanish-speaking world! Spanish 9 is an exciting course for beginners looking to expand their language abilities and broaden their future career and travel opportunities. Students will participate in a wide variety of communicative activities based on themes in order to develop their Spanish skills. Themes include friends, family, leisure activities and cultural events. By the end of Spanish 9, students will be able to have short conversations that express their personal preferences and opinions on a variety of topics. Students will also have a strong vocabulary base, which they will build upon in Spanish 10. Evaluation is based on communicative proficiency in all four language skills: speaking, listening, reading and writing.

## **PERFORMING ARTS COURSES – GRADE 9**

### **CONCERT BAND 09 :BEGINNER**

Beginning Band 9 is for all students who wish to learn how to play an instrument and have not played an instrument before. Instrument choices include trumpet, clarinet, trombone, flute, sax and many more. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music, perform in concerts and festivals.

### **CONCERT BAND 09: INTERMEDIATE**

Recommended: Successful completion of Band 8 or director's permission. This course is designed for students who have reached an interim level of proficiency on a band instrument. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels. Students will have the opportunity to perform in festivals and concerts.

### **DANCE 09: BEGINNER**

This course is for students who have always wanted to learn to dance, but have not yet had the opportunity or who have up to three years of recent experience in any genre. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class is perfect for people of all fitness levels to learn new skills in flexibility, strength and coordination through the learning of choreography. This class would be

appropriate for students who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

### **DANCE 09: INTERMEDIATE**

This course is for students with three or more years of recent dance in any given genre, either in school or at a studio. Students will have opportunities to study many genres including Jazz, Hip Hop and contemporary. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities. **Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.**

### **DANCE 09: ADVANCED**

This course is designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. This course is appropriate for those with five or more years of dance experience in any genre, either at school or at a studio and have been recommended to the course. In this performance-based class, students will work to view, critique and create performances in multiple genres, improve technique and create choreography for stage. There will be multiple workshop and performance opportunities as well as opportunities for students to work within their chosen genre of dance. **Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.**

### **DRAMA 09**

Prerequisite: None. Drama 9 is an introductory performance course which aims to develop teamwork, confidence building and creativity. It will involve theatre units of study such as: improvisation and theatre sports, mime and clowning, comedic character development, vocal exploration, soap opera acting, radio drama, creative movement exploration, monologue development, Stanislavski scene study and one act plays. While there is little written homework, students are required to memorize lines and rehearse their assigned scenes outside of class time.

### **GUITAR 09: BEGINNER**

This is an introductory course. Students in this course will learn many open chords and many bar chords. Students will also learn the basics of Classical guitar as well as many strumming patterns which will enable them to play several styles of music including popular, rock, folk and blues music. Students will be introduced to the playing of music from notation and tablature.

### **GUITAR 09: INTERMEDIATE**

Advanced Guitar is designed for students who look to study more advanced guitar. In advanced guitar students will learn Intermediate to advanced classical guitar pieces, Scales in 5 positions

on the guitar, and advanced chording. Students must have received a B or better in Beginner Guitar to enter Advanced Guitar.

### **JAZZ BAND 09**

Offered outside school hours. This course focuses on intermediate level of Jazz band performance. Various styles of Jazz will be studied: Swing, Latin, Funk, Rock Through Ensembles and Solo Works. Improvisation and solo will include intermediate techniques based on scales and chords. Enrolment is limited to standard big band instruments: saxophones, trumpets, trombone, piano, bass, guitar and drums. Other instruments by director's permission.

## **TECHNOLOGY EDUCATION COURSES – GRADE 9**

### **TECHNOLOGY EDUCATION 09 ADST**

This course encourages students to explore the many areas of technology through assignments and projects. Students will gain an appreciation of materials and processes which are commonly used in the workplace. Skill development, self-confidence building and personal satisfaction are the common goals of this course. Projects and topics of this course are designed to develop self-motivation, critical thinking and problem solving so that students are better prepared for the future. Students may be exposed to communications, drafting, electronics, keyboarding, and metal, plastics and wood technologies with an emphasis on developing a balance of knowledge, skills, and attitudes that have lifelong value

### **METALWORK 09 ADST**

This is an introductory course in metal shaping and fabrication. Students will have the opportunity to design and construct projects based on their individual needs through the safe use of hand and power tools. Students will be introduced to fuel and arc welding techniques as well as other manufacturing processes.

### **WOODWORK 09**

This course is an introductory course that undertakes various aspects of the woodworking trades. We begin by studying, designing and constructing a project within specific design guidelines. Emphasis is given to awareness and application of wood design, a working knowledge of wood, safe and correct use of power tools, developing a responsible and safe attitude toward power, and maintenance and repair of tools. Lathe and wood-turning projects are bonus activities.

## **VISUAL ARTS COURSES – GRADE 9**

### **VISUAL ARTS 09 ADST**

Traditional and Electronic Art. This entry-level semester course provides students with an exciting opportunity to explore Traditional and Electronic forms of art. Traditional Art includes

four main areas: drawing, painting, printmaking and sculpture. Electronic Art includes digital photography and computer image manipulation. Students learn Art terminology and elements and principles of design. They are also encouraged to draw upon personal interests and ideas. Evaluation focuses on meeting project and assignment criteria with an emphasis on aesthetics, originality and quality. Art skills create a foundation for future careers in: Graphic Design, Industrial Design, Interior Design, Animation, Movie Industry, Photography and Architecture, etc. No prior Art experience is required to enroll in This course, but students with advanced skills receive enriched programming.

## GRADE 10-12 GRADUATION PROGRAM

### ENGLISH COURSES

*In each grade, students can take:*

<b>Grade 10</b>	<b>Grade 11<sup>1</sup></b>	<b>Grade 12<sup>1</sup></b>
<p><i>1 of the following options (4 credits each):</i></p> <ul style="list-style-type: none"> <li>• Creative Writing &amp; Composition 10</li> <li>• Focused Literary Studies &amp; Composition 10</li> <li>• New Media &amp; Composition 10</li> <li>• Spoken Language &amp; Composition 10</li> </ul>	<p><i>1 or more of the following options (4 credits each):</i></p> <ul style="list-style-type: none"> <li>• Composition 11</li> <li>• Creative Writing 11</li> <li>• Focused Literary Studies 11</li> <li>• New Media 11</li> <li>• New Media/Digital Production 11 (8 credits)</li> </ul>	<p><i>1 of the following options (4 credits each):<sup>2</sup></i></p> <ul style="list-style-type: none"> <li>• English 12</li> <li>• AP English 12</li> </ul>
<p><b>Please note:</b></p> <ol style="list-style-type: none"> <li>1. <i>Courses marked 11 or 12 can be taken in either grade. There are no prerequisites for the grade 11 and 12 courses. Students can take as many of the grade 11 courses as they want (for example, a student could take New Media and Creative Writing in grade 11, followed by Composition and English 12 in grade 12)</i></li> <li>2. <i>Students must take a provincial assessment in these courses.</i></li> </ol>		

## GRADE 10

### CREATIVE WRITING & COMPOSITION 10: 4 CREDITS

This course offers students an opportunity to play with words and develop lifelong language skills through the writing process. Creative Writing will help students become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will develop their skills through writing. Students create coherent, purposeful compositions while developing and refining their

writing abilities. The following are possible areas of focus within Creative Writing & Composition 10:

- contemporary creative forms such as slam poetry, rap, drama, songs, graphic novels
- creative non-fiction and historical fiction
- poetry, song lyrics

### **FOCUSED LITERARY STUDIES & COMPOSITION 10: 4 CREDITS**

This course studies various themes, authors, and genres through the study of text, stories, and various forms of media. Potential genres of study include: poetry, stories, novels, graphic novels, children's literature, and First Peoples texts. Students create coherent, purposeful compositions while developing and refining their writing abilities. Examine skills such as:

- increasing literacy skills through close reading
- being educated global citizens
- broadening understanding of self and the world
- developing higher-level thinking
- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of sources

### **NEW MEDIA & COMPOSITION 10: 4 CREDITS**

This course is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of digital and print media. Students create coherent, purposeful compositions while developing and refining their writing abilities. Possible focus areas include media and film studies, journalism and publishing, poetry and song lyrics, and digital communication. Skills emphasized are:

- developing higher-level thinking
- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of the sources

### **SPOKEN LANGUAGE & COMPOSITION 10: 4 CREDITS**

This course provides a variety of individual and collaborative opportunities for students to study, create, and use language to produce original pieces. Students create coherent, purposeful compositions while developing and refining their writing abilities and will have the opportunity for performance and public speaking. This course may be of particular interest to students with strong verbal communication skills, ELL students who want to develop their oral language skills, students going into professions in which presentation skills are an asset, and students who may wish to help maintain oral traditions. Focus includes:

- Performance

- Oral tradition
- Professional applications (speechwriting, proposals, interviewing etc.)

## **SENIORS**

### **COMPOSITION 11: 4 CREDITS**

The course provides opportunities for students to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of sources

### **CREATIVE WRITING 11: 4 CREDITS**

The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing. The following are possible areas of focus within Creative Writing 11:

- Short fiction and poetry
- Creative non-fiction
- Memoir
- multimodal creative forms that combine visual, written, and oral texts
- composing narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- citing sources, considering the credibility of evidence, and evaluating the quality and reliability of sources

### **NEW MEDIA 11: 4 CREDITS**

Course work is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and

communicate increasingly sophisticated ideas through a wide variety of digital and print media. The following are possible focus areas in New Media 11:

- media and film studies
- journalism and publishing
- poetry, song lyrics
- digital communication

### **NEW MEDIA & DIGITAL PRODUCTION 11: 8 CREDITS**

This course links the tenets of Language Arts and Digital Media. This is a year-long course that focuses on developing reading, writing, and critical analysis skills. Students will use these skills to create content for the school community. This content will then form the basis of a variety of digital media, ranging from television productions to a spectrum of web content. Students will see their work come to life from pre-production to post-production. This course is fast-paced, rigorous, and deadline-oriented, and will strengthen students' literacy skills. The following are possible focus areas in New Media 11:

- media studies
- journalism and publishing
- digital production skills
- community collaborations and social activism

### **FOCUSED LITERARY STUDIES 11: 4 CREDITS**

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

- increase their literacy skills through close reading of appropriately challenging texts
- expand their development as educated global citizens
- broaden their understanding of themselves and the world
- further develop higher-level thinking

### **ADVANCED PLACEMENT ENGLISH/ ENGLISH 12: (YEAR-LONG PROGRAM: 8 CREDITS)**

**Note: this is a year-long course paired with English 12. You must be willing to commit to an intensive, full year course if you want this as part of your course load.**

In AP English 12, students will learn to analyze and interpret imaginative literature through the careful reading and critical analysis of representative works from various genres and periods. Students will spend a great deal of time and energy exploring literary elements such as a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. This course will emphasize developing writing skills as students express their ideas in expository, analytical, and argumentative essays. Please note that AP English 12 is very demanding, is regulated by the AP College board, and is taught like a pre-college course. At the end of the AP course, students will be given the opportunity to write the standardized AP exam (used for college/university credit).

## **ENGLISH 12: 4 CREDITS**

This course continues to develop and enhance students' appreciation of literature and language. It includes the core skills from Composition, Creative Writing, Focused Literary Studies, New Media, and Spoken Language. Students must write the provincial English assessment. Skills include:

- reading strategies, comprehension, and analysis
- composing narrative, expository, descriptive, persuasive, and opinion texts
- oral language

## **MATHEMATICS COURSES**

### **GRADE 10**

#### **APPRENTICESHIP AND WORKPLACE MATH 10**

Apprenticeship and Workplace Math 10 is designed to provide students with the understanding and skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, and statistics and probability. This course will lead to Apprentice and Workplace Math 11 or Foundations and Pre-Calculus 10.

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

This course is designed for students who intend to enroll in Pre-Calculus 11 or Foundations of Mathematics 11 courses.

This course will introduce students to the notion of functions, will treat in depth linear functions, and will expose students to more advanced mathematics related to exponents and trigonometry. Students will also be introduced to experimental probability and some topics related to financial literacy.

To be successful in this course, students need a strong background in Algebra and Arithmetic, good mental calculation skills, strong work habits, and good reading skills. Since this course is part of the graduation program, parents' involvement in their children's progress through the course is strongly encouraged.

#### **Intended topics of the course:**

1. Real Numbers, Exponents' Laws
2. Polynomials
3. Right Triangle Trigonometry
4. Functions
5. Linear Functions
6. Systems of Linear Equations
7. Probability
8. Financial Literacy

## **SENIORS**

### **APPRENTICESHIP AND WORKPLACE MATH 11**

Apprenticeship and Workplace Math 11 is a continuation of Apprenticeship and Workplace Math 10. It is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into many post-secondary trades programs, and for direct entry into the work force. Topics include surface area, volume and capacity measurement, trigonometry, 3D objects, numerical puzzles, finance, algebra, and graphs of data.

### **FOUNDATIONS OF MATHEMATICS 11**

Foundations of Math 11 is intended for students who wish to pursue post-secondary study in fields which may require some mathematics, but do not require knowledge of Calculus. Logical thinking and use of problem-solving strategies are emphasized throughout the course. The students will be required to complete a research project. In order to be successful, students are expected to allocate an average of 30 to 45 minutes of individual work a day.

#### **Intended topics of the course:**

- Logical Reasoning with applications to plane geometry.
- Trigonometry of non-right triangles, with an emphasis on problem solving.
- Statistical Reasoning; making judgements about a data set based on mean, median, mode, range and standard deviation. Introduction to the Normal Distribution, its characteristics and some basic applications.
- Proportional Reasoning, with an emphasis on unit analysis and problem solving.
- Quadratic functions and equations; graphing, using equations to model real-world type problems.
- Linear inequalities; using systems of inequalities to model various situations, introduction to basic linear programming.

### **PRE-CALCULUS 11**

This course is designed for students who intend to attend post-secondary education institutions in fields such as Engineering, Sciences, Computer Sciences and others, where the study of Calculus is a requisite. Students who successfully complete this course are advised to enroll in Pre-Calculus 12 course. The course will provide the students with some of the mathematical tools needed for the study of Pre-Calculus 12 and implicitly of Calculus.

During the course, students will experience intense problem solving processes as well as extensive algebraic manipulation of mathematical expressions. Students will be encouraged to work in small groups as well as individually on their assignments.

To be successful in this course, students need a strong background in Algebra and Trigonometry, good reading skills, as well as the will to spend 45 minutes to an hour a day on individual study at home.

#### **Intended topics of the course:**

1. Real Numbers/Radicals
2. Quadratic Functions
3. Quadratic Equations

4. Systems of Equations
5. Trigonometry
6. Polynomials
7. Financial Literacy

### **FOUNDATIONS OF MATHEMATICS 12**

Foundations of Mathematics 12 is a continuation of Foundations of Mathematics 11 course. As such, the course is intended for students who plan to enter post-secondary education in a field of study which may require some mathematical thinking, but which does not require knowledge of Calculus. Logical thinking and problem solving skills continue to be emphasized through analysis of puzzles and strategy games.

#### **Intended topics of the course:**

- Analysis of logical statements using truth tables and Venn diagrams.
- Introduction to Set Theory with problem solving applications.
- Combinatorics and counting problems with applications to Probability.
- Polynomial, Exponential, Logarithmic and Sinusoidal functions. Graphs, global behaviour, general characteristics. Use of spreadsheet software and graphing calculators for data regression.
- Financial Mathematics. Analysis of loans and investments, cost-benefit analysis, mortgages and credit cards. Use of technological aids is emphasized throughout.

### **PRE-CALCULUS 12**

**Note: Pre-Calculus 12 is a prerequisite for Calculus 12.**

This course is designed for students who intend to attend post-secondary education institutions in fields such as Engineering, Sciences, Computer Sciences and others, where the study of Calculus is a requisite. The course is an in-depth study of functions and of some particular classes of functions such as Trigonometric functions or Exponential and Logarithmic functions.

During the course, students will experience intense problem solving processes as well as extensive algebraic manipulation of mathematical expressions. Students will also need to be able to use technology for solving problems. Students will be encouraged to work in small groups as well as individually on their assignments.

To be successful in this course, students need a strong background in Algebra and Trigonometry, good reading skills, as well as the will to spend at least an hour a day on individual study at home.

#### **Intended topics of the course:**

1. Transformations of Functions
2. Sequences and Series
3. Exponential and Logarithmic Functions
4. Trigonometry: Functions, Equations, Identities
5. Rational Functions.
6. Conic Sections.

## **CALCULUS 12**

Prerequisite: Pre-Calculus 12

This course is designed for students who intend to attend post-secondary education institutions in fields such as Engineering, Sciences and Computer Sciences. The course is an introductory course in Calculus, and will treat mostly Differential Calculus with a short reference to Anti differentiation/Integration.

During the course, students will experience working with the tools of Differential Calculus. They will also be exposed to views on the historical developments of mathematics. Students will be encouraged to work in small groups as well as individually on their assignments.

To be successful in this course, students need a strong background in Algebra, Trigonometry and Geometry, as well as the will to spend at least an hour a day on individual study at home.

Intended topics of the course:

1. Functions – an in depth review of Pre-Calculus courses
2. Limits
3. Differentials/Derivatives
4. Applications of Differentials/Derivatives
5. Introduction to Integration

## **SCIENCE COURSES**

### **GRADE 10**

The big ideas will be taught with an emphasis on developing analytic skills, scientific processes and critical thinking while learning about more advanced scientific topics.

### **SCIENCE 10**

Science 10 is a continuation of the junior science program. The **big ideas** to be developed in this course include:

- Genes are the foundation for the diversity of living things (Biology)
  - DNA, chromosomes, genetics
  - Chemical processes require energy change as atoms are rearranged (Chemistry)
  - Chemical reactions, acid base chemistry, energy changes during chemical reactions
- Energy is conserved and its transformation can affect living things and the environment (Physics)
  - Kinetic and potential energy, radiation
- The formation of the universe can be explained by the big bang theory (Earth Science)
  - Big Bang Theory, astronomical collection methods

## **SENIORS**

The big ideas will be taught with an emphasis on developing analytic skills, scientific processes and critical thinking while learning about more advanced scientific topics.

## **CHEMISTRY 11**

Students are strongly recommended to have a C+ or higher in Science 10, and Pre-Calculus 10. Chemistry 11 is an introductory course that will give students an understanding of the composition, classification, properties and behaviour of matter. Problem solving, critical thinking and experimentation are skills that will be used throughout this course. Chemistry 11 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Topics to be studied in this course include:

- Introduction to Chemistry (lab skills and safety, measurement and communication, matter)
- Chemical Reactions (nomenclature, reaction types)
- Atomic Theory (history of the atom, periodic table, chemical bonding)
- Mole Concept (dimensional analysis, molarity)
- Solution Chemistry (molarity, dilution, solubility)
- Organic Chemistry (nomenclature, hydrocarbons and functional groups)

Daily review, homework completion and strong study skills are required to be successful in Chemistry 11.

Course assessment and assignments are based on classroom lessons, discussions, projects, and laboratory based inquiry work.

## **EARTH SCIENCES 11**

Earth Sciences 11 will focus on the Earth both in relation to its place in the Solar System, and its composition. We will consider the processes that affect both the internal structure and the surface of the planet. Units of study will include resource extraction, rocks and minerals, plate tectonics and oceanography. This course will require a willingness to participate in hands on learning. Whenever possible students will draw on examples and case studies from British Columbia. This is a science course, however there is less of a math focus than in other Science 11 courses. A minimum C+ in Science 10 is recommended before enrolling in this course.

## **ENVIRONMENTAL SCIENCE 11**

This course is an introduction to environmental science. It deals with the issues of making the planet sustainable and able to be a healthy living environment for the years to come. The key ideas include looking at the diversity in local ecosystems. Inquiry based focus will be from biological, chemical and physical considerations. Processes of change is an important topic considering the need for energy in our society. Sustainability and the necessary restoration, including first peoples' principles will be studied and projects initiated. The focus is on local ecosystems. This is a science course offering a foundation for many future careers. Green issues are becoming a part of many careers.

### **LIFE SCIENCES 11**

Students are strongly recommended to have a C+ or higher in Science 10.

Life Sciences 11 is an introductory course for first year biology courses in college or university and is recommended for students wishing to pursue a career in science.

Life Sciences is a course surveying the biodiversity that exists on Earth. The three big ideas covered through the term will be Characteristics of Living Things, Process of Evolution and Taxonomy. Students will have opportunity to communicate their learning through classwork, tests, projects, article reviews and lab work. They will be challenged to think critically and creatively. In the lab setting, students will need to have strong microscope skills. **Dissections are a required component of this course and students must be willing to participate.**

### **PHYSICS 11**

Students are strongly recommended to have a B or higher in Science 10 and Foundations of Math and Pre-Calculus 10. Physics 11 focuses on the principles and theories of motion and energy, through the study of 1 and 2 dimensional kinematics, dynamics, momentum, energy, work and electric circuits. A focus on lab skills, data analysis, scientific method, critical thinking, scientific inquiry, and applications of physics are emphasized. Physics 11 is a prerequisite for Physics 12.

### **SCIENCE AND TECHNOLOGY 11**

Science and Technology 11 deals with inventions and discoveries, and the way in which science and technology affect the well being of individuals and the global society. Core topics include: the nature and interaction of science, technology and society, as well as computers and information technology. Optional topics include: environment and resources, human requirements and lifestyles, choices and the future. This course is designed to enable students who have struggled with junior science courses in the past to succeed. The optional units are chosen based on student interest and aptitude. Note: This course is meant to act as a final science course for students who do not wish to continue studies within the field of science.

### **ANATOMY & PHYSIOLOGY 12**

Students are strongly recommended to have a C+ or higher in Life Sciences 11 and Chemistry 11.

Anatomy and physiology 12 is a recommended course for students wishing to continue in the life sciences in post-secondary.

Anatomy and Physiology 12 is a course focussing on the human body. The three big ideas covered through the course are homeostasis, DNA and cells and organization. It will be an intensive course that starts with building the connections between biomolecules, cells, tissues, organs and organ systems. Each system of the human body will be studied in detail and how the systems are interrelated. Students will have the opportunity to communicate their learning through classwork, tests, projects, article reviews and lab work. Students must have strong skills for using the microscope. **Dissections are a required component of this course and students must be willing to participate.**

## **CHEMISTRY 12**

Students are strongly recommended to have a B or higher in Chemistry 11 and Pre-Calculus 11. Chemistry 12 is an advanced course that will give students the foundation needed for Chemistry at the post-secondary level. This is a demanding course for those that have succeeded in Chemistry 11 and plan to pursue further studies in this field.

Chemistry 12 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Topics to be studied in this course include:

- Reaction Kinetics
- Dynamic Equilibrium
- Solubility Equilibrium
- Acids and Bases
- Oxidation and Reduction

Daily review, homework completion and strong study skills are required to be successful in Chemistry 12.

Course assessment and assignments are based on classroom lessons, discussions, projects, and laboratory based inquiry work.

## **ENVIRONMENTAL SCIENCE 12**

It is strongly recommended that participants have at least a B or higher in Physics, Chemistry or Biology 11. This is an advanced course for students wanting to understand and influence our community and the world on decisions around city planning, water use and the prevention of further global warming. The program covers the science behind the issues of having clean water globally and global warming. The focus is on world issues to do with sustainable practices. Projects will include inquiry based projects to discover what is really going on in climate change today. Environmental science is an increasing part of many careers and opportunities in the increasing green industries. The program will relate to analytical lab work, field studies, engineering and technological applications and health industries.

## **GEOLOGY 12**

Geology 12 will draw on prior knowledge of all scientific disciplines to better understand and explain the processes that make up the earth. Topics of study include: The history of the Earth, Resource Extraction, Rocks and Minerals, and Internal and Surface Processes. This course will develop lab skills and scientific inquiry, as well as introduce students to the work that geologists do in the world. Hands on, experiential learning is an integral part of this course. Whenever possible topics and examples will relate to British Columbia and our environment. A minimum C+ in any Science 11 course is recommended.

## **PHYSICS 12**

It is strongly recommended that students have a B or higher in Physics 11. Physics 12 is an advanced course for those students who plan to continue studying science at a post secondary institution. It builds upon the conceptual framework created in Physics 11. Lab skills, data analysis, scientific method, and scientific inquiry continue to be emphasized. Topics of study

include: vector kinematics in two dimensions, dynamics, vector dynamics, work, energy and power, momentum, equilibrium, circular motion, gravitation, electrostatics, electric circuits, and electromagnetism.

## **SOCIAL STUDIES COURSES**

### **GRADE 10**

#### **SOCIAL STUDIES 10: CANADA AND THE WORLD – 1919 TO THE PRESENT**

This is a required course in which students will be exposed to the development of Canada across the 20th century to the present day.

Students will be expected to know:

- the development, structure, and function of Canadian and other political institutions, including First Peoples governance
- political and economic ideologies and the development of public policy
- changing conceptions of identity in Canada:
  - Canadian autonomy
  - domestic conflict and co-operation
- discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
- international conflicts and co-operation
- truth and reconciliation in Canada

### **SENIORS**

#### **20<sup>TH</sup> CENTURY WORLD HISTORY**

This is a course for students that are looking for a more in depth look at the world of the 20th century and not Canada as focused in Social Studies 10. Students who want to better understand the course of history and how we got to where we are now.

Students are expected to know the following:

- The rise and rule of authoritarian regimes
- Civil wars, independence movements, and revolutions
- Human rights movements, including those of indigenous peoples
- Religious, ethnic, and/or cultural conflicts, including genocide
- Global conflicts, including World War I, World War II, and the Cold War
- Migrations, movements, and territorial boundaries
- Interdependence and international co-operation
- Social and cultural developments
- Mass consumption and production of communication and transportation technologies

## **COMPARATIVE CULTURES**

This is a course for students that are looking to better understand the diversity of value and belief systems around the world, how those systems are shaped and in turn how they are expressed through artistic expressions of culture.

Students are expected to know the following:

- Definitions of culture and how these have changed over time
- Elements of culture and cultural expressions
- Conflict and conflict resolution within and between cultures
- Systems of power, authority, and governance
- Role of value systems and belief systems in the development of cultures
- Interactions and exchanges between cultures
- Interactions between cultures and the natural environment

## **HUMAN GEOGRAPHY**

This is a course where students will examine the impacts humans have had on the environments at a local, regional and global level. Students will analyze political, social and economic impacts groups of people have had over other parts and people of the world.

Students are expected to know the following:

- Demographic patterns of growth, decline, and movement
- Relationships between cultural traits, the use of physical space, and impacts on the environment, including First Peoples cultures
- Global agricultural practices
- Industrialization, trade, and natural resource demands
- increased urbanization and influences on societies and environments
- Relationships between natural resources and patterns of population settlement and economic development
- political organization of geographic regions

## **POLITICAL STUDIES**

This is a course for students looking to better understand how political decisions are made, how institutions and ideologies shape and are the outcomes of power in a society. If you are interested in better understanding how government works and impacts your life, take this course.

Students are expected to know the following:

- Structure and function of Canadian and First Peoples political institutions
- Major ideologies and political systems
- Election processes and electoral systems
- Role of mass media in democratic societies
- Power relationships between citizens, government, and other bodies in the creation of public policy
- Scope and characteristics of the international system
- Issues in local, regional, or national politics in Canada

- issues in global politics, such as security, conflict management, development, and sustainability

### **ECONOMICS**

This is a course for students who are looking at getting a grounding in contemporary economic theory, practice, and terminology, so that they can understand how it works. In Economics 12, students will learn about the major ideas and theories of prominent economists and be able to identify their influence in advancing contemporary economic thought.

Students are expected to know the following:

- Economic thought before Adam Smith
- Classical theories of value, growth, and distribution
- Classical economic thought on money, banking, and policy
- Marxist economics
- Neoclassical economics and the role of markets
- Keynesian theory of money, investment, and cycles
- Neoclassical synthesis
- Contemporary economic thought
- behavioural economics

### **GENOCIDE STUDIES**

Genocides are one of the worst atrocities committed by human beings on other human beings. The term itself has profound legal, political and cultural ramifications. This course will probe the various reasons they occur, how they progress and the attempts at disruption and resistance.

Students are expected to know the following:

- Origins and development of the term “genocide”
- Economic, political, social, and cultural conditions of genocide
- Characteristics and stages of genocide
- Acts of mass violence and atrocities in different global regions
- Strategies used to commit genocide
- uses of technology in promoting and carrying out genocide
- Recognition of and responses to genocides
- Movements that deny the existence of or minimize the scope of genocides
- Evidence used to demonstrate the scale and nature of genocides
- International law and enforcement

### **GLOBAL CITIZENSHIP, TRAVEL & INQUIRY**

Students will apply historical and geographical thinking skills and concepts as the foundation for understanding and analyzing issues relevant to the country of study. Furthermore, students will have the ability to immerse themselves in the history, geography and culture of a specific country through a variety of inquiry based learning opportunities. Students will have the opportunity to learn travel specific skills such as language, cultural norms and sensitivity and broader practical skills for international travel. Part of the course will be a travel study trip to

the country of study. **You will earn 4 credits if you go on the travel study and 3 credits if you do not participate in the travel study.**

### **LAW STUDIES**

This is a course for students who want to understand legal rights and responsibilities that allow citizens to participate more fully in society. If you are interested in understanding how our courts and laws work then take this course.

Students are expected to know the following:

- Key areas of law such as criminal law, civil law, and family law
- Foundations of Canadian law
- Structures and powers of the federal and provincial courts and administrative tribunals
- The Constitution of Canada and the Canadian Charter of Rights and Freedoms
- Legislation concerning First Peoples
- Role of the judiciary as a constitutional check on legislative power
- Canada's correctional system
- Legislation concerning children and youth
- Legal resources and services, both online and in the community
- Structures and roles of global dispute resolution agencies

### **PHILOSOPHY**

This is a course for students who want to examine the fundamental nature of knowledge, reality, and existence. If you are interested in developing tools for investigating meaning and fostering understanding of different ways of thinking then this is an ideal course for you.

Students are expected to know the following:

- Methods of reasoning and argument in philosophy
- Metaphysical theories about the nature of reality
- Ontological theories of being
- Epistemological theories about knowledge and truth
- Theories of justice and freedom
- theories of morality and ethics

### **PHYSICAL GEOGRAPHY**

This is a course where students will examine the nature of the physical world. Students will be required to analyze, interpret and understand processes related to plate tectonics, gradation, natural disasters, weather and climates, biomes, natural resources and sustainability.

Students are expected to know the following:

- Incorporating data from a variety of sources allows us to better understand our globally connected world.
- Natural processes have an impact on the landscape and human settlement.
- Human activities and resource use affect the environment.
- Interactions between human activities and the atmosphere affect local and global weather and climate.

## **SOCIAL JUSTICE**

This is a course for students who have an interest in activism and advocacy, for those interested in learning about problems in society and initiatives to fix them.

Students are expected to know the following:

- Various theoretical frameworks, interpretations, and concepts of social justice
- Connections between self-identity and an individual's relationship to others in society
- Connections between social justice issues
- Past and present social injustices in Canada and in the world, their possible causes, and their lasting impact on individuals, groups, and society
- Roles of governmental and non-governmental organizations in issues of social justice and injustice
- Processes, methods, and approaches individuals, groups, and institutions use to promote social justice

## **URBAN STUDIES**

This is a course where students will analyze and understand the process by which urbanization has taken place. Students will examine local, regional, global and historic patterns of settlement; understand how decisions are made when planning and designing cities and regions, what role the government plays in the process and contemporary issues facing urban centres.

Students are expected to know the following:

- Urbanization as a global phenomenon
- Historic settlement patterns in urban centres
- Local and regional governance in BC and relationships with other levels of government
- Functions of local and regional government
- Urban planning and urban design
- Decision making in the planning of cities and regions
- Contemporary issues in Urban Studies

## **PSYCHOLOGY 11**

This course is designed to give students an introduction to Psychology. A variety of topics related to the study of human behaviour and mental processes will be explored. There will be an emphasis on the development of critical thinking skills and objectivity as applied to the study of psychology. Students will develop these skills by analyzing and evaluating current theories and research, by collaborating with classmates on group projects, and by participating in discussions about a variety of topics related to human behaviour.

## **PSYCHOLOGY 12**

Psychology 12 is a social science that explores many aspects of human behaviour and mental processes. The course is designed for students that have an interest in psychology and are curious to

learn how and why people think and act the way they do. Students will be expected to discuss, understand and critically evaluate various concepts and ideas.

## **PHYSICAL EDUCATION COURSES**

### **GRADE 10**

#### **GET FIT 10 (GIRLS)**

This course is designed to introduce students to a variety of fitness based activities both within the school and in the community. Students of all fitness levels will be challenged to push themselves outside of their comfort zones and reflect on their progress by writing a Get Fit blog. This class provides a safe, supportive environment for girls to learn about and improve their personal fitness.

#### **PHYSICAL AND HEALTH EDUCATION 10**

The goal of our physical and health education program is to instill an appreciation for an active, healthy lifestyle. The program will provide students with the opportunity to fulfill the following objectives: - To participate and enjoy a variety of performance, fitness, and leisure-oriented activities. - To develop positive attitudes towards active living. - To acquire the skills and knowledge necessary to develop an active and healthy lifestyle. - To demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related to physical activity, personal, and social responsibility.

#### **GET FIT 11(GIRLS)**

This course is designed to introduce students to a variety of fitness based activities both within the school and in the community. Students of all fitness levels will be challenged to push themselves outside of their comfort zones and reflect on their progress by writing a Get Fit blog. This class provides a safe, supportive environment for girls to learn about and improve their personal fitness.

#### **PHYSICAL AND HEALTH EDUCATION 11**

Through participation in a variety of activities, students will develop a positive attitude towards active living, demonstrate a functional level of activity-specific motor skills and develop career and occupational opportunities related to physical activities. Students will be introduced to available community recreational facilities and services. Emphasis will be placed on the development of leadership skills and possibly first aid certification. Volunteer hours will be required.

#### **SUPER FIT 11**

Through participation in a variety of activities, this course is designed to enable students to improve their personal level of fitness and develop lifelong fitness goals and knowledge. Students of all fitness levels will set individual fitness goals and develop and maintain a personal fitness program. An increased level of fitness through a variety of activities can and will increase each individual's social, emotional, mental and physical health

### **WEIGHT TRAINING 11**

This course is designed to support and encourage students' safe and effective participation in weight training. Students will gain hands-on weight training techniques, knowledge of principles of training, safety procedures, adaptations to training, nutrition and supplement use. Students will be expected to plan and carry out specific weight training and/or cardio programs that will help them reach their specific individual goals. Students will record and reflect upon their program throughout the course.

### **GET FIT 12 (GIRLS)**

This course is designed to introduce students to a variety of fitness based activities both within the school and in the community. Students of all fitness levels will be challenged to push themselves outside of their comfort zones and reflect on their progress by writing a Get Fit blog. This class provides a safe, supportive environment for girls to learn about and improve their personal fitness.

### **PHYSICAL AND HEALTH EDUCATION 12**

This course enables students to enhance their quality of life through active living. Emphasis will be placed upon leadership skills acquisition, CPR certification and further opportunities to use community recreational facilities and services and outdoor pursuits.

### **SUPER FIT 12**

Through participation in a variety of activities, this course is designed to enable students to improve their personal level of fitness and develop lifelong fitness goals and knowledge. Students of all fitness levels will set individual fitness goals and develop and maintain a personal fitness program. An increased level of fitness through a variety of activities can and will increase each individual's social, emotional, mental and physical health.

### **WEIGHT TRAINING 12**

This course is designed to support and encourage students' safe and effective participation in weight training. Students will gain hands-on weight training techniques, knowledge of principles of training, safety procedures, adaptations to training, nutrition and supplement use. Students will be expected to plan and carry out specific weight training and/or cardio programs that will help them reach their specific individual goals. Students will record and reflect upon their program throughout the course.

## **ELECTIVES: GRADES 10, 11, 12**

### **BUSINESS EDUCATION COURSES**

#### **BUSINESS EDUCATION (ENTREPRENEURSHIP AND MARKETING) 10**

Prerequisite: NONE

This introductory business education course will give students a taste of all the different areas of business. In Business Education 10, students will learn about marketing and promotion, entrepreneurship, accounting, basic finance, economics, and business communication. Students will be expected to demonstrate strong interpersonal skills, basic computer skills, and creativity. Students should also have an interest in the field of business and be willing to learn.

#### **ACCOUNTING 11**

Prerequisite: NONE

This is an entry-level accounting course that will cover the fundamentals of accounting and basic bookkeeping concepts. This course is strongly recommended for students considering post-secondary business programs, planning to run their own business, or applying for an entry-level bookkeeping position in a company. Students will be introduced to the accounting cycle, debit and credit theory, and learn to prepare financial statements. Students will also have an opportunity to use accounting software to prepare business transactions.

#### **ACCOUNTING 12**

Prerequisite: Accounting 11

Accounting 12 is a continuation of Accounting 11. Topics include financial reporting, accounting principles, inventory systems, basic payroll, ledgers, specialized accounting journals, account reconciliations, and cash controls systems. The concepts of this course will help students develop strong analytical, and decision-making skills that will help them with their future business endeavors. This course is highly recommended for any student who is wishing to pursue a career in business.

#### **BUSINESS COMPUTER APPLICATION 11**

Prerequisite: NONE

Prepare yourself for entering the world of work or post-secondary. This course presents students with important fundamental business and computer skills required to be successful in the 21st century. Students will become proficient in using PowerPoint, Excel, Word, Photoshop, and InDesign. Students will learn how to be responsible digital citizens, and have a better understand of the effects of social media. Students are expected to leave this course with a strong understanding of computer ownership, ethics with online material, and the advantages and disadvantages different computer applications.

## **BUSINESS INFORMATION MANAGEMENT 12**

Prerequisite: NONE

Prepare yourself for entering the world of work or post-secondary. This course presents students with important fundamental business and computer skills required to be successful in the 21st century. Students will become proficient in using PowerPoint, Excel, Word, Photoshop, and InDesign. Students will learn how to be responsible digital citizens, and have a better understanding of the effects of social media. Students are expected to leave this course with a strong understanding of computer ownership, ethics with online material, and the advantages and disadvantages different computer applications.

## **ENTREPRENEURSHIP 12**

Prerequisite: NONE

Do you want to be your own boss? Do you have innovative ideas? Learn to identify and explore opportunities to turn your ideas into a reality. Entrepreneurship students will learn valuable business skills, the essentials of a business plan, personal networking skills, basics of market analysis, and how to manage cash flow and track business expenses. Students will be expected to embrace their inner entrepreneurial spirit and apply their learning, by developing and implementing their own business venture. This course will help build confidence and leadership skills while providing beneficial knowledge to help students succeed in business and in life!

## **MARKETING & PROMOTION 11**

Prerequisite: NONE

Welcome to the world of marketing! Explore ways in which marketing and promotion is used to persuade consumers to buy a product or service. In Marketing, students will learn the fundamentals of marketing including; Target Markets, Positioning and Branding, 4 P's of Marketing, Market research, and Ethics in Marketing. In this course, students will be expected to express their creativity and demonstrate their understanding of course content through project-based learning, both individually and in groups.

## **HOME ECONOMICS COURSES**

### **FOODS AND NUTRITION 10**

Foods 10 builds on the skills and understandings of Foods 9. Students will have ample opportunity to advance their cooking and baking skills through increasingly challenging labs. Students will reflect on the food they eat and create through the use of food blogs and/or digital portfolios. A major focus will be the process of designing and preparing balanced menus.

### **CHILD DEVELOPMENT AND CAREGIVING**

This course focuses on students interested in a future career of working with young children. The curriculum is designed to provide students with the understanding of the growth and development of children, from conception to Elementary age. Students will also learn the skills, rights, responsibilities and opportunities of various childcare careers. Cumulatively students will

demonstrate their understanding of child development and caregiving with a final inquiry project.

### **FOODS AND NUTRITION 11/12**

No prerequisite. Beyond the basics! This course extends knowledge, skills and attitudes about food and cooking learned in previous courses. Explore new foods and flavours and discover your creative talents. Learn to manage our “fast-paced” lifestyle by balancing foods of today with special diets, multicultural diversity and local and global concerns. Students will plan and prepare nutritious food from many countries.

### **INTERPERSONAL & FAMILY RELATIONSHIPS**

This course focuses on learning about people and the relationships that we have. Students study how individuals and families function in society and how contemporary issues and culture affect them. Learning about human interaction and communication is a key theme throughout the course. The different types of relationships, including social, familial, romantic and community are all explored in this course. If you are interested in a future career that involves working with people, then this is a great course for you.

### **TEXTILES: BEGINNER**

Would you like to learn how to sew and make your own clothes and accessories? If you prefer a more hands-on approach to learning, then this course would be a great fit for you. You will learn about different fashions, fabrics and sewing techniques. Students will study fabric selection and care, pattern design and alterations, basic clothing construction techniques including waistbands, zippers, buttonholes, facings, collars and hems. You will master the use of the sewing machine and be introduced to the serger and other sewing related equipment.

### **TEXTILES: INTERMEDIATE**

Recycle, create and personalize. Take something old and ‘upscale’ it into something better and usable. Develop the ability to express yourself creatively through the medium of textiles. Learn to use various types of sewing equipment and techniques to create garments and accessories. This course offers students the opportunity to select their own projects based on their skill level and ability. Students will be introduced to the fashion and textile industry and learn about the variety of post-secondary and career possibilities.

### **TEXTILES: ADVANCED**

Design your own projects and discover the latest trends in the fashion and textile industry. This course is largely student directed and allows each student to select their own projects based on their skill level and development. Students will create projects using a variety of textiles and techniques to further expand their skill base and experience in sewing. The skills learned in this course may be applied to further studies in fashion design, production, marketing and other textile related careers.

## **TOURISM**

Tourism is a course that focuses on the development and ever changing face of the tourism industry in Canada. Students learn about the sectors of the tourism industry and the 6 P's of marketing. Tourism focuses on applied design which conducts user-centered research to understand design opportunities and barriers. Applied skills and technologies prepare students to work in the new environments of the modern age. There is a heavy focus on local, Canadian and Aboriginal tourism. Students will engage in critical thinking skills in relation to issues in the tourism industry. The aim is to get students to understand the current situation of tourism and be able to predict future trends and find success in vocations related to the tourism industry.

## **INFO TECH COURSES**

### **ENTRY LEVEL INFO TECH COURSES**

**Note: The following entry level courses are prerequisites for the advanced info tech courses.**

#### **COMPUTER PROGRAMMING**

**Note:** Students from Gr. 9 to 12 may take Computer Programming and receive a Gr. 11 credit. Either Computer Programming or Digital Media is a pre-requisite for other senior ICT courses. Ever wanted to develop your own game or app? In Computer Programming, students will have the opportunity to explore computer languages and create their own software solutions. The course will also investigate different tools that will allow students to create software solutions for a range of scenarios. Computer Programming will provide the fundamental skills and concepts needed for students to be successful in all other senior computer courses.

#### **DIGITAL MEDIA**

**Note:** Students from Gr. 9 to 12 may take Digital Media, and receive a Gr. 11 credit. Either Digital Media or Computer Applications is a pre-requisite for other senior ICT courses. Interested in digital imagery and graphics? Want to create 3D models and animations? Ever wanted to shoot your own professional looking movies and create special effects? Then digital media might be the right course for you! Students will have the opportunity to develop proficiency in the use of digital cameras and camcorders, while using applications such as Photoshop, Illustrator, Premier, AfterEffects and Blender to create digital designs. Students will also have the chance to publish and print their creations, ranging from t-shirt designs to 3D printed objects.

### **ADVANCED INFO TECH COURSES**

**Prerequisite: Computer Programming or Digital Media (see specifics below).**

#### **3D MODELING & ANIMATION**

Pre-Requisites: Digital Media or Permission of Instructor

Take your design and media skills to the next level by creating 3-D computer generated images (CGI's) and animations (CGA's). Students will have the opportunity to create both static models,

suitable for 3D printing and other fabrication tools, as well as dynamic images and scenes for use in animated movies or for special effects purposes. Proficiencies will be developed in applications such as Blender and Photoshop.

### **APPLICATIONS PROGRAMMING**

Pre-Requisites: Computer Programming or Permission of Instructor

This is a continuation of Computer Programming. As part of Applications Programming, students will be investigating user interfaces and user experiences, tools for the planning and creation of applications, collecting and representing of data, and what career options are available in this diverse area. Students who are interested in exploring content and skills that will lead to post-secondary studies in computer science and engineering will find this course rewarding.

### **COMPUTER SCIENCE**

Pre-Requisites: Computer Programming or Permission of Instructor

In Computer Science, students will model mathematical concepts as they relate to computer engineering. Part of the course will include investigating computer programming and the development of data types and algorithms. Students who are interested in exploring content and skills that will lead to post-secondary studies in computer science and engineering will find this course challenging and rewarding.

### **DIGITAL DESIGNS**

Pre-Requisites: Digital Media or Permission of Instructor

Got a passion for digital graphics? Want to see your designs on websites, posters and t-shirts? Ever wanted to create your own digital tools, such as fonts and brushes? The Digital Designs class is about taking ideas, crafting them, and producing them in both physical and virtual spaces. Students will have the opportunities to create both print and web-based graphics for publications, as well as vector designs/logos for use in graphic clothing. Proficiencies will be developed in applications such as Photoshop, Illustrator and digital photography equipment.

### **GAME DEVELOPMENT**

Pre-Requisites: Computer Programming or Permission of Instructor

In Game Development, students will learn how to design and build games through computer programming. As students learn how to program using a variety of tools and languages, they will be able to recreate classic arcade styles such as Pong, Breakout, Pac-Man and Space Invaders.

### **INFORMATION SYSTEMS**

Pre-Requisites: Computer Programming or Permission of Instructor

Information System provides students with technical training on hardware and operating systems. This course combines theory and hands-on experience in constructing, troubleshooting and repairing computers. Other focus areas included in this course are small networks, emerging technologies and high-tech living. In addition, students will discover career paths and future educational opportunities for post-secondary studies.

## **VIDEO PRODUCTION**

Pre-Requisites: Digital Media or Permission of Instructor

Want to create and publish your own videos? This course will allow students to comprehensively explore the different elements of both amateur and commercial videography. Script writing, site production, camera techniques, lighting, sound, video editing and visual effects will all form major components of this course. Students will also look at a variety of video styles, including live broadcasts, commercials, music videos and web-based serials. Proficiencies will be developed in applications such as Premier, AfterEffects, Photoshop, Audacity and other video production related software.

## **YEARBOOK/ DESKTOP PUBLISHING (YEAR-LONG PROGRAM – 8 CREDITS)**

**Note:** This is a year-long program that runs every day, and is the equivalent of 2 courses – Yearbook 11/12 and Desktop Publishing 11/12

Pre-Requisites: None

Become a part of the team that showcases what an awesome school Sullivan Heights is! Yearbook students get the opportunity to explore digital photography and publications, while documenting the important events and activities that take place all around Sullivan. Students will develop proficiency in the use of digital SLR cameras and applications such as Photoshop, Lightroom and InDesign, while producing both the yearbook and other important school documents. Successful yearbook students have a good eye for detail, are comfortable working and learning about technology and are able to work to **strict** deadlines.

## **LANGUAGES COURSES**

### **FRENCH 10**

Students are increasingly able to take risks while engaging in spontaneous interactions using what they have learned in previous years. French 10 students will engage in speaking, listening, reading and writing tasks to develop their ability to:

- communicate and understand simple, sequenced instructions
- demonstrate expression of needs, desires and emotions
- apply language patterns they have previously learned in a variety of real-life situations
- understand the cultural influence of the French language
- compare Francophone cultural customs with their own
- understand and compare cultural cues
- understand more complex oral, visual and written Francophone creative works
- take risks with the language to extend language boundaries
- set personal goals in language skills and monitor their progress

### **SPANISH 10**

Spanish 10 is a continuation of Spanish 9. This course allows students to build on their language skills in order to participate in a variety of communicative activities. Students will be able to talk

about clothes they want to buy and what they wear in different seasons. They will also be able to talk about what they are going to do, order in a restaurant, describe a house and household items, talk about chores, sports, make excuses and say what they did. Students will be able to express opinions and preferences using the present, past and future tenses. Evaluation will be based on communicative proficiency in all four language skills: speaking, listening, reading and writing.

### **FRENCH 11**

Students are able to interact with greater confidence in familiar situations and apply their growing range of strategies more consistently. French 11 students will use a range of speaking, listening, reading and writing skills to:

- exchange information
- express opinions and emotional reactions
- narrate more complex stories or events
- recognize and use time indicators and language patterns in a variety of situations
- understand complex authentic oral, visual and written Francophone creative works
- understand cultural differences and use cultural cues
- rephrase in French to compensate for expressions they may not know
- self-monitor and correct recurring or significant errors in communication

Students who successfully complete French 11 will have the minimum required language credit for admission to colleges and universities.

### **FRENCH 12**

Students will engage in increasingly complex and spontaneous oral interactions in which they demonstrate their ability to communicate in French, as well as the strategies they have developed to sustain and extend communication. Students will use a range of speaking, listening, reading and writing skills to develop their ability to:

- research, prepare and discuss plans and other information
- exchange ideas and debate or discuss
- retell and analyse events with a more complex timeline
- use complex time indicators, language patterns and vocabulary
- participate in spontaneous situations
- understand complex and sophisticated authentic Francophone oral, visual and written creative works
- understand cultural perspectives and use cultural cues in spontaneous situations
- negotiate meaning by using questions in French and other techniques for clarification
- summarize information in oral, graphic and written forms
- seek out and create practice opportunities in and out of the classroom

### **INTRODUCTORY PUNJABI 11**

This is an introductory level Punjabi course open to senior students who have never taken a Punjabi course before. This beginner's course is designed to introduce the students to Punjabi

alphabets, basic grammar structures, vocabulary and oral skills. Punjabi culture is also explored with emphasis on history, festivals, religion and music.

Students who successfully complete Introductory Punjabi 11 will have the required language credit for admission to SFU, but may need to complete Punjabi 11 if they wish to apply to other institutions. Please note that admission requirements may change at any time, and it is the applicant's responsibility to check with the individual institution they wish to apply to.

### **PUNJABI 11**

This is an intermediate level Punjabi course open to students who have successfully completed Intro Punjabi 11 or have a formal language background in Punjabi. Through a variety of communicative activities and projects, students will continue to expand their vocabulary and refine their ability to talk and write about past events as well as express their opinions about more abstract and hypothetical ideas. It refines skills already acquired in the language. Students will develop communication skills through listening, speaking, reading and writing. Punjabi culture is also explored with emphasis on history, festivals, religion and music.

Specific examples of content covered in the course include:

- Gurmukhi script: Reading, writing, listening and speaking in Punjabi
- Review of consonants and vowels
- Simple Grammar: Gender, Plurals, Nouns, Pronouns, Verbs, Auxiliary verbs etc.
- History: A history of the development of the Punjabi language and the Punjab region
- Culture: Learn about Punjabi traditions and appreciation of Punjabi art forms. We will also deal with variety of social issues through class- discussions, songs, films & videos.
- Readings: Reading from a variety of literature sources: short stories, fiction, non-fiction, newspapers, news and poems.

Successful completion of Punjabi 11 provides the minimum language entrance requirement needed for universities and colleges.

### **INTRODUCTORY SPANISH 11**

Bienvenidos! This course will cover your basic Spanish speaking skills allowing you to have conversations with locals when you travel. You will learn to speak, read, write and listen in Spanish, while learning about Hispanic culture. This course will allow you to gain basic speaking skills, discuss fiestas and cultural events that happen around the globe.

What you gain:

- basic speaking skills allowing you to speak in both present and past
- Be able to read and write at a beginner level so that when you travel you can understand tourist information!
- be able to have a basic conversation in over 22 countries around the world
- communicate at the airport, in restaurants, at food and clothing stores
- the ability to say you speak Spanish on your resume

Students who successfully complete Introductory Spanish 11 will have the minimum required language credit for admission to SFU, but may need to complete Spanish 11 if they wish to apply to other institutions. Please note that admission requirements may change at any time, and it is the applicant's responsibility to check with the individual institution they wish to apply to.

### **SPANISH 11**

Spanish 11 continues to build on the concepts and ideas that students have previously learned in Spanish 9 & 10. Students will be able to have more extensive conversations and participate in more complex activities, all in Spanish. It is centered on a variety of themes such as childhood, advertising, and literature. Due to the communicative nature of this course, active participation is an essential part of this class. Spanish 11 also acts as a preparatory course for Spanish 12; therefore, a great deal of emphasis is placed on oral and written expression. By the end of Spanish 11, students should be able to express themselves in the past and present, using more complex structures and a wide variety of vocabulary. Evaluation will be based on communicative proficiency in all four language skills: speaking, listening, reading, and writing. Students who successfully complete Spanish 11 will have the minimum required language credit for admission to colleges and universities.

### **SPANISH 12**

Spanish 12 is a course designed for students with a genuine interest in the language and culture of Spanish-speaking countries. It is a continuation of Spanish 11, and continues to build vocabulary, language structures, and language learning skills. Students will be able to have more extensive conversations and discussions about issues that are relevant to them. Themes include fiestas, shopping, film, travel, and the outdoors. Due to the communicative nature of this course, active participation is essential. By the end of Spanish 12 students should be able to express themselves comfortably in the past, present and future time frames using more complex structures and a wide variety of vocabulary. Evaluation will be based on communicative proficiency in all four language skills: speaking, listening, reading, and writing. A great deal of emphasis will be placed on oral and written expression.

## **PERFORMING ARTS COURSES**

### **CONCERT BAND 10**

Recommended: Successful completion of Band 9 or director's permission. This course is designed for students who have reached an advanced intermediate level of proficiency on a band instrument. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels.

### **DRAMA 10**

Prerequisite: None. Drama 10 is a course that continues to develop the teamwork, confidence building, and creativity that students have gained in Drama 9, however, at the Grade 10 level there is a much greater emphasis on the performance product and not just the process of self-exploration/discovery through drama. It will involve theatre units of study such as: improvisation and theatre sports, mime and clowning, comedic character development, vocal exploration, soap opera acting, radio drama, creative movement exploration, monologue development, Stanislavski scene study, and one act plays. While there is little written homework, students are required to memorize lines and rehearse their assigned scenes outside

of class time. In this course student actors also begin to explore directing their peers in a variety of performance-based assignments.

### **ACTING 11/12**

Prerequisite: None. This class is designed to combine many aspects of performance including dance, drama and music. Within this criteria you will hone your skills in acting, vocal technique, movement, and choreography with the opportunity to participate in at least one public performance.

### **CHOIR**

This is a course for any student who has ever dreamed of being able to sing. An emphasis in this course will be on singing songs that are current in the pop, musical theatre and jazz genres. Singers will be able to sing solo and in ensemble situations. Students will receive instruction and practice in vocal techniques, breath support, range enhancement, tone improvement, microphone technique, PA system operation and stage presence. Upon completion of this course students will have basic ear training and music reading skills as well as experience singing harmony through several selected ensemble pieces.

### **CONCERT BAND 11**

Prerequisite: Successful completion of Band 10 or director's permission. Students will develop increasing levels of musical proficiency through the widest possible range of repertoire, which could lead to more substantial performance opportunities. The goal of lifelong music enjoyment will be explored, along with post secondary education and careers in music.

### **CONCERT BAND 12**

Prerequisite: Successful completion of Band 11 or director's permission. Students will develop increasing levels of musical proficiency through the widest possible range of repertoire, which could lead to more substantial performance opportunities. The goal of lifelong music enjoyment will be explored, along with post secondary education and careers in music.

### **CONCERT BAND: BEGINNER**

Beginning Band is for all students who wish to learn how to play an instrument and have not played an instrument before. Instrument choices include trumpet, clarinet, trombone, flute, sax and many more. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music and perform in concerts and festivals.

### **DANCE: CHOREOGRAPHY 11/12**

This course is for student choreographers and those advanced level dancers, wishing to work towards mentoring students and creating group choreography for stage. Students will be placed with a class and will work under the direction of Ms. Law to act as peer tutors and learn to create dynamic pieces for stage, using the choreography, cleaning and planning for stage processes. Students who register for choreography should be either enrolled in an advanced/elite class, be members of a senior team or speak with Ms. Law about qualifying

studio experience. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

### **DANCE: BEGINNER**

This course is for students who have always wanted to learn to dance, but have not yet had the opportunity or who have up to three years of experience in any genre. Students will learn the basics of multiple genres including Jazz, Hip Hop and Contemporary in a fun and supportive atmosphere. This class is perfect for people of all fitness levels to learn new skills in flexibility, strength and coordination through the learning of choreography. This class would be appropriate for students who have taken dance in previous years but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves through establishing individual dance goals. Students will have multiple performance opportunities.

### **DANCE: INTERMEDIATE**

This course is for students with three or more years of dance in any given genre, either in school or at a studio. Students will have opportunities to study many genres including Hip Hop, Contemporary and Jazz. Students will increase their dance technique and vocabularies through the regular viewing and critiquing of live and recorded performances and through the creation of choreography for stage. Students will advance at individual levels and will be encouraged to challenge themselves as dancers and choreographers. There will be multiple workshop and performance opportunities. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

### **DANCE: ADVANCED**

This course is designed to challenge the advanced dancer and facilitate explorations of the world of dance and performance. This course is appropriate for those with five or more years of dance experience in any genre, either at school or at a studio and who have been recommended to the course. In this performance based class, students will work to view, critique and create performances in multiple genres, improve technique and create choreography for stage. There will be multiple workshop and performance opportunities as well as opportunities for students to work within their chosen genre of dance. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

### **DANCE: ELITE**

This course is for students who coach teams or who take part in exam-based -RAD, Cecchetti, Vagonova or CDTA- extra-curricular competitive studio groups. This course will fit into the regular timetable and will run as a part of Dance Advanced but students will be expected to dance outside of class time through both semesters. In return for regular extra-curricular hour submissions, students will receive periodic spare blocks within the regular timetable. Extracurricular expectations may range from dancing on a team, doing choreography for younger students, running out-of-school classes and maintaining technical training. This class is rehearsal and performance based and students will be involved in a variety of shows and

possibly competitions. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

### **DIRECTING/SCRIPT WRITING 11/12**

Prerequisite: Instructor's Permission. The techniques of directing, the role of the director and the essentials of scriptwriting will be examined in this course. Emphasis is placed on the interpretive skills and leadership required of a director and on completing at least one short script from a variety of theatrical genres. This course is offered concurrently with other acting courses. Students should be prepared to take a self-directed approach to learning.

### **FILM & TELEVISION 11/12**

Prerequisite: None. A hands-on film course designed to introduce students to the techniques of the film process. Topics covered will include film analysis, screenwriting for television and film, acting for film and television, film "shorts", storyboarding, camera operation, film lighting, film shooting, film editing, sound effects, production, and special effects. Emphasis will be placed on group activities and students will be expected to work as actors and production teams. Students will script, storyboard and produce items such as: original documentaries, public service announcements, music videos, dramas, sitcoms, and a student newscast. This course relies heavily on team-based projects. A positive attitude and committed attendance are mandatory for success. Completed projects can be shown at the Shooting Stars Film Festival, on the Sullivan Heights TV Network, and could even be submitted to a variety of provincial and international competitions.

### **GUITAR: BEGINNER**

This is an introductory course. Students in this course will learn many open chords and many bar chords. Students will also learn the basics of Classical guitar as well as many strumming patterns which will enable them to play several styles of music including popular, rock, folk and blues music. Students will be introduced to the playing of music from notation and tablature.

### **GUITAR: INTERMEDIATE**

Advanced Guitar is designed for students who look to study more advanced guitar. In advanced guitar students will learn Intermediate to advanced classical guitar pieces, Scales in 5 positions on the guitar, and advanced chording. Students must have received a B or better in beginner guitar to enter Advanced Guitar.

### **JAZZ BAND**

This course focuses on advanced intermediate level of jazz band performance. Various styles of jazz will be studied: Swing, Latin, funk, rock through ensembles and solo works. Improvisation and solo will include intermediate techniques based on scales and chords. - Enrolment is limited to standard big band instruments: saxophones, trumpets, trombone, piano, bass, guitar and drums. Other instruments by directors permission. Evaluation will be based on progress, attitude and participation in Jazz Band activities.

### **MUSIC COMPOSITION & TECHNOLOGY 11/12**

This is a computer generated music composition course which teaches students how to create their own music through a computer “sequencing” program. Once a composition has been successfully composed, students will transfer their work into a musical notation program and eventually score the work to be played by a group of musicians. The course also includes a written assignment which involves completing short compositions written in “the old fashioned way” by hand.

### **MUSICAL THEATRE**

Prerequisite: None, but previous stage experience is recommended. This class is designed to combine many aspects of performance including dance, drama and music. Within this criteria you will hone your skills in acting, vocal technique and choreography with the opportunity to participate in at least one public performance.

### **THEATRE COMPANY**

Operating as a Theatre Company students will be involved in the production, direction, and acting in a school play. Students are expected to attend all scheduled rehearsals once the production begins and they are cast in a role. The Company will produce a play out of the Bell Centre for the Performing Arts - either a musical, a series of one-act plays, or a full-length drama. The Company may also operate as an ensemble to produce their own original work. Like a professional theatre company, students are expected to audition for parts withing the course and attend outside of regular class time.

## **TECHNOLOGY EDUCATION COURSES**

### **DRAFTING & DESIGN 10**

This course is open to all grade 10 students. Recommended completion: Technology Ed 9: Drafting. Students will develop additional drafting skills acquired in Drafting 9. Mechanical and architectural drafting is covered using both board drawing and CAD. A greater emphasis will be placed upon the use of drafting skills in the areas of modeling and problem-solving. Career exploration will also be included. Evaluation: Letter grades are based on the number of drawing assignments completed, their accuracy and neatness, as well as the student’s portfolio of completed work.

### **ELECTRONICS 10**

Recommendation: completion of Technology Education 9: Electronics. This course is open to all grade 10 students. This course is an advancement of Electronics Technology 9. Students will be introduced to more sophisticated problem-solving and trouble- shooting techniques, with an introduction to digital electronics. A wide variety of projects are available to the student. An introduction to robotics will be included, with programming in Parallax Basic and PIC Basic. CAD and the World-Wide Web will be available as tools and sources of information. Evaluation: Letter grades are based on project work, labs, tests, quizzes and work habits.

### **METALWORK 10**

This course is open to all grade 9 or 10 students. This is an introductory course in metal shaping and fabrication. Students will have the opportunity to design and construct projects based on their individual needs through the safe use of hand and power tools. Students will be introduced to fuel and arc welding techniques as well as other manufacturing processes.

### **WOOD CARVING 10**

This is a hands on course in which students will learn the basics of carving with hand tools. Use of stationary and portable power tools is minimal. No previous experience needed for Woodcarving 10. Students will learn basic design and hand carving techniques as they build projects. As the student gain experience, they will progress from relief carving to more complex carving such as intarsia. Examples of projects include masks, aboriginal art, nameplates and small, carved figures.

### **WOODWORK 10**

This course is open to all grade 9 or 10 students. This course is an introductory course that undertakes various aspects of the cabinet-making trade. We begin by studying, designing and constructing a project within specific design guidelines. Emphasis is given to awareness and application of wood design, a working knowledge of wood, safe and correct use of power tools, developing a responsible and safe attitude toward power, and maintenance and repair of tools. In grade 10, students may begin to design and construct their own projects. Lathe and wood-turning projects are bonus activities.

### **ART METAL: JEWELLERY MAKING**

This is a hands on course in which students will learn how to make sterling silver jewelry. No previous experience is needed. Students will learn the basic jewellery techniques as they build projects. As the students gain experience, they will be encouraged to design and build their own jewellery. Examples of projects include key fobs, rings, chains and small boxes.

### **CARPENTRY & JOINERY 11/12**

The main objective of this course is to offer a combination of knowledge and “hand-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

### **DRAFTING AND DESIGN 11/12**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of conventional board drawing, measurement, and a variety of software applications, primarily AutoCAD with an emphasis on architectural and

mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student selected projects.

### **DRAFTING/DESIGN 12: ADVANCED DESIGN**

This course will utilize elements of research and development, the design process and design principles and elements to develop new solutions to products, architecture and other-made objects. Students will identify needs, target groups and markets to develop contemporary solutions for local circumstances. Examples may include fashion, landscaping, manufacturing, or ergonomic and human factors.

### **ELECTRONICS 11/12**

The main objective of the electronics courses is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a wide variety of career options open to both males and females through post-secondary. The areas of focus will include a blending of safety, use and care of tools and equipment, circuit theory as it applies to DC, AC analog and digital circuits or systems. Emphasis will be placed on the application of theory to design, and assemble, test and, if necessary, trouble-shoot various teacher/student selected labs or projects.

### **ELECTRONICS 12: ROBOTICS**

This is a course in advanced electronics, in which students will further develop their skills and knowledge in electronics and electro-mechanics which will be applied directly to robotics. The course will focus on Parallax Basic and PIC Basic as programming languages in an attempt to introduce students to AI. Students will have the option of working on self-directed projects, or projects made available by the teacher. Students will be encouraged to bring their own electronic devices in for repairs and credit at the same time.

### **METAL FAB AND MACHINING 11/12**

The main objective of this course is to offer a combination of knowledge and hands-on skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes 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. Specific course objectives may include oxy-acetylene welding/ cutting/ brazing, electric arc welding, MIG and aluminum welding and plasma torch. Lathe and milling machine practices, sheet metal, casting and blacksmithing may also be included.

### **WELDING 12: ADVANCED**

Advanced welding will include oxy-fuel welding, soldering, brazing, shielded metal arc welding, gas metal arc welding, and gas tungsten arc welding. Gas welding will include equipment, welding rods, fluxes, equipment preparation and adjustment, joints, forehand, backhand, weld pool, brazing and braze welding, gas welding safety precautions. Oxy-acetylene cutting operations, cutting tip size, and pressures will be covered. Both shielded metal arc and gas

metal arc welding equipment and accessories, welding symbols, preparation of material, safety precautions, and finishing techniques will be explored.

### **WOOD CARVING 11/12**

Prerequisite: Woodcraft 10. This is a hands on course in which students will learn the basics of carving with hand tools. Use of stationary and portable power tools is minimal. Students will learn basic design and hand carving techniques as they build projects. As the student gain experience, they will progress from relief carving to more complex carving such as intarsia. Examples of projects include masks, aboriginal art, nameplates and small, carved figures.

### **WOODCRAFT 11/12**

This is an artistic course that uses basic woodworking skills in specific hand and machine tools to explore differing avenues of woodcraft. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, inlay, and Intarsia. Specific hand and machine tool processes will be employed to fabricate a variety of projects.

## **VISUAL ARTS COURSES**

### **MEDIA ARTS 10**

This Media Arts course will introduce students to the medium of photography while providing a strong foundation of visual arts and thorough knowledge of the elements and principles of design. As well as introducing basic photographic technique and mechanics, students will have an opportunity to consider and explore the medium of photography in terms of both a commercial application, and as a fine art medium. Students will be introduced to computer applications as an extension of digital photography, as preparation for future media arts course work at the senior level. This course is an entry level fine arts course which is ideal for grade 9 and 10 students with no art background. It is especially useful for non-art students who plan to take Visual Arts: Media Arts in grade 11 or 12.

### **VISUAL ARTS 10**

Traditional and Electronic Art. This entry-level semester course provides students with an exciting opportunity to explore traditional and electronic forms of art. Traditional art includes four main areas: drawing, painting, printmaking and sculpture. Electronic art includes digital photography and computer image manipulation. Students learn art terminology and elements and principles of design. They are also encouraged to draw upon personal interests and ideas. Evaluation focuses on meeting project/assignment criteria with an emphasis on aesthetics, originality and quality. Art skills create a foundation for future careers in: Graphic Design, Industrial Design, Interior Design, Animation, Movie Industry, Photography and Architecture, etc. No prior art experience is required to enroll in this course, but students with advanced skills receive enriched programming.

### **ART FOUNDATIONS 11**

Art 11 is designed for two purposes. The first is to encourage students with previous art experience to continue their studies in drawing, painting, sculpture, printmaking and media arts. The second purpose is to provide beginner-level students with an introductory-level course.

### **ART FOUNDATIONS 12**

Art 12 is designed for students who wish to continue their general art studies at an advanced level. The course will review and expand on imagery development, applied and commercial design, art media and techniques, and historical and contemporary developments in art. Emphasis will be placed on individual expression and developing a unique style. Students will be required to keep a portfolio and a sketchbook.

### **CERAMICS AND SCULPTURE 12**

This specialized course is a continuation of Art Foundations 11/12 studies at a more advanced level. A mix of sculpture and ceramic medias like papier-mâché, cardboard, wire and clay are introduced. Craft, decorative and figurative projects include use of hand building, modeling, and wheel-throwing techniques. Evaluation is based on evidence of research, planning, process and product.

### **DRAWING AND PAINTING 12**

This specialized course is a continuation of Art Foundations 11/12. Pictorial and commercial art genres are introduced. A range of drawing and painting techniques are explored. Students will be required to keep a portfolio and a sketchbook. Evaluation will be based on evidence of research, planning, process and product.

### **MEDIA ARTS 11**

This course is designed for students who wish to explore photography, graphic arts and media technology using Adobe Photoshop. Students will have the opportunity to create personally meaningful images that incorporate social, cultural or historical contexts. They will gain an understanding of the societal influence of media arts by carrying out individual and collaborative assignments/projects focusing on graphic design, storyboard, digital restoration, advertorial and artistic pursuits. Evaluation will be based on evidence of research, concept development, photocomposition, and draft and final product. Although not required, a background in Art Foundations 9-11 is highly desirable.

### **MEDIA ARTS 12**

Advanced Photography/Photo-Journalism/Computer/Digital Graphics. Recommended completion of Media Arts 11 or Art Foundations 11/12. Media Arts 12 is designed for students interested in pursuing career paths in one or more media technologies. Students are expected to possess a strong understanding of social, cultural and historical contexts of art, have prior knowledge of photography and digital art applications, particularly Adobe Photoshop, and be open to peer mentoring. Assignments/projects are contract driven and aimed at meeting post-secondary portfolio requirements.

## **LEADERSHIP COURSES**

### **ATHLETIC LEADERSHIP 10**

Athletic Leadership 10 will allow students to explore skills, strategies, and provide practical opportunities to develop, enhance, and apply collaborative skills in physically active, leadership settings. Students will explore group dynamics and components of leadership while implementing a variety of physical activities for others to enjoy. They will study, prepare and participate in school and community recreational leadership activities and events such as physical education class mini-lessons, intramurals, tournaments, and play days. To co-ordinate and implement events, students will be provided a safe environment and solid foundation of skills from the personal and social responsibility domain, team building and leadership skill training, and planning and management strategies. They will then extend into the community via elementary school and community-based programs.

### **COMMUNITY LEADERSHIP 10**

By registering in this course, you will identify yourself as an active citizen - someone wanting to take a proactive role in developing our school's culture and fostering healthy local and global communities. Success in the course depends heavily on your commitment to personal and social responsibility. Leaders at Sullivan Heights are role models respected for their independence, motivation, organization and charity. Volunteering is a requirement. We are team players who are visible by all members of the community. Some of the initiatives in which you may participate include: The Terry Fox Run, Cops 4 Cancer, Grade 8 retreat and indoor track meet, Shoreline Cleanup, ReLeaf Program, Parks Lend a Hand, Surrey Food Bank, Surrey Christmas Bureau Adopt-a-Family, Salvation Army, Adapted physical activity, Elementary School Leadership and many more depending on the class culture and dynamic.

### **CAREER LIFE EDUCATION (GRADE 10 LEVEL)**

Career Life Education is among the courses required to meet the new Ministry of Education graduation requirements. Students explore the elements of education and careers, finances, health, and the graduation program. The aim of Career Life Education is to enable students to develop the skills, knowledge and attitudes they need to be self-directed individuals who are life long learners that use innovative thinking to problem solve and effectively pursue their goals throughout life. Students understand the importance of a balanced life and that successful education and career paths require planning, evaluating and adapting. Specifically, Career Life Education provides opportunities for the students to:

- Develop key skills needed for the workforce
- Recognize and explore diverse perspectives on how work contributes to our community and society
- Explore a wide-range of career and post-secondary education and career options
- Develop financial literacy skills
- Appreciate the role of personal networks and self-assessment
- Plan and evaluate potential career and education paths

## **CO-OP COURSES (GRADE 11 LEVEL)**

### **LEADERSHIP 11**

In the Co-op program, the academic needs of students are integrated with work experience. Students work in one classroom with the same classmates and teacher(s) for the entire semester. This creates a positive and dynamic learning environment that increases self-confidence and self-reliance. The goal is to give the students the opportunity to explore careers and work environments through volunteer work experience placements, field trips and leadership opportunities. This Co-op allows students the opportunity to take an active leadership role in school events both during and after the school day. Co-op students obtain work placements in career areas that are usually not accessible such as health care, law offices, banks, museums, sporting organizations, engineering and architectural firms. A Co-op placement allows for a more authentic work placement where students will attend a job placement for three consecutive weeks. If completed successfully, students will receive 20 credits towards graduation. Students receive course credit for Focused Literary Studies 11, Pre-Calculus 11, Work Experience 12A, Leadership 11 and Life Sciences 11.

## **LST COURSES**

### **LST 8-12**

The learner support team works with classroom teachers to provide assistance to students with learning difficulties. LST is primarily an enrolling program at Sullivan Heights where students with identified learning difficulties are offered a support block instead of an elective. The LST offers a range of services that includes review and remediation of basic skills, assistance in improving study skills, direct instruction in adaptive technology, and one-to-one teaching to help the student understand difficult concepts.

## **PEER TUTORING COURSES**

### **PEER TUTORING 11**

Prerequisites: Grade 11 or 12 students who maintain an overall B average or higher, and who have a sincere desire to work with people, a strong work ethic, and excellent attendance. Admittance to the course is not guaranteed unless these criteria are met. Peer Tutoring 11 is an introductory course that provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills. There is a practical component to the course in which students are placed in a classroom environment to tutor younger students. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

## **PEER TUTORING 12**

Prerequisites: Successful interview with instructor, and completion of Peer Tutoring 11. Peer Tutoring 12 provides students with the opportunity to expand on previous experiences with tutoring. This course is designed for peer tutors to gain a deeper understanding of the dynamic nature of the teaching process through the exploration of learning theories and processes. There is a practical component to the course in which students are placed in the classroom to tutor younger students. Please note: this is a course with limited enrollment. All course requests will be reviewed by the department in conjunction with administration.

## **WORK EXPERIENCE COURSES**

### **WORK EXPERIENCE 12**

Work Experience 12A - WEX12A is intended to provide students with the knowledge and skills to be successful in the world of work. The course is designed to link classroom knowledge and activities to skills and attitudes that are required in the work place. This course also directly relates to the Grad Transition Plan, wherein students will have completed one of the three major components by the end of the course. This course involves approximately 1 month of classroom work followed by 80 to 100 hours of work experience during period 5, after school, evenings and weekends. Benefits: Receive 4 Ministry authorized credits of 100 hours WEX 12A; Meets the Grad Transitions requirement for volunteer work hours; Gain valuable experience with workplace situations and equipment; Obtain references and contacts that will assist with future job searches and scholarship applications.

## **SAIL/ SURREY CONNECT SUPPORT COURSES (ALL GRADE LEVELS)**

### **SAIL/ SURREY CONNECT SUPPORT**

Are you a self-disciplined, self-motivated, visual learner with good time management skills? In support of students taking distributed learning courses through Surrey Connect, or another distributed learning school, you may now sign up for one block where you can take an online course in a classroom here at Sullivan Heights. Benefits include having both a classroom teacher and a distributed learning teacher supporting your learning and being able to control the pace that you move through the online course.

## **DISTRICT PROGRAMS**

### **DISTRICT TRADES APPRENTICESHIP AND SKILLS TRAINING PROGRAMS (YOUTH TRAIN IN TRADES \*FORMERLY CALLED ACE-IT)**

The school district offers programs to students in trade and skills training. These programs are excellent opportunities for students to get a head start in their formal trades training. Seats are limited and students must undergo a successful application and interview process to secure a seat. District programs are in partnership with post-secondary institutions such as Kwantlen

Polytechnic University (KPU), British Columbia Institute of Technology (BCIT) or Vancouver Community College (VCC). It is expected that students will complete their graduation requirement at their home school and will receive both high school and post-secondary credit while completing a district program. For many programs, first year tuition is paid for by the Surrey School District; this can mean a cost savings of hundreds of dollars! **Please visit the Career Centre and speak with a Career Development Facilitator to complete the application. Deadline is March 2, 2017.**

### **ITA YOUTH WORK IN TRADES (FORMERLY SSA)**

Students registered with the Career Centre and the Industry Training Authority (ITA) can receive four credits for every 120 hours of paid work if they are working in an apprenticeable trade (up to a maximum of sixteen credits). Sullivan Heights students in the past have, for example, earned credits through working with a family member, friend or other employer in such trades as roofing, electrical and hairdressing. Students are provided with a work booklet to record their work and progress. For every 120 hours of work, the employer will do an evaluation on the student. Students who think they might already be working in a trade should enquire with the Career Centre immediately to verify that they are and if so, receive course credit.