



**WELLINGTON**  
**SECONDARY SCHOOL**

**COURSE PLANNING  
GUIDE  
2016 - 2017**

**Grades 9 - 12**

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**Wellington Secondary School**

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*January 2016*

Welcome to Wellington Secondary School.

The school's administration, counsellors and teachers hope that you will find the Course Planning Guide helpful as you plan your next year's educational program.

In selecting your courses of study, ensure that all prerequisites have been, or will be, satisfied. Give consideration as to how each course will be of benefit to your total program. Consider not only next year, but also subsequent years and ultimately what career or interests you may wish to pursue.

Your counsellors have the knowledge and expertise to assist you in the planning process. Consider their advice carefully when making decisions. Bear in mind that the final responsibility for selection of a suitable program rests with you and your parents. Students in Grades 10, 11 and 12 must choose courses which meet the minimum graduation requirements set down by the Ministry of Education.

The staff at Wellington is readily available to assist you and your parents in any way we can. It is our goal to create a suitable educational climate, one that enables and encourages you to pursue excellence, experience success and realize your potential. Remember that regular attendance, punctuality, and good work habits are essential to success.

We look forward to working with you and best wishes for a successful school year.

Chad Lintott  
Principal

**Please note at the time of printing the information in this course calendar is believed to be correct. Changes that occur after printing will be communicated during course selection time and throughout the year as necessary.**

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# COURSE OFFERINGS

## SPECIAL COURSES

Human Services 11/12  
Career Explorations 12  
Leadership - Link Crew 10 -12

## ENGLISH

English 9  
English 10  
Communications 11  
English 11  
English 12  
English 12 First Peoples  
Communications 12  
Literature 12

## SOCIAL STUDIES

Social Studies 9  
Social Studies 10  
Social Studies 11  
Psychology 12  
Geography 12  
History 12  
Law 12  
BC First Nations 12  
Comparative Civilization 12

## PHYSICAL EDUCATION

Healthy Living – Team Play 9  
Physical Education 9  
Physical Education 10  
Physical Education 11 (Coed)  
Physical Education 12 (Coed)  
Fit For Life (Girls) PE 11  
Fit For Life (Girls) PE 12

## MATHEMATICS

Math 9  
Apprenticeship and Workplace Math 10  
Foundations of Math and Pre-calculus 10  
Apprenticeship and Workplace Math 11  
Foundations of Mathematics 11  
Pre-calculus 11  
Foundations of Math 12  
Pre-calculus 12  
Calculus 12

## INFORMATION TECHNOLOGY

Introduction to Video Game Development 9  
Introduction to Digital Media 9  
Video Gaming Programming 10-12  
Computer Programming 11  
Computer Programming 12  
Digital Media & Animation 11  
Digital Media & Animation 12

## SCIENCE

Science 9  
Science 10  
Biology 11  
Biology 12  
Chemistry 11  
Chemistry 12  
Physics 11  
Physics 12  
Earth Science 11

## LANGUAGES

French 9  
French 10  
French 11  
French 12  
Spanish 10  
Beginners Spanish 11  
Spanish 11  
Spanish 12

## TECHNOLOGY EDUCATION

Skills Exploration 10 – 12  
Tech Ed: Woodwork 9-10  
Tech Ed: Drafting 9-10  
Carpentry & Joinery 11  
Carpentry & Joinery 12  
Drafting 11  
Drafting 12

## HEALTH AND CAREER PLANNING

Planning 10 (This course is offered as part of the embedded DL – online – model)

## HOME ECONOMICS

Fashion Design 11/12  
Fashion / Sewing 11/12  
Family Studies 11/12  
Foods & Nutrition 9  
Foods & Nutrition 10  
Foods & Nutrition 11  
Foods & Nutrition 12

## BUSINESS EDUCATION

Data Management 12  
Accounting 11  
Accounting 12  
Marketing 11  
Marketing 12  
Desktop Publishing (Yearbook 11)  
Entrepreneurship 12

## VISUAL AND PERFORMING ARTS

Art 9-10  
Art Foundations 11  
Art Foundations 12  
Studio Arts 11 – Drawing & Painting  
Studio Arts 12 – Drawing & Painting  
Art Honour 11  
Art Honours 12  
Studio Art: Visual Journal/Art journal 11  
Studio Art: Visual Journal/Art journal 12  
Photography 10  
Photography 11  
Photography 12  
Drama 9-10  
Theatre Performance 12: Acting  
Theatre Performance 12: Directing and Script Development  
Musical Theatre 9-12  
Stagecraft 9-12

Band 9 (Concert Band)  
Music 10 (Concert Band)  
Instrumental Music (Concert 11)  
Band 12 (Concert)  
Jazz Ensemble 9 Junior  
Jazz Band 10  
Jazz Band 11  
Jazz Band 12  
Jazz Studies 10/11/12  
Vocal Jazz 11/12

# GRADUATION PROGRAM PLANNER

Required Courses			Credits
English 10			4
Language Arts 11			4
Language Arts 12			4
Mathematics 10			4
Mathematics 11			4
Social Studies 10			4
Social Studies 11 Or BC First Nations 12			4
Science 10			4
Science 11			4
Planning 10			4
Physical and Health Education 10			4
Fine Arts or Applied Skill 10, 11 or 12			4
		<b>Foundation Total</b>	<b>48</b>
Elective Courses:			Credits
List your courses: Some courses may be worth 2 or 4 credits  _____  12 Credits MUST be at the Grade 12 level.			
Min. 28 Elective Credits Needed		<b>Electives Total:</b>	
<b>Graduation Transitions</b>	Must complete the package and interview		<b>4</b>
<i>Total of 80(+) Credits Needed to Meet Grad Requirements</i>		<b>Total Credits</b>	



Dogwood Diploma:  
  Adult Grad Program  
  School Completion Certificate



**GRADUATIC** *Course Planning Guide 2016-17*

All BC secondary school students who are enrolled in Grade 10, 11 or 12 must demonstrate they have met the following requirements for:

**1. Personal Health**

*It is expected that students will demonstrate the knowledge, attitudes and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being by:*

- Engaging, from grades 10 to Grade 12 in at least 150 minutes per week of moderate to vigorous physical activity
- Developing a long-term personal healthy living plan appropriate to their lifestyle

### **2. Community Connections**

*It is expected that students will demonstrate the skills required to work effectively and safely with others and to succeed as individuals and collaborative workers by:*

- Participating in at least 30 hours of work experience and/or community service
- Describing the duties performed, the connections between the experience and employability skills and the benefit to the community and the student

### **3. Career and Life**

*It is expected that students will demonstrate the confidence and competency needed to be self-directed individuals by:*

- Developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school
- Presenting selected components of their transition plan in an exit interview with their Graduation Transitions Teacher

Graduation transition booklets will be available on-line in early October. Graduation transition is an opportunity for students to reflect on their knowledge and abilities and plan for life after graduation by the collective evidence of their achievements in the following required areas (Personal Health, Community Connections and Career and Life. Exit interviews will be scheduled in early May for all students graduating in June. Interviews will be conducted by community members and Wellington Secondary School staff. Students graduating in January will complete their exit interview with a member of the school administration.

A Graduation Transitions Staff advisor will be available to assist each student individually in the development of their plan.

## **FINANCING YOUR FUTURE**

### **Scholarships and Bursaries**

It's never too early to think about how you'll pay for your future education. If you plan to continue school beyond Grade 12, you can start earning money from awards and scholarships even before you graduate. See [www.bced.gov.bc.ca/awards/](http://www.bced.gov.bc.ca/awards/) for Ministry Scholarships and Awards.



### **Wellington Secondary School Program Scholarships (based on Provincial exams)**

The Ministry recognizes students' academic excellence. The Ministry grants (\$1000) and (\$2500) scholarships to students with the highest 5 provincial exam results.

### **District Awards**

These \$1,000 scholarships, awarded in two parts, are awarded to graduating students who excel in:

- fine arts (visual arts, dance, drama or music)
- applied skills (business education, technology education and home economics)
- physical activity (not limited to physical education)
- second languages (including aboriginal languages)
- community service (volunteer activity)
- technical and trades training (including carpentry, automotive and cook training)

### **Secondary School Apprenticeship Scholarships**

Secondary school apprentices can qualify for a \$1,000 scholarship if they have:

Been registered in a school district Secondary School Apprenticeship Program prior to graduation

Graduated with a Grade 12 Dogwood Diploma or Adult Dogwood

Successfully completed SSA 11A, SSA 11B, SSA 12A, and SSA 12B

Maintained a C+ average or better on Grade 12 numbered courses

Continued working or training full-time in the trade 5 months after secondary school graduation or have 1100 hrs reported to ITA

### **Local Scholarships, Bursaries and Awards**

The local community is very supportive of students wishing to pursue a post-secondary education including trades and technical programs. The Nanaimo Ladysmith Schools Foundation selects and distributes the awards for School District #68 students. Applications are available from the school counselling area in early February. Visit [www.nlsf.ca](http://www.nlsf.ca) for details.

### **Wellington Staff Award of Excellence**

To be awarded to the top all-round graduating student as selected by the Wellington staff.

### **Other Awards**

Many other scholarships and awards are available to graduating students. Excellent websites include:

[www.studentscholarships.org](http://www.studentscholarships.org)

[www.studentawards.com](http://www.studentawards.com)

[www.scholarshipscanada.com](http://www.scholarshipscanada.com)

## **DISTRICT P1 Course Planning Guide 2016-17** 5 **CAREER TECHNICAL CENTRE (CTC)**

A significant labour shortage in British Columbia is projected over the next ten years; perhaps over a million

job opportunities will be available. The Career Technical Centre offers programs that allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post secondary training while attending high school. Contact the CTC today to begin the career path that’s right for you.

\*BC’s Labour Market Outlook 2014-2024  
<http://www.welcomebc.ca/Work/labour-market-outlook.aspx>

Please visit the CTC website to register or learn more about our programs. In most cases, these programs are for students that are under the age of 19 years old. See program requirements for more details.

**REGISTER TODAY:**  
[www.ctc-careerpaths.ca](http://www.ctc-careerpaths.ca)

### **DUAL CREDIT – TRADES AND APPLIED SKILLS (formerly known as CTC or AceIt)**

**This program is open to grade 12 students.**

The Dual Credit Trades and Applied Skills Program is a Provincially recognized partnership between Nanaimo Ladysmith Public Schools and Post-Secondary Institutions. Students involved in this program earn both high school and university credits (dual credits) during their studies.

Successful applicants are sponsored and do not pay tuition fees. Students are required to pay for application fees, activity fees, books and supplies. Since students are classified as high school students they are *not eligible for student loans*. Students normally graduate at the same time as their peers, but receive a post-secondary credential in addition to their high school diploma.

Seats are currently offered in the following programs:  
Applied Business Technology for Admin Assistant, Legal Secretary, or Accounting Assistant | Automotive Service Technician | Automotive Collision Repair | Automotive Refinishing | Baker | Carpenter | Professional Cook Level 1 and 2 | Electrician | Hairdresser | Heavy Duty Mechanic | Heavy Equipment Operator | Health Care Assistant | Horticulture | Information Technology & Applied Systems | Power Sport Marine & Motorcycle Technician | Refrigeration Mechanic | Welder

Students are encouraged to consult with their school counselor about this graduation option. Although basic requirements vary from program to program, a passion for the trades training or applied skills program is considered a minimum standard for program consideration. Applicants must complete an assessment prior to acceptance in this program. Registration is ongoing. See website for program deadlines.

### **TRADES DISCOVERY - VIU**

The Trades Discovery Program (TDP), offered at the VIU

campus, from February-April, provides a hands-on experience in a variety of in-demand trade careers. Although this course is very popular, it is not offered every school year so please check the CTC website in December or January to see if it will be offered in February. For May and June, students complete academic courses with Learn@home and/or earn work based training hours and credit for work experience or secondary school apprenticeship.

### **DUAL CREDIT – ENRICHMENT - VIU** **These courses are open to grade 11 students.** **Courses are attended during grade 12.**

The Dual Credit Enrichment program provides full access to classes for the strongest applicants who are entering post-secondary studies for the first time! High school transcripts must show a minimum of three “A” grades and one “B” grade. These grades must be attained in English 11, plus three additional Grade 11 courses. If you qualify, you do not want to miss this opportunity to be awarded the highest priority for registration to almost all first year courses. Information sessions are usually in early February. Registration is ongoing and online. Successful applicants will be contacted and registered in early May. Students can enrol in up to two courses per semester and four courses per year. The tuition is paid for by the school district but students are responsible for the application fee, student fees, materials, and textbooks. It is important to discuss this option with your counsellor and parents. Both high school credit and university credit is earned. See the CTC website for deadlines.

### **DUAL CREDIT – Special Admissions** **These courses are open to grade 12 students.**

Students can enrol in university courses during grade 12 and receive both grade 12 elective credits and university credits. Students who meet program requirement or have talent in a particular area of study are encouraged to check into this incredible opportunity. Many programs require the completion of a first-year English course. All first year English courses have a prerequisite of English 12 with a minimum grade of “C”. If accepted, students can choose to take up to four courses a year and have their tuition paid. It is important to discuss this option with your counsellor and parents. See the CTC website for more information about course selections and deadlines to apply. For additional information about this program, and to learn more about “Special Admission” see the VIU website, [www2.viu.ca/dualcredit](http://www2.viu.ca/dualcredit).

### **DUAL CREDIT – (** *Course Planning Guide 2016-17* **)** **These courses are open to grade 12 students.**

VIU may offer a university course at one of the district high schools. This course will be offered in the late afternoon or evening to ensure that it does not conflict with regular high school classes and it is open to all



students in the district. See the website to see when and where the next course will be offered. The application process and entrance requirements will be the same as “Special Admissions”.

### **INTRODUCTION TO TRADES - NDSS**

**This program is open to grades 11 and 12 (special permission may be given to grade 10’s)**

This semester long program, located on the NDSS campus, allows students to complete academic classes and participate in daily hands-on learning. Students have the potential to earn up to 4 courses or 16 credits. Most students choose to complete Math and English or Communications. Trades related projects promote skills in carpentry, plumbing, electrical and basic welding. Projects are usually done on site but sometimes students will work offsite on projects or mentor elementary students. Transportation is available from most schools. This program is available during both semesters so students can leave or return to the parent school. The goal of this course is to help prepare students for a future in construction or create a pathway to the Dual Credit Trades and Applied Skills program (formerly known as CTC or AceIt).

**WORK EXPERIENCE 12 The minimum age for this course is 14 years old.**

The work experience program helps students prepare for the transition from secondary school to the world of work.

Through work site experiences, students have the opportunity to observe and practice generic employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. In most cases, work experience consists of non-paid placements. Hours begin AFTER the registration package has been approved. If the student is employed then the employer sponsors must provide WCB coverage. The Province covers WCB for non-paid employment placements. Registration is ongoing.

### **SECONDARY SCHOOL APPRENTICESHIP (SSA)**

**This program is open to youth ages 15 – 19 years. Employers must provide a registered ITA employer sponsor.**

Secondary School Apprenticeship enables students to begin earning work-based training hours. Hours will be registered and applied toward a student’s apprenticeship, and accumulated hours allow students to earn up to 4 courses or 16 credits. Additionally, SSA students may be eligible for a \$1000 scholarship. This scholarship is intended to assist the apprentice with the purchase of tools, equipment, materials or tuition necessary to continue in their trade. Hours begin AFTER the employer is registered as a sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for SSA students. Registration is ongoing.

## Core Programs | ENGLISH

### ENGLISH 9

English 9 continues to build upon the skills introduced in the grade 8 curriculum. Students will learn to write using a variety of forms with clarity and depth, including multi-paragraph compositions. A variety of genres will be studied to develop an appreciation for and understanding of figurative and literal expression.

### ENGLISH 10

English 10 focuses on helping the student to hone their essay writing skills. Many forms of writing, including Elizabethan Drama, are studied and discussed to develop high level thinking skills and help students to critically analyze the social significance of recognized works of prose and poetry. A provincial exam is worth 20% of the final mark.

### ENGLISH 11

English 11 is a course that is intended to prepare students for college, university or general education at technological institutes. The focus in English 11 is on the development of expository writing skills, including the literary essay, speaking skills and a critical appreciation of literature. Student success will require a regular time each day that is dedicated to homework, study and review.

**Students with a final grade below a “C” in English 10 may not be ready for English 11. They may benefit from repeating English 10 or enroll in Communications 11.**

### COMMUNICATIONS 11

Communications 11 helps students to develop the basic literacy skills necessary to communicate effectively in daily life and the workplace. The emphasis is on practical listening, speaking, reading, and writing skills, with less focus on the interpretation of literature. This course is structured to allow students to work at an individual pace through the units offered.

### GRADE 12 LANGUAGE ARTS

A Provincial exam worth 40% of the course mark must be written by all Grade 12 students.

### ENGLISH LITERATURE 12

English Literature covers a survey of British Literature from its earliest roots to the 21<sup>st</sup> Century, focusing on selected writings from several historical periods. This course is available to Grade 11 and 12 students and a “B” average in English is highly recommended. Literature 12 provides a very strong basis for University level literature analysis and writing skills. There will be a research component.

**English Literature 12 does not replace English 12, rather it is offered in addition to English 12.**

### Students must take one of the following:

### ENGLISH 12 (Provincial Exam worth 40% of Final Mark)

English 12 focuses on the analysis of literature, preparing students for furthering their studies at post-secondary institutions. A number of literary themes and genres are critically examined.

**Students with a final grade below a “C” in English 11 may not be ready for English 12. They may benefit from repeating English 11 or enroll in Communications 12.**

### COMMUNICATIONS 12

This course builds on skills developed in Communications 11. Although Communications 12 is a substitute for English 12 as a graduation requirement, students who anticipate going on to post-secondary education are advised that this course **is not accepted for university entrance or to most university transfer programs at community colleges.**

### ENGLISH 12 FIRST PEOPLES

English 12 First Peoples is designated as a four-credit course, and has a Graduation Program examination (worth 40% of the final course mark), which all students must write in order to receive credit for this course. Like English 12, English 12 First Peoples (EFP 12) is designed to satisfy the entrance requirements for the full range of post-secondary educational programs. Students are expected to demonstrate understanding of sophisticated texts of recognized literary merit and complete challenging work assignments to rigorous academic standards.

What makes this course different from the existing English 12 course is that it:

- is based entirely on the study of texts representing authentic First Peoples voices
- incorporates First Peoples principles of learning in the curriculum content and espouses their application in the teaching of the course
- places increased emphasis on the study and command of oral language and on the First Peoples oral tradition
- recognizes the value of First Peoples worldview, and the importance of culture in language and communication
- promotes teaching the curriculum through a focus on themes, issues, and topics important to First Peoples

**SOCIAL STUDIES 9**

Social Studies 9 reviews and enhances the mapping and study skills acquired in Social Studies 8. A study of the European settlements of the French and English in North America is followed by the organization and development of democratic government in the new nations. The second section of the course reviews the process of industrialization and the social effects on populations. The advent of empire-building and modern day industrialism is included. Current events are an ongoing study.

**SOCIAL STUDIES 10**

Social Studies 10 deals with the three major areas. The first is Canada's historical development surrounding the causes, events and results of Confederation up to modern times, including the development of Canada's West. The second section will deal with the economic geography of Canada, the influence of the USA, a close look at BC's economy, and Canada's role in the Pacific Rim and with the Indian Sub-continent. The final section deals with current events on a local, national and international setting.

**SOCIAL STUDIES 11**

There are three major concentrations in Social Studies 11:

1. Government Law, Politics, and Social Issues. Students will examine selected political systems, the Canadian parliamentary system, the Canadian electoral system, the Canadian Constitution, and the Canadian legal system.
2. Contemporary Canada. Students will examine Canadian society and Canada's role in world affairs.
3. The Global Environment: Social and Economic Perspectives. Students will examine the global village, population and development, resources, urbanization, industrialization and technology.

Insofar as is possible, current events and developments will be incorporated into the course.

**COMPARATIVE CIVILIZATIONS 12**

This course may qualify as a university or college entrance requirement. There is no provincial exam. Comparative Civilizations 12 is an excellent university preparatory course for those students interested in the Arts and Humanities (History,

English, Anthropology, Art, Archeology, and Sociology). The aim of this course is to explore the meanings of "civilization through an investigation of the power structures, the values, and the practices of select civilizations". There is a considerable emphasis on comparing civilizations across time and space, for example, comparing our own civilization to that of ancient Greece or modern china.

Students should be prepared for an intellectual challenge through stimulating readings and lively debate. Content will focus on Mesopotamia, Egypt, Greece and Rome, The Renaissance, Fiji, China, North American Aboriginal Culture and the Mayans of Central America.

Although the course uses a textbook, students should be prepared to analyze a variety of media including film, music and art.

Guest speakers will be an important component of the course.

This course is open to students in Grade 11 and 12

**BC FIRST NATIONS STUDIES 12**

BC First Nations Studies 12 focuses on the diversity, depth and integrity of the cultures of BC's Aboriginal peoples. Students will have the opportunity to develop a new understanding or enhance their current knowledge of the tradition, history, and present realities of BC's Aboriginal peoples. This is an important course for both Aboriginal and non-Aboriginal students as a range of perspectives will create an enlightened discussion of current and historical Aboriginal issues. Students will actively participate in their learning and will have the opportunity to engage in some traditional customs, to take part in discussions with guest speakers including respected community members, participate in fieldtrips to authentic educational destinations, and work in individual and group processes.

This course addresses an important part of the history of BC and would be a benefit to any student interested in, but not limited to, the following career paths: Resource Management, RCMP, Health Services, Education and Teaching, Social Work, Law, Politics, Counselling, Environmental Management/Consulting.

BC First Nations Studies 12 is a provincially examinable course. This exam is worth 20% of the course. This course can be used as credit for SS 11 or BCFNS 12. This course may meet the entrance requirements as a prerequisite for some university programs.

**Recommendation:** SS 10, students in grade 11 are permitted to enroll in this course.

**PSYCHOLOGY 12 (BAA)**

Psychology 12 is an elective course for Grade 12 students who plan to take university training in psychology and related fields. Competence in English is essential. Students will study a variety of psychological theories and apply these to daily living. Some topics include: psychological testing and measurement, thinking, memory, brain function and stress management.

**Recommended:** Completion of Grade 11

## **GEOGRAPHY 12**

This elective course is concerned with the inter-relationship between humans and the environment. The skills learned in this course can be applied to a wide range of careers in both Humanities and Sciences. The first part of the course deals with the physical environment - the land, the atmosphere and the oceans, the second part considers man at different levels of scientific and technological knowledge, using the physical environment to satisfy people's needs. Students make informed decisions in managing the Earth's resources in a sustainable manner.

## **HISTORY 12**

This elective course in 20<sup>th</sup> Century World History should help students gain a clearer understanding of the world in which we live. Topics include the legacy of the 19<sup>th</sup> century, leading to World War I, the Russian Revolution, the League of Nations; the search for security as totalitarian states emerged; World War II, the Cold War; the developing world; the United Nations Organizations; efforts to secure peace; and other current topics.

This course has extensive reading requirements and it is suggested that students should have a "C+" in SS 11 before enrolling in History 12.

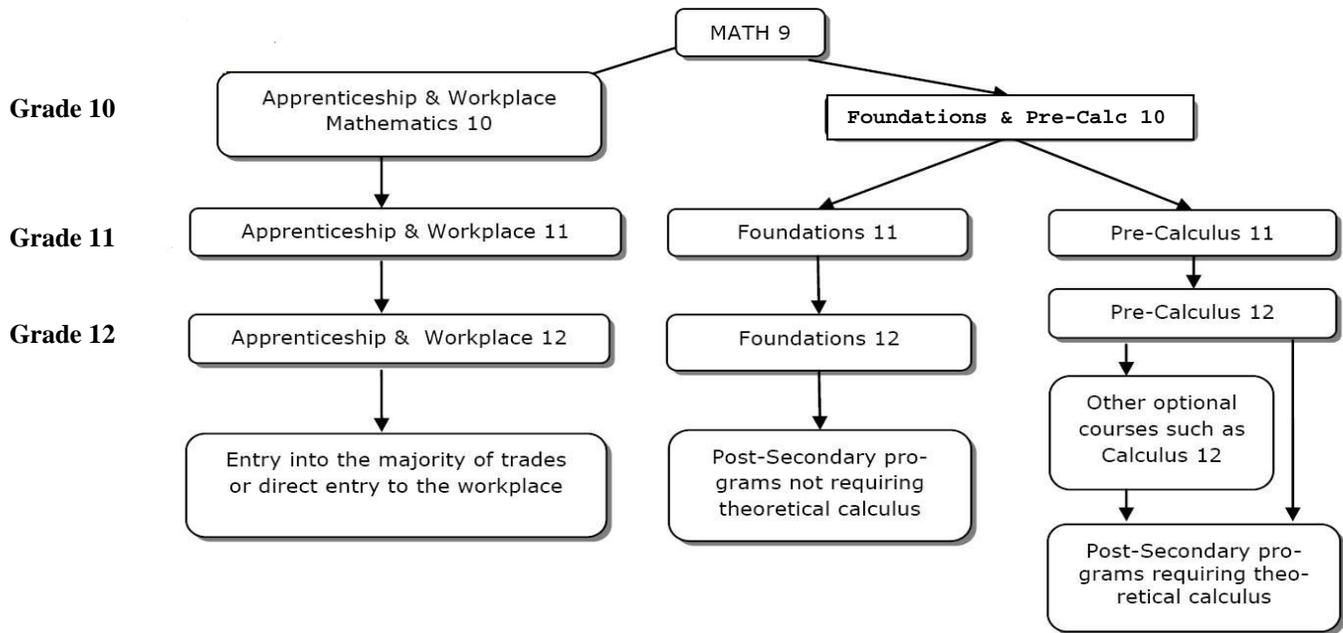
**Recommended:** SS 11

## **Law 12**

This is an overview of the Canadian legal system. This course emphasizes how law affects the ordinary citizen. Special emphasis is given to the court system and criminal law is dealt with. Topics include law enforcement, contracts, civil wrongs such as assaults and acquiring and safeguarding real and personal property. The course is designed to give students a greater awareness of the effect the law has on them on a day-to-day basis, and an understanding of their civil rights.

**Recommended:** SS 11

## Core Programs | MATHEMATICS



### MATH PATHWAYS

#### The Goals of the New Pathways

The goals of all three pathways are to provide pre-requisite attitudes, knowledge, skills and understanding for specific post-secondary programs or direct entry into the work force.

All three pathways provide students with mathematical understanding and critical thinking skills. It is the choice of topics that varies among pathways. When choosing a pathway, students should consider their interests, both current and future so that the pathway they choose will be the one to engage them in their studies.

The new curriculum includes *seven mathematical processes* that are crucial to students' learning, doing, and understanding Mathematics. Students are expected to:

- use communication in order to learn and express their understanding.
- make connections among mathematical ideas, other concepts in mathematics, everyday experiences and other disciplines.
- demonstrate fluency with mental mathematics and estimation.
- develop and apply new mathematical knowledge through problem solving.
- develop mathematical reasoning.
- select and use technology as a tool for learning and solving problems.
- develop visualization skills to assist in processing information, making connections and solving problems.

#### Graduation Requirements & Post-Secondary Admissions

To graduate, all students MUST complete a Grade 10 Mathematics course as well as another math course at the Grade 11 or 12 level. You might need more than one math course if you plan to continue school beyond Grade 12. Depending on the school you attend, there could be many Mathematics options available to you.

Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using the Education Planner's website: <http://www.educationplanner.ca/>

#### Useful Links

- Education Planner: <http://www.educationplanner.ca/>
- BC Ministry of Education : <http://www.gov.bc.ca/bced/>
- BC Ministry of Education Graduation Requirements: <http://www.bced.gov.bc.ca/graduation/>
- BC Ministry of Education: Provincial Exams: <http://www.bced.gov.bc.ca/exams/>
- Math Curriculum Document: [http://www.bced.gov.bc.ca/irp/irp\\_math.htm](http://www.bced.gov.bc.ca/irp/irp_math.htm)
- BC Association of Math Teachers: <http://bctf.ca/bcamt/>

## **MATH 9**

The provincial Ministry of Education has prescribed this curriculum for a majority of secondary students. It prepares students for entry to programs at college, university, or technical school. Topics – exponent laws, rational numbers, simplifying algebraic expressions, solving first degree equations, factoring, trigonometry, data analysis, probability. Students with a final grade below a “C” may not be ready for the next level. They may upgrade or enter Apprentice and Workplace Mathematics in Grade 10.

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

This course is designed to provide students with mathematical understandings and critical thinking skills identified for post-secondary studies in both the arts and the sciences. Topics include surface area and volume of 3-D objects, applying trigonometric ratios to right triangles, irrational numbers, powers involving integral and rational exponents, polynomials, and coordinate geometry with linear relations, system of linear equations and function notation. At the end of this course, students are prepared for Apprenticeship and Workplace 11, Foundations of Mathematics 11 and/or Pre-Calculus 11.

Students who enjoy logical and abstract thinking will be suitable for this course. Students will need to do their homework regularly and be prepared to come in for extra help. Students will need to learn mathematical concepts quickly because each lesson generally introduces new concepts.

## **APPRENTICESHIP & WORKPLACE MATHEMATICS 10**

Topics include units of measure, area, volume, capacity, mass, temperature, 2D, 3D and composite objects, spatial reasoning, problem solving, using formulas, Pythagorean theory, polygons, geometry, unit pricing and proportional reasoning.

## **FOUNDATIONS OF MATHEMATICS 11**

This Pathway is designed to provide students with the mathematical understandings and critical thinking skills required for entry into liberal arts and humanities programs at the post-secondary level. Course topics include Measurement, Geometry, Trigonometry, Logic Reasoning, Statistics, Relations and Functions, and Mathematics Research Project.

Topics - solving linear/non-linear equations, factoring polynomials, relations and functions, quadratic equations, coordinate geometry and problem solving.

## **APPRENTICE AND WORKPLACE MATHEMATICS 11**

Topics: relations and formulas, income and debt, data analysis, measurement technology, owning and operating a vehicle, income tax, probability, business plan.

## **PRE-CALCULUS 11**

Topics – solving linear/non-linear equations, factoring polynomials, relations and functions, quadratic equations, coordinate geometry and problem solving

## **FOUNDATIONS OF MATHEMATICS 12**

This course has been designed for students heading to university in the humanities. If you have successfully completed Foundation of Math 11 or Pre-Calculus Math 11, this course will be a significant investment in your future. Topics include: Financial Mathematics (Investing and Borrowing); Set Theory and Logic; Counting Methods; Probability; Polynomial Functions; Exponential and Logarithmic Functions and Sinusoidal Functions.

## **PRE-CALCULUS 12**

Topics: trigonometric functions, trigonometric equations, exponents and logarithms, sequences and series, combinatorics, probability distributions, transformations. There is a provincial exam in this course.

## **CALCULUS 12**

Topics: History of calculus, functions, graphs and limits, the derivative (concept and interpretations), the derivative (computing), applications of derivatives and graphing, applied problems and derivatives, integration, applications of integration.

**Prerequisite: MA 12 or strong recommendation from Math teacher**

**SCIENCE 9**

Building on laboratory skills and the methods of scientific inquiry introduced in Science 8, students discover some of the more basic principles of physics, chemistry, space science, and biology through experimentation and class activities.

Topics covered in the course are:

- a) Cell division
- b) Atoms, Elements and Reproduction
- c) Electricity
- d) Sustainability of Ecosystems

Recommended: Science 8

**SCIENCE 10** (Provincial Exam – 20% of course)

This course continues to introduce and use the methods and applications of science. Science 10 is designed to provide opportunities for students to develop scientific knowledge, skills, and attitudes that will be relevant in their everyday lives and their future careers.

Topics covered in the course are:

- a) Sustainability of ecosystems
- b) Chemical Reactions & Radioactivity
- c) Motion
- d) Plate Tectonics

Recommended Science 9

**SENIOR SCIENCE PROGRAM**

**PLEASE NOTE:** Chemistry 11 and 12, Physics 11 and 12, and Biology 11 and 12 are required prerequisite courses for many post-secondary and apprenticeship programs. Please see your counsellor or the Student Support Centre to determine which prerequisites you require for your area of interest.

**BIOLOGY 11**

Biology 11 is a survey course of the five kingdoms of life. Students are provided with opportunities to learn about all living things as well as the evolution of life on our planet and the ecological relationships between organisms. Under these themes, the Biology 11 curriculum is organized into seven (7) main sections: processes of Science, Taxonomy, Evolution, Ecology, Microbiology, Plant Biology and Animal Biology. Students need to be prepared to develop a strong understanding of biological terminology as the course progresses. Dissection are integral parts of this course, as well. These skills are also extended into Biology 12.

**Recommended:** SC 10

**CHEMISTRY 11**

Chemistry 11 is designed as an introduction to chemical concepts for students with a general interest in Chemistry as well as for those who require Chemistry for more advanced study in the Sciences and is recommended for Biology 12. These concepts include the use of the Periodic table, the mole concept, lab safety and techniques, chemical reactions and atomic structure. There is emphasis on doing labs and mastering skills introduced during the course. Ability in mathematics, a foundation in algebraic manipulation, is an asset.

Recommended: Science 10 and Math 10

**PHYSICS 11**

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The application of physics to everyday situations is highlighted throughout the curriculum. The organizers in this course have been chosen to be representative of physics, and the skills and knowledge provide a solid base for further study. The learning outcomes for Physics 11 are grouped under seven curriculum organizers.

- Physics - Introduction
- Wave Motion & Geometrical Optics
- Kinematics
- Dynamics in One Dimension
- Energy
- Special Relativity
- Nuclear Fission and Fusion

It is recommended that students have a strong standing in Science 10 and Math 10 before taking Physics 11.

**EARTH SCIENCE 11**

Earth Science 11 is a survey course designed to introduce students to the diverse aspects of earth and space science. The topics covered are grouped into six organizers:

- Earth and Its Environment
- Geological Science
- Oceanographic Science
- Astronomical Science
- Atmospheric Science
- Earth's History

Course work is based on individual assignments, with lab work and video enrichment.

**Recommended:** SC 10

## **BIOLOGY 12**

Biology 12 is a comprehensive course on cell and human physiology. The main focus of the course is on how organ systems work together to maintain the health of the human body. In addition students study introductory biochemistry, cell organelles and protein synthesis. An ability to work with and understand extensive biological terminology is essential.

Recommended: Chemistry 11

## **CHEMISTRY 12**

Chemistry 12 continues with the skills mastered in Chemistry 11 and applies them to the following topics:

1. Reaction mechanisms
2. Equilibriums
3. Solubility
4. Acids and Bases
5. Redox reactions

In each of these five topics, lab skills and problem solving abilities will be refined.

**Recommended:** Mastery of Chemistry 11 concepts

## **PHYSICS 12**

Physics 12 is the study of classical mechanics and electromagnetism, and is designed to help students develop analytical and problem-solving skills. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations.

The learning outcomes for Physics 12 are grouped under 10 curriculum organizers:

- Vector Kinematics in Two Dimensions
- Dynamics
- Work, Energy and Power
- Momentum
- Equilibrium
- Circular Motion
- Gravitation
- Electrostatics
- Electric Circuits
- Electromagnetism

**Recommended:** Ability in mathematics especially a foundation in algebraic manipulation is an asset.

**Overview of the New Physical and Health Education Curriculum 9 - 10**

Physical and Health Education (PHE) emerges from two areas of learning, **physical education** and **health education**, both of these are brought together in order to promote and develop all aspects of well-being. The PHE curriculum is strongly linked to the **personal awareness** and **responsibility** core competencies.

**Physical education** will focus on the development of **physical literacy**, which will contribute to building the competence and confidence that students will need to participate in a wide range of environments within a variety of activities, including individual and dual activities, rhythmic activities and games.

**Health education** will focus on the development of knowledge, skills, attitudes, and beliefs related to **health literacy** and will encompass a number of important health and safety topics, including nutrition, prevention of illness and injury, decision-making skills, healthy relationship skills, mental well-being, sexual health, and substance use.

Bringing together components of both **physical** and **health education** are important for balancing personal well-being and maintaining a healthy and safe way of life.

**Goals**

The BC **Physical and Health Education** curriculum contributes to students' development as educated citizens through the achievement of the following goals.

1. To develop an understanding of the many aspects of well-being, including physical, mental and social.
2. To develop the movement knowledge skills, and understandings needed for lifelong participation in a range of physical activities.
3. To develop knowledge, skills, and strategies for building respectful relationships, positive self-identity, self-determination, and mental well-being.
4. To demonstrate the knowledge, skills, and strategies needed to make informed decisions that support personal and community health and safety.

**General Information**

1. Physical and Health Education 9 and Physical Education 10 are required courses.
2. Physical Education 11 and 12 courses are elective courses.
3. The following equipment is **compulsory and must be worn for all physical education classes: running shoes (non-marking); gym shorts or sweat pants and a t-shirt.** A sweat shirt for outside activities and a towel for showering are optional. A lock for a day use gym lockers is essential. Student gym strip in physical education class must meet school dress code standards. **For safety reasons skate shoes and slip-on runners as well as headphone ear buds are not to be worn in class.**

**PHYSICAL AND HEALTH EDUCATION 9**

In this course students will be given the opportunities to:

- engage in **daily participation** of different types of physical activity designed to help develop their physical literacy and personal health and fitness goals
- develop an understanding of the many benefits of physical activity that are essential components of a healthy lifestyle
- learn about making healthy choices that influence their physical, intellectual, emotional and mental well-being
- learn about the importance of forming healthy relationships that can lead to rewarding and fulfilling lives
- explore how to advocate for the health and well-being of others which helps them connect to their community

**Students will be required to actively participate in a wide variety of physical activities and to develop and maintain a personal level of physical fitness**

**PHYSICAL EDUCATION 10 (required course)**

In this course students will be given opportunities to:

- engage in **daily participation** of different types of physical activity designed to help develop their physical and personal health and fitness goals
- develop an understanding of the many benefits of physical activity that are essential components of a healthy lifestyle
- develop and maintain positive personal attributes and interpersonal skills as well as positive attitudes towards participation in physical activity

**Students will be required to actively participate in a wide variety of physical activities and to develop and maintain a personal level of physical fitness**

**PHYSICAL EDUCATION 11 COED**

Physical Education 11 emphasizes the preparation of an active and healthy lifestyle for students after they leave school. It also focuses on developing student initiative and leadership skills. The program will consist of activities which use both school and community facilities. The choice of activities will be made by individual classes from the following categories: **lifetime sports and games; recreational or leisure activities and lifelong fitness activities.** Introduction to student leadership, communication and organizational skills will be a component of this course. Students will be required to practice their leadership skills through volunteer and service opportunities in the class; the school and in the community. A minimum of 10 hours of leadership/volunteer time in the school or community is required.

**\*Recommended: PE 10**

**\*\*Physical Education 11 will help students meet their personal health requirement for their Grad Transitions course.**

### **PHYSICAL EDUCATION 12 (COED)**

(Recommended: Physical Education 10 & 11 or permission from the instructor)

Physical Education 12 is a **student directed** class with an emphasis on **lifetime activities and the pursuit of total wellness** begun in Physical Education 11. A wide array of traditional and community activities, decided by student interest, will be pursued in Physical Education 12. The course seeks to further develop student leadership, communication and organizational skills through student lead activities in class, student lead intramural activities or involvement in student lead elementary school activities. A minimum of 10 hours of leadership/volunteer time in the school or community is required.

**\*\*Physical Education 12 will help students meet their personal health requirement for their Grad Transitions course.**

### **FIT FOR LIFE - PE 11 Girls**

The aim of physical education is to enable all students to enhance their quality of life through active living. PE 11 and 12 provide opportunities for students to experience a variety of recreational pursuits, career interests, and activities that promote lifelong, healthy living.

### **FIT FOR LIFE - PE 12 Girls**

This class is designed to provide a comfortable environment for girls to experience lifelong activities in the following three categories:

1. **Recreational Activities** such as hiking, canoeing, sailing, skiing, and dragon boating
2. **Recreational Sports** such as golf, tennis, racquet ball and beach volleyball
3. **Lifetime Fitness Activities** such as yoga, Zumba, pilates, bootcamp and personalized weight training programs

Student choice and involvement in planning activities will be central to this class.

(Activity opportunities are not limited to the samples given above).

**\*\*Through this course, students will meet their personal health requirement for graduation of 150 minutes per week of moderate to vigorous physical activity.**

### **Healthy Living - Team Play 9**

This 4 credit course is offered to students in grade 9. The course is designed to provide students with **three unique team sports opportunities**. First to **improve their fundamental motor skills** (non-locomotor, locomotor and manipulative) in specific team sports; second to **improve their team play** through understanding team concepts developed through communication, cooperation, interpersonal and leadership skills and third to **develop their health and skill related components of fitness** (core strength, flexibility, agility, speed, co-ordination, balance, body and special awareness) through sport specific training and cross training principles.

## **FRENCH AS A SECOND LANGUAGE**

The official name given to the French Program now being taught in British Columbia is CORE FRENCH. Core French is designed to enable students to communicate in French with confidence and competence, and to develop openness toward cultural diversity.

Core French reduces the emphasis on the study of linguistic structures. Students will be actively engaged in making sense of the language through written text and audio tapes as a primary step in being successful language learners. This process demands that they become risk takers and problem solvers. The classroom becomes a supportive environment where students are expected to make mistakes, accept corrections, and learn from these mistakes. The teacher becomes more of a “director” or “facilitator” of activities.

Core French will emphasize practical USE of language in the forms of reading, writing and speaking. The students will be expected to ensure that all instructions are fully comprehended, and that class time is used to full advantage.

At all levels, the main objectives of Core French are to:

1. Establish and maintain personal relationships (descriptions)
2. Sharing ideas and opinions (discussions)
3. Get things done (activities)

In Core French, the students will be asked to acquire and manipulate information from French language sources to achieve the above objectives. In other words, all of the material will be in French. Students will be expected to listen to, read and look at French in various formats (text, pictures, audio tapes and videos) and to respond to them in various ways. To help achieve these objectives, students will be expected to use dictionaries, and to have one of their own.

## **FRENCH 9 & FRENCH 10**

These courses are academic electives. As with the Grade 8 program, the four skill areas of reading, writing, listening and speaking are all stressed and evaluated. The curriculum is thematic, covering such areas as travel, progression, as themes reoccur. Students will be expected to demonstrate comprehension of spoken French, and activities, and in small group projects, and to write correct French appropriate to their level.

**Recommended:** A mark of “C” or better in French 8 and 9 respectively.

## **FRENCH 11**

The material covered in French 8, 9, 10 will be reviewed and reinforced. As this course is required for entrance to many of the major universities, the level of expectations is high. More complex grammar points are introduced, always in the context of the themes being studied. At this level, students should be able:

1. To communicate in French (oral and written), exchanging opinions and beliefs on different topics.
2. To give reasons and information to support a point of view.
3. To express plans and intentions.
4. To interact effectively in common situations.

The areas of reading, writing, listening and speaking will be stressed and assessed.

**Recommended:** French 10 with a mark of “C” or better.

## **FRENCH 12**

This course further develops communications skills in the areas of listening, speaking, reading and writing. Develop a deeper awareness of the culture and diversity of French speaking countries and regions. Expand your ability to communicate in French through real-life themes, cultural activities and projects. If successful in French 12, the student may not be required to take a first year university language course to satisfy their university graduation requirements.

\*\* Completion of this course gives a student entering a General Arts Program a language credit at some universities. \*\*

**Recommendation for French 12, is French 11**

## SPANISH

Knowledge of a second language broadens employment opportunities, enhances travel experiences and fosters appreciation of the diversity of world cultures, as seen through their language and traditions. Have fun as you venture into this new language and learn about the many cultures that speak it!

### **BEGINNERS' SPANISH - \*Open to Grade 9, 10, 11 and 12 students\***

This is an introductory course for Grade 10, 11, and 12 students who want to start studying Spanish.

This course covers Spanish 9 and Spanish 10 course material, preparing students to go into Spanish 11. Learn communications skills in the areas of listening, speaking, reading and writing. Experience the exciting language and culture of Spanish speaking countries through real-life themes, cultural activities and projects.

Students who successfully complete Beginner's Spanish 11 may go directly into Spanish 11.

## SPANISH 11

### **Recommendation prior to taking Spanish 11 is Spanish Beginners' 11**

This course further develops communication skills in the areas of listening, speaking, reading and writing. Develop a deeper awareness of the culture and diversity of Spanish speaking countries. Expand your ability to communicate in Spanish through real-life themes, cultural activities and projects.

Spanish 11 meets the requirements of a Grade 11 language course for Universities which have a Grade 11 language requirement for entrance.

## SPANISH 12

### **Recommendation prior to taking Spanish 12 is Spanish 11**

Students continue to develop their ability to understand Spanish and Hispanic culture. Expand your ability to communicate through listening, speaking, reading and writing in Spanish. Explore contemporary issues through real-life themes relevant to youth today.

**\*\*Completion of this course gives a student entering a General Arts Program a language credit at some universities. The student may, therefore, not be required to take a first year university language course to satisfy their university graduation requirements.\*\***

**ACCOUNTING 11**

Students need financial, economic and consumer skills to survive in our complex society. This course is designed as an introduction to accounting concepts for those seeking entry-level employment skills or personal skills. Students gain insights into financial problems and solutions which have far reaching benefits for entrepreneurial and professional careers. Students will also solve financial problems using computer spreadsheets. It is extremely important that students demonstrate good work habits, complete daily assignments and come to class prepared. This course counts as an Applied Skills elective. This course is offered in the computer lab.

**ACCOUNTING 12**

This course enables students to use industry-standard computer software and systems to analyze and solve accounting problems to produce and present accounting reports. It is extremely important that students demonstrate good work habits, complete daily assignments and come to class prepared. This course is offered in the computer lab.

**Recommended:** AC 11

**DESKTOP PUBLISHING (YEARBOOK) 11**

In this collaborative project based course, students will create the school **YEARBOOK** and other publications using Adobe CS 4 Master Suite and Digital Photography. This course will introduce students to the commercial grade technologies used in all publishing. No previous computer experience is necessary. Students will be introduced to publishing layout and design principles, copywriting, photo composition, collaborative working group function, deadline management, team building, problem solving and promotion. This course counts as an Applied Skills elective.

**MARKETING 11 / MARKETING 12**

Marketing skills and strategies are applicable to every career and lead to the development of desirable personal attributes. The practical, activity-based nature of the course provides a framework for creative application of retailing concepts. Students will have the opportunity to learn how to be productive and motivated employees and gain confidence in their abilities to proceed with ideas for creative self-employment. Either Retail Marketing or International Marketing service industries will alternate as themes. This course counts as an Applied Skills elective.

**ENTREPRENEURSHIP 12**

Entrepreneurship 12 will provide enterprising students with:

an opportunity to explore the pros and cons of working for yourself as well as a chance to answer the question, "Do I Have What It Takes?"

Experience in writing business plans to develop their own business idea. The focus on Youth Entrepreneurialism may be enhanced with a hands-on opportunity to develop a short term "school store" which will be student managed and operated. Topics in this course include: the role of small business in Canada's economy; demographic characteristics of entrepreneurs; self-assessment of entrepreneurial skills; advantages and disadvantages of small business ownership; evaluation of business opportunities; resources available to support business ideas, networking; and formulating the business plan.



## Elective Programs | INFORMATION TECHNOLOGY

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### INTRODUCTION TO DIGITAL MEDIA 9 (4 credits)

#### INTRODUCTION TO VIDEO GAME DEVELOPMENT 9 (4 credits)

If you've ever wanted to make your own video game, this is the course for you! Students will be introduced to the tools that software developers use to make video games.

Areas of Study will include:

1. Basic Programming with (Visual C#)
2. Flash Actionscript (like [www.addictinggames.com](http://www.addictinggames.com))
3. Photoshop Unit (for making your games look good)
4. 3d Studio Max (for modeling the components of your game)
5. Unity (this is a game engine we will use to make our 3d video games) We will construct a "driving type game" as a final project

(credit will be given for Information Technology 9/10)

#### VIDEO GAMING PROGRAMMING 11 (CP11) (4 credits)

This course is open to grade 10, 11 and 12 students.

This course takes the curriculum of Computer Programming 11 and teaches it using a video game engine. Students get the content and skills that many University's use in their beginning Computer Science courses. However, those skills will be taught using the Unity game engine. Sounds like fun!

In addition we also look at Graphics skills in Photoshop and 3d max to support the visual look of our games.

Students can expect to complete this course with a first person shooter type game.

(credit will be given for Computer Programming 11)

#### COMPUTER PROGRAMMING 12 (CP12) (4 credits)

This course will expand on the skills and concepts from CP11 to prepare students for a University level computer science class. As such the Visual C# program will be primarily used with support from the Unity Game Engine.

Specific Areas of Study will include subroutines, parameters, arrays, and files. Students can expect to complete a character based adventure type computer game.

(credit will be given for Computer Programming 12)

**Strongly Recommended:** Computer Programming 11

Ever wonder what it might be like to work for Pixar or Disney on an animated film? Want to create your own Saturday morning cartoon? If you've answered yes to any of these questions, this course is for you.

Areas of Study will include:

1. Photoshop (editing and poster creation)
2. 2d animation using Adobe Flash
3. 3d Studio Max (3d animation component)

#### DIGITAL MEDIA 11 4689

This course is open to Grade 10, 11 and 12 students.

This course allows the students to explore the world of 2D graphics and 3D animation using industry standard software (3D Studio Max and Adobe Photoshop, Premier and Unity).

Topics of study will include:

2D graphics (Photoshop)  
 3d modeling (3D Studio Max)  
 3d animation (3D Studio Max)  
 Film Editing (Adobe Premier)

Student projects in Photoshop will range from simple photo editing to product brochure construction.

Student projects in 3d modeling will include the modeling of an amusement park in 3d.

Student animation projects could involve the creation of a 3 minute short movie using characters modeled by the student.

#### DIGITAL MEDIA DEVELOPMENT 12 ICTM 12 5689

An extension of the DMD 11, this course expands on the skills taught in DMD 11. The objective of this course is to give the student a taste of what it might be like to work for Pixar or Disney. The main area of study is character construction, rigging and animation. The student will create a humanoid 3d modeled character that will be animated and become part of a video. Working in a group will be emphasized as a final project will be a 5-10 minute animated movie. Students will then have the perfect item to include in their art portfolio.

**Strongly Recommended:** Digital Media Development 11



**TECHNOLOGY EDUCATION: Drafting 9**

Drafting is the language of industry! All segments of the technical and industrial world are influenced by drafting. Carpenters work from blueprints, machinists machine parts from mechanical drawings, plumbers and electricians do their jobs working from detailed plans.

Drafting students will study and learn basic skills, to produce orthographic, pictorial, sectorial, and architectural drawings. CAD (Computer Assisted Drafting using the AutoCad Program) will be emphasized. VectorWorks 3D will be used for enrichment.

Part of the course will be devoted to designing a small building. Drawings, finishing details, materials and samples will be part of this project.

**TECHNOLOGY EDUCATION : Woodwork 9**

Students will learn basic woodworking skills and machinery operations while working on projects. The emphasis of this course is on safety, accuracy and efficient use of time and effort. As students gain confidence in their skills they will have the opportunity to progress to more challenging projects.

**TECHNOLOGY EDUCATION: Woodwork 10**

This course is intended for students, who do not wish to wait until Carpentry & Joinery 11 to continue their explorations in woodworking. This locally developed course is a continuation of the Woodworking course. Students are presented with a much greater variety of project choices, all of which will require the mastery of more advanced woodworking skills. This course counts as an Applied Skills elective.

Recommended: WW 9/10  
DRAFTING & DESIGN 11

Drafting 11 is a computer aided drafting (CAD) course, using AutoCad and VectorWork 3D. Students are encouraged to take advantage of this technology course, which qualifies as an applied skill. There is a great potential for career opportunities in the design field. The following careers depend on drafts people and designers: architectural building construction, civil drafting, mechanical drafting, structural drafting, as well as graphic layouts and map-making. The course has a hand drafting and model making component as well as a CAD component. Anyone interested in a career which involves design and/or building and manufacturing should consider this course. This course counts as an Applied Skills elective.

**DRAFTING AND DESIGN 12**

A continuation of Drafting 11. Development of cams, gears, auxiliary view revolutions, mechanical drawing and architectural drawing. This course is intended for draft persons who may wish to carry on with drafting as a career.

**Recommended:** Drafting & Design 11

**SKILLS EXPLORATION: 10-12**

This course is intended for students, who may be considering the trades (carpentry, auto, plumbing and electrical) and wish to explore which is of more interest. Those that are not exploring the trades will benefit from the experiences with differing trades knowledge. The rationale is to expose youth to a variety of in demand trades so they can make a more informed decision if interested in taking an ACE IT program, or to assist in preparation for SSA. The hope is that with taking a course like STX, youth will be better educated to make the decision about following a career in the trades. It has been said that ACE IT programs should not be used as an exploratory program for students, so the intention is that this course will increase the success rate to a red seal.

**TECHNOLOGY 10: General**

This course will be working with advanced mechanical movement structures and is intended for students looking towards design / mechanical / engineering fields (ROBOTICS).

Students taking this course will be using both computers and traditional tools for solving technical problems. There are three themes throughout this course including: Digital manipulation, Manufacturing Technology and Transportation Technology. The main focus is based around robotics and autonomous programming and material science technology in order to support the advanced movement structures. Tech 10 counts as an Applied Skills elective.

**TECHNOLOGY EDUCATION: Drafting & Design 10**

Drafting and Design builds upon the skills and knowledge acquired in Grade 9. Similar projects, designs, and computer projects are completed. Models of specific projects are built. This course counts as an Applied Skills elective.

**CARPENTRY AND JOINERY 11**

This course is an extension of the Introductory Woods 9/10 course. A higher level of craftsmanship is developed through larger more complex furniture projects. Advanced joinery, hardwoods and improved tool skills are combined to produce quality furniture. A high level of pride is evident in students at this level. Completion of WW 9/10 is strongly recommended before enrolling in this course.

**Prerequisite:** None - for students with little background, project requirements will be modified.

**CARPENTRY AND JOINERY 12**

This is an advance course focusing on cabinet making. Students develop skills suited to both custom and production work. As students reach this level, work quality expectations approach those of the cabinet making industry.

Advance methods such as frame and panel, mortise and tendon and drawer construction are incorporated into projects at this

level.

**Strongly recommended:** Carpentry and Joinery 11

### FAMILY STUDIES 11/12

Family studies 11 and 12 provides students with the knowledge, skills and attitudes that will assist them in making informed decisions related to parenting, adolescence, adulthood, family and interpersonal relationships, and housing and living environments. They say we don't come with owners' manuals for life after high school; however, this comes really close. Family Studies comprises of six individual modular courses worth two credits each with two combined to make 4 credits. The teacher may select which modules will be offered based on interest. There are no prerequisites and students may take the modules in Grade 11 or 12.

### FASHION DESIGN 11/12

This course is for students interested in furthering their skills and knowledge about fashion and costume design. Topics include principles and elements of design, history of fashion, fashion drawing, fashion designers, and fashion trends. Students will complete several projects.

**Previous textile classes are not required but are helpful.**

### FASHION / SEWING 9-12

If you love to sew or would like to learn how, if you are a beginner or a more experienced sewer; if you like to design and create, and if you like hands on learning experiences, then Textiles is for YOU!

Students will review basic sewing skills as well as master advanced, professional techniques. In this course students will sew projects using sewing machines and sergers. Students may also have the opportunity to plan, design and construct projects. Through each grade level, students will advance their skills and in the senior levels you are given opportunities for more self-directed and personally creative projects.

### FOODS & NUTRITION 9

**The Basics of Cuisine** – Basic skills will be built upon as the culinary world is opened up to include new techniques and methods of preparation. Cooking principles of fruit, vegetables, eggs, milk, cheese, meats, baking skills and foods for entertaining will be covered. Specific areas will include planning, preparing and presenting of nutritious foods and meals (breakfast, lunch, dinner and snacks).



**Cuisine Across Canada** is the focus of this course. Learn how to prepare foods that are fun, fast and fantastic while you explore Canada through its unique food styles. The focus will be on culinary foods, techniques and preparation methods. Healthy lifestyles and Canada's Food Guide will also be covered.

### FOODS & NUTRITION 11

**A Discovery of Cuisines** – Develop a higher level of culinary skills. Learn the why's and how's through creative meal planning and food preparation. Explore new foods and flavours! Students plan, prepare and enjoy a variety of international foods. Learn how to apply key concepts of healthy eating.

### FOODS & NUTRITION 12

**A Variety of Cuisines** – This class is for the gourmet in you! More global recipes are discovered. Social and economic factors relating to food are also explored. Students are granted greater freedom of recipe choice. Learn about herbs and spices to enhance recipes. Meal planning, budgeting and healthy living will be covered.

**All Home Economics Foods Courses cover the topics: safe and sanitary food practices, healthy lifestyle, and food preparation for the individual and family.**

**ART**

All elective art courses will provide students with an outlet to the more creative side of expression in the visual 2-D and 3-E form. Whether you decide to take art just to “chill” and have an opportunity to relax, be creative and develop some skills along the way or you have a more serious intent and interest in acquiring skills/knowledge to support prerequisites for various career paths such as industrial, graphic, fashion or interior design, architecture, engineering, animation and computer game design, all courses listed below will meet the needs of all interested individuals. Some basic supplies for courses may be expected. They may include:

- Sketchbook
- Ruler
- Eraser
- Shading pencils

**ART 9**

The elements and principles of design are introduced. Students will pursue drawing, painting and sculpture projects while using a variety of imagery. A number of different media (art materials) will be explored. Projects will enable students to develop and refine their knowledge and skills with each assignment introduced. Weekly sketches to develop and refine drawing skills will be assigned. Students are expected to purchase some supplies.

**ART 10**

The elements of the Grade 9 program are reviewed, with a higher level of maturity expected from the students. Many independent assignments are due over the course of the year.

Short and longer assignments cover the core areas of drawing, painting, graphics and sculpture.

Students are expected to buy some supplies. This course meets the Fine Arts graduation requirement.

**ART 11 - Foundations**

Students in AF11 will receive a broad range of experience and instruction in, and practice with, the following design elements: line, composition, perspective, form (light and shadow), shape and texture.

Students will complete drawings or sketches related to assigned projects in addition to weekly assigned sketches. Students will also complete selected major assignments per month from the following media: Pen and Ink, Printmaking, Charcoal, Pencil, collage, Water Colour, Acrylics, and Sculpture material. Students will explore some of the more newly developed materials discovered in the art world that are used in contemporary art today. Independent projects will also be assigned where students are offered the opportunity to explore in more depth a medium (art material) of their preference. This course meets the Fine Arts graduation requirement.

**ART 12 - Foundations**

This course is intended for students wishing to continue their study in art in four visual expression areas: drawing, painting, printmaking and sculpture. Where applicable, art and artists, both historical and contemporary, will be studied. A variety of media and tools will be used while examining each area of study. Continued exploration of the more newly discovered art materials that are available will also be used for mixed media projects. Students will be assigned several independent projects where they will have the opportunity to explore, in more depth, areas of interest with media/theme development that may/may not be in line with career direction. Projects assigned will meet educational portfolio guidelines for first year entry towards careers in interior design, graphic and visual arts programs. Students are expected to purchase some art supplies. This course meets the Fine Arts graduation requirement.

**Strongly Recommended:** Art Foundations 11

**STUDIO ARTS 11 - DRAWING & PAINTING**

This course will provide opportunities for students to engage in a focused and in-depth study in a selected/chosen area from the following: Drawing and Painting, Ceramics/Sculpture, Printmaking/Graphic Design and Fabric/Fiber. Students will engage in the study of image development, context and elements and principles of design while developing knowledge and skills in relation to the materials, process, and technologies particular to the chosen visual expression area.

**STUDIO ARTS 12 - DRAWING & PAINTING**

This course provides students with the opportunity to either continue study in the interested visual expression focused in Grade 11 or delve into another area for further examination and practice; allowing an opportunity to further hone in and improve their skillset. Students may choose from the following four areas: Drawing and Painting, Ceramics/Sculpture, Printmaking/Graphic Design and Fabric/Fibre. To further develop the student's level of sophistication, complexity and independence in their own style and technique, exploration of significant artist, artworks and movements are studied.

**ART HONOURS 11**

A variety of materials, methods, and techniques used in 2-dimensional and 3-dimensional art making will be offered; providing a framework where students will have the opportunity to further strengthen their artistic skillset with a greater degree of sophistication and complexity. A deeper exploration of media will be provided, enabling students to study, critique and discover creative avenues to express their ideas. There will also be opportunity to individualize work, based on personal interest. There will be greater emphasis on problem solving within the artistic process, requiring students to be independent, self-motivated and competent in this area of study. Increased attention will be given to the process, research and development in the making of individualized artworks.

Prerequisite: Students who demonstrate a strong work ethic and serious commitment and passion towards Art - drawing and painting.

## ART HONOURS 12

Students who completed Art Honours 11 successfully *last year*, will have a chance to continue the development and refinement of individual artist's strengths and interest with specific media of choice, honing in on both skill and style as an artist. Theme development will be suggested as a departure point, providing students an opportunity to explore and refine technique and form of expression within one or more media of chosen interest, creating a series of paintings within a theme that is chosen by the student. Independently with teacher guidance and support, students will develop goals, as well as the choice of direction they would like to move towards related to their artistry.

Prerequisite: Strong sense of independence with 87%+ in any of the grade 11/12 art courses offered. Recommended completion of Art Honors 11 (*but not mandatory at teachers discretion*).

## STUDIO ART: VISUAL JOURNAL/ART JOURNAL 11 STUDIO ART: VISUAL JOURNAL/ART JOURNAL 12

This art course focuses on the creation of visual art journals, the book as art. Students will learn skills and techniques that are used to create pieces of artwork that become pages of each student's visual journal. A variety of traditional media like, charcoal, paint, pen and ink and collage will be explored. However the students will also learn a variety of bookmaking techniques, photography, and skills for creating pop-up books. Although the course focuses on the physical manipulation of media, rudimentary Photoshop skills will be employed to create a variety of digital art works that will become part of the students' visual journal.

## PHOTOGRAPHY 10

This course is an introduction to the fine art of black and white photography. Students learn to use traditional 35mm film cameras to capture images and create prints. Students will learn to manipulate the manual features of a camera including focus, shutter speed and aperture. Students who have a DSLR will have many opportunities to use their camera in advanced ways. There are many different project types that students will create that are simple and creative.

Wellington's photography department is equipped with many film cameras for students to borrow to complete class projects, however students should have their own digital camera (a point and shoot is suitable). Photo students create many prints in Wellington's darkroom and most students remit a course enhancement fee to cover the cost of these additional materials. Students will learn darkroom procedures and special affects, such as double exposure and hand toning. Students will also be introduced to the basics of using a digital camera and create simple projects using Photoshop computer software.

## PHOTOGRAPHY 11

This course is open to any student, regardless of photography experience; the class is divided into two groups; beginning photography and advanced photography. Beginning photo students learn the skills and procedures of Photography 10 students but receive a grade 11 credit course.

For students who have studied the beginning photography principles, they are placed into the Advanced Photography group.

This course provides further study into the art of photography and builds on the skills developed in Beginning Photography. Students will expand their experience by completing projects that range from the use of Photoshop, printing in the darkroom to create more complex projects. Students will also explore alternative styles of photography like cyanotype and/or pinhole photography.

Students will remit a course enhancement fee to pay for the use of extra materials for the purposes of making prints. Students often have the choice of working digitally or in the darkroom, at the student's expense.

## PHOTOGRAPHY 12

This course is open to any student, regardless of photography experience; the class is divided into two groups; beginning photography and advanced photography. Beginning photo student's learn the skills and procedures similar to that of Photography 10 students but receive a grade 12 credit for the course.

Advanced Photography student expand their experience by completing projects that range from the use of Photoshop, printing in the darkroom and learn to incorporate simple materials like paint.

This course provides further study into the art of photography and builds on the skills developed in **Beginning Photography**. For students who have studied the beginning photography principles, they are placed into the Advanced Photography group. This course provides further study into the art of photography and builds on the skills developed in Beginning Photography. Student will expand their experience by completing projects that range from the use of Photoshop, printing in the darkroom to create more complex projects. Students will also explore alternative styles of photography like cyanotype and/or pinhole photography.

Students will remit a course enhancement fee to pay for the use of extra materials for the purposes of making prints. Students often have the choice of working digitally or in the darkroom, at the student's expense.

For those students interested the course may facilitate students in the creation of a photography portfolio suitable for applying to post-secondary institution.

## Elective Programs | **PERFORMING ARTS**

### **DRAMA**

No one is a spectator in Drama. Emphasis in this course is on the DRAMATIC PROCESS and PERFORMANCE. Participation and total involvement in all areas of the course are most important. It is also essential that students are prepared to wear comfortable clothing for all stage activities (i.e. - jeans and indoor soft shoes). Students electing to take Drama must have self-discipline and a sincere desire to channel their creative energy, and have fun.

#### **DRAMA 9 (Drama 9: General)**

Drama 9 is an extension of the Drama 8 portion of the elective package rotation. Students will work cooperatively in drama games, role-plays, stage-fighting, music projects, improvisation and other areas of drama production. The emphasis in Drama 9 is cooperation and participation in the dramatic process. Drama 8 is not a prerequisite, but the desire to have fun is expected.

#### **DRAMA 10 (Drama 10: General)**

Drama 10 is an extension of Drama 9 with more detailed work in all areas. Students will work cooperatively on role-plays, stage fighting, music projects and scripted plays. Make-up, costume, sound, lighting, props, set design and construction may also be studied depending on suitability, time and interest. Drama 9 is not a prerequisite but some previous experience is desirable.

#### **THEATRE PERFORMANCE 11: ACTING**

Acting 11 is an extension of Drama 10 with more detailed work in all areas. Film work, costumes, lighting, sound, props and set design will be studied depending on student interest, along with role-plays and scripted scene work. Drama 10 is not a prerequisite but some previous experience is desirable.

#### **THEATRE PERFORMANCE 12: ACTING**

The groundwork in Acting 11 will be put to good use in Acting 12. The emphasis in this course is on acting skills aimed at performance. As well, acting styles of different historical periods may be explored and representative scenes performed in the appropriate style. Film and television will also be considered if there is interest shown. As in Acting 11, students could be expected to commit time and effort outside of regular class time to put on a major production. Stagecraft, lighting, make-up and directing skills will be taught as part of the production aspect of the course.

**Strongly recommend:** a C+ standing in ACT11.

#### **THEATRE PERFORMANCE 12: DIRECTING & SCRIPT DEVELOPMENT**

Students wishing to enroll in this course need to be dedicated and to have above average leadership qualities, communication skills and writing abilities. They will be expected to write and to direct scenes with Drama 9/10 students. Directing methods and

playwriting will be formally studied. The final project for the course is the writing, directing and producing of a 20-30 minute one-act play in early January or June.

Acceptance into the course is by recommendation or permission of the instructor.

#### **MUSICAL THEATRE 9/10/11/12**

The primary objective of this program is to produce a full-scale **Musical Theatre Production**. Students wishing to be in the cast will be required to act, sing and dance. Auditions will be held in class for all roles. Selection of the musical production will be done this year with student involvement. Students enrolling in this course will be expected to participate in extra-curricular rehearsals as well as regular class time. Evening public performances and Elementary school matinees will be the end result of this course.

#### **STAGE CRAFT 9/ 10/11/12**

Are you interested in being a part of Musical Theatre but don't want to be onstage? Sign up for stage craft and help get the musical on its feet by building the set, making props, creating costumes, organizing and running the lights. Without students in stage craft the play would be performed in the dark, on an empty stage, in silence. Come help us out and be a huge & important part of the Musical Theatre production. Some extra-curricular time will be required as we get close to performance dates. Evening public performances and Elementary school matinees will be the end result of this course with students' running lights, sound, and working backstage for the performances.

## **BAND**

### **BAND 9 (CONCERT BAND)**

This program is a continuation of Band 8 and involves a more in-depth understanding of the music medium. The focus of study is on musical expression and performance.

**Prerequisite:** BAND 8 or permission of instructor

### **MUSIC 10: CONCERT**

This program is a continuation of Band 9. As the student improves in skill, technique and awareness, a higher standard of performance and understanding is expected. This course can be used for Fine Arts credit for graduation.

This co-curricular course will be offered after school and can be taken as a ninth course.

**Strongly Recommended:** Band 9 or permission of instructor

### **BAND 11 INSTRUMENTAL MUSIC (CONCERT BAND)**

This senior program follows a content-performance program. That is theory, ear training, historical perspective, technique and all facets of musicianship are dealt with in the program. It is a senior level course surveying a wide variety of music and is intended to further enhance the musical understanding and the ability of the student.

This co-curricular course will be offered after school and can be taken as a ninth course. This course is a Fine Arts credit for graduation.

**Strongly Recommended:** Band 10 or permission of teacher

### **BAND 12 (CONCERT BAND)**

This program is a continuation of Band 11 and will adhere to the guidelines of the Provincial Curriculum Guide in Music. It is a content-performance program and will offer the students more advanced theory, ear training, instrumental technique and general musicianship.

This co-curricular course will be offered after school and can be taken as a ninth course. This course can be used for Fine Arts credit for graduation.

**Recommended:** Band 11 or permission of instructor.

## **JAZZ**

Students in the Jazz Academy take Jazz Ensemble/Band as their main course, then if their timetable permits, Jazz Studies as their second course. To ensure appropriate instrumentation approval of the instructor is required for courses. Jazz Studies is open to all grade 9-12 students. As well as the courses listed in the booklet, there are various opportunities for students to participate in extra-curricular combos.

Jazz players are strongly urged to elect Concert Band in addition to Jazz Band if their schedule permits

### **MUSIC 10: JAZZ BAND**

This program is jazz oriented and involves students in learning

the jazz idiom. The music is contemporary and a high standard of performance and musical understanding is expected. Improvisation is one of the central themes in this course. Students learn a variety of contemporary styles including swing, rock, Latin, jazz, waltz, et al. Students taking part in this program must show an inclination to the “extra work” required. Jazz 10 can be used as a Fine Arts credit for graduation.

### **JAZZ BAND 11**

This senior program is a continuation of Jazz Ensemble 10. Students will learn jazz ensemble performance skills, including various jazz styles, (swing, Latin, rock, ballads, etc.), articulations, jazz theory, jazz ear training, jazz listening and jazz improvisation. Students will also be made aware of basic jazz history. Students in this ensemble are committed to the endeavors of the band and its many performances throughout the year. This course can be used for Fine Arts credit for graduation.

**To ensure appropriate instrumentation, approval of the instructor is required for this course.**

### **JAZZ BAND 12**

This senior program is a continuation of Jazz Ensemble 11 and a course for students with a passion for learning and playing in an advanced level jazz ensemble. Students will learn jazz ensemble performance skills, including various jazz styles (swing, Latin, rock, ballads, etc.), articulations, jazz theory, jazz ear training, jazz listening and jazz improvisation. Students will also be made aware of basic jazz history. This course can be used for Fine Arts credit for graduation.

**To ensure appropriate instrumentation, approval of the instructor is required for this course.**

### **JAZZ STUDIES 10 / JAZZ STUDIES 11 / JAZZ STUDIES 12**

This senior program is the study of jazz improvisation in a jazz combo setting. Students will be introduced to advanced jazz theory, jazz history, advanced ear training, composition/arranging, concert management skills, computer music technology and audio recording skills. This course can be used for Fine Arts credit for graduation.

**To participate in the Jazz Studies course, students must take Senior Jazz Band/Junior Jazz Band also. To ensure appropriate instrumentation, approval of the instructor is required for this course.**

### **VOCAL JAZZ 11 - VOCAL JAZZ 12**

This course is for students committed to the study of jazz and who wish to explore challenging repertoire within the vocal jazz idiom. The course will cover some jazz theory and history. Beginning improvisation and solos are part of this course. Jazz Studies is open to all grade 9-12 students, but to participate in Jazz Studies, students must also take Senior/Junior Jazz Band.

## Elective Programs | **SPECIAL COURSES**

### **HUMAN SERVICES 11A/12A**

Peer Tutoring 11/12 is a course designed for students of above average ability with excellent citizenship. Interested students must have shown exemplary skills in work habits, attendance, and demonstrated leadership qualities as well as a sincere desire to help others. Peer Tutors undergo training in study skills, learning styles, brain based learning strategies, communication, plus many other interpersonal skills. Tutors will be provided with rewarding opportunities to support fellow students and to develop their own tutoring and personal strategies for learning. All tutors are supervised by a Peer Tutoring teacher. (Open to students in Grade 10, 11 and 12. )

### **LEADERSHIP- LINK CREW - Grades 10/11/12**

This leadership course is designed for leaders to mentor younger students and develop a caring community at Wellington. Leaders help grade 8's transition to Wellington on orientation day and throughout the year. Leaders will also connect with elementary students and with community organizations. Leadership skills will be taught in a classroom setting for students to develop public speaking, cooperative and organizational skills. Assignments will be inquiry and project based, focusing on individual student interests relating to leadership.

### **CAREER EXPLORATIONS 12**

Students complete a minimum of 100 hours of paid or volunteer work experience, and/or training to prepare them for the world of work. Students are required to secure their own work or volunteer opportunity and to complete paperwork that supports the program – inclusive of application, resume, cover letter, interview, reflective learning and evaluation.

## BELL SCHEDULE

	Mon (PLC)		Tue	Wed	Thur		Fri	
8:30 - 9:40	A		8:30 - 9:53	C	B	D	8:30 - 9:40	1
9:40 - 9:47	Class Change		9:53 - 10:00	Class Change			9:40 - 9:47	Class Change
9:47 - 11:00	B		10:00 - 11:25	D	A	C	9:47 - 11:00	2
11:00 - 11:40	Lunch		11:25 - 12:05	Lunch	Lunch	Lunch	11:00 - 11:25	Lunch
11:40 - 12:50	C		12:05 - 1:29	A	D	B	11:25 - 12:35	3
12:50 - 12:57	Class Change		1:29 - 1:36	Class Change			12:35 - 12:42	Class Change
12:57 - 2:05	D		1:36 - 3:00	B	C	A	12:42 - 1:50	4