



**WELLINGTON**  
**SECONDARY SCHOOL**

**GRAD PROGRAM COURSE  
PLANNING GUIDE  
GRADE 10, 11, 12  
2018-2019**

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**Wellington Secondary School**

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**Website: <http://we.schools.sd68.bc.ca/>**

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*January 2018*

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

## ENGLISH

Composition & Creative Writing 10  
Composition & Focused Literary Studies 10  
Composition & New Media 10  
Composition & Spoken Language 10  
English 11  
English First Peoples 11  
Communications 11  
English 12  
English First Peoples 12  
Communications 12

## SOCIAL STUDIES

Social Studies 10  
Comparative Civilizations 12  
Social Studies 11: 20<sup>th</sup> C World History  
Social Studies 11: Asian Studies  
BC First Nations Studies 12  
History 12  
Social Justice 12  
Law 12  
Psychology 12  
Geography 12

## MATHEMATICS

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

## SCIENCE

Science 10  
Biology 11  
Biology 12  
Chemistry 11  
Chemistry 12  
Physics 11  
Physics 12  
Earth Science 11  
Sustainable Resources 11  
Engineering 12  
Science for Citizens 11

## PHYSICAL EDUCATION

Physical & Health Education 10  
Physical Education 11  
Physical Education 11: Active Living  
Physical Education 11: Fitness & Conditioning  
Physical Education 12  
Physical Education 12: Active Living  
Physical Education 12: Fitness & Conditioning

## LANGUAGES

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

## ADST - INFORMATION & COMMUNICATION TECHNOLOGY

Web Development 10  
Computer Studies 10  
Computer Science 11  
Computer Science 12  
Computer Programming 11  
Computer Programming 12

## ADST – TECHNOLOGY EDUCATION

Skills Exploration 10 – 12  
Electronics and Robotics 10  
Woodwork 10  
Drafting 10  
Carpentry and Joinery 11  
Carpentry and Joinery 12  
Drafting 11  
Drafting 12

## ADST - HOME ECONOMICS

Family Studies 11 & 12  
Fashion Design 12  
Fashion / Sewing 10/11/12  
Food Studies 10  
Food Studies 11  
Food Studies 12

## ADST - BUSINESS EDUCATION

Accounting 11  
Accounting 12  
Entrepreneurship & Marketing 10  
Marketing 11  
Marketing 12  
Desktop Publishing (Yearbook 11)  
Entrepreneurship 12

## ARTS EDUCATION - VISUAL ARTS

Art Studio 10  
Art Foundations 11  
Art Foundations 12  
Studio Arts: Drawing & Painting 11  
Studio Arts: Drawing & Painting 12  
Art Independent Directed Studies 11  
Art Independent Directed Studies 12  
Photography 10  
Photography 11  
Photography 12  
Media Arts 10  
Media Arts 11  
Digital Media Development 12

## ARTS EDUCATION - DRAMA

Musical Theatre 9-12  
Directing and Scriptwriting 12  
Theatre Production & Stagecraft 9-12

## ARTS EDUCATION - MUSIC

Concert Band 10  
Concert Band 11  
Concert Band 12  
Jazz Band 10  
Jazz Band 11  
Jazz Band 12  
Jazz Studies 10/11/12

## CAREER EDUCATION

Career Life Education 10  
Graduation Transitions 12

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Human Services (Peer Tutoring) 11/12  
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# 2004 GRADUATION PROGRAM PLANNER

(For students in grade 12 only)

Foundation (Core) Courses

| Required Courses  |  | Credits                 |
|---|--|-------------------------|
| English Language Arts 10  |  | 4                       |
| English Language Arts 11  |  | 4                       |
| English Language Arts 12  |  | 4                       |
| Mathematics 10  |  | 4                       |
| Mathematics 11 or 12  |  | 4                       |
| Social Studies 10   |  | 4                       |
| Social Studies 11 or 12   |  | 4                       |
| Science 10  |  | 4                       |
| Science 11 or 12  |  | 4                       |
| Planning 10   |  | 4                       |
| Graduation Transitions 12   |  | 4                       |
| Physical and Health Education 10  |  | 4                       |
| Fine Arts or Applied Skill 10, 11 or 12                                   |  | 4                       |
| <b>Foundation Total</b>   |  | <b>52</b>               |
| Elective Courses:   |  | Credits                 |
| List your courses: Some courses may be worth <b>2</b> or <b>4</b> credits |  |                         |
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|   |  |                         |
| Min. <b>28</b> Elective Credits Needed                                    |  | <b>Electives Total:</b> |
| <b>Check – do you have 16 credits at the Grade 12 level?</b>              |  |                         |
| <i>Total of 80(+) Credits Needed to Meet Grad Requirements</i>            |  | <b>Total Credits</b>    |

Elective Courses

Dogwood Diploma:  
  Adult Grad Program  
  School Completion Certificate

# 2018 GRADUATION PROGRAM PLANNER

(For students in grade 10 and 11 only)

Foundation (Core) Courses

| Required Courses  |                             | Credits   |
|---|-----------------------------|-----------|
| English Language Arts 10  |                             | 4         |
| English Language Arts 11  |                             | 4         |
| English Language Arts 12  |                             | 4         |
| Mathematics 10  |                             | 4         |
| Mathematics 11 or 12  |                             | 4         |
| Social Studies 10   |                             | 4         |
| Social Studies 11 or 12   |                             | 4         |
| Science 10  |                             | 4         |
| Science 11 or 12  |                             | 4         |
| Career Life Education 10  |                             | 4         |
| Career Life Connections 12  |                             | 4         |
| Physical and Health Education 10                                      |                             | 4         |
| Fine Arts or Applied Skill 10, 11 or 12                               |                             | 4         |
|   | <b>Foundation<br/>Total</b> | <b>52</b> |
| <b>Elective Courses:</b>  |                             | Credits   |
| List your courses: Some courses may be worth 2 or 4 credits           |                             |           |
|   |                             |           |
|   |                             |           |
|   |                             |           |
|   |                             |           |
|   |                             |           |
|   |                             |           |
|   |                             |           |
| Min. <b>28</b> Elective Credits Needed                                | <b>Electives<br/>Total:</b> |           |
| <b>Check – do you have 16 credits at the Grade 12 level?</b>          |                             |           |
| <i>Total of <b>80(+)</b> Credits Needed to Meet Grad Requirements</i> | <b>Total Credits</b>        |           |

Elective Courses

Dogwood Diploma:     Adult Grad Program     School Completion Certificate

## GRADUATION REQUIREMENTS & POST-SECONDARY ADMISSIONS

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/>
- Curriculum Document: <https://curriculum.gov.bc.ca/curriculum/10-12>

### 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 <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships> for Ministry Scholarships and Awards.

The District/Authority Scholarships are now \$1250 and the # of awards per school will be determined based on the # of registered grade 12 students @ Sept 30, 2016. Last year Wellington received 19 + 1 additional one that was unused from another school. The application will be online for students to apply and I encourage you to direct students to the Ministry website for specifics regarding criteria. The focus is on excellence in their chosen area of interest or strength... <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships/district-authority-scholarships>

The Ministry does offer a secondary school apprenticeship \$1000 scholarships but they are administered by the CTC program. Last year the District received 8 awards... <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/career-and-skills-training/apprenticeship-and-trades/secondary-school-apprenticeship-ssa>

There are also BC Excellence Scholarships 55 in the province.... <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships/bc-excellence-scholarships>

#### 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.

### **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 PROGRAMS – CAREER PATHWAYS (CTC)**

A significant labour shortage in British Columbia is projected over the next ten years, over a million job opportunities are expected. Career Pathways (CTC) programs allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post-secondary training while attending high school. To learn more about our programs please visit our website or meet with one of our program advisors.

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

### **DUAL CREDIT – YOUTH TRAIN IN TRADES (formerly Dual Credit Trades & Applied Skills or AceIT)**

**This program is open to grade 12/13 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 [while completing the first year toward a Red Seal Trade or Certification Program](#). 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 Administrative Assistant | Legal Secretary | Accounting Assistant | Aircraft Maintenance Technician | 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 | Motorcycle Technician | Refrigeration Mechanic – HVAC | Welder*

Students are encouraged to consult with their school counselor or Career Pathways (CTC) Advisor 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. The deadline for applications is late January but waitlist applications may be considered after this deadline. Applicants must complete a VIU assessment prior to consideration for this program. March-May, applicants are interviewed and selected. See website for current program details and deadlines.



### **YOUTH EXPLORE TRADES SAMPLER (formerly Discovery Trades)**

The [Trades Sampler](#) Program, offered at the VIU campus, from February-April, provides a hands-on experience in a variety of in-demand trade careers (i.e. welding, carpentry, electrical, motorcycle and marine technician, auto service technician, heavy mechanical trades, etc.) The deadline for applications will be early December, however, waitlist applications may be considered if received after this date. A Student Transition Plan will be developed between the student and Career Pathways (CTC) program advisor; this plan will identify graduation requirements and the transition plan from high school to the work place and/or post-secondary training. See our website for more details and deadlines.

### **DUAL CREDIT – ENRICHMENT - VIU**

#### **Grade 11 students register to attend VIU courses during grade 12.**

The Dual Credit Enrichment program offers VIU classes to youth that are planning on attending a specific post-secondary program after graduation. High school transcripts must show a minimum of three “A’s” and one “B”, final or interim grades, for English 10/11, Math 10/11, Social Studies 10/11, Science 10/11 and/or courses that are pre-requisites or relevant (i.e. music, drama, etc.) If you qualify, do not miss the opportunity to be awarded the highest priority for registration to almost all first year courses. Information sessions and pre-registration usually opens in early February and closes in March. Approved applicants are selected and contacted in April to register for the VIU classes. Students can enroll in up to two courses per semester and four courses per year. The courses must lead to a specific occupation. The school district sponsors (pays) tuition but students are responsible for all other costs such as the application fee, student fees, student activity fee, materials, textbooks, etc. It is important to discuss this option with a counselor, parent, VIU advisor and CTC advisor. See the website for more details and current deadlines.

### **YOUTH EXPLORE TRADES SKILLS – (formerly Introduction to Trades)**

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

This Career Pathways (CTC) program is a semester long program and is located at John Barsby Secondary School. A student will complete academic classes and participate in daily building construction projects. 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, and electrical projects. They are usually done onsite, although sometimes students will work on their projects offsite or choose to mentor elementary students. Transportation is available from most schools. This program is available during both semesters so students can leave and return to their parent school. The goal of this program is to help prepare students for a career in construction or create a pathway to the [Youth Train in Trades](#) program (formerly known as [Dual Credit Trades & Applied Skills](#) or Acelt) or Youth Work program (formerly known as Secondary School Apprenticeship).

### **WORK EXPERIENCE 12**

The minimum age for this course is 14 years old. This course can be completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer.

The work experience program helps students prepare for the transition from secondary school to the work place. Students get the opportunity to observe and gain employability, technical and applied skills relating to specific occupations or industries. Through worksite 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, the employer sponsor must provide WCB coverage. The Ministry of Education covers WCB for non-paid employment placements. Registration is ongoing.

**YOUTH WORK IN TRADES (formerly Secondary School Apprenticeship Program).**

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

This program allows youth to get a head start for a career in the trades by earning ITA work based training hours, getting high school course credits, and becoming eligible for a \$1000 ITA Award. High school course credits begins AFTER the student is registered with the ITA with an approved ITA employer sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for paid positions; WCB is covered by the Ministry of Education for volunteer work placements. These courses can be completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer. The student will earn 4 credits for completing 120 work hours and required pre-employment related assignments. The students can earn up to 4 courses or 16 credits. The \$1000 ITA Award is intended to assist the apprentice with the purchase of tools, equipment, materials or tuition; the student must report up to 900 work based hours to the ITA before December 31 of the school year that they turn 19 years old. Registration is ongoing.

**CTC coordinators have office hours at Wellington and parent evenings. Contact your counsellor to sign up.**

## CORE PROGRAMS | ENGLISH

In the English Language Arts curriculum, all six of the language arts elements (reading, listening, viewing, writing, speaking, and representing) are connected and used in each course. Each of the courses offered will be an English Language Arts class with a different emphasis. The difference between English First People (EFP) and English Language Arts (ELA) courses is the focus on Aboriginal context and content. Both ELA & EFP classes are equal in academic rigour. **Students will take Composition coupled with one of the four options. Please note that not all options will be available each year depending on enrollment.**

### **GRADE 10 ENGLISH LANGUAGE ARTS OPTIONS:**

**You must take Composition 10 AND one other ELA 10 option.**

**Composition 10 (MCMPS10)** is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Content may include narrative, expository, descriptive, persuasive, and/or opinion pieces. Students will work individually and collaboratively to explore and create coherent, purposeful compositions. Specific emphasis will be on the planning, drafting and editing process, as well as citation of evidence.

**The remaining two credits will be from the following options:**

**New Media 10 (MNMD-10)** is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Curricular content may include media & film industry exploration, journalism and publishing, poetry and song lyrics and digital communications.

**Literary Studies 10 (MLTST10)** is designed for students who are interested in the study of literature in general. The course allows students to go more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

**Creative Writing 10 (MCTWR10)** is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers. Students will collaborate and develop their skills through writing and design processes. This course invites students to express themselves creatively. Possible areas of focus include slam poetry, drama, graphic novels, non-fiction and multi-modal creative forms.

**Spoken Language 10 (MSPLG10)** provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance, oral language, professional applications, and public speaking. Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling, or who want to gain more experience and skill in this area. Performance media may include spoken word poetry, storytelling, radio broadcasts, podcasts, video posts and reader's theatre.

### **GRADE 11 ENGLISH LANGUAGE ARTS OPTIONS:**

#### **ENGLISH 11 (MEN—11)**

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.

### **ENGLISH FIRST PEOPLES 11 (MEFP—11)**

The EFP curriculum uses First Nations content and context to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews.

### **GRADE 12 ENGLISH LANGUAGE ARTS OPTIONS:**

#### **ENGLISH LANGUAGE ARTS 12 (MEN—12)**

This course is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews.

#### **ENGLISH FIRST PEOPLES 12 (MEFP—12)**

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

#### **COMMUNICATIONS 12 (MCOM—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.** *Please Note: this course will not be available in the 2019-2020 school year.*

## CORE PROGRAMS | SOCIAL STUDIES

### SOCIAL STUDIES 10

#### Canada and the 21<sup>st</sup> Century up to Today (MSS—10)

There are three major concentrations in Social Studies 10:

1. Contemporary Canadian History. Students will study the growth of Canadian society and Canada's role in world affairs. Sample topics will include a review of Canada's influence on **World War I**, the Roaring Twenties, the **Great Depression** and the Rise of Totalitarianism, **World War II**, the Cold War and the **Nuclear Age**, the Baby Boom Era and its economic prosperity, Human Rights and the 60's, The Energy Crisis of the 70's, the Beginning of the Computer revolution, a post 911 era and the **Age of Terrorism**.
2. The Global Environment. Students will investigate the concept of 'a global village', **over-population** and development, resources, urbanization, industrialization, technology and the effects of '**climate change**'.
3. Government - Students will examine the Canadian federal, provincial and municipal parliamentary systems, as well as the Canada's electoral system, and its Constitution.

### SENIOR SOCIAL STUDIES

Students will choose **ONE** of the following courses to acquire a social studies credit for graduation. Students may choose any of the following courses as an additional credit for graduation.

#### 20<sup>th</sup> CENTURY WORLD HISTORY (MSS—11: CWS)

This elective course will help students gain a clearer understanding of the various social, political, and economic systems that developed over the course of the 20<sup>th</sup> century. Students will explore the rise and rule of authoritarian regimes; civil wars, independence movements, and revolution; human rights movements, including those of indigenous peoples; religious, ethnic, and/or cultural conflicts, including genocide; global conflicts, including World War I, World War II, and the Cold War; social and cultural developments, such as the changing role of women; and the impact of new technologies.

#### ASIAN STUDIES - 1850 to Present (MSS—11: ASN)

Asia, with its various ethnic, regional and national identities, has become a major player in world affairs. These nations have become an integral part of BC's community as a result of increasing immigration and growing economic partnerships. Asian Studies 11 explores how Asia's ethnic, regional, and national identities, shaped in part by geography and migration, exert significant political and cultural influence in our world. Students will study the geography of Asia, including resource distribution and physiographic features, demography, migration, urbanization, and environmental issues. The course will also consider the impact of industrialization, globalization, changing economic systems, and the distribution of wealth and resources. Social and political movements, including human rights initiatives, as well as local, regional, and global conflicts, will be examined.

#### BC FIRST NATIONS (MFNS—12)

This course looks at the unique history and the many cultural expressions that convey the richness, diversity, and resiliency of BC First Peoples. Students investigate how, through self-governance, leadership, and self-determination, BC First Nations challenge and resist Canada's ongoing colonialism, and move forward as community.

Areas of study include the relationship BC First Nations have with the environment, the role of oral traditions, the impact of exchanges with non-indigenous people, and the First Nations' historical resistance against colonialism. The relationship and effect of local, provincial, and federal governments and their various laws will be viewed, as well as the traditional and current BC First Nations government systems. The results of the recent 'Truth and Reconciliation' document produced by the Federal government will be investigated, as well as many of the challenges facing BC first Nations today.

### **COMPARATIVE CIVILIZATIONS (MCCN—12)**

The aim of Comparative Civilizations is to explore the meaning of “culture” through an investigation of the power structures, values, and practices of various cultures”. Students will develop an understanding of how a number of cultures have developed and how they have changed over time. Students will explore how conflict and their resolutions have contributed to a nation’s culture. This course will also look at various systems of power, authority and governance. Students should be prepared for an intellectual challenge through stimulating readings and lively debate. Students will analyze a variety of ways culture is exhibited including music, literature, film, art and architecture. Comparative Civilizations is an excellent university preparatory course for those students interested in the Arts and Humanities (History, English, Anthropology, Art, Archeology, and Sociology).

### **GEOGRAPHY - Physical (MGEO—12)**

If you are fascinated by how all the systems of the earth have interacted for the last 4.5 billion years, then you’ll love Geography. This course covers topics such as plate tectonics, earthquakes, tsunamis, and other natural disasters. Student will investigate the effects of weather and our changing climate on many of the earth’s systems, such as melting glaciers, rising rivers, and extreme winds. Students will determine how these changes are affecting various biomes around the world, resulting in drought, rising sea levels and the extinction of many species. Students will study forms of energy production, from fossil fuels such as coal, oil, and natural gas, to more environmentally friendly forms such as, solar, wind, and geo-thermal.

Students will also consider how humans have been managing our environment, looking at such topics as fresh water, habitat destruction and re-habilitation, water, air and land pollution, carbon collection, acid rain, ozone depletion, waste management and sewage treatment. This course should allow students to make informed decisions in managing the Earth’s resources in a sustainable manner, and come away with the concept that ‘we all live downstream’.

### **LAW (MLAW—12)**

Law provides 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. Topics include law enforcement, civil wrongs, such as assaults, acquiring and safeguarding real and personal property, and legal contacts. The course is designed to give students a greater awareness of the effect the law has on them on a day-to-day basis, as well as an understanding of their civil rights. Students can expect to participate in field trip(s) to the Nanaimo Provincial law courts to observe actual court proceedings in progress.

### **SOCIAL JUSTICE (MSJ—12)**

In Social Justice students will gain an understanding of the concepts and terminology of social justice, such as equity and equality, diversity, hegemony, human rights, oppression and genocide. Through discussion and inquiry students will discover the processes that promote social justice, including recognizing injustice, fair-mindedness, embracing diversity, empathy and taking action. If you are a student who cares and want to make a difference, then this is the course for you.

### **PSYCHOLOGY (YPSYCH-2A)**

Psychology is a diverse and fascinating social science that attempts to explain and predict why people behave, think and feel the way they do. Psychologists aspire to learn ways in which people can improve the quality of their lives. Whether you plan to pursue a psychology-related field of study after you graduate or not, this introductory course will give you an overview of the subject and help you understand humans better, including yourself! Topics of study include history, research methods, development across the lifespan, learning and memory, personality, sleep and dreams, addiction, psychological disorders, mental health, consumer psychology, and careers in psychology. A willingness to participate in discussions and activities and an open mind are two important things you can bring to this class. **This course does not fulfill Ministry requirements for Social Studies.**

## CORE PROGRAMS | MATHEMATICS

### MATH PATHWAYS

**Math at the Grade 10, 11, and 12 levels have different pathways that provide different aspects or foci for student learning.**

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 Workplace Math** pathways provides students with foundational math skills of measurement, finances, and spatial geometry. Some post-secondary trades programs will accept Workplace Math courses as pre-requisites. Please note: Some courses will be named “Workplace Math” and others will be named “Apprenticeship and Workplace Math”. This is due to the Ministry of Education transitions of new curriculum at the grade 10-12 levels.

**The Foundations Math Pathway** is designed towards students prepping for higher level Math course and potentially post-secondary.

**The Pre-Calculus Math Pathway** is intended for students going into Math, Science, Engineering, and other post-secondary programs that require Calculus.

### Provincial Numeracy Assessment:

The assessment will include several components: pre-assessment activities; sections required by all students; extensive constructed response questions; and a self-reflection component. Students will complete the assessment using a computer, plus paper response sheets for the hand-written components.

The provincial numeracy assessment is one of two provincial assessments required for graduation, beginning in the 2018/2019 school year. Students will have the opportunity to write the assessment in January and June. Students may complete this assessment anytime between the grades of 10-12 and may complete it up to three (3) times. A proficiency score will be included on the students’ transcript. This assessment is not included in any specific course grade.

**For more information on the Provincial Assessments, please see:**

<https://curriculum.gov.bc.ca/provincial-assessment/graduation>

### GRADE 10 MATH OPTIONS:

#### **WORKPLACE MATHEMATICS 10 (MWPM-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 MATH AND PRE-CALCULUS 10 (MFMP—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.

### **GRADE 11 MATH OPTIONS:**

#### **APPRENTICESHIP & WORKPLACE MATHEMATICS 11 (MAWM—11)**

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

#### **FOUNDATIONS OF MATHEMATICS 11 (MFOM—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.

#### **PRE-CALCULUS 11 (MPREC11)**

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

### **GRADE 12 MATH OPTIONS:**

#### **FOUNDATIONS OF MATHEMATICS 12 (MFOM—12)**

This course has been designed for students heading to university in many programs. (Check with your intended post-secondary program if this course will be accepted). 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 (MPREC12)**

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 (MCALC12)**

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**



## CORE PROGRAMS | SCIENCE

### **SCIENCE 10 (MSC—10)**

Science 10 continues to introduce and use the methods and applications of science. This course further develops the study of Chemistry, Physics, Biology and Astronomy. 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 regular course are:

- a) Genetics
- b) Chemical Reactions & Radioactivity
- c) Energy
- d) Astronomy

### **GRADE 11 SCIENCE OPTIONS:**

**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 (MBI—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. Biology 11 is strongly recommended for students wishing to take Biology 12.

### **CHEMISTRY 11 (MCH—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.

### **PHYSICS 11 (MPH—11)**

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrated 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

### **EARTH SCIENCE 11 (MESC—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

### **SUSTAINABLE RESOURCES 11 (MSR—11)**

Sustainable Resources 11 is a survey course that prepares individuals for activities involving the conservation and/or improvement of natural resources such as air, soil, water, land, fish, and wildlife for economic and recreational purposes.

### **SCIENCE FOR CITIZENS 11 (MSCT-11)**

Science for Citizens is an academic grade 11 science course designed for students who are interested in or curious about seeing their everyday world through a different lens. The major focus on this course will be in the areas of Biology and Chemistry with some areas of Physics and Earth Science being addressed. The three major sections of this course are personal science, workplace science and global science. The personal science section will cover nutrition and lifestyle, allergies and sensitivities, use of medications and supplements and the safe use and storage of chemicals in the home. The workplace section will focus on chemicals in the workplace and the use of science in the area of forensics. Forensics will be examined from a scientific point of view which will include uses of chemical and biological testing, scientific methodologies used in the field to collect and preserve data as well as technologies that could be used to gather and analyze evidence at a crime scene. The Global science section will examine various extreme and natural weather events, the science of how they occur and the impact they have on the environment.

## **GRADE 12 SCIENCE OPTIONS:**

### **BIOLOGY 12 (MBI—12)**

Biology 12 is a comprehensive course on cell and human physiology. The 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: Biology 11 and Chemistry 11

### **CHEMISTRY 12 (MCH—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 (MPH—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.

### **ENGINEERING 12 (YERT-2A)**

The purpose of this course is to introduce four major areas of engineering study and to engage the students in problem solving, project based learning and critical thinking. The course will cover:

1. Civil Engineering – structures
2. Electrical Engineering – power
3. Chemical Engineering – products
4. Mechanical Engineering – energy

Each unit of the course will follow a general plan of 1 week of introduction to the engineering discipline, 1 week of specific instruction on the application of Physics 12 and Chemistry 12 concepts that apply and 2 weeks to design, build and test a related project.

**NOTE: This course does not meet Ministry criteria for the Science graduation requirement. It meets the criteria for an elective credit only.**

## CORE PROGRAMS| PHYSICAL EDUCATION

### Goals

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

1. A focus on developing a holistic understanding of health and well-being by promoting and developing all aspects of student health and wellness, including physical, social, and mental well-being
2. Big Idea statements to support teaching and learning and for deep understanding and skills transfer
3. Content on individual identities, including sexual identity, gender, values, and beliefs
4. Learning standards on various influences on healthy choices, including social and peer pressure, differing sources and validity of health information, and situational factors
5. A focus on developing healthy habits in all areas of health that students will continue to practice after graduation

### General Information

1. Physical & Health Education 10 is a required course.
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 10** (required course) **(MPHED10):**

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 AND HEALTH EDUCATION 10 (*basketball focus* option) (MPHED10B)**

In this course students will be given opportunities to:

- engage in **daily participation** a range of different types of physical activities designed to help develop their physical and personal health and fitness goals. There will be a **strong focus on developing physical literacy skills through basketball**.
- 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 (MPE—11)**

Physical Education 11 emphasizes an active and healthy lifestyle. It also has a strong focus on developing student initiative and leadership skills. The program will consist of activities which use both school and community facilities. The focus of this course will be to introduce the PE 11/12 course options that will be offered next year with the implementation of the new 2019 Curriculum. Therefore: this course will focus on the following three areas: **Active Living through Sports; Fitness and Conditioning and Outdoor Education**. We would like to recommend that students that select PE 11 are self-motivated and have a keen interest in pursuing at least one of the three curricular areas listed above. Please note that outdoor education may take place in a variety of environments and conditions.

**\*Recommended: PE 10**

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

## **PHYSICAL EDUCATION 11 - ACTIVE LIVING (*Basketball*) (MPE—11ALS)**

**Active Living 11** emphasizes the preparation of an active and healthy lifestyle for students. It also focuses on developing student initiative and leadership skills. The program will consist of activities which use both school and community facilities. This course will be mostly **sport oriented** where students will learn proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills. It will cover rules and guidelines for different types of sports and activities; safety and etiquette; the benefits of physical activities to health and mental well-being and ways to monitor and adjust physical exertion levels. The roles of various nutrients and how they can affect health and performance; injury prevention and management; techniques for organizing and supervising activities; potential short- and long-term consequences of health decisions will also be covered. It is highly recommended that students selecting this course are self-motivated and have a keen interest in **basketball**

**\*Recommended: PE 10**

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

### **PHYSICAL EDUCATION 11 – FITNESS AND CONDITIONING PE 11 (MPE—11FCS)**

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.

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

1. **Outdoor Education** such as hiking, canoeing, sailing, skiing, and dragon boating
2. **Active Living and Recreational Sports** such as golf, tennis, racquet ball and beach volleyball
3. **Fitness and Conditioning** such as yoga, Zumba, Pilates, boot camp 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.**

### **PHYSICAL EDUCATION 12 (MPE—12)**

Physical Education 11 emphasizes an active and healthy lifestyle. It also has a strong focus on developing student initiative and leadership skills. The program will consist of activities which use both school and community facilities. The focus of this course will be to introduce the PE 11/12 course options that will be offered next year with the implementation of the new 2019 Curriculum. Therefore: this course will focus on the following three areas: **Active Living through Sports; Fitness and Conditioning and Outdoor Education**. We would like to recommend that students that select PE 11 are self- motivated and have a keen interest in pursuing at least one of the three curricular areas listed above. Please note that outdoor education may take place in a variety of environments and conditions.

**\*Recommended: PE 10**

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

### **PHYSICAL EDUCATION 12 - ACTIVE LIVING (Basketball) (MPE—12ALS)**

**Active Living 12** emphasizes the preparation of an active and healthy lifestyle for students which they can maintain after they leave school. It also focuses on developing student initiative and leadership skills. The course will consist of activities which use both school and community facilities. This course will be mostly **sport** driven where students will learn proper physical movement patterns, including non-locomotor, locomotor, and manipulative skill. It will cover rules and guidelines for different types of sports and activities; safety and etiquette; the benefits of physical activities to health and mental well-being and ways to monitor and adjust physical exertion levels. The roles of various nutrients and how they can affect health and performance; injury prevention and management; techniques for organizing and supervising activities; potential short- and long-term consequences of health decisions will also be covered. This course will build on the curriculum content introduced in Active Living 11 – Basketball. It is highly recommended that students selecting this course are self-motivated and have a keen interest in **basketball**.

**\*Recommended: Active Living 11**

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

## **PHYSICAL EDUCATION 12 – FITNESS AND CONDITIONING PE 12 (MPE—12FCS)**

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.

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

4. **Outdoor Education** such as hiking, canoeing, sailing, skiing, and dragon boating
5. **Active Living and Recreational Sports** such as golf, tennis, racquet ball and beach volleyball
6. **Fitness and Conditioning** such as yoga, Zumba, Pilates, boot camp 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.**

## **ELECTIVE PROGRAMS | LANGUAGES**

### **FRENCH AS A SECOND LANGUAGE**

The Core French program at Wellington emphasizes the exploration of the francophone or French-speaking world and how we experience it through language and culture. Students will explore the language with writing, reading, listening, and speaking components and a variety of themes including Entertainment, Global Cuisine, and even Urban Legends! Students are encouraged to challenge themselves and celebrate their progress in the language demonstrating their learning through collaborative projects and activities. The French program also emphasizes experiencing the culture with the help of music, movies, and food!

#### **FRENCH 10 (MFR—10)**

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.

#### **FRENCH 11 (MFR—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. The areas of reading, writing, listening and speaking will be stressed and assessed.

#### **FRENCH 12 (MFR—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**

As the second most-spoken language in the world, Spanish is a great way to explore and experience the world! Utilizing a wide variety of themes as our lens into Spanish language and culture, we experience the language with writing, reading, speaking and listening components. Students are encouraged to challenge themselves and celebrate their progress in the language demonstrating their learning through collaborative projects and activities. The Spanish program at Wellington also emphasizes learning the language with the help of music, culture, and of course, food!

#### **SPANISH 10 (MSP—10)**

Spanish 10 is a continuation of Spanish 9 and allows for further exploration of the language and culture of Spain and Latin America. Students will continue to develop their ability in the language while exploring themes such as traveling, shopping, food, and more and demonstrate their learning through collaborative projects and activities. Students are recommended to take Spanish 9 prior to Spanish 10.



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

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 (MSP—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 (MSP—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.\*\***

## **ELECTIVE PROGRAMS | ADST - BUSINESS EDUCATION**

### **ACCOUNTING 11 (MAC—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 (MACC—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 (YCCT-1B)**

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.

### **ENTREPRENEURSHIP AND MARKETING 10 (MADEM10)**

This course will expose students to a variety of business concepts that encapsulate the realities of today's business marketplace. In developing a fundamental understanding of commerce students will explore topics ranging from the various types of business forms and the implications of political and economic structures in our modern society. In addition this course will examine the role of marketing and the challenges facing marketers in today's global market place. The course will continue to develop these key concepts and students will be given the opportunity to explore how Entrepreneurship is a vital component in the Canadian and global economy. Upon developing these fundamental concepts students will be required to create and execute a business plan that has them market and sell a product or service within the Wellington School community. Students will also be required to relate the course teaching to current events and explain what implications these events may have on our economy.

### **MARKETING 11 / MARKETING 12 (MMK—11; MMK—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 (MENT—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 | ADST - INFORMATION & COMMUNICATIONS TECHNOLOGY**

### **COMPUTER STUDIES 10 (MCSTU10)**

This course will give students the fundamental computer technology skills they will need in their future workplace. Students will learn skills that will help them in a business/office, graphical art and computer programming context.

Topics include...

Computer hardware (what's inside that black box),

Digital Literacy over cloud based and desktop based applications.

Graphic applications (Photoshop),

Business Applications (Microsoft and Google)

Programming Languages (Visual C# and Unity Game Engine)

Digital Ethics

Evolution of Technology.

### **COMPUTER SCIENCE 11 (MICTS11)**

This academic course prepares students for the coding requirements involved in an Engineering or Computer Programming career. The course will be taught using the Unity Game Program Engine and Microsoft Visual C#. Course topics will be taught by building Windows Applications and Game Applications. Course topics include basic programming concepts, constructing and evaluating logical statements, use of control flow to manipulate program execution • development of algorithms to solve problems in multiple ways • techniques for operations on and searching of arrays and lists • uses of computing for financial analysis • ways to model mathematical problems. **Learn Math by creating video games... How cool is that. ☺**

### **COMPUTER SCIENCE 12 (MICTS12)**

This course will expand on the skills and concepts from the former CS11 course to prepare students for a University level computer science class. The Unity Game Program Engine and Microsoft Visual C# will be used to delve deeper into algorithms, Game AI and business logic. Course topics include custom data types, comparison of sorting algorithms, and computation on large data sets, distributed computing and ways to apply simulated physics in different applications. Possible extension topics include VR and AR, as well as human-computer interaction.

### **COMPUTER PROGRAMMING 11 (MICTP11)**

While similar to about 70% of Computer Science 11, this course allows students to experience Video Game Programming at a slightly reduced pace. Basic programming concepts, logical and decision making statements and loops will be covered. Students will use the Unity Game Engine and Microsoft Visual C# to create both 2D and 3D programs and video games. Students can expect to create an adventure type game where a 3D character has to successfully survive a perilous environment.

### **COMPUTER PROGRAMMING 12 (MICTP12)**

This course will expand on the skills and concepts from the former CP11 course 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, classes, and files. A large final project done with either C# or Unity will be expected.

**Strongly Recommended:** Computer Programming 11

**\*\*\*MEDIA ARTS COURSES ARE NOW INCLUDED IN THE ARTS – VISUAL ARTS SECTION\*\*\*\***

## **ELECTIVE PROGRAMS | ADST - TECHNOLOGY EDUCATION**

### **WOODWORK 10 (MWWK-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 10 (MTDRF10)**

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.

**ELECTRONICS AND ROBOTICS 10 (MTEAR10)**

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.

**CARPENTRY AND JOINERY 11 (MCJ—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.

**DRAFTING 11 (MDD—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 or engineering 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.

**CARPENTRY AND JOINERY 12 (MCJ—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

**DRAFTING 12 (MDD—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 or engineering as a career.

**Recommended:** Drafting 11

**SKILLS EXPLORATION: 10-12 (MSTX10; MSTX11; MSTX 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.

## ELECTIVE PROGRAMS | ADST - HOME ECONOMICS

### **FAMILY STUDIES 11 (MFM—11)**

“You can choose your friends, but you can’t choose your family,” implies that you have control over one but not the other. In this four credit course, learn how to manage relationships with the people around you, including your family. Identify the types of roles family and friendships play in your life and the importance they have to your well-being. Learn to communicate in effective ways and identify safe and healthy vs unsafe and unhealthy relationships. When a close relationship becomes serious, what is your legal status and what are the ups and downs in terms of financial, community, cultural changes and influences? What part does culture play in shaping a relationship and how can they be combined successfully? Lastly, when relationships end, what are the considerations and implications? In this course, you will learn the answers to these questions.

### **FAMILY STUDIES 12 (MFM—12)**

Have you ever wondered what life will be like when you start a family? The information in this course is invaluable to all genders, regardless of when you begin a family. This four credit course starts with learning how to control pregnancy and the choices you have in the methods of contraception. You will learn what happens to the human body after conception. Beyond that, there are many choices you have to make when starting a family. They include, prenatal development, medical care, methods of childbirth and delivery. You will go through the stages of child development and learn about nutritional needs, styles of caring and the effects they have on both you and child. Lastly, you will look at the ongoing responsibilities, including child care outside the home, legal accountabilities and child welfare.

### **FASHION DESIGN 11/12 (YVHE—2A)**

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 (MTXT-10; MTXT-11; MTXT-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.

### **FOOD STUDIES 10 (MFOOD10)**

**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.

### **FOOD STUDIES 11 (MFND--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.

### **FOOD STUDIES 12 (MFDN--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.

## ELECTIVE PROGRAMS | ARTS EDUCATION - VISUAL ARTS

### **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-D 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 STUDIO 10 (MVA10)**

The elements of the Grade 9 program are reviewed, with a higher level of maturity expected from the students. Many independent art 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 FOUNDATIONS 11 (MAF—11)**

Students in Art 11 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 FOUNDATIONS 12 (MAF—12)**

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 11

### **STUDIO ARTS 11 - DRAWING & PAINTING (MSADP11)**

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 (MSADP12)**

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 or 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 INDEPENDENT DIRECTED STUDY 11 (MIDS-1A)**

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 INDEPENDENT DIRECTED STUDY 12 (MIDS-2A)**

Students who completed Art Independent Directed Study 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 a learning plan with evidence-based goals that incorporate their choice of direction related to their artistry.

### **STUDIO ART: VISUAL JOURNAL/ART JOURNAL 11/12 (MSAGP11; MSAGP12)**

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 (MVAPH10)**

This course will provide students with a basic overview of digital photography and post production editing. Students will explore the historical evolution of photography and how the digital camera has embarked upon the norm of modern day photography. Course content will lead students through the basics of composition and exposure to creating their own photographic portfolio which highlights their learning objectives throughout this course.

### **PHOTOGRAPHY 11 (YCCT-1A)**

Students who have developed the basics of photography 10 will be expanding their photographic skills to explore concepts ranging from Macro Photography, Street Photography, Nature photography, Portrait Photography etc. In this course students will be utilizing more advanced features of the Adobe suite consisting of Photoshop and Bridge.

### **PHOTOGRAPHY 12 (YCCT-2A)**

This course explores the basics of Photography ranging from composition to exposure and to post production processing of digital files through Adobe Photoshop. Students will first learn how to compose captivating photographs in a variety of settings consisting of portraits, action and landscaping photography. Once students have developed a fundamental understanding of basic composition they will begin to unlock the hidden capabilities of the Digital Camera. This course will lead students step by step from basic automatic mode to full manual mode of every aspect of their photograph. Students will also have an opportunity to explore the impact various lenses will have on their final image.

### **MEDIA ARTS 10 and 11 (MMEDD10; MICTM11)**

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 (MICTM12)**

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

## Elective Programs | **ARTS EDUCATION - DRAMA**

### **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.

### **MUSICAL THEATRE 9-12 (MMU-09MTS; MMUTH10; YVPA-1A; YVPA-2A)**

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.



### **DIRECTING & SCRIPTWRITING 11/12 (MTPDS11; MTPDS12)**

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.

### **THEATRE PRODUCTION AND STAGECRAFT 9/ 10/11/12 (MDRTC10; MTPR-11; MTPRM12)**

Are you interested in being a part of Drama but don't want to be onstage? Sign up for stage craft and help get the scenes on their feet by building the set, making props, creating costumes, organizing and running the lights. Without students in stagecraft 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 Drama program.

## **ELECTIVE PROGRAMS | ARTS EDUCATION - MUSIC**

### **BAND**

#### **CONCERT BAND 10 (INSTRUMENTAL MUSIC) (MMUCB10)**

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

#### **CONCERT BAND 11 (INSTRUMENTAL MUSIC) (MIMCB11)**

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

#### **CONCERT BAND 12 (INSTRUMENTAL MUSIC) (MIMCB12)**

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.

**JAZZ BAND 10 (INSTRUMENTAL MUSIC) (MMUJB10)**

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 (INSTRUMENTAL MUSIC) (MIMJB11)**

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 (INSTRUMENTAL MUSIC) (MIMJB12)**

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 10/11/12 (MMUVJ10; MCMJV11; MCMJV12)**

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.**

## **CORE PROGRAMS| CAREER EDUCATION**

### **CAREER LIFE EDUCATION 10 (MCLE-10)**

Career Life Education 10 is a 4 credit course designed to enable students to develop the skills they need to become self-directed individuals who make thoughtful decisions, set goals, and take responsibility for pursuing their goals throughout life. Students will think critically about health issues and decision making, develop financial literacy skills, and plan the actions required to pursue future goals. They will explore their post-secondary schooling and career options. Grade 11 students who have not completed Planning 10 will be required to complete Career Life Education 10 instead. This course is a graduation requirement and is the pre-requisite for graduation requirement courses of Career Life Connections and the Capstone Project.

### **GRADUATION TRANSITIONS (MGT—) \*\*\*\*\*only available to Grade 12 students\*\*\*\*\***

As part of the new graduation process, all students in British Columbia must now complete Graduation Transitions. The Graduation Transitions process begins in Planning 10 and continues through Grades 11 and 12. Graduation Transitions 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
- Career and Life

In their Planning 10 course, students are introduced to Graduation Transitions and will meet some of the criteria as part of the regular course work. Students will complete Graduation Transitions in Grade 12, with the guidance of a Graduation Transitions advisor.

## **ELECTIVE PROGRAMS| SPECIAL COURSES**

### **Peer Tutoring 10/11/12 (YIPS-0A; MHS-1A; MHS-2A)**

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.)

### **CAREER EXPLORATIONS 12 (YSEVCA2A)**

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.