

GNS



Glenlyon
Norfolk
School

Pemberton Woods Campus Program of Studies 2017/2018



C O N T E N T S

A helpful guide to Course Requests is located on pages 49 to 51.

Please note that students cannot make course requests until their registration paperwork and deposit have been received and processed by the school.

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The Program of Studies

The 2017/2018 *Program of Studies* for the Pemberton Woods Campus details the various courses to be offered for Grades 6 to 12. Every student in Grade 6 to 10 participates in the International Baccalaureate (IB) Middle Years Programme. This is an ideal complement to the IB Diploma Programme, which involves, to various degrees, all students in Grades 11 and 12.

For Middle Years students and parents, the document may seem somewhat daunting—especially the more complex aspects of course choice in Grades 11 and 12. However, the programs for Grades 6 through 8 are, in fact, quite straightforward and the only choices to be made are in the area of arts and language acquisition.

We could, of course, simplify things by issuing to each grade level only the section relevant to them. However, we want students and their families to be able to 'browse ahead' and plan their possible route through to university. We also want everybody to see the richness of what GNS offers.

For our Grade 6 students, the step to the Middle School is full of opportunity and excitement. The nervousness (of students and parents) disappears rapidly, to be displaced by an overwhelming sense of activity, achievement, challenge, and enjoyment. We offer our Middle Years students a multitude of possibilities, and all we ask is that they explore and exploit those opportunities to the fullest extent.

For our Senior School students, the *Program of Studies* outlines the various tracks available that will lead to university acceptance and enjoyment in ongoing studies. Please read this over carefully to ensure that a realistic program is put into place to ensure your success. Also, parents of students taking English 12, which is a provincially examinable course, should refer frequently to the Ministry of Education provincial examination schedule website: <http://www.bced.gov.bc.ca/exams/handbook/schedules.htm> and the Academic Calendar: examcal.mygns.ca for the latest exam schedule information.

Enjoy reading the *Program of Studies*, and should you have any questions, please don't hesitate to contact us.

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GNS Mission

Our Mission is to challenge and support our students to do their best through truth and courage in learning and in life.

Our Vision

By leading through truth and courage, Glenlyon Norfolk School prepares outstanding young men and women of character who will contribute to the world through their leadership, their commitment to service and their understanding that we are all responsible for the future of our communities.

Goals and Strategic Priorities

Our goals support our vision. They are:

1. To develop in our students the skills of critical and creative thinking, the passion for life-long learning, and doing their best in body, mind and spirit.
2. To cultivate a commitment to service.
3. To develop in our students a sense of responsibility for the well-being of our communities, an understanding of global issues, and the leadership skills to make a difference.
4. To ensure that the school has the infrastructure and resources necessary to carry out its mission and vision and realize the goals of this strategic plan.

IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

The attributes and descriptors of the Learner Profile define the type of learner the IB hopes to develop through its programmes. It originated in the Primary Years Programme (PYP), but practitioners from all three programmes identified it as a set of qualities that could also enhance learning in the Middle Years and the Diploma Programmes.

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focussing on the dynamic combination of knowledge, skills, independent critical and creative thought, and international mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process.

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of

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people everywhere. We take responsibility for our actions and their consequences.

- **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new

ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- **Balanced:** We understand the importance of balancing different aspects of our lives (intellectual, physical, and emotional) to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The Middle School

The Middle School heart beats with a sense of vitality and passion as our students take many steps towards finding out who they really are, what they have to offer and how they can become involved in their own personal growth.

We are firm believers in placing our students right at the centre. The Middle School is a great place for this to happen as it offers a safe, nurturing, and wholly positive environment where students can enjoy what they do and have fun learning—knowing that this sense of enjoyment is just what helps to make us a really special part of the GNS community. We want our students to be responsible, to care about themselves and others, and to take on those core values of both the International Baccalaureate's Middle Years Programme (IB MYP) and the IDEALS of the Round Square. If ever you come into the school you'll see—and hear—this in the classrooms, in the corridors, on stage in the Hall, on the sports turf, and beyond. But of course we want our students to expand their vision ever wider and look to see what is out there waiting for them.

The over-riding quality of the Middle School is the warmth and care our staff and students show towards each other. This allows students to find their way to be the best they can be in every area of the school—through truth and courage. This is no mean feat by any stretch of the imagination! We encourage our students to take on new challenges and to move a little out of their comfort zones at times, knowing they will have a safe place to land at the end. We know that this is a great way to help our students mature and thrive. We believe that the school motto, 'Do your best through truth and courage' sets the tone that creates a really impressive learning environment for each student. In addition we continually strive to live by the following mandates:

- To provide a rich inquiry based IB Programme for all students
- To provide an academic learning environment that will both challenge and support students to become the best they can be
- To provide a caring and safe environment that celebrates good manners and virtues such as respect, compassion, confidence, enthusiasm, integrity, kindness and perseverance
- To provide opportunities for students to experience success in a wide range of activities both individually and in teams

Our students participate with energy, passion, courtesy and enthusiasm, showing Gryphon Pride in everything they do.

Students, teachers and parents work together to make the Middle School a remarkable place to thrive and learn and to emphasize the importance of our place in our community and our world, knowing that we are all empowered to make a difference.

Jake Burnett,
Principal, Middle School

The International Baccalaureate Middle Years Programme

The IB Middle Years Programme (MYP) is intended to help students aged 11 to 16 years develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. It is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside. While the programme requires a thorough study of various disciplines, it focuses on their interrelatedness. Assessment of student work is carried out by teachers using criteria established by the International Baccalaureate; the IB does not set or mark examinations but provides external moderation to validate the school's assessment standards. Authorized schools are visited and evaluated regularly.

While maintaining the mission and philosophy of the IB, the MYP curriculum follows provincial and local guidelines. This programme of studies is offered to every student, because it benefits all levels of ability and learning styles.

By offering this course of study, Glenlyon Norfolk School provides its Middle Years Students with opportunities to:

- address students' intellectual, social, emotional and physical well-being
- enable students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future
- ensure breadth and depth of knowledge and understanding through the study of eight subject areas
- engage in the study of at least two languages to support students in understanding their own culture and that of others
- provide the opportunity for students to undertake an independent project into an area of interest

Conceptual Teaching and Learning with Global Contexts

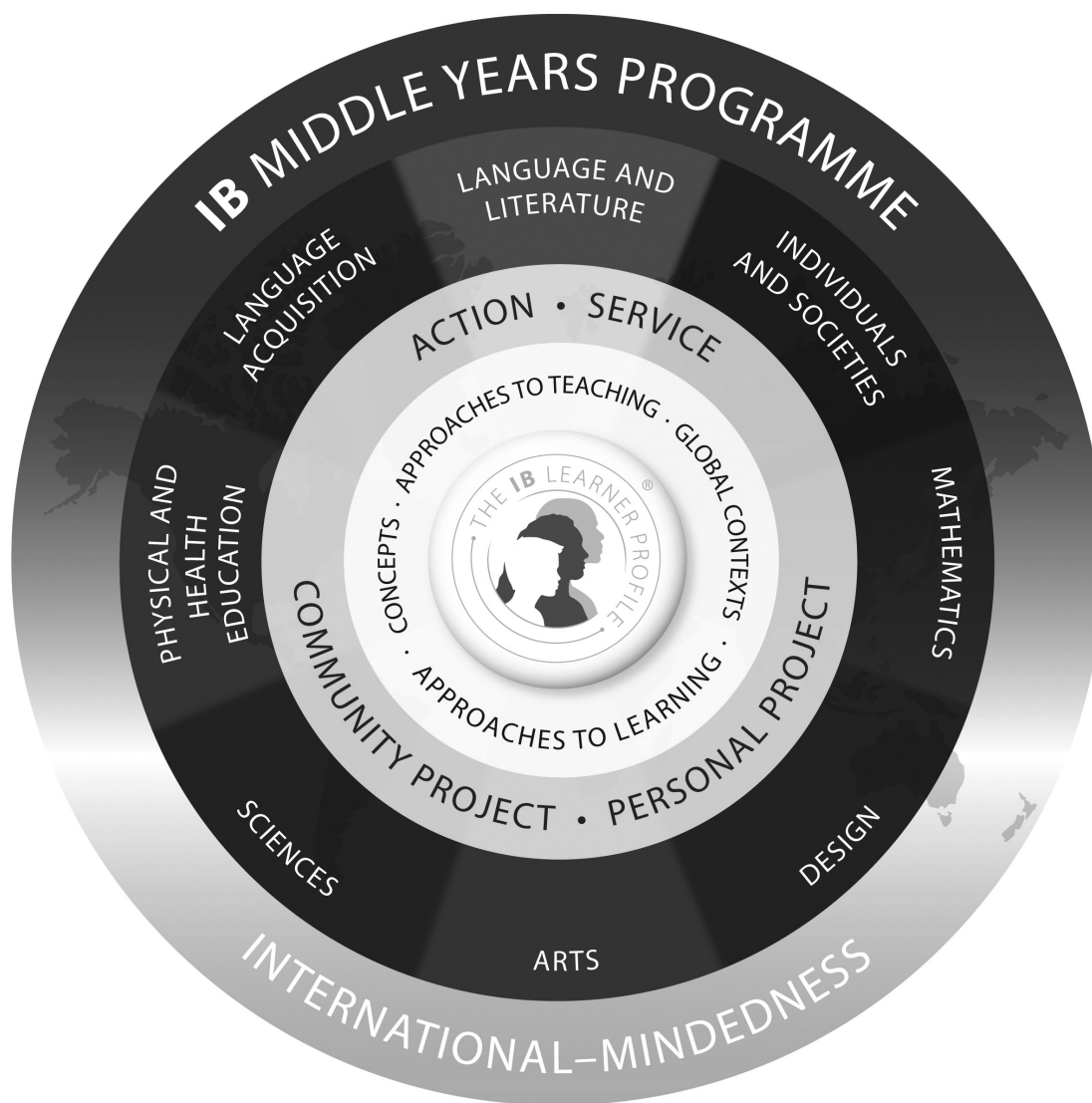
Teaching units are structured around key concepts. These concepts engage students in higher-order thinking, which helps them to connect facts and topics with more complex conceptual understanding.

The MYP also encourages teachers to design units around important global issues and ideas including: climate change, trade, international conflicts and international exchange. These Global Contexts are used to establish a focus for meaningful teaching and learning in our program of international education.

Over the course of their study GNS students will encounter the following six **Global Contexts**:

- Identity and relationships: identity, beliefs, values, culture
- Orientation into time and space: civilizations from personal, local and global perspectives
- Personal and cultural expression: the ways in which we reflect on, extend, and enjoy our creativity
- Scientific and technical innovation: how humans adapt environments to their needs
- Globalization and sustainability: the impact of decision-making on humankind and the environment
- Fairness and Development: access to equal opportunities, peace, and conflict resolution

Middle Years Programme curriculum framework



Approaches to Learning in the MYP

There are five important skills that the students should develop throughout their years in the MYP at Glenlyon Norfolk School to become confident, independent, self-managed learners for life. All teaching is aimed at helping students develop skills in:

- Communication
- Social
- Self Management
- Research
- Thinking

Scott Learning Commons

The Scott Learning Commons is an extension of the classroom and integral to the academic program. The library collection reflects the curriculum and includes reference materials, books, teacher resources, magazines and newspapers, online databases, and DVDs. There are computers for students to use to access electronic information resources and the Internet. The Scott Learning Commons subscribes to online databases and full-text periodical

indexes. Students are able to access these resources in the learning commons, in the classrooms, and at home through the Scott Learning Commons web page: <http://www.mygns.ca/students/scott-library>

The Scott Learning Commons is a vibrant learning space where students learn information and digital literacy, digital citizenship, collaboration, research, and citation skills. The main objectives of the learning commons program are to support and enrich the curriculum, to promote literacy, and to teach students to competently conduct research.

Teachers in all grades and subject areas use the SLC for research instruction relating to topics currently under study in the classroom. One of the main focuses of the library program is to teach Approaches to Learning skills in conjunction with the classroom teacher in order to enable students to competently complete research assignments with academic honesty. As part of learning about citations and academic honesty, the teacher-librarian assists students using the turnitin.com program. The knowledge and skills acquired will prepare them for study at the secondary level. Another area of focus is to encourage students to develop a love for reading and encourage them to become life-long readers. All students visit the learning commons once a week for book exchanges, book talks, and library skills instruction.

GNS students and staff are welcome to use the facilities and resources for study, research, and reading. The learning commons program also includes individual instruction in which students receive assistance outside class time. A staff member is available to help students in the morning before school starts, during lunchtime, and after school.

Learning Strategies

In order to thrive at GNS, all students must have the potential to succeed in our program, which has an explicit pre-university focus. However, such potential does not preclude students from experiencing difficulties with the learning process due to their learning differences. Adaptations may be made to the learning process to allow students to complete our program. All teachers will readily give extra assistance to differentiate for their students and the Learning Strategies teachers are available to coordinate, advise and team teach alongside their colleagues. In Grades 6 and 7, it is possible for remedial assistance to be given as required. Parents must obtain a full psychological-educational assessment from a registered educational psychologist if we are to allow adaptations for internal exams as well as, in some cases, for the daily program. In a very small number of exceptional cases, the school may modify the provincially mandated program. The student will work toward a "Leaving Certificate" at the end of Grade 12 instead of the usual "Dogwood" or IB Diploma.

English Acquisition (EA) for International Students in the Middle School

English Acquisition is a course for international students who are still developing proficiency in academic English. English Acquisition teachers deliver direct instruction of English language skills, built into the timetable in place of another Language Acquisition course. In addition, the special nature of our multi-lingual students is recognized within this program. Focus is placed on deepening an awareness and appreciation of Canadian culture, as well as international mindedness. Furthermore, teachers monitor the development of each student's mother tongue language, as this is known to have a critical role in the process of learning additional languages.

Personal Counselling

Personal counselling is available to students through the school's counsellors. Individuals experiencing social or emotional difficulties, or challenges associated with their adjustment to school, are encouraged to seek support in the counselling offices. The counsellors are in a position to coordinate resources and to consult with parents, students, teachers, and administration in an effort to identify the factors limiting a student's success.

Personal Counselling Services can be accessed through the homeform teachers, the school administration, or by contacting a counsellor directly.

Daily Physical Activity

An initiative from the Ministry of Education for Daily Physical Activity (DPA) promotes optimal growth and development for BC students. Accordingly, every student in Grades 6 to 8 is expected to engage in 30 minutes of moderate to vigorous daily physical activity. Active participation in a GNS Physical and Health Education class helps meet this Ministry of Education requirement. Additionally, participation in sports teams and guided activities during lunch hour and recesses also help fulfill this requirement. Students record their Daily Physical Activity in their agendas at the end of the day.

Homework Agendas

Homework agendas are issued in September to all Middle School students and they are expected to keep it up to date with assignments and homework deadlines. Students are requested to indicate time allocations for each homework entry. Parents are asked to look at the agenda each evening to keep themselves up to date on school deadlines and activities. The agenda is also an excellent way for parents and teachers to communicate about school matters. Further agendas may be purchased throughout the year.

Required Courses:

- IB Language and Literature
- IB Language Acquisition: IB French
- IB Language Acquisition: IB Mandarin
- IB Language Acquisition: IB Spanish
- IB Individuals and Societies
- IB Sciences
- IB Mathematics
- IB Arts: IB Band
- IB Design
- IB Physical and Health Education
- Career Education
- IB Arts Rotation

When students complete the IB Primary Years Programme at the Junior School, they are proficient at structuring their own inquiries, reflecting on what they have learned, and have developed a strong sense of their own community as well as the world at large. Students entering Grade 6 at the Middle School begin the first year of the International Baccalaureate Middle Years Programme (MYP). This programme shares many of the educational principles of both the Primary Years Programme and the Diploma Programme. The Middle Years Programme promotes the education of the whole person, emphasizing the importance of a broad and balanced education. It promotes international mindedness, responsible citizenship, the importance of learning how to learn, student-centered inquiry, and communication. By the end of Grade 6, students have been introduced to the six global contexts and have studied units structured around key concepts which help them to connect facts and topics with a more complex conceptual understanding. Grade 6 students seek to answer factual, conceptual and debatable unit questions, and to critically reflect on not only what they have learned, but also what they still need to discover.

Required Courses

IB Language and Literature 6

This first year of the Middle Years Programme focusses on building connections between domains of knowledge, and on reviewing sentence and paragraph structures. Each teacher assesses students on their specific needs for review of punctuation, word usage, grammar and other language mechanics. The year progresses towards mastery of persuasive and expository prose. As part of this rigour, we aim to treat writing as imaginative play and to build empathy for the choices that adult authors make when writing stories, plays and poetry. Our reading focus is on both pleasure and analysis. Students critically explore literature through personal responses and projects, whole class studies, and literature circles. Oral confidence is also increasingly important within our curricula. Our lessons include debate, small group discussions, poetry recitation, and public speaking.

IB Language Acquisition: IB French 6

The emphasis at MYP Year 1 is on continuing to build a solid foundation of French, and to foster positive attitudes to learning and using the language. Students are encouraged to take risks, use previously learned structures, and demonstrate their learning orally and in written form. Students apply a variety of strategies such as predicting, connecting, and guessing from clues to develop and increase their confidence with the language. The themes studied include family, food, and friends around the world. Students already

fluent in French are encouraged to support their peers in learning and to read independently to maintain their skills.

This course leads to IB Language Acquisition: IB French 7 or IB French 7 (Enriched).

IB Language Acquisition: IB Mandarin 6

(not for native speakers)

In MYP Year 1, students will learn and develop their knowledge and application of Chinese characters in writing as well as in developing their oral competency. They will be introduced to a number of language learning strategies in order to express themselves and communicate effectively. They will take into account the importance of learning another world-wide language and broaden their international outlook. Students will participate in role-plays, write internet comments, diary entries.

This course leads to IB Language Acquisition: IB Mandarin 7.

IB Language Acquisition: IB Spanish 6

(not for native speakers)

In this MYP Year 1 course, students will explore the richness and diversity of Spanish-speaking cultures through a variety of creative works and be introduced to a number of language learning strategies in order to express themselves and communicate effectively. They will take into account the importance of learning another world-wide language and gain an appreciation of what is meant by 'international-mindedness'. Students will participate in role-plays, write diary entries and read level-appropriate selections from magazines. Assessments will be formative, not summative.

This course leads to IB Language Acquisition: IB Spanish 7.

IB Individuals and Societies 6

The concept of humans developing into global citizens and a changing international-mindedness is central to this course. It focusses on economic self-interest, complex global problems and systems of government. Students are encouraged to think critically through a variety of sources and asked to identify how different sources can affect our understanding in both a negative and a positive way. Students will communicate ideas and information to a variety of audiences through different task specific assignments. Strategies for gathering, interpreting and evaluating sources of information are taught and emphasized. Students will be asked to think critically about how their own actions and the actions of the world's communities have had an effect on relationships and the environment.

IB Sciences 6

IB Sciences 6 is a laboratory course in which students uncover concepts through guided inquiry and investigation. This provides them the opportunity to construct their own understanding of science concepts, and to think critically. Students are encouraged to apply their understanding of science concepts to the world outside the classroom. Students explore topics in a variety of areas. In life science, they study the basic structure and function of the musculoskeletal, reproductive, hormonal, and nervous systems. Physical sciences focusses on the scientific method and experimental design, laboratory safety, types of mixtures, and chemical changes. Students also study the nature and effects of forces, Newton's laws of motion, gravity, how forces affect movement in fluids, and animal design. Exploration and life in extreme environments is studied as well as the nature of the universe and our solar system.

IB Mathematics 6

IB Mathematics 6 covers and exceeds the provincially required Grade 6 math learning outcomes. The concepts and skills taught go beyond those required by the Ministry of Education thus preparing our students for successful completion of the International Baccalaureate Middle Years Programme

(MYP). IB Math 6 is the first year of the MYP, which focuses on four areas: knowing and understanding, investigating patterns, communicating, and applying mathematics in real-life contexts. The framework for mathematics in year one of the MYP covers the following branches: number (concepts and operations), algebra, geometry and measurement, financial literacy, and statistics and probability. A scientific calculator will be required for this course.

IB Design 6

IB Design 6 is an introductory course to digital technology and computers. It exceeds all the requirements of BC's new curriculum course: Applied Design, Skills and Technologies 6. Students are introduced to the elements of the MYP Design Cycle. They become familiar and comfortable with operating systems and simple networks. They learn how to manage their own digital files, submit work, keep up-to-date with their classes, use the Internet safely and ethically, and communicate with their teachers electronically. Furthermore, word processing, electronic presentations, basic spreadsheets and coding are introduced throughout the year. Although IB Design 6 is a stand-alone subject, some of the course work is integrated with other subject areas.

IB Physical and Health Education 6

The Grade 6 curriculum is designed to focus on the acquisition and improvement of one's skills in different team and individual sports. Basic skills for each sport are taught in order to build a strong foundation for future physical activity. The major focus on team sports is to promote teamwork and positive communication skills within the sporting arena. In addition to the major team sports, activities include units on dance, cooperative games, track and field, badminton, volleyball and fitness. Students also acquire a knowledge base in fitness, personal planning, stretching and rules to the games. The Physical and Health Education program is intended to foster self-initiated participation in physical activities and the formulation of a healthy lifestyle.

Career Education 6

This course, which is taken by all Grade 6 students, aims to equip students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their health, education, and future careers. Some Career Education topics are covered in conference groups at this level, as well as across all subjects within the Middle School.

IB Arts in Grade 6

Grade 6 is a special experiential year in the arts at GNS! All Grade 6 students enrol in the band course, giving each student an opportunity to experience learning to play a band instrument and being a member of a beginning concert band. Additionally, all Grade 6 students rotate through each of the following three arts disciplines for one-third of the academic year: art, drama and choir. These experiences prepare students to choose arts electives in their Grade 7 and 8 years, as they continue to study two arts disciplines in each Middle School year at GNS.

IB Arts: IB Band 6

This is a beginner level course in which students are introduced to the basic skills needed to play woodwind, brass, or percussion instruments. Students will explore music through Global Contexts such as "Personal and Cultural Expression" and "Identities and Relationships," and will be assessed using MYP criteria "Knowledge and Understanding," "Developing Skills," "Thinking Creatively," and "Responding." Students will participate in Units of Inquiry exploring music notation, music history, technique development, practice techniques, composition, and performance reviews, and will explore folk instruments of the world through a "CultureFest" unit. Student learning is recorded and logged in an MYP Process Journal. The GNS Beginners'

Band is required to perform in several concerts during the year, including the Winter Wonderland Concert and the Spring Festival Concert, as well as participating in the Greater Victoria Performing Arts Festival.

This course leads to IB Arts: IB Band 7.

IB Arts Rotation: IB Visual Arts 6

IB Visual Arts 6 introduces students to a series of techniques while aiming to make them familiar with the elements and principles of art. Students explore drawing and design through a variety of assignments. Lessons also touch on basic colour theory, paint application, and 3-D sculpture. Students work with a variety of media as a means of exploring the concept of creativity. The use of the artist process journal encourages and records experimentation and critical and creative thinking. Students are encouraged to begin a discovery of their own creative voice.

IB Arts Rotation: IB Choir 6

This course deals with the development of musicianship skills as they apply to both band and choir. Choral rehearsal techniques and routines are explored as students develop aural musicianship as well as music reading skills and sight-singing skills. Standard repertoire includes historical and modern choral music in two and three parts and exposure to cross-cultural music. In addition to learning basic vocal and breathing techniques, vocal warm-ups include solfeggio scales with range alternatives that adapt to changing voices and ranges.

IB Arts Rotation: IB Drama 6

In a safe and inclusive environment, students are provided a taste of developmental drama. Students explore personal and cultural expression while collaborating and experimenting with movement based activities to learn about key aspects of the theatre venue and the stage and to develop effective social skills and an understanding of fairness and development. Creative games and tasks focus on expression, imagination and building confidence while promoting the attributes of the IB Learner Profile.

English Acquisition

Language Acquisition: English 6

This course may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin and/or IB Spanish

The English Acquisition course develops students' communication skills and grammatical knowledge of English, through exploration of various themes and contexts. Increasing importance is placed on developing academic English, and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures.

This course leads to Language Acquisition: English 7.

THE GRADE 7 PROGRAM OF STUDIES

Required Courses:	IB Language and Literature
	IB Language Acquisition: IB French
	IB Individuals and Societies
	IB Sciences
	IB Mathematics
	IB Arts: IB Visual Arts
	IB Design
	IB Physical and Health Education Career Education
Elective Courses:	IB Arts: One of IB Band, IB Choir or IB Drama
	IB Language Acquisition: One of IB Mandarin or IB Spanish
An elective course will only run if there are sufficient numbers, at the Head's discretion.	

Students begin their second year of the MYP in Grade 7. Learning how to learn, critical thinking, and personal reflection skills are further developed during this year. In addition, assessment based on judging student work against clearly articulated criteria is fully implemented across all the subjects. Differentiated instruction that meets the needs of all learners also continues to be a focus for teaching and learning.

Required Courses

IB Language and Literature 7

IB Language and Literature 7 is a balanced program that includes writing, reading, listening and speaking. The writing program seeks mastery of creative and expository writing. Persuasive and creative writing styles

taught in Grade 6 now culminate in a personal essay. Teachers attend to language mechanics as students require, whether to support or challenge them. The multidisciplinary ethos of MYP leads to connections between language and biography, history and classical cultures. Students read novels frequently; novel study occurs in class discussion, independently, and in small groups. Guiding questions, literature circles, and debates all foster a high degree of critical thinking.

IB Language Acquisition: IB French 7

The aims of IB French 7 are to further develop students' communication skills, and to motivate them to learn more about French language and culture. At this level, MYP Year 2, all four language skills are emphasized: listening, speaking, reading and writing. Students are encouraged to continue to develop language-learning strategies and take risks. They work collaboratively to practise their French using vocabulary and expressions related to themes studied. They will also build on grammatical structures, such as the imperative, present and future tenses, adjectives and comparisons in order to express themselves more fully.

This course leads to IB Language Acquisition: IB French 8 or IB French 8 (Enhanced).

IB Language Acquisition: IB French 7 (Enhanced)

Either this course or IB French 7 is required

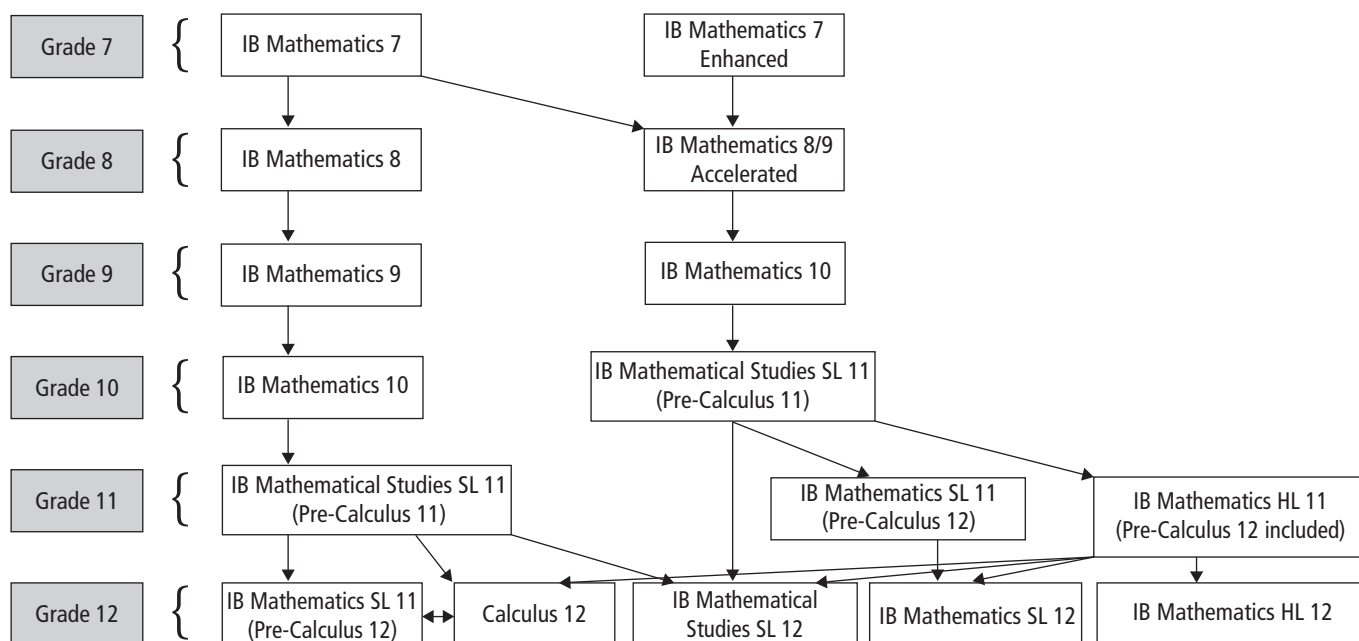
This course is suited to students with a strong background in French, and to some FSL students who are highly motivated with exceptional study skills. Students are expected to demonstrate higher levels of ability in the four skills—speaking, reading, writing and listening. The themes studied are the same in both IB French 7 programs; however, the enhanced class is conducted almost exclusively in French and advances at a faster pace. Summative assessments will reflect this enhanced approach. Admission to this course is based on previous experience or language proficiency demonstrated in Grade 6 and recommendation by the teacher.

This course leads to IB Language Acquisition: IB French 8 or IB French 8 (Enhanced).



THE GRADE 7 PROGRAM OF STUDIES

Mathematics Stream



IB Individuals and Societies 7

IB Individuals and Societies 7 is an integrated subject that introduces students to the achievements and challenges of living in ancient civilizations. As students uncover the story of the past, they are encouraged to make connections to their own lives and develop a deeper understanding of the logic and motivation behind the elements of modern society. They are also asked to think critically about their own actions and the actions of others. Strategies for gathering, interpreting and evaluating sources of information are taught and emphasized. Students also learn about synthesizing information to create well-supported written arguments for research reports and oral presentations.

IB Sciences 7

This course explores a wide variety of topics such as chemistry, earth science, electricity and energy, and environmental science. During the chemistry unit, students study elements, compounds, chemical changes, and the impact of man-made chemicals on the environment. Earth science focuses on the fossil record and geological dating, natural selection and the theory of evolution. The environmental science unit involves a study of current environmental issues including the impact of generation of electricity on climate change and ocean chemistry. During all the units of study, students are encouraged to think about the consequences of scientific discoveries on the environment, and how they can inform others and make positive changes. Students are encouraged to work cooperatively, think creatively and apply problem-solving techniques in order to apply their understanding of energy changes to the construction of a machine.

Throughout the course students are involved in "hands-on" investigations in the lab, so that they may examine basic scientific concepts using the scientific method. Emphasis is placed on knowledge, skills, and critical thinking in order to enhance students' understanding of their observations of the world around them.

IB Mathematics 7, IB Mathematics 7 (Enhanced)

In Grade 7, two separate class groupings are offered: IB Mathematics 7 and IB Mathematics 7 (Enhanced). In addition to the strands covered in Grade 6, increased emphasis is placed on algebra, geometry, and problem solving. Grade 7 is Year 2 of the MYP. On the decision of the school, students of proven ability who display exceptional work habits and reasoning skills, a broad foundation of mathematical knowledge, a keen interest in learning mathematics, and a history of high achievement are invited to participate in the IB Mathematics 7 (Enhanced) program. A scientific calculator is required for these courses.

IB Design 7

IB Design 7 is an exploratory course in digital technology and computers. It exceeds all the requirements of BC's new curriculum course: Applied Design, Skills, and Technologies 7. In IB Design 7, students further develop their skills and knowledge with regard to the MYP Design Cycle. They continue to refine their skills with regard to management of their own digital files, submitting work, using the Internet safely and ethically, and communicating with their teachers electronically. Furthermore, they explore new ideas and concepts in Information Technology and other subject areas using HTML coding, word processing, graphic editing, presentation and other programs.

IB Physical and Health Education 7

The curriculum is designed to further enhance and develop one's skills in various team and individual sports. Skills instruction and game strategy for each sport continue in order to engage both physical and intellectual faculties aiming to cultivate a love for fitness that will carry on into the future. The major focus on team sports is to promote teamwork and to begin to develop leadership and sportsmanship. In addition to the major team sports, activities include units in badminton, movement and cooperative games. Also, students acquire a knowledge base in fitness, stretching, mindful activities, and rules of the game. The Physical and Health Education program is intended to foster self-initiated participation in physical activities and the formulation of a healthy lifestyle.

Career Education 7

This course, which is taken by all Grade 7 students, aims to equip students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their health, education, and future careers. Some Career Education topics are covered in conference groups at this level, as well as across all subjects within the Middle School.

IB Arts in Grade 7

All Grade 7 students are required to take IB Visual Arts, in keeping with the philosophy of experiencing each of the arts areas in enough depth to develop some basic skills and understanding and appreciation of the discipline and its function. **Additionally, students choose one of IB Band, IB Choir, or IB Drama as their second arts course.**

IB Arts: IB Visual Arts 7

IB Visual Arts 7 is an intermediate level art course where students explore a variety of new techniques and media. Exploration and application of skill are a large part of the art-making process, and students are encouraged to create with an open mind to alternatives, perspectives and a variety of solutions. Students begin to see how their process of making art is directly related to the development of their final product. The use of the artist process journal encourages and records experimentation and critical and creative thinking. Students are encouraged to acquire knowledge and investigate ideas to help discover and further develop their own creative voice.

IB Arts: IB Band 7

Elective

Prerequisite: Arts: IB Band 6 or Permission of Instructor

This course expands upon the knowledge and skills learned in Year 1; students must have at least one year of experience playing a brass, woodwind, or percussion instrument. Students will continue to explore music through Global Contexts such as "Personal and Cultural Expression" and "Identities and Relationships," and will be assessed using MYP criteria "Knowledge and Understanding," "Developing Skills," "Thinking Creatively," and "Responding." Students will participate in Units of Inquiry exploring music notation, music history, technique development, practice techniques, composition, and performance reviews. Students continue to record their learning in the MYP Process Journal. All Band 7 students are members of the GNS Middle School Concert Band and are required to perform at the Winter Wonderland Concert, the Spring Festival Concert, and the Greater Victoria Performing Arts Festival, as well as special school assemblies and events.

This course leads to IB Arts: IB Band 8.

IB Arts: IB Choir 7

Elective

This performance course focuses on learning to sing in harmony and improving basic choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is in two and three part harmony. All Grade 7 choir students are members of the Middle School Concert Choir and are required to perform at the Carol Service and the Spring Concert as well as special school assemblies and events. Each student is assessed on participation, vocal development, music theory, history, and personal progress on choral skills.

IB Arts: IB Drama 7

Elective

This developmental drama course provides an opportunity for students to communicate creatively with others in a noncompetitive, safe environment.

Working individually, with partners, and in groups, students experiment with elements of drama building on their movement experience in IB Drama 6. Emphasis is placed on vocal elements of creative expression and students engage in project work including choral speaking, small group scene study and a Greek theatre contribution to Grade 7 Greek Day. Observation and sense awareness, listening, imagination, trust, concentration, and the integration of speech with movement are explored while making connections with other subjects, our own and other cultures around the world. Students reflect in writing and during class discussion on their learning, skill development and the attributes of the IB Learner Profile.

IB Language Acquisition Electives

Students take a second Language Acquisition course in addition to French. An elective course will only run if there are sufficient numbers, at the Head's discretion.

IB Language Acquisition: IB Mandarin 7

Elective

Students will have an opportunity to continue to study Mandarin as a course in the Middle School. This will follow on from the Mandarin language program currently being taught in Grade 6. Students will continue to learn and develop their knowledge and application of characters as well as in developing their oral competency. They will cover a range of themes and contexts helping to deepen the understanding of Chinese culture and society. Students will work collaboratively to practise their Mandarin, using vocabulary and expressions related to themes studied. They will learn basic conversational phrases and questions as well as grammatical structures such as word orders for verbs, time, and location and giving descriptions using adjectives in order to express themselves more fully.

This course leads to IB Language Acquisition: IB Mandarin 8.

IB Language Acquisition: IB Spanish 7

Elective

The aims of IB Spanish 7 are to further develop students' communication skills, and to learn more about the varied cultures of the Spanish-speaking world. At this Year 2 MYP level, all four language- acquisition areas are emphasized: listening, speaking, reading and writing. Students work collaboratively to practise their Spanish, using vocabulary and expressions related to thematically based units such as School and Family. They will learn basic conversational phrases including a variety of questions and grammatical structures such as the present tense and the use of descriptive adjectives.

This course leads to IB Language Acquisition: IB Spanish 8.

English Acquisition

Language Acquisition: English 7

This course may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin and/or IB Spanish

The English Acquisition course develops students' communication skills and grammatical knowledge of English, through exploration of various themes and contexts. Increasing importance is placed on developing academic English, and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures.

This course leads to Language Acquisition: English 8.

Required Courses:

- IB Language and Literature
- IB Language Acquisition: IB French
- IB Individuals and Societies
- IB Sciences
- IB Mathematics
- IB Arts: IB Drama
- IB Design
- IB Physical and Health Education
- Career Education

Elective Courses:

- IB Arts: One of IB Band, IB Choir or IB Visual Arts
- IB Language Acquisition: One of IB Mandarin or IB Spanish

An elective course will only run if there are sufficient numbers, at the Head's discretion.

Students begin their third year of the MYP in Grade 8. The emphasis on inquiry-based learning, which continues throughout the Middle Years Programme (Grades 6 to 10) is highlighted in several exciting interdisciplinary initiatives during the year.

Required Courses

IB Language and Literature 8

The aim of IB Language and Literature 8 is to provide students with opportunities for applying formal literary expression to thematic questions such as the constructions of identity and critical perspectives. Students who have yet to experience the classical literary canon will get their first taste of Shakespearean drama. They will also do some acting of their own during the multidisciplinary unit "Gallery of Fame", in which great authors, scientists, revolutionaries, and other famous people are researched and represented in a rehearsed performance. This course places emphasis on biography, personal narrative, short fiction, and literary commentary. Students will explore the nature of evidence in scholarly analyses, and will hone their abilities with persuasive essay structures. International mindedness is addressed in the novels, the interdisciplinary unit, and oral work.

IB Language Acquisition: IB French 8

Either this course or IB French 8 (Enhanced) is required

IB French 8 continues to build upon the skills learned in previous years and broadens to include the ability to communicate in French in the past, present and future tenses. Through an exploration of various themes, students expand on their usage of vocabulary and grammatical structures and increase their global understanding in the language. Topics in this Year 3 MYP course include Sports, Music and Community Service. Equal emphasis is placed on reading, writing, speaking, and listening, while deepening an awareness and appreciation of Francophone culture both in Canada and internationally.

This course leads to IB Language Acquisition: IB French 9 or IB French 9 (Enhanced)

IB French 8 (Enhanced)

Either this course or IB French 8 is required

This course is designed for students with a strong background in French, as well as advanced FSL students. In this course, classes are conducted in French and the teacher's expectations are higher than for the standard course and the nature of the tasks is more complex linguistically, structurally

and thematically. Summative assessments will reflect this enhanced approach. The typical student in this course is one who demonstrates higher levels of ability in the four skills—speaking, reading, writing and listening. For example, more complex texts are used for reading and writing purposes, and more sophisticated levels of interaction are expected. Admission to this Year 3 MYP course is based on previous experience or language proficiency demonstrated in Grade 7.

This course leads to IB Language Acquisition: IB French 9 or IB French 9 (Enhanced)

IB Individuals and Societies 8

IB Individuals and Societies 8 is a multi-disciplinary subject that draws from the social sciences and humanities to study human interaction and natural and social environments. The course focuses on the development of world civilizations from 650 to 1750. Instructional strategies encourage students to think critically and to apply the skills and processes of social studies including: identifying problems, gathering information, interpreting and evaluating sources. Students are introduced to document analysis and are given instruction on formulating arguments from details provided in the form of explanations and historical examples. Students are encouraged to develop a sense of intercultural awareness and international mindedness through the study of the following topics: the Middle Ages, Islamic Civilizations, Early China, world religions, the Renaissance, the Reformation, and the Age of Exploration.

IB Sciences 8

IB Sciences 8 is an inquiry-based course in general science. Students are exposed to a wide variety of topics in the disciplines of biology, physics, and earth science. The relationship between form and function will be investigated as students learn about cellular structure and cell specialization. Students will explore how math and science are connected as they design investigations into the relationship between two variables. The structure of matter will be investigated in terms of the kinetic molecular theory. We will learn about the effect of earthquakes on the lives of people locally and globally as a result of the movement of the earth's tectonic plates. Finally, the wave-particle duality of light will be explored and students will investigate the effect of mirrors and lenses on light and how technology is used to improve the sight of people worldwide.

IB Mathematics 8

Either this course or IB Mathematics 8/9 (Accelerated) is required

IB Mathematics 8 is a course that bridges the arithmetic taken in the Middle School with the algebra that forms the core of Senior School mathematics. This course constitutes Year 3 of the MYP. The first half of the course is concerned primarily with the arithmetic of integers, fractions, exponent laws and problem solving. In the second half of the year, introductions to algebra, coordinate and plane geometry are taught. This is an important course as it is the last one in which arithmetic constitutes part of the curriculum. From this point on, it is assumed that the student has mastered arithmetic. On the decision of the school, students of proven ability who display exceptional work habits and reasoning skills, a broad foundation of mathematical knowledge, a keen interest in learning mathematics, and a history of high achievement are invited to participate in the IB Mathematics 8/9 (Accelerated) program. A scientific calculator is required for this course.

This course leads to IB Mathematics 9

IB Mathematics 8/9 (Accelerated)

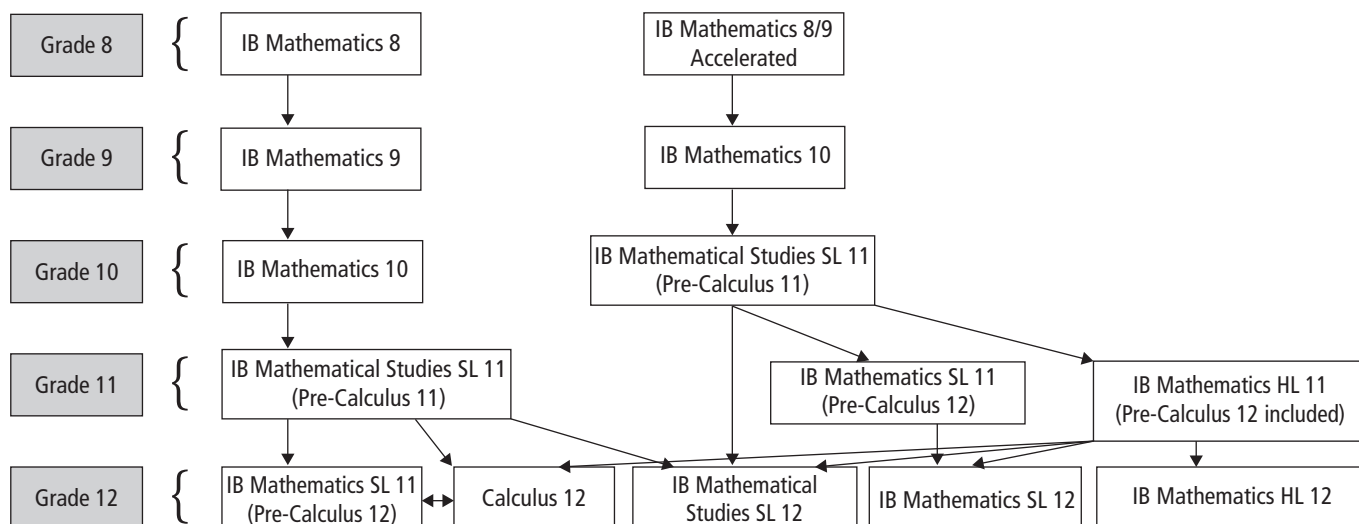
Either this course or IB Mathematics 8 is required

Prerequisite: permission of the Mathematics Department

IB Mathematics 8/9 is intended for students who are strong in mathematics. On the decision of the school, students of proven ability who display

THE GRADE 8 PROGRAM OF STUDIES

Mathematics Stream



exceptional work habits and reasoning skills, a broad foundation of mathematical knowledge, a keen interest in learning mathematics, and a history of high achievement are invited by letter to participate in this program. The course covers a brief review of the Mathematics 8 and all of the Mathematics 9 curricula in one school year and so prepares students to enter Foundations of Mathematics and Pre-Calculus 10 in their Grade 9 year as long as they attain a minimum final IB grade of '6' for the course. Given both the depth and volume of the material covered in this course, students should expect a faster pace of learning and a greater amount of out of class work to be assigned. This course covers concepts and activities from both Year 3 and Year 4 of the MYP. A scientific calculator is required for this course.

This course leads to IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10)

IB Design 8

IB Design 8 meets all the requirements of BC's new curriculum course: Applied Design, Skills, and Technologies 8. In Design 8, students further refine their skills and knowledge with regard to the MYP Design Cycle in order that they may develop a broad perspective of the use and application of technology. They will create interactive quizzes on Internet and Communication Safety, explore 2D style animations, create sophisticated brochures, and develop their visual communication skills by designing informative and attractive Infographics.

IB Physical and Health Education 8

The program of activities for the IB Physical and Health Education 8 class is primarily team-sport oriented. Emphasis is on developing the large muscle groups of the young, maturing student. Attention is paid to the foundations upon which the concepts of fair play, teamwork and fitness for life are built. Fun and fitness are infused with all activities. In addition to team sports, units in dance, personal fitness and badminton round out the curriculum. Boys and girls have separate classes that are held simultaneously although on occasion classes will be mixed.

Career Education 8

This course, which is taken by all Grade 8 students, aims to equip students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their health, education, and future careers.

Some Career Education topics are covered in conference groups at this level, as well as across all subjects within the Middle School.

IB Arts in Grade 8

All Grade 8 students are required to take IB Drama, in keeping with the philosophy of experiencing each of the arts areas in enough depth to develop some basic skills and understanding and appreciation of the discipline and its function. **Additionally, students choose one of IB Visual Arts, IB Band, or IB Choir as their second arts course.**

IB Arts: IB Drama 8

The major goal of IB Drama 8 is to cultivate the personality, character and confidence of each individual student while advancing their performance skills. Through partners and groups, much of the class work is based on improvisation and theatre games with students eventually building toward individual performances. Over the course of the year, students develop their imagination, learn the importance of concentration, teamwork, self-discipline, movement and speech, develop their ability to be sensitive to the needs of others and increase their self-confidence. Integration with other subjects and focus on the attributes of the IB Learner Profile helps students explore the importance of creative thinking in our society. Students reflect in writing and during class discussion on their learning by answering guiding questions and by examining the creative cycle.

This course leads to IB Drama 9.

IB Arts: IB Visual Arts 8

IB Visual Arts 8 expands upon the skills and knowledge learned in Year 1 and 2. Students will continue to develop their understanding of a variety of techniques and media such as drawing, painting, print making and sculpture. Exploration and application of skill continue to be a large part of the art making process in Year 3 with further development into conceptual art. Students are persuaded to create art with ideas and meaning and to consider alternatives, new perspectives and a variety of solutions. The use of the artist process journal encourages and records experimentation, and critical and creative thinking. Students are encouraged to acquire knowledge and investigate ideas to further develop their own style as an artist and to allow their creative voice to shine.

This course leads to IB Visual Arts 9.

IB Arts: IB Band 8

Prerequisite: Arts: IB Band 7 or permission of instructor

This course expands upon the knowledge and skills learned in Years 1 and 2; students must have at least two years of experience playing a brass, woodwind, or percussion instrument. Students will continue to explore music through Global Contexts such as "Personal and Cultural Expression" and "Identities and Relationships," and will be assessed using MYP criteria "Knowledge and Understanding," "Developing Skills," "Thinking Creatively," and "Responding." Students will participate in Units of Inquiry exploring music notation, music history, technique development, practice techniques, composition, and performance reviews. Students continue to record their learning in the MYP Process Journal. All Band 8 students are members of the GNS Middle School Concert Band and are required to perform at the Winter Wonderland Concert, the Spring Festival Concert, and the Greater Victoria Performing Arts Festival, as well as special school assemblies and events.

This course leads to IB Band 9.

IB Arts: IB Choir 8

This is a performance course that focuses on learning to sing in harmony and on improving basic choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is sung in two and three part harmony. All Grade 8 choir students are members of the Middle School Concert Choir and are required to perform at the Carol Service concert and the Spring Concert as well as special school assemblies and events. Each student is assessed on participation, vocal development, music theory and history, and personal progress related to choral performance skills. Students also learn leadership skills within the context of the choral rehearsal and communal responsibility.

IB Language Acquisition Electives

Students take a second Language Acquisition course in addition to IB French. An elective course will only run if there are sufficient numbers, at the Head's discretion.

IB Language Acquisition: IB Mandarin 8

Elective

Students will have an opportunity to continue to study Mandarin as a course in the Middle School. This will follow on from the Mandarin language program currently being taught in Grade 7. Students will continue to learn and develop their knowledge and application of characters as well as in developing their oral competency. They will cover a range of themes and contexts helping to deepen the understanding of Chinese culture and society. Students will work collaboratively to practise their Mandarin, using vocabulary and expressions related to themes studied. They will build on familiar grammatical structures such as word orders for verbs, time, and location and learn new structures such as directional verbs, reduplication of adjectives and verbs. Students will move from giving descriptions to making comparisons.

This course leads to IB Language Acquisition: IB Mandarin 9.

IB Language Acquisition: IB Spanish 8

Elective

The aims of IB Spanish 8 are to further develop students' communication skills, and to learn more about the varied cultures of the Spanish-speaking world. At this Year 3 MYP level, all four language acquisition areas are emphasized: listening, speaking, reading and writing. Students practise their Spanish both independently and collaboratively, using vocabulary and expressions related to Hobbies, Vacations and Shopping. They will build on familiar grammatical structures such as the present tense, and learn new structures such as irregular verbs and the future tense. Students will move from giving descriptions to making comparisons..

This course leads to IB Language Acquisition: IB Spanish 9.

English Acquisition

Language Acquisition: English 8

This course may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin and/or IB Spanish

The English Acquisition course develops students' communication skills and grammatical knowledge of English, through exploration of various themes and contexts. Increasing importance is placed on developing academic English, and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures.

This course leads to Language Acquisition: English 9.

The Senior School

Schools are meant to be places of exploration, where interests can be stirred and passions discovered. Nowhere is this truer than in high school.

At GNS, our Senior School provides a supportive environment where students pursue an ever-increasing selection of subjects, but they also experience those many intangible qualities that allow them to discover who they are, while at the same time providing them with the skills and confidence to pursue their dreams.

As an IB continuum school, we meet the challenge of preparing students to be global citizens, effective problem solvers, and compassionate, caring individuals who respect and celebrate the diversity of people.

In Grades 9 and 10, students complete the final two years of the International Baccalaureate Middle Years Program (MYP) which covers all the requirements of the provincial curriculum. Students build upon the skills developed in the first three years of the MYP, and are provided with further opportunities to demonstrate that they are knowledgeable and reflective learners. The culmination of this program is the IB Personal Project, an independent study in an area of particular interest. The project is introduced in May of Grade 9 and completed in February of Grade 10. Students are encouraged to be risk-takers in choosing their topic and to use the project as an opportunity to learn more about themselves and their abilities.

In Grades 11 and 12, students have further course choices: some will choose to pursue the full IB Diploma Programme (Diploma candidates), an internationally recognized two-year course of study that will prepare them for future success in whatever post-secondary institution they choose. Others may opt to take specific subjects within the DP programme (Course candidates) and others that follow the provincial curriculum. No matter what choices they make, they will be well prepared to take on the challenges that follow high school and will leave GNS as caring citizens of the world who do their best through truth and courage.

Doug Palm,
Principal, Senior School

The International Baccalaureate Middle Years Programme

Glenlyon Norfolk School is very proud to be a member of the International Baccalaureate community, following a rigorous application and evaluation process. The IB Middle Years Programme (MYP) is pursued by every student in Grades 9 and 10. The skills associated with students becoming independent learners are further developed during these first two years of senior school. Starting in spring of the student's Grade 9 year, the culminating project for the MYP is introduced. This Personal Project is completed during the student's Grade 10 year.

In the spring of the student's Grade 10 year, the GNS MYP Certificate is presented to each student who successfully meets the following criteria:

- the student has successfully completed the Personal Project;
- the student has completed 40 hours of Community and Service (Grades 6 to 10).

The MYP Certificate is not a pre-requisite for entry into the GNS IB Diploma Programme, although the skills developed over the course of the MYP serve as a strong foundation for this higher level of study.

The International Baccalaureate Diploma Programme

This exciting curriculum is available to students in Grades 11 and 12 in the Senior School who have the desire, the commitment and the interest to participate.

The IB represents a complete philosophy of pre-university education. The structure is designed to meet certain needs, which are highly advantageous now, in university and in life. These needs may be simplified as:

- Breadth:** students are exposed to a balanced program including elements of each of the major intellectual fields.
- Depth:** students pursue certain elements of study to a comparatively advanced level.
- Independence:** students are able to work independently in developing an area of study to an advanced level.
- Critical thought:** students develop the intellectual rigour and philosophical background necessary to evaluate and use the knowledge acquired.
- Creativity, Activity And Service:** students find balance in their school life by being involved in creative pursuits, activities that contribute to their physical well-being, and service opportunities.

The IB Diploma Programme comprises six subjects studied over two years. One subject must be selected from each of the six subject groupings representing the major academic fields. The sixth subject may be from Group VI (The Arts) or a second selection from Group III (Individuals & Societies) or Group IV (Sciences).

- Group I:** Studies in Language and Literature: Literature of the Student's First Language
- Group II:** Language Acquisition: English, French, Mandarin or Spanish
- Group III:** Individuals and Societies: Geography, History or Economics
- Group IV:** Sciences: Biology, Chemistry, or Physics
- Group V:** Mathematics: Mathematics, Mathematical Studies
- Group VI:** Sixth Subject: Theatre, Visual Arts, a second Humanities, OR a second Science. Several online courses are available through Pamoja Education (<http://pamojaeducation.com/>). Additional fees will apply.

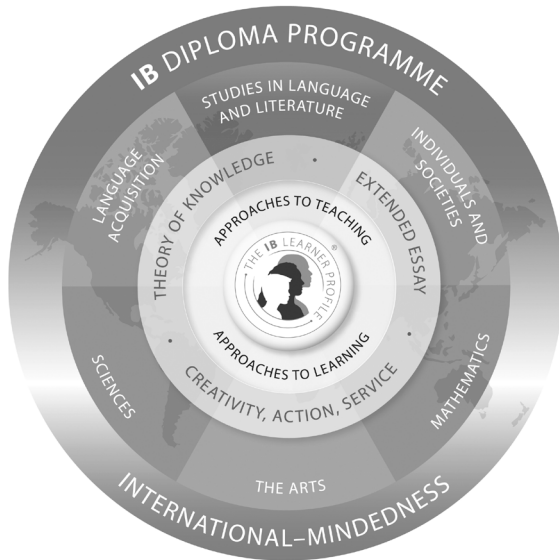
Of the six subjects chosen, three must be studied at Higher Level, and three at Standard Level. **A student's choices may be limited by the school timetable. Each course depends on sufficient enrolment and will run at the discretion of the Head of School.**

Language Acquisition (Language B) is designed for students who have NOT acquired the target language as their first language.

A unique characteristic of the Diploma Programme, and in many ways the most valuable, is the extension of the programme beyond the normal range of classroom subjects. In addition to the six examination subjects, full Diploma students have to meet three further requirements:

- The Extended Essay (EE):** Students will write an independent research essay of approximately 4000 words, connected to an DP subject they are currently studying. They will work closely with a supervisor throughout the process.
- Theory of Knowledge (ToK):** Students follow a course of study that questions the validity of various types of knowledge and develops critical thinking.

Diploma Programme curriculum framework



- **Creativity, Activity and Service (CAS):** Students are involved in creative pursuits, athletics, community and service.

By the end of Grade 10, students may choose to embark upon the full IB Diploma Programme (Diploma candidates) OR to pursue a hybrid of Diploma and Provincial courses (Course candidates). Please note that at this point in time, either IB History 11 or IB Geography 11 is a graduation requirement in BC.

BC Graduation Requirements

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood), students must earn a minimum of 80 credits to graduate. Schools are responsible for recording all course credits and for reporting that information to the Ministry for transcript production at the end of Grades 10, 11, and 12.

Students must complete 48 credits of appropriate required courses, in the following subject areas:

- English 10 (4 credits)
- English 11 (4 credits)
- English 12 (4 credits)
- Social Studies 10 (4 credits)
- Social Studies 11 (4 credits)
- Mathematics 10 (4 credits)
- Mathematics 11 or 12 (4 credits)
- Science 10 (4 credits)
- a Science 11 (4 credits)
- Physical Education 10 (4 credits)
- a Fine Arts and/or an Applied Skills 10, 11, or 12 (4 credits)
- Planning 10 (4 credits)

Students must complete the Graduation Transitions requirements (including the Daily Physical Activity requirement), a transition plan from high school and 30 hours of paid work or community service, over the Grade 11 and 12 years.

Students must complete a minimum of 28 elective credits to support their academic, career, or personal interests. These must be from Ministry-authorized courses or Board Authorized (BAA) courses. At GNS, a student's program will include a Language 11 (4 credits), at least one of PE 11 or a Fine Arts 11 or Theory of Knowledge (4 credits), and at least three academic Grade

12 courses (12 credits). Once the credits for required courses have been met, additional courses in that subject area count as elective credits. Students must plan their academic program for the graduation years with a view to the specific admission requirements of their preferred university programs.

All students are required to write a provincial exam for English 12. The Grade 12 provincial exam counts for 40% of the final mark.

Daily Physical Activity

This initiative from the Ministry of Education for Daily Physical Activity (DPA) promotes optimal growth and development for BC students.

Each Grade 10 to 12 student is expected to engage in 150 minutes per week of documented moderate to vigorous physical activity. Ideally this is through a Physical Education class or an organized team at GNS or in the community. Active participation in a GNS Physical Education class meets this Ministry of Education requirement. Otherwise, students will need to have a DPA plan by September and to keep a log with verification of such participation as part of the Graduation Transition Plan.

Community and Service

"The goal of educating the whole person and fostering a more compassionate citizenry comes alive in an immediate way when students reach beyond themselves and their books." (IBO Website)

Most endeavours in education are intended to benefit the student. It is also valuable, however, for students to take part in Community and Service, in which they are the source of the effort, not the recipient. The realization that we are part of a larger community is an essential aspect of becoming young men and women who will contribute to their communities and the world. One way to achieve this is for students to be involved through Community and Service, whether at the local, national, or global level.

We require Grade 9 students to complete 9 hours, Grade 10 students to complete 10 hours, Grade 11 students to complete 11 hours, and Grade 12 students to complete 12 hours. A minimum of five hours a year should benefit the community beyond GNS.

As students complete their hours, they should track them on ManageBac. The Community Service Coordinator logs the completed hours once a term, and each student's progress is gauged. To demonstrate a satisfactory commitment to service, we require students to complete a minimum of one hour of service by the Fall Term deadline, 50% of the year's required hours by the Winter Term deadline and all of the year's required hours by the Spring Term deadline. It is the responsibility of the student to identify opportunities for activities to complete these requirements. The initiative involved in approaching and committing to a worthwhile cause is a significant part of the nature of service.

IB Diploma candidates are required to participate in service activities in Grade 11 and 12 to satisfy the CAS requirements of the Diploma Programme. As a member school of the Round Square, GNS also offers the opportunity for our students to participate in international service projects. These projects, which generally occur in developing countries, allow students to work with students from around the world in constructing buildings and water systems.

Challenge Credit and Equivalency

Challenge Policy

In accordance with Provincial policy, a student may challenge course work in a graduation credit according to guidelines and practices established by the school. Typically, a student challenges a course by writing a GNS final examination for the course.

In order to challenge an academic course, the student must demonstrate preparedness for the challenge. This can be established by providing details

of the work completed by the student, to parallel the GNS course outline. This must be provided in writing to the Academic Coordinator not later than one week before the challenge exam. A course may be challenged once only.

At GNS, a course challenge is not permitted for any course in which a student has previously been enrolled, while at GNS.

Challenge credits will be considered three times only during the school year:

- During the last week of the summer vacation; student intent is required in writing by **August 1**.
- During the last week of January; student intent is required in writing by **December 1**.
- Within the first four weeks of a course new to the student; permission of the Academic Coordinator is required.

Credit Recognition for Courses/Programs Taken Outside GNS

A Ministry approved external course is a Ministry authorized course, with an organized set of learning activities developed and/or offered outside the BC school system. These courses have curricula and credentials approved by the Ministry and are of an equivalent standard to other Grade 10, 11 and 12 courses.

In all cases, to qualify for credit, the original exam results and certificate must be brought to the Academic Counsellor to be copied and added to the student's file. Where a final mark was given by the certifying organization, that mark is used for the credit. Where no mark is given, TS is used for Transfer Standing. Some examples:

Music

- Royal Conservatory Music 11 is given for Grade 7 and Rudiments 2 in Voice, Piano, String, Guitar, Accordion or Harp, and for Grade 6 and Rudiments 2 for Brass, Woodwind, Percussion or Recorder.
- Royal Conservatory Music 12 is given for Grade 8 and Rudiments 2 in Voice, Piano, String, Guitar, Accordion, Harp, Brass, Woodwind, Percussion or Recorder.

Dance

- RAD examinations from Intermediate Foundation to Advanced 2 can be recognized, as can ITSD Dance, Jazz, ADAPT Jazz and Tap, and AIDT Modern and Tap exams.

External Language Credits

- Students whose first language is not English should provide an original copy of the final report card for the last two years of high school in their home country to earn these credits.

External Sport

- Credits can be recognized for athletes on National teams, Provincial teams participating in national competition, and those on TEAM BC teams participating in the Canada Summer or Winter games. Other examples include the Victoria Junior Shamrocks, and the Provincial Development Stream for horseback riding.

Guiding/Scouting

- Youth Development credits can be given for Canada Cord Guides, Chief Scout's Award, or Queen's Venturer Award.

Water Safety Instructor and Life Saving

- Bronze Cross (Life Saving 11)
- National Lifeguard Service (Life Saving 12)
- Canada Red Cross Water Safety Instructor (11)

ICBC Drivers Education Course

- Driver Education that is recognized by ICBC can be awarded the equivalent of two Grade 11 credits. The original of the declaration of completion with a designated driving school stamp is required.

Aviation

- Canadian Private Pilot's licence is considered equivalent to a Grade 12 course.

If a student believes that he/she may qualify in some area that has not been described, see your Academic Counsellor for further information or consult the Ministry website at http://www.bced.gov.bc.ca/graduation/ext_credentials/welcome.php.

English Acquisition (EA)

The English Acquisition (EA) program aims to provide a socially and culturally supportive environment while students continue to develop their communication skills and grammatical knowledge. It is expected that students have sufficient English proficiency for social situations and are ready to develop their skills for academic success. Research indicates it takes five to nine years to become academically proficient in a second language.

As an IB school, EA classes mirror the expectations, language, and concepts of Language Acquisition. Small class settings allow teachers and students to focus on individual needs, on what students need to know and understand, and how best to communicate.

In order to facilitate students' transition into Glenlyon Norfolk School, students are able to participate in our Head Start Program during the month of August. This program familiarizes the students with the school and Canadian customs and culture.

The Gudewill Learning Commons

The Gudewill Learning Commons is a 21st century learning space and the hub of the Senior School. It is a place where students learn information literacy, digital citizenship, collaboration, and social, research and citation skills. The role of the teacher-librarian is to support and enrich the curriculum, to promote literacy, and to teach students to competently conduct research. The teacher-librarian works with entire classes, and also with students individually. As part of learning about citations and academic honesty, the teacher-librarian assists students in using the turnitin.com program. The knowledge and skills they acquire will prepare them for post-secondary programs.

The library collection reflects the curriculum and includes databases, books, teacher resources, audio books and DVDs. Through the Gudewill Learning Commons, students also have access to the BC digital classroom, which contains resources at varying age levels, and in alternative languages. In addition, there are a variety of magazines and two daily newspapers. Computers are available for student use in the Gudewill Learning Commons. Students are able to access all resources digitally by using: <http://www.mygns.ca/students/gudewill-library>.

Teachers use the Gudewill Learning Commons as a classroom, a collaborative space, and as a hub for research and team-teaching. GNS students and staff are welcome to use the facilities and resources for study, research, printing, scanning, photocopying, and reading. A staff member is available to assist students throughout the school day.

Learning Strategies

In order to thrive at GNS, all students must have the potential to succeed in our program, which has an explicit pre-university focus. However, such potential does not preclude students from experiencing difficulties with

the learning process due to their learning differences. Adaptations can be made to the learning process to allow students to complete our program. All teachers will readily give extra assistance to differentiate for their students and the Learning Strategies teachers are available to coordinate, advise and team teach alongside their colleagues. For students in the Senior School, parents must obtain a full psychological-educational assessment from a registered educational psychologist if we are to allow adaptations for internal exams as well as, in some cases, for the daily program. In a very small number of exceptional cases, the school may modify the provincially mandated program. The student will work toward a "Leaving Certificate" at the end of Grade 12 instead of the usual "Dogwood" or IB Diploma.

Personal Counselling

Personal counselling is available to students through the school's counsellors. Individuals experiencing social or emotional difficulties, or challenges associated with their adjustment to school, are encouraged to seek support in the counselling offices. The counsellors are in a position to coordinate resources and to consult with parents, students, teachers and administration in an effort to identify the factors limiting a student's success. If supports outside the school community are preferred, the counsellors can recommend and, in some cases, coordinate referrals. Similarly, in those situations requiring educational or psychological assessment or a level of therapeutic intervention beyond the scope of the counsellors, a referral to an external resource will be recommended.

It is important to note that with the exception of those situations involving individual safety, confidentiality underpins all and any communication with the counsellors. This includes any discussions surrounding drugs and alcohol use and other issues that might be considered infractions of school rules.

Personal Counselling Services can be accessed through the homeform teachers, the school administration or by contacting a counsellor directly.

Academic Advising

The academic advisors provide assistance and guidance for students and parents in such areas as course of study, SAT preparation and testing, post-secondary applications and post secondary scholarship opportunities. Present students are encouraged to make personal appointments with an academic counselor to discuss specific programs, to seek advice on course selection and to learn more about post-secondary options.

Athletics Program

The co-curricular sports offered at GNS are an integral part of our educational program, and we strongly urge all students to take full advantage of the opportunities available. For full details of these opportunities, and for a complete description of our athletics policies and goals, please refer to the *Parent/Student Handbook* posted on the school website.

Off Campus Trips

The basis of our risk management strategy is to maintain open communication with parents and to provide as much information as possible about each activity in which students are involved, so that parents can make informed decisions whether to allow their son or daughter to participate.

Many of our programs involve taking students off campus for a variety of activities. These trips may be to attend gallery shows, drama productions, museums, particular sites of interest, external athletic facilities, or athletic competitions. Every family is asked to sign a Greater Victoria Blanket Consent form at the beginning of the school year for each child they have in the school. This form gives permission for their child to attend relatively low risk events within Victoria and the surrounding area, where the most prevalent risk is riding in the school bus to the activity. For each of these activities, an informational letter is posted on our website to let families know of the details of the event.

For any activity involving a greater than regular risk, a separate consent form is posted on our website to be read, printed, signed and returned to the trip leader prior to the activity. Families are always welcome to call the trip leader for additional information about any activity. All of this information is posted in the Parent Section of the GNS website (<http://parents.mygns.ca/>).

Grade 9 to 12 Course Planning

THE SENIOR SCHOOL

Grade 9		Grade 10		Grade 11		Grade 12	
Required courses	Number of credits	Required courses	Number of credits	Required courses	Number of credits	Required courses	Number of credits
IB Language and Literature 9	*	IB Language and Literature 10	4	One of English 11 or IB English 11	4	One of English 12 or IB English 12	4
Language Acquisition: One of EA 9 or IB French 9 or IB French 9 (enhanced) or IB Mandarin 9 or IB Spanish 9	*	IB Language Acquisition: One of EA 10 or IB French 10 or IB French 10 (enhanced) or IB Mandarin 10 or IB Spanish 10	4	One Language Acquisition 11 course	4	Elective 1:	4
IB Individuals and Societies 9	*	IB Individuals and Societies 10	4	At least one of IB Geography 11 or IB History 11 or Social Studies 11	4	Elective 2:	4
IB Sciences 9	*	IB Sciences 10	4	At least one Science 11	4	Elective 3:	4
One of IB Mathematics 9 or IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10)	4	One of IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10) or IB Mathematical Studies (SL) 11 (Pre-Calculus 11)	4	One of IB Mathematical Studies (SL) 11 (Pre-Calculus 11) or IB Mathematics (SL) 11 (Pre-Calculus 12) or IB Mathematics (HL) 11	4	Elective 4:	4
IB Arts: One of IB Visual Arts 9 or IB Band 9 or IB Choir 9 or IB Drama 9	*	IB Arts: One of IB Visual Arts 10 or IB Band 10 or IB Choir 10 or IB Drama 10	4	At least one of a Fine Arts course or a Physical & Health Education 11 or IB Theory of Knowledge 11	4	Elective 5:	4
IB Physical & Health Education 9	*	IB Physical & Health Education 10	4	Elective 1:	4	Elective 6:	4
IB Design 9 (Media Arts 10)	4	IB Design 10 (Digital Communications 11)	4	Elective 2:	4	Elective 7:	4
Career Education 9	*	Planning 10	4	Grad Transitions 11	–	Grad Transitions 12	4

Graduation requirements:

80 credits in Grades 10 to 12 where all Grade 10 to 12 level courses earn 4 credits except as noted and a minimum of 16 credits is required at the Grade 12 level, including English or IB English.

Grade 11 and 12 students will be assessed on a Graduation Transition Plan (4 credits) demonstrating Community Service or Work Experience, Daily Physical Activity, and the Grad Transition Plan.

GNS expects Grade 11 students to study at least 7 courses i

GNS expects Grade 12 students to study at least 6 courses

Occasionally a student will have an Individualized Education Plan (IEP) that recommends against a second language. In this case, the GNS language requirement will be waived.

* BC Education does not award credits for Grade 9 courses.

THE GRADE 9 PROGRAM OF STUDIES

Required Courses:	IB Language and Literature 9 IB Individuals and Societies 9 IB Sciences 9 IB Design 9 (Media Arts 10) Career Education 9
Arts choice:	IB Visual Arts 9 IB Band 9 IB Choir 9 IB Drama 9
Language Acquisition choice:	EA 9 IB French 9 IB Mandarin 9 IB Spanish 9
Mathematics choice:	IB Mathematics 9 IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10)
Physical and Health Education choice:	IB Physical & Health Education 9 (competitive) IB Physical & Health Education 9 (cooperative)
Other Potential Credits:	IB Concert Choir 9 (Classes/rehearsal times are in the Performing Arts block and outside the timetable) Jazz Band 9 Show Choir 9 Performance Studio 9

As students make a Language choice, it is important to note that the MYP program requires students to study a language for 5 years, until the end of Grade 10. Students should also understand that general admission requirements of some BC and Canadian universities demand satisfactory standing in one Language 11 (in addition to English 11). Hence, students and parents must recognize that whatever second language is selected in Grade 9 must be continued for three years to meet this requirement, unless the student has not studied Spanish and chooses to enroll in IB Spanish Ab initio in Grade 11.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Students entering their first year at the Senior School continue in the MYP in Grade 9. During this year, many of the skills acquired in Approaches to Learning over the course of the first three years of the MYP are supported by homeform advisors as students learn to manage their time, and balance their academic, athletic and creative pursuits in a high school environment. Assessment criteria for assignments move from being task specific to more generalized during this year. In addition, students begin the culminating activity for the MYP—the Personal Project—that is a personal investigation of an interest or passion of their choice.

Required Courses

IB Language and Literature 9

Required Course

IB Language and Literature 9 students develop their ability to respond to literature with the goal of cultivating a lifelong interest in reading while

developing scholarly skills of analysis and expression. In their transfer to the Senior School campus, a greater degree of self-organization is expected, albeit with the understanding that mastery of these skills is a long-term acquisition. We introduce students to classic texts in order to enrich an understanding of the discourse between authors across time and geography. The key writing focus of the year is on grade mastery of the single source literary essay, but we also enrich the course with creative work, both in an extended creative writing unit and an interdisciplinary unit with Drama in which students are directed in ensemble groups for a month before performing to an audience of peers and parents during the annual Shakespeare Day celebration. We recommend that students bring word processing devices to lessons.

This course leads to IB Language and Literature 10 and concludes with an in-school summative assessment.

IB Individuals and Societies 9

Required Course

IB Individuals and Societies 9 builds on skills learned in Individuals and Societies 8, encouraging students to think critically while working to identify problems, gather information, compare, contrast and analyze sources and deliver written and oral presentations. This course begins with the theme of revolution—analyzing the French and Industrial Revolutions in Europe, and then moves on to the theme of nation building—chronicling early exploration of North America and the development of Canada into a country. The final portion of the year will be investigating and evaluating Canada's 'historical wrongs.' Students are evaluated on their understanding of knowledge, investigation, communication, and critical thinking skills using task-specific rubrics. Students also undertake a study of the physical world in North America, solidifying and maintaining a broad range of geographical skills. Students are encouraged to develop intercultural awareness through an investigation of the founding cultures of Canada, and are also encouraged to develop international mindedness through frequent classroom discussion of current events and international affairs.

This course leads to IB Individuals and Societies 10 and concludes with an in-school summative assessment.

IB Sciences 9

Required Course

IB Sciences 9 is an inquiry-based course in general science. Students are exposed to a wide variety of topics in the disciplines of biology, physics, and chemistry. Students will increase their depth of knowledge in the scientific method by developing a research question and collecting evidence to support their conclusion. This research will be presented in the GNS Science Fair. We will learn about the properties of atoms and how the periodic table is organized by observing the patterns that exist for atomic size, energy and electrons. Students will study asexual and sexual reproduction, with an emphasis on how this relates to diversity in a species. Our impact on worldwide carbon, nitrogen and phosphorous cycles will be also analysed, where students will be thinking critically about how systems and cycles can be impacted. Patterns and systems of organization will be investigated when we study the relationship between voltage, current and resistance within a circuit..

This course leads to IB Sciences 10 and concludes with an in-school summative assessment.

IB Design 9 (Media Arts 10)

Required Course

In IB Design 9, students hone their skills and knowledge with regard to the MYP Design Cycle in order that they may develop a broad perspective of the use and application of technology in design. Students will continue to follow and implement the various criteria of the MYP Design Cycle. The



focus will be on creating digital media. Students will use Audio and Video editing software to create a commercial for an object of their choosing. They will also be designing and creating a 3D object that will be printed with a 3D printer. A unit in Photoshop will refine the skills they have already started to develop in earlier courses. At the end of this course, they should be able to: identify and define a problem, write and follow a research plan, collect and analyze relevant information, construct a design brief, justify design specifications, develop a range of ideas and objectively choose the best, write a plan for the creation of their product, follow their plan documenting the process, evaluate their solution against their design specifications and the expectations of the intended use. Students will receive a credit for completion of Media Arts 10 after successful completion of this course.

This course leads to IB Design 10.

Career Education

Required Course

This course, which is taken by all Grade 9 students, aims to equip students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their health, their education, and their future careers.

Elements of the Physical and Health Education and the Career Education curriculum are taught largely through the process of debating, public speaking and collaborative projects. Students learn a variety of skills such as: speech, debate, research and essay writing skills. This course is interdisciplinary in nature and interacts with social concerns that occur during the year.

IB Arts Electives

One of the following choices is required.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

IB Visual Arts 9

IB Visual Arts 9 is designed to build and support the student's ability and understanding in a number of areas related to the Visual Arts. Students are encouraged to take creative risks with mediums and modes of expression in a supportive environment. IB Visual Arts 9 introduces students to the creative process and how to implement and record their process in a valuable and thoughtful way. In covering these areas, students endeavour to further their understanding of the visual arts as an intellectual practice that is linked to worldwide society, culture, science and history. Each new topic provides an opportunity to study the history of how that medium was developed and which artists were key figures in the development of each. In addition to various large and smaller scale studio projects students are required to document their artistic process and learning in an Artistic Process Journal.

This course leads to IB Visual Arts 10.

IB Band 9

Prerequisite: IB Arts: IB Band 8 or permission of instructor

This course expands upon the knowledge and skills learned in Years 1, 2 and 3; students must have AT LEAST two years of experience playing a brass, woodwind, or percussion instrument. Further development of tone

and technique is emphasized as students continue to explore music through Global Contexts such as "Personal and Cultural Expression" and "Identities and Relationships," and will be assessed using MYP criteria "Knowledge and Understanding," "Developing Skills," "Thinking Creatively," and "Responding." Students will participate in Units of Inquiry exploring music notation, music history, technique development, practice techniques, composition, and performance reviews. Students continue to record their learning in the MYP Process Journal. All IB Band 9 students are members of the GNS Senior Concert Band, and are required to attend rehearsals on Tuesday and Thursday mornings before school, as well as Performing Arts Block. The GNS Senior Concert Band performs at the Remembrance Day Assembly, Winter Wonderland Concert, Spring Festival Concert, and Celebrate the Arts, and competes annually at an adjudicated festival, as well as performing at special school assemblies and events. The GNS Senior Concert Band goes on tour each year; participation in tours is optional.

This course leads to IB Band 10.

IB Choir 9

RUNS WITHIN TIMETABLE

Prerequisite: none

In this class, students learn the aesthetic of music through the art of singing. This is a performance course during the regular timetable that focuses on learning to sing in harmony and on improving basic choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is sung in four-part harmony in textures of homophonic and polyphonic counterpoint. Each student is assessed on the MYP criterion which involve: the development of knowledge about music in historical and cultural contexts; the skill of reading notational forms of music, singing in contrapuntal harmony, intonation, and cross-rhythms; and, the ability to think creatively as they delve into the question of intention in musical art, especially, as it applies to learning to sing in tune and to harmonize with others in the community

All students are encouraged to attend Senior Concert Choir and are required to participate in the Carol Service concert and the Spring Concert as well as special school assemblies and events. Senior Concert Choir rehearsals take place during lunch on Thursday and during the Performing Arts Block.

IB Drama 9

This course provides a strong foundation in acting principles and theatre traditions. IB Drama 9 unlocks the use of imagination and intellect through ensemble building, critical analysis, and acting skills as they relate to body and voice. It promotes empathy and courage through the investigation of theatre and identity, as well as the social and cultural context of various forms of drama. Student will use improvisation, open scenes, poetry, and full play texts to explore the role of the actor in rehearsal and performance, and the role of theatre in our world. This timetabled course is open to anyone, and no previous experience or course work is required.

This course leads to IB Drama 10.

IB Language Acquisition Electives

One of the following choices is required.

Occasionally a student will have an Individualized Education Plan that recommends against a second language; in such cases, this requirement will be waived.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

EA 9

This course may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin or IB Spanish

The English Acquisition course develops students' communication skills and grammatical knowledge in a socially and culturally supportive environment. Pastoral care coupled with a rigorous, academic programme enables students to refine their use of language in terms of accuracy and effectiveness. Learning explores various themes and contexts, such as Environment, Myths, and a student developed group project. Equal emphasis is placed on reading, writing, speaking, and listening. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of those from different cultures.

This course leads to EA 10.

IB French 9

Through the exploration of various themes and creative works, students expand on expressions and structures already acquired in Years 1, 2 and 3 IB French. They will work on language learning strategies in order to express themselves and communicate effectively. Students gain a greater understanding of the language and increase their fluency, using past, present and future tenses. They will take into account the importance of a second language and international mindedness and gain an appreciation of different cultures in the Francophone world and beyond.

This course leads to IB French 10 or IB French 10 (Enhanced) and concludes with an in-school summative assessment.

French 9 (Enhanced)

Students will be assigned to the enhanced section at the recommendation of their teacher based on their performance in IB French 8. In this course, the students are expected to engage in French studies at a more advanced level than in the regular IB French 9 course, while studying the same themes and concepts. The typical student in this course is one who demonstrates higher levels of ability with oral communication, comprehension and writing in French. In many cases, the nature of the tasks is more demanding linguistically, structurally and thematically. For example, more complex texts are used for reading and writing purposes, and more sophisticated levels of interaction are expected. Summative assessments will reflect this enhanced approach.

This course leads to IB French 10 or IB French 10 (Enhanced) and concludes with an in-school summative assessment.

IB Mandarin 9

Through the exploration of various themes and creative works, students expand on expressions and structures already acquired in Year 1, 2 and 3 IB Mandarin. They will work on language learning strategies in order to express themselves and communicate effectively. They will gain a greater understanding of the language and increase their fluency. Additional characters, together with idioms and more advanced grammar, will be introduced. They will take into account the importance of a second language and international mindedness and gain an appreciation of different cultures in the Mandarin-speaking world and beyond.

This course leads to IB Mandarin 10 and concludes with an in-school final assessment.

IB Spanish 9

After three years of Spanish acquisition and exposure to a wide-variety of themes and creative works, students expand on expressions and structures by examining Daily Routines, Food & Health, and Fiestas! They will work on language learning strategies that will help them to communicate effectively in a wider range of scenarios. Students will gain a greater understanding of the language and increase their fluency, using

THE GRADE 9 PROGRAM OF STUDIES

past, present and future tenses. They will continue to take into account the importance of a second language and international mindedness, and gain an appreciation of different aspects of the cultures in the Spanish-speaking world.

This course leads to IB Spanish 10 and concludes with an in-school summative assessment.

IB Mathematics Electives

One of the following choices is required.

It is the recommendation of the Math department that each student carefully considers his/her choice of Math course in the Grade 9 year. See the chart below to understand the options available at the Senior School.

IB Mathematics 9

The emphasis in IB Mathematics 9 is on elementary algebra. The aim is to build on the introduction to algebra given in IB Mathematics 8 and to establish solid skills in solving equations and manipulating algebraic expressions that are necessary to progress in math in the higher grades. In addition, units in geometry, trigonometry, and data analysis are covered and follow on directly from the corresponding sections of IB Mathematics 8. This course covers concepts and activities from Year 4 of the MYP. A scientific calculator is required for this course.

This course leads to IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10) and concludes with an in-school summative assessment.

IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10)

Prerequisite: IB Mathematics 9

This course is a bridge between learning algebraic techniques in IB Mathematics 9 and exploring the more abstract application of these techniques. The aim of the course is to introduce students to function

analysis by studying the properties of linear functions. Students are able to review and consolidate their algebra skills to enable them to undertake the challenges ahead. A graphing calculator is suggested for this course. The Texas Instruments TI-83 and TI-84 plus models are the most common but you may see your teacher for information on other permissible models. This course is the 5th year of the MYP curriculum and summative assessments are criterion based.

This course leads to IB Mathematical Studies (SL) 11 (Pre-Calculus 11) and concludes with an in-school summative assessment.

IB Physical and Health Education Electives

One of the following choices is required.

IB Physical and Health Education 9 (competitive)

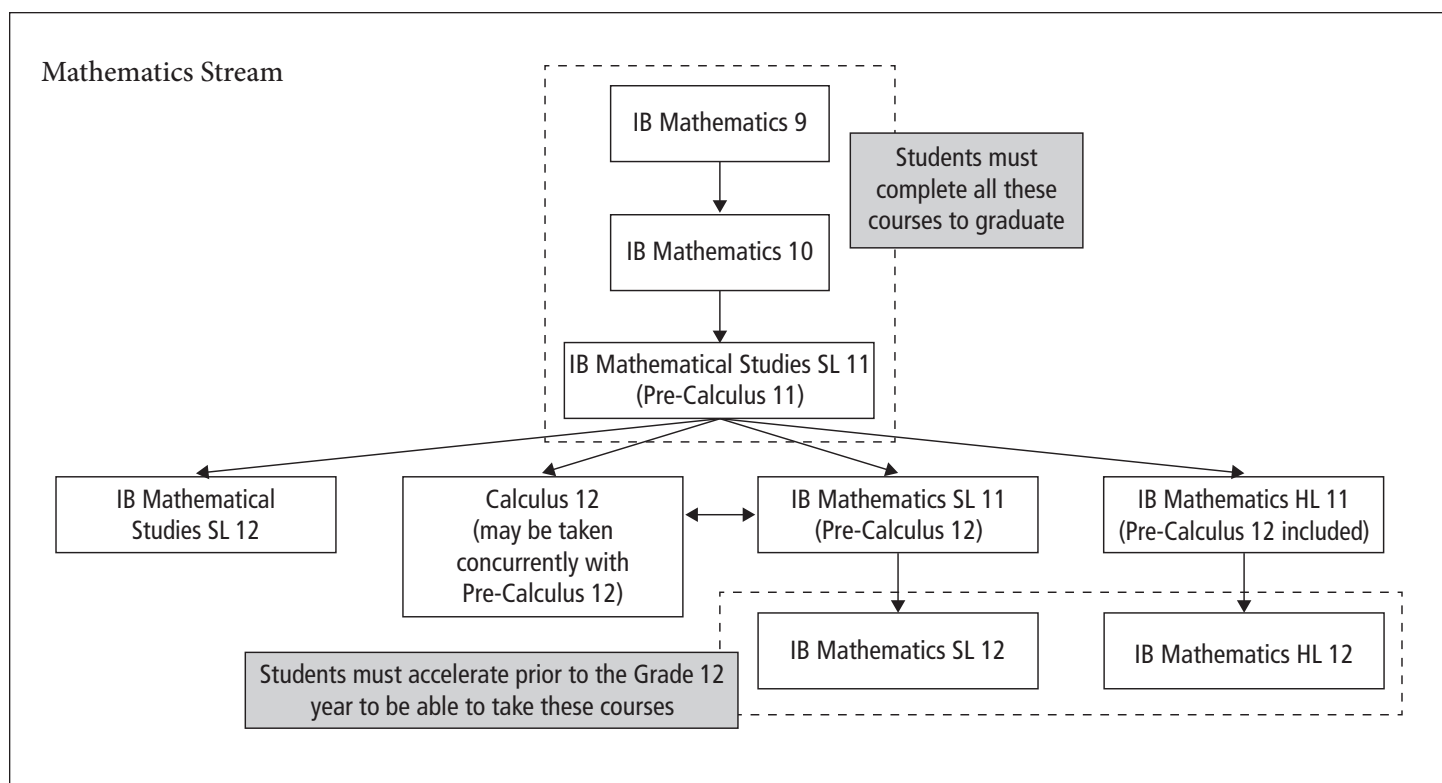
IB Physical and Health Education 9 further refines and develops the physical and athletic skills learned in IB Physical and Health Education 8. Activities are a mixture of team-oriented sports, and units such as weight and fitness training, and movement to music are included in this course. Students are introduced to planning and leading a warm up and cardiovascular activity as well as designing a yoga routine. This course includes opportunities for co-ed classes. It also includes the following modules:

- Healthy and Active Living
- Social and Community Health
- Mental Well-Being
- Physical Literacy

This course leads to IB Physical and Health Education 10.

IB Physical and Health Education 9 (cooperative)

IB Physical and Health Education 9 further refines and develops the physical and athletic skills learned in IB Physical and Health Education 8. Students are introduced to planning and leading a warm up and cardiovascular activity as well as designing a yoga routine. In addition, students may be introduced to a range of community recreation activities such as squash and curling,



emphasizing cooperation and participation rather than competition. Students will still have the opportunity to participate in team-oriented sports. It also includes the following modules:

- Healthy and Active Living
- Social and Community Health
- Mental Well-Being
- Physical Literacy

This course leads to IB Physical and Health Education 10.

Other Potential Electives

An elective course will run only if there are sufficient numbers, at the Head's discretion.

IB Arts: IB Concert Choir 9

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Prerequisite: none

In this class students learn the aesthetic of music through the art of singing. This is a performance course that focuses on learning to sing in harmony and on improving singing and choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is sung in three and four part harmony. Students study the physical aspects of acoustics in singing as it relates to breathing, vibration and resonance. All Grade 9 choir students are members of the Senior School Concert Choir and are required to perform at the Remembrance Day Service, the Carol Service concert and the Spring Concert as well as special school assemblies and events. Each student is assessed on participation, vocal development, music theory and history, and personal progress related to choral performance skills. Students also learn leadership skills within the context of the choral rehearsal and communal responsibility.

The criterion involve: the development of knowledge about music in historical and cultural contexts; the skill of reading notational forms of music, singing in contrapuntal harmony, intonation, and cross-rhythms; and, the ability to think creatively as they delve into the question of intention in musical art, especially, as it applies to learning to sing in tune and to harmonize with others in the community. Students also learn leadership skills within the context of the choral rehearsal and communal responsibility. Senior Concert Choir rehearsals take place during lunch on Thursday and during the Performing Arts Block.

Music 9: Jazz Band 9

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Prerequisite: IB Band 8 or permission of instructor

Co-requisite: IB Band 9

This is an advanced level course and only those students with exceptional skills and strong motivation are eligible for Jazz Band 9; auditions may be required for entrance. Students **MUST** also be enrolled in IB MYP Band 9, and will perform as part of the GNS Jazz Orchestra. The ensemble consists of five saxophones, four trumpets, four trombones, guitar, piano, bass and drums. A willingness to solo and improvise is strongly encouraged. Students will be introduced to jazz articulations, special effects, and mutes, and will be assessed using jazz etudes, repertoire excerpts, performance reviews, and knowledge of jazz history. Jazz Band 9 students will be introduced to the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra will perform at one Jazz Night per term, as well as the Winter Wonderland Concert, Celebrate the Arts, the West Coast Jazz Festival, and the Oak Bay Tea Party. Rehearsals are on Tuesday at lunchtime and every Friday after school. Attendance at all rehearsals and performances is essential in this ensemble.

This course leads to Jazz Band 10.

Music 9: Show Choir 9

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Co-requisite: Choir 9 or Concert Choir 9

This select vocal ensemble (open by audition only) demands a higher performance standard of performance as a touring ensemble of GNS. It develops a sophisticated ability in the development of vocal techniques, musicianship and the stylistic vocabulary required to perform in the various show choir and vocal jazz styles. The learning outcomes are achieved through the study and performance of representative literature from a cross-section of show choir and vocal jazz styles and eras. The difference in repertoire between Concert Choir and Show Choir can be described in terms of style. Show Choir material places an emphasis on choral music that is used for singing-on-stage, and includes everything from jazz, folk, spiritual, modern/contemporary, international-world music and cross-cultural fusion. The difference is best described in terms of presentation. Show Choir music is presented with movement with a dance-like effect, and coined by the term "choralography." It involves a choral presentation that is both aural and visual. Regular rehearsals take place from 3:30 to 5:00 p.m. on Thursdays. Show Choir members are required to participate in the Carol Service concert and the Spring Concert as well as special school assemblies and events. In addition to concerts and tours, members are invited to participate in the Spring Musical as well.

Performance Studio 9 (Drama 9: Theatre Production)

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Admission to this course is by audition or permission of the instructor.

This co-curricular course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building an ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Performance Studio will enable exploration and skill building in the areas of acting and stagecraft (stage management, props, sets, lights, costumes and sound). Training will involve work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This course runs outside the regular timetable.

Required Courses:	IB Language and Literature 10 IB Individuals and Societies 10 IB Sciences 10 IB Design 10 (Digital Communications 11) Planning 10
Arts choice:	IB Art 10 IB Band 10 IB Choir 10 IB Drama 10
Mathematics choice:	IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10) IB Mathematical Studies (SL) 11 (Pre-Calculus 11)
Language Acquisition choice:	EA 10 IB French 10 IB Mandarin 10 IB Spanish 10
Physical and Health Education choice:	IB Physical & Health Education 10 (competitive) IB Physical & Health Education 10 (cooperative) IB Customized Physical & Health Education 10
Other Potential Credits:	IB Concert Choir 10
<i>(Class/rehearsal times are in the Performing Arts block and outside the timetable)</i>	Jazz Band 10 Show Choir 10 Performance Studio 10

As students make a Language choice, it may be important to recognize that general admission requirements of some BC and Canadian universities demand satisfactory standing in one Language 11 (in addition to English 11).

As well, every Grade 10 student will complete a MYP Personal Project.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

of challenging classical and modern works. Oral work includes dramatic monologues, literary commentaries and literature circles. We recommend that students bring word processing devices to lessons.

This course leads to English 11, IB English Literature A (SL) 11 or IB English Literature A (HL) 11 **and concludes with** an in-school summative assessment.

IB Individuals and Societies 10

Required Course

Never has there been a more relevant course of study to enlighten and engage young people in contemporary Canadian and global challenges. This course prepares students to be responsible and contributing citizens in their own communities. IB Individuals and Societies 10 builds on skills learned in IB Individuals and Societies 9; encouraging students to think critically, while working to identify problems, gather information, compare, contrast and analyze sources, and deliver written and oral presentations. The course focuses on the evolution and development of Canada throughout the 20th Century. Key areas of study include: government systems, global and regional conflicts, politics, economics, geography, and injustices and identity. Students are evaluated on their understanding of knowledge, investigation, communication, and critical thinking skills using task-specific rubrics.

This course leads to all of the Individuals and Societies courses GNS offers in Grades 11 and 12 **and concludes with** an in-school summative assessment.

IB Sciences 10

Required Course

Work in all four disciplines of biology, chemistry, physics and earth sciences will be undertaken to prepare the student for a final examination in June. Extending from IB Sciences 9 instruction, students will examine chemical periodicity, bonding, chemical reactions, conservation of energy, genetics, and the formation of the universe by the big bang theory. All units have an IB MYP focus with particular emphasis on experimental tests and investigations. A focus of this course is to prepare students with a skill set that will establish the confidence necessary to undertake the science courses offered in the IB Diploma Programme. A variety of enrichment opportunities exist which will guide interested students toward a rewarding career in science. Students may occasionally be taken on local field trips. By the end of Science 10, students will have a clear understanding of their aptitude for the different sciences, which will enable them to make informed choices for their future course work at GNS. International understanding is addressed through our study of nuclear power, global weather systems, tectonic plates, and biomes of the world.

This course leads to Grade 11 Sciences choices **and concludes with** an in-school summative assessment.

IB Design 10 (Digital Communications 11)

Required Course

In IB Design 10, students hone their skills and knowledge with regard to the MYP Design Cycle in order that they may develop a broad perspective of the use and application of technology in design. Students will continue to follow and implement the various criteria of the MYP Design Cycle. In IB Design 10, the focus will be on using digital tools for communication purposes and to enhance digital communication. Students will use 3D imaging software to create digital objects and animations for communication projects such as digital ad campaigns. Furthermore, students will take their skills online and develop websites demonstrating their ability to share and communicate ideas effectively. At the end of this course, they should be able to: identify and define a problem, write and follow a research plan, collect and analyze relevant information, construct a design brief, justify design specifications, develop a range of ideas and objectively choose the best, write a plan for the creation of their product, follow their plan documenting the process,

Students complete the requirements of the MYP in Grade 10. At the end of the Winter Term, students complete and present their Personal Projects at a public exhibition. During the Spring Term, students receive their IB MYP Certificates upon successful completion of the program.

Required Courses

IB Language and Literature 10

Required Course

In this course, our focus is on intellectual play, with students exploring literature in ways that spark the imagination, such as through short story writing, multilingual poetry slam performances, and a biome interdisciplinary unit with IB Science. Analysis skills taught in IB Language and Literature 9 lead to literary synthesis skills taught in Grade 10 and in unseen passage commentaries. By this stage, students should have grounded grammar and punctuation skills, or should be seeking tutorial help outside lessons. As a course from which many students will progress to the diploma and certificate programs, we aim to expand critical thinking, annotation, and communication skills. Our literature contains a wide variety

and evaluate their solutions against their design specifications and the expectations of the intended user.

Students will receive a credit for completion of Digital Communications 11 after successful completion of this course.

This course leads to Information and Communications Technology 12 (available to students in Grades 11 and 12).

Planning 10

Required Course

Planning 10 is a required four-credit course that includes four curriculum content areas: Graduation Program: the requirements for graduation in BC; Education and Careers: exploration of career possibilities and educational options; Health: recognition of healthy lifestyles and relationships, and acquiring informed decision-making skills; and Finances: financial literacy such as budgeting and use of credit, financial services.

This course leads to Graduation Transitions 11 and 12.

IB Middle Years Programme Personal Project

Required Course

Students are introduced to the Personal Project in May and June of their Grade 9 year and embark upon the culminating activity of the MYP in September of their Grade 10 Year. The Personal Project provides students with the opportunity to exhibit aptitude and passion for a topic of their choosing. This final project encourages students to practice and strengthen their approaches to learning skills, to consolidate subject-specific learning and to develop an area of personal interest. Each student selects a topic that challenges, motivates and interests him or her and develops his or her personal project independently.

All students are assigned a teacher advisor who guides them through the process of developing ideas, researching, designing, exhibiting the project and reflecting their learning. The advisor also uses published rubrics to assess the student's overall performance (formative and summative). Students earn a 2 credit course towards their graduation

In all cases, the students are required to regularly document their process in a process journal and then submit a working set of extracts from their learning citing the development of their project through time and a personal reflection piece in which the student relates what the experience has meant personally.

The exhibitions of the projects, along with the summative assessment and final reflection piece, is completed in Winter of the student's Grade 10 year.

IB Arts Electives

One of the following choices is required.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

IB Visual Arts 10

Prerequisite: Visual Arts 9 or permission of the instructor

Visual Arts 10 is designed to continue building and supporting the student's ability and understanding in a number of areas related to the Visual Arts. Students are encouraged to take creative risks with mediums and modes of expression in a supportive environment. Visual Arts 10 will enrich student understanding of the creative process and how to implement and record their process in a valuable and thoughtful way. In covering these areas, students endeavour to further their understanding of the visual arts as an intellectual practice that is linked to worldwide society, culture, science and history. Each new topic provides an opportunity to study the history of how that medium was developed and which artists were key figures in the development of each. In addition to various large and smaller scale

studio projects, students are required to document their artistic process and learning in an Artistic Process Journal.

This course leads to Art 11 or IB Visual Arts 11.

IB Band 10

Prerequisite: IB Band 9 or permission of instructor

This course expands upon the knowledge and skills learned in Years 1-4; students must have AT LEAST three years of experience playing a brass, woodwind, or percussion instrument. Composition and small ensembles are emphasized as students continue to explore music through Global Contexts such as "Personal and Cultural Expression" and "Identities and Relationships," and will be assessed using MYP criteria "Knowledge and Understanding," "Developing Skills," "Thinking Creatively," and "Responding." Students will participate in Units of Inquiry exploring music notation, music history, technique development, practice techniques, composition, and performance reviews. Students continue to record their learning in the MYP Process Journal. All IB Band 10 students are members of the GNS Senior Concert Band, and are required to attend rehearsals on Tuesday and Thursday mornings before school, as well as Performing Arts Block. The GNS Senior Concert Band performs at the Remembrance Day Assembly, Winter Wonderland Concert, Spring Festival Concert, and Celebrate the Arts, and competes annually at an adjudicated festival, as well as performing at special school assemblies and events. The GNS Senior Concert Band goes on tour each year; participation in tours is optional.

This course leads to Instrumental Music 11: Concert Band 11

IB Choir 10

RUNS WITHIN TIMETABLE

Prerequisite: none

In this class, students learn the aesthetic of music through the art of singing. This is a performance course during the regular timetable that focuses on learning to sing in harmony and on improving basic choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is sung in four-part harmony in textures of homophonic and polyphonic counterpoint. Each student is assessed on the MYP criterion which involve: the development of knowledge about music in historical and cultural contexts; the skill of reading notational forms of music, singing in contrapuntal harmony, intonation, and cross-rhythms; and, the ability to think creatively as they delve into the question of intention in musical art, especially, as it applies to learning to sing in tune and to harmonize with others in the community

All students are encouraged to attend Senior Concert Choir and are required to participate in the Carol Service concert and the Spring Concert as well as special school assemblies and events. Senior Concert Choir rehearsals take place during lunch on Thursday and during the Performing Arts Block.

IB Drama 10

IB Drama 10 will cover a review of realism in acting, while exploring dramatic text through critical analysis, and role development in the form of monologue and scene work. Students will work as an ensemble as they expand their communication potential through movement and voice pedagogy. The focus then shifts to neutral mask, and an exploration of character mask from a variety of cultures and contexts. Students are introduced to clown, and ensemble creation as they learn to translate their ideas into action. This timetabled course is open to anyone, and no previous experience or course work is required.

This course leads to IB Theatre 11 or Theatre Performance 11.

IB Language Acquisition Electives

One of the following choices is required.

Occasionally a student will have an Individualized Education Plan that recommends against a second language; in such cases, this requirement will be waived.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

EA 10

This course may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin or IB Spanish

The English Acquisition course develops students' communication skills and grammatical knowledge in a socially and culturally supportive environment. Pastoral care coupled with a rigorous, academic programme enables students to refine their use of language in terms of accuracy and effectiveness. Learning explores various themes and contexts, such as Canada, Technology, Debate, and Health. Equal emphasis is placed on reading, writing, speaking, and listening. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures. Some students graduate from the English Acquisition Program at the end of Grade 10 while others may require additional support in order to ensure success as they move through their final years of high school.

This course leads to EA 11 or IB English B 11.

IB French 10

Prerequisite: IB French 9

In the final year of the MYP, students will solidify their French skills to meet the objectives of the program. Through the study of the year's themes, students will communicate information, ideas and opinions in both written and spoken French. They will also identify main ideas and details, draw conclusions from written texts, and understand and appropriately use structures and vocabulary. The conditional tense will be introduced as well as idiomatic expressions pertinent to the themes and transferable to other contexts. By the end of IB French 10, students will be able to write a blog, a newspaper article and a critique. Students will have the opportunity to demonstrate their French skills during the summative MYP evaluations.

This course leads to Grade 11 French courses and concludes with an in-school final assessment.

IB French 10 (Enhanced)

Prerequisite: French 9

In this course, students will cover the same themes as in the regular IB French 10 program; however, summative assessments will reflect the enhanced approach in which the core content is delivered. Students are expected to engage in French studies at a more advanced level and they will undertake tasks of a more challenging nature linguistically, structurally and thematically. The typical student in this course is one who demonstrates higher levels of ability with oral communication, comprehension and writing in French. This course also offers a solid foundation for those who might consider the Diploma Programme in the following year, or who wish to achieve a higher degree of fluency and advanced skills in the language. Admission to this course is based on the results of the previous school year or departmental permission.

This course leads to Grade 11 French courses and concludes with an in-school summative assessment.

IB Mandarin 10

Prerequisite: IB Mandarin 9

In the final year of the MYP, students will build on the vocabulary and grammatical structures introduced in IB Mandarin 9 and continue to explore 5000 years of Chinese culture. Greater emphasis is placed on more detailed verbal and written communication as we explore themes that include describing personal health, itinerary, weather and geographical locations. The resultative, directional, and potential complement will be introduced as well as idiomatic expressions pertinent to the themes and transferable to other contexts. Students will have the opportunity to demonstrate their Mandarin skills during the summative MYP evaluations. Successful completion of this course allows students to study Mandarin Language B within the IB Diploma Programme.

This course leads to Mandarin 11 or IB Mandarin (HL or SL) 11 and concludes with an in-school final examination.

IB Spanish 10

Prerequisite: IB Spanish 9

In this final year of the MYP, students will build on the vocabulary and grammatical structures introduced in IB Spanish 9 and continue to explore the cultures of the 400 million Spanish speakers in the world. Greater emphasis is placed on more detailed verbal and written communication as we explore themes that include preparing for a special event, shopping and our communities. The past, imperfect and imperative tenses will be introduced as well as idiomatic expressions pertinent to the themes and transferable to other contexts. Students will have the opportunity to demonstrate their Spanish skills during the summative MYP evaluations. Successful completion of this course allows students to study Spanish Language B within the IB Diploma Programme.

This course leads to Grade 11 Spanish courses and concludes with an in-school summative assessment.

IB Mathematics Electives

One of the following choices is required

It is the recommendation of the Math department that each student carefully consider his/her choice of Math course in the Grade 10 year. See the chart below to understand the options available at the Senior School.

IB Mathematics 10 (Foundations of Mathematics and Pre-Calculus 10)

Prerequisite: IB Mathematics 9

This course is a bridge between learning algebraic techniques in IB Mathematics 9 and exploring the more abstract application of these techniques. The aim of the course is to introduce students to function analysis by studying the properties of linear functions. Students are able to review and consolidate their algebra skills to enable them to undertake the challenges ahead. A graphing calculator is suggested for this course. The Texas Instruments TI-83 and TI-84 plus models are the most common but you may see your teacher for information on other permissible models. This course is the 5th year of the MYP curriculum and summative assessments are criterion based.

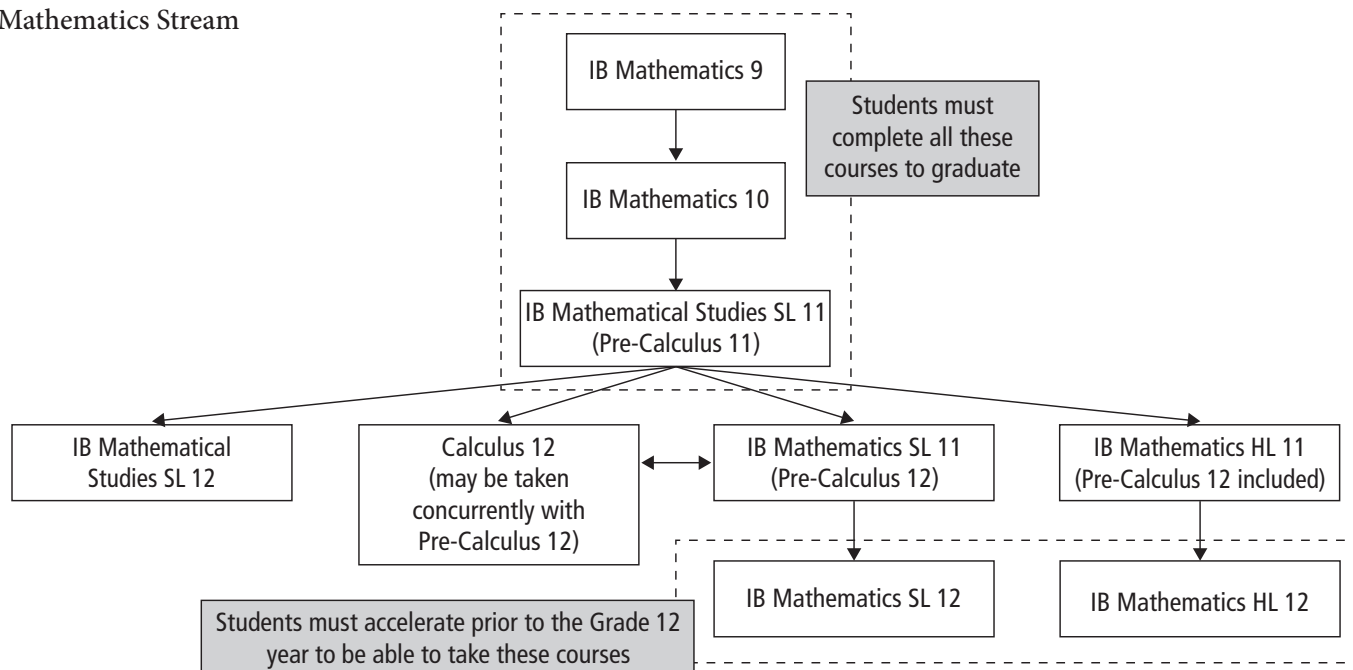
This course leads to IB Mathematical Studies (SL) 11 (Pre-Calculus 11) and concludes with an in-school summative assessment.

IB Mathematical Studies (SL) 11

Prerequisite: Foundations of Mathematics and Pre-Calculus 10

This is a comprehensive course that builds on the algebra learned in previous mathematics courses and moves into some more advanced topics including quadratic functions and equations, trigonometry of non-right angles and circular trigonometry, inequalities, rational expressions and

Mathematics Stream



equations, inverse functions, and systems of quadratic equations. Problem solving skills are emphasized throughout the course.

As this course is recognized to develop abstract skills not only in mathematics but also in reasoning and in applying ideas, it is a requirement for university entrance in most programs. It also satisfies the requirements of Pre-Calculus 11, so students will receive credit for both IB Mathematical Studies (SL) 11 and Pre-Calculus 11. A graphing calculator is required for this course. The Texas Instruments TI-83 and TI-84 Plus models are strongly recommended but you may see your teacher for other permissible models.

This course leads to IB Mathematics (SL) 11, IB Mathematics (HL) 11 or IB Mathematical Studies (SL) 12 **and concludes with** an in-school summative assessment.

IB Physical & Health Education Electives

One of the following choices is required.

IB Physical & Health Education 10 (competitive)

In IB Physical and Health Education 10, the developing athlete refines his/her physical and cognitive skills in both team and individual sports. The varied curriculum promotes the healthy attitude of sport and fitness as a regular part of life. More cognitive aspects of sport are introduced at the Grade 10 level including minor officiating, theory of fitness, and peer teaching. Self-discipline, leadership, peer coaching and self-reliance are stressed at this age level. This course includes frequent opportunities for co-ed classes. It is hoped that students will take from P&HE class "the joy of an active lifestyle" and carry it with them throughout their life.

This course meets the Ministry of Education DPA requirement of at least 150 minutes of physical activity each week. All students may have the opportunity to earn their St. John's Ambulance Standard First Aid Certificate, depending on available St. John ambulance instructors. External moderation sets the standards for the Certificate.

This course leads to Physical Education 11.

IB Physical & Health Education 10 (cooperative)

In Physical and Health Education 10, the developing athlete refines his/her physical and cognitive skills in both team and individual sports. Students in the IB P&HE 10 cooperative class will cover the same intended learning outcomes as the competitive classes through different activities suited to a coed environment, with emphasis on skill building, not competition. In this option, students will develop the range of community type events introduced in IB P&HE 9, such as aerobics, pilates, dance, kick-boxing and fitness. The varied curriculum promotes the healthy attitude of sport and fitness as a regular part of life. Students will still have the opportunity to participate in team-oriented sports. It is hoped that students will take from P&HE class "the joy of an active lifestyle" and carry it with them throughout their life.

This course meets the Ministry of Education DPA requirement of at least 150 minutes of physical activity each week. All students may have the opportunity to earn their St. John's Ambulance Standard First Aid Certificate, depending on available St. John ambulance instructors. External moderation sets the standards for the Certificate.

This course leads to Physical Education 11.

IB Customized Physical & Health Education 10

This course is offered to students who are unable to fit Physical Education into their timetables. Students are expected to track 150 minutes of physical activity (minimum) per week, using an on-line journal or training forum, which must be submitted to the supervising teacher, accompanied by a small written reflection component every week. Students are also expected to attend one workout session scheduled outside of the timetable in each eight-day cycle, either before or after school or during a spare period that coincides with that of the course teacher. The course uses an online platform to support learning in many areas of health, fitness, and wellness. This includes regular discussions, as well as three active-living projects over the course of the year, in which students have the latitude to pursue their own areas of interest to further support their personal fitness journeys. Through this course, students can develop the knowledge,

THE GRADE 10 PROGRAM OF STUDIES

skills and attitudes necessary to gain improved sports performance and to live an active, healthy lifestyle. There will be an IB MYP focus that allows students a more personalized approach to Physical and Health Education, with a strong focus on individual needs, goals, and interests. A wide variety of activities are presented, with opportunities for student choice and self-directed learning. Each active-living assignment will be graded according to the MYP Criteria. Each criterion will be met at least twice throughout the academic year. This course will be capped at sixteen students in total from all three grades (10 to 12).

Students must submit an application to the Physical and Health Education Head of Department and the Principal outlining why they have chosen to apply for the Customized course in place of a regular P&HE 10 option.

This course leads to Physical Education 11.

Physical & Health Education 10 – Outdoor Ed Option

The students who choose the Outdoor Ed option either do a winter snowcamp via snowshoes or a spring sea kayaking tour. This course is limited to 24 students. Enrolment is on a first come, first served basis. Total cost for this optional program that enhances our P&HE program is approximately \$300 per trip. Payment for this course can be done in full or by post-dated cheques by September 30.

Other Potential Electives

An elective course will run only if there are sufficient numbers, at the Head's discretion.

IB Arts: IB Concert Choir 10

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Prerequisite: none

In this class students learn the aesthetic of music through the art of singing. This is a performance course that focuses on learning to sing in harmony and on improving singing and choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is sung in three and four part harmony. Students study the physical aspects of acoustics in singing as it relates to breathing, vibration, resonance and articulation as it relates to lyric diction. All Grade 10 choir students are members of the Senior School Concert Choir and are required to perform at the Remembrance Day Service, the Carol Service concert and the Spring Concert as well as special school assemblies and events. Each student is assessed on participation, vocal development, music theory and history, and personal progress related to choral performance skills. Students also learn leadership skills within the context of the choral rehearsal and communal responsibility.

The criterion involve: the development of knowledge about music in historical and cultural contexts; the skill of reading notational forms of music, singing in contrapuntal harmony, intonation, and more complex cross-rhythms as well as the basic phonemes in the International Phonetic Alphabet (IPA); and, the ability to think creatively as they delve into the question of intention in musical art, especially, as it applies to learning to sing in tune and to harmonize with others in the community. Senior Concert Choir rehearsals take place during lunch on Thursday and during the Performing Arts Block.

Music 10: Jazz Band 10

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Prerequisite: Jazz Band 9 or permission of instructor

Co-requisite: IB Band 10

This is an advanced level course and only those students with exceptional skills and strong motivation are eligible for Jazz Band 10; auditions may

be required for entrance. Students **MUST** also be enrolled in IB Band 10, and will perform as part of the GNS Jazz Orchestra. The ensemble consists of five saxophones, four trumpets, four trombones, guitar, piano, bass and drums. A willingness to solo and improvise is strongly encouraged. Students will continue to develop jazz articulations, special effects, and mutes, and will be assessed using jazz etudes, repertoire excerpts, performance reviews, and knowledge of jazz history. Jazz Band 10 students will become more familiar with the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra will perform at one Jazz Night per term, as well as the Winter Wonderland Concert, Celebrate the Arts, the West Coast Jazz Festival, and the Oak Bay Tea Party. Rehearsals are on Tuesday at lunchtime and every Friday after school. Attendance at all rehearsals and performances is essential in this ensemble.

This course leads to Instrumental Music 11: Jazz Band 11

Music 10: Show Choir

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Co-requisite: IB Choir 10 or IB Concert Choir 10

This select vocal ensemble (open by audition only) demands a higher performance standard of performance as a touring ensemble of GNS. It develops a sophisticated ability in the development of vocal techniques, musicianship and the stylistic vocabulary required to perform in the various show choir and vocal jazz styles. The learning outcomes are achieved through the study and performance of representative literature from a cross-section of show choir and vocal jazz styles and eras. The difference in repertoire between Concert Choir and Show Choir can be described in terms of style. Show Choir material places an emphasis on choral music that is used for singing-on-stage, and includes everything from jazz, folk, spiritual, modern/contemporary, international-world music and cross-cultural fusion. The difference is best described in terms of presentation. Show Choir music is presented with movement with a dance-like effect, and coined by the term "choralography." It involves a choral presentation that is both aural and visual. Regular rehearsals take place from 3:30 to 5:00 p.m. on Thursdays. Show Choir members are required to participate at the Carol Service concert and the Spring Concert as well as special school assemblies and events. In addition to concerts and tours, members are invited to participate in the Spring Musical as well.

Performance Studio 10 (Drama 10: Theatre Production)

CO-CURRICULAR COURSE – RUNS OUTSIDE OF TIMETABLE

Admission to this course is by audition or permission of the instructor

This course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building an ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Performance Studio will enable exploration and skill building in the areas of acting and stagecraft (stage management, props, sets, lights, costumes and sound). Training will involve work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This course runs outside the regular timetable.

Required Courses:	One of English 11, IB English Literature A 11 Graduation Transitions 11
Language Acquisition:	One from: EA 11, French 11, IB French B 11, Spanish 11, IB Spanish B 11, IB Chinese A (SL self-taught) 11, or IB Mandarin B 11
Individuals & Societies:	One of IB Geography 11, IB History 11, Social Studies 11
Science:	At least one from: IB Biology 11, IB Chemistry 11, IB Physics 11
Mathematics:	One of IB Mathematical Studies (SL) 11 (Pre- Calculus 11), IB Mathematics (SL) 11 (Pre- Calculus 12), or IB Mathematics (HL) 11 (Pre- Calculus included)
At least one of:	
Arts:	Art 11, IB Visual Arts 11, Instrumental Music 11: Concert Band 11, Choral Music 11: Concert Choir 11, IB Music 11, Instrumental Music 11: Jazz Band 11, Choral Music 11: Show Choir 11, Performance Studio 11, IB Theatre 11, Theatre Performance 11
Physical Education:	Physical Education 11, Health & Wellness 11, Outdoor Recreation Leadership 11, Customized Physical & Health Education 11
Elective Courses:	In addition to the required courses, students select 2 additional courses from the list below or Arts or Physical Education. English Literature 12 IB Economics (SL) 11 IB Geography 11 IB History 11 Social Studies 11 IB Biology 11 IB Chemistry 11 IB Physics 11 IB Theory of Knowledge 11 Information and Communications Technology 12 Social Justice 12 Writing 11

Students may earn supplementary credits for certain activities outside the timetable. In Grade 11, these are Concert Band, Jazz Band, Concert Choir, Show Choir, Performance Studio and Outdoor Recreation Leadership.

Grade 11 courses required for graduation must be completed before or during the Grade 11 year. All Grade 11 students are expected to take 7 courses and Graduation Transitions at GNS during the academic year.

Students enrolling as Diploma candidates must include IB English Literature A 11, the IB Geography option or IB History option, Theory of Knowledge and at least one IB Science 11.

At the time of publication of the *Program of Studies*, to qualify to graduate, all students, Course candidates and Diploma candidates, must complete Social Studies 11, IB Geography 11 or IB History 11.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Required Courses

English 11

Either this course or IB English Literature A (HL or SL) 11 is required

In Grade 11 Provincial English, students are encouraged to explore literature with curiosity and appreciation, reading for depth and breadth. In this course, students have time to engage in work on reading comprehension and writing skills as they explore a variety of written genres and visual media. With an eye to personalized study strategies, we seek to transfer efficient reading, critical thinking, and professional writing skills across fields of study relevant to a multitude of post-secondary paths; emphasis is placed on full mastery of structures and terminology in preparation for English 12. The course culminates in a exam using unseen passages as well as texts covered during the course to evaluate student progress in paragraph writing, synthesis essays, and creative compositions. We recommend that students bring word processing devices to lessons.

This course leads to English 12 and English Literature 12 and concludes with an in-school final examination.

IB English Literature A 11

Either this course or English 11 is required

For students taking the full Diploma or certificate students who enjoy and are adept at English, this first year of a two-year DP course allows students to have the opportunity to study World Literature in depth, and to develop oral and extended essay writing skills. The focus is to apply students' MYP training in developing connections, and to narrow this to a scholarly focus on language. The course emphasizes a focus on the exploration of language use across global texts and literary genres. Summer reading of student-choice novels is required. Written work focuses upon the World Literature in Translation essay, an extended written piece honed over several drafts. Students also deliver oral commentaries and presentations based on their independent exploration of literature. The challenges of the tasks lay the foundation for success at an advanced level in university. We recommend that students bring word processing devices to lessons.

This course leads to English 12 or IB English Literature A (SL) 12 or IB English Literature A (HL) 12 and concludes with the Provincial English 12 examination or an in-school final examination if a student is not continuing on to IB English Literature A 12.

IB English B (HL) 11

Co-requisite: IB Language A (SL self-taught) 11

Language B is a two-year program that is available to Diploma candidates whose first language is not English, and whose English skills are not strong enough to stay in IB English Literature A. Students begin in September in IB English Literature A (HL) or (SL) and the choice of Language B is a decision made with the teacher after initial assessment in lessons. Language B gives students the opportunity to reach a working level of competence in reading comprehension, writing, and oral skills. Nonfiction and fiction genres will be studied in both the IB curriculum and also in respect to the BC Provincial English curriculum, that all students must complete. Grade 11 is predominantly a teaching year, as we withhold assessments for IB and the Provincial until the student has rich training in the language.

This course leads to English 12 or IB English B (HL) 12 and concludes with an in-school final examination.

Graduation Transitions 11

Required Course

In order to graduate in BC, all students must complete the three parts of Graduation Transitions 12. Students will document a minimum of 30 hours of work experience or community service, complete a minimum of 150 minutes of Physical Activity per week throughout Grades 10 to 12,

and complete a graduation transition plan which outlines their plans for the year following Grade 12. This graduation transition planning process takes place over Grades 11 and 12 and involves several assignments and hours of research into different post-secondary options. The time spent on research prepares students to make well-informed decisions for their course selections in Grade 12. Students spend time in class preparing essay and short answer questions for University/College applications. Graduation Transitions 11 is a pass/fail course; all assignments must be completed in order to pass.

Language Acquisition or School Supported Self-Taught Language A Electives

One of these courses is required.

Occasionally a student will have an Individualized Education Plan that recommends against a second language; in such cases, this requirement will be waived.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

EA 11

This course may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin or IB Spanish

The English Acquisition course develops students' communication skills and grammatical knowledge in a socially and culturally supportive environment. Pastoral care coupled with a rigorous, academic programme enables students to refine their use of language in terms of accuracy and effectiveness. Learning explores various themes and contexts, such as Current Events, Leisure, Culture, Health, Communication, Debate, and Literature & Commentary. Language Exam preparation will also be a focus. Increasing importance is placed on developing academic English, and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures.

This course leads to EA 12.

French 11

Prerequisite: French 10

This course will cover the BC Provincial curriculum and is for students who may choose to discontinue their language studies at the end of the year.

Students expand on their vocabulary, grammatical structures and idiomatic expressions in order to increase their communication skills and global understanding of the language. They should be able to link statements in past, present and future tenses in speech and writing while completing authentic tasks. Students' awareness and appreciation of French-speaking cultures continues to develop with their study of the given themes, including Social Relationships, Customs and Traditions, and Media and Communication.

This course leads to French 12 and concludes with an in-school final examination.

IB French B 11

Prerequisite: French 10 or French 10 Enriched

This course is the first year of the two year IB Diploma French B course, which covers the following themes: Customs and Traditions, and Media and Communication. Students are expected to interact in French at all times during classes, and work independently outside of the classroom to continue research and review. They will also be introduced to some literary

texts. Students' work is not only evaluated from a linguistic perspective, but also with regard to content and the ability to respond to a wide variety of tasks, largely based on higher order learning. There is also a strong emphasis on the IB philosophy, internationalism and culture.

This course leads to IB French (HL or SL) 12 and concludes with an in-school final examination.

IB Mandarin B (HL or SL) 11

Prerequisite: Mandarin 10

This course is the first year of the two year IB Diploma Mandarin B course, which covers the following themes: social relationships, customs and traditions, the media and communication. Students will also be introduced to some literary texts. The primary focus is on language acquisition and the development of skills at a sophisticated level. It is suitable for IB candidates as well as fluent Mandarin speakers. Students are expected to interact in Mandarin at all times during classes, and work independently outside of the classroom to increase their knowledge and understanding in the language. Students' work is not only evaluated from a linguistic perspective, but also with regard to content and the ability to respond to a wide variety of tasks, largely based on higher order learning. There is also a strong emphasis on the IB philosophy, internationalism and culture.

This course leads to IB Mandarin (HL or SL) 12 and concludes with an in-school final examination.

Spanish 11

Prerequisite: Spanish 10

This course will cover the BC Provincial curriculum and is for students who will most likely not continue with a foreign language after Grade 11.

Students expand on their vocabulary, grammatical structures and idiomatic expressions in order to increase their communication skills and global understanding of the language. They should be able to link statements in past, present and future tenses in speech and writing while completing authentic tasks. Students' awareness and appreciation of Spanish-speaking cultures continue to develop with their study of the given themes, including Social Relationships, Customs and Traditions, and the Media and Communication.

This course leads to Spanish 12 and concludes with an in-school final examination.

IB Spanish ab initio (SL) 11

Prerequisite: None

The IB Spanish ab initio course is a two-year language acquisition programme for students with little or no experience of the language. It is organized into three themes: Individual and Society, Leisure and Work, and Urban and Rural Environment. Each theme comprises a list of topics that provide students with opportunities to practise and explore the language and to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students will become confident in their ability to respond and interact appropriately in a range of everyday situations.

This course is suitable for:

1. New Grade 11 students who might not otherwise meet the school's graduation requirements for a second language
2. Any student who enrolls in the Senior School without a second language and who would like to complete the Diploma Programme
3. Current students who would like to study a new second language as part of the Diploma Programme (i.e., Change from French or Mandarin to Spanish ab initio)

This course leads to IB Spanish ab initio (SL) 12 and concludes with an in-school final examination.

IB Spanish B 11

Prerequisite: Spanish 10

This course constitutes the first year of the IB Spanish B Programme and is suitable for students who have advanced Spanish skills or who intend to take the IB Spanish B exam at the end of Grade 12.

The course covers the themes prescribed by the IB Spanish B syllabus, including social relationships, customs and traditions, the media, and communication as well as an introduction to some literary works. The primary focus is on language acquisition and the development of skills at a sophisticated level. Students are expected to interact in Spanish at all times during classes, and work independently outside of the classroom to increase their knowledge and understanding in the language. Students' work is not only evaluated from a linguistic perspective, but also with regard to content and the ability to respond to a wide-variety of tasks, largely based on higher order learning. There is also a strong emphasis on the IB philosophy, internationalism and culture.

This course leads to IB Spanish B (HL or SL) 12 and concludes with an in-school final examination.

IB School Supported Language A (SL self-taught) 11

This literature course provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. Students wishing to embark upon this course of study should be prepared to work independently, manage their time effectively, and meet regularly with the Diploma Coordinator. Diploma candidates who successfully complete English Literature A (HL or SL), and a Self-taught Language (SL), will obtain a bilingual diploma. Examples of Self-taught subjects that GNS has supported in the past include: Chinese, French, German, Korean and Urdu.

Interested students must meet with their Academic Advisor to obtain a form to apply for this course.

Individuals and Societies Electives

*One of IB Geography 11,
IB History 11 or Social Studies 11 is required.*

Both IB Geography and IB History are accessible to all learners and provide students an opportunity to specialize in an area of interest. Both courses enable students to develop essential research and analytical skills necessary for post-secondary education.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Social Studies 11

The Social Studies 11 curriculum provides students with opportunities to reflect critically upon events and issues related to the structure and operation of government, social geography topics and 20th century history in order to examine the present, make connections with the past, and consider the future. Through their participation in social studies, students are encouraged to understand and prepare to exercise their roles, rights, and responsibilities within Canada and the world. Students will develop an appreciation of democracy and what it means to be Canadian and demonstrate respect for human equality and cultural diversity. Students are encouraged to think critically, evaluate information, and practise effective communication. Social Studies 11 contributes to the important goal of preparing students for their lives as Canadian citizens and members of the international community.

This course leads to any provincial Grade 12 Individuals and Societies courses and concludes with a summative assessment.

IB Geography 11

Are you ready to investigate real world issues that speak to our relationship with our planet and its people? IB Geography 11 offers a front-row seat from which to engage in the important study of population, climate, resources and global security. The United Nation Global Goals 2030 serve as a guiding piece in this course. Additionally, specific topics include: oceans and coastal margins, geophysical hazards and the geography of food and health. Higher Level students will have the opportunity to investigate global interactions focusing on power, diversity and risk. Topics are studied using a variety of methods such as: research assignments, case studies, formal lectures, group work, and presentations. As part of this course, students will develop their research skills, and will complete an IB Geography Internal Assessment. Essentially it is a 2500-word field study based on their own fieldwork, centered on course curriculum.

This course leads to IB Geography (HL or SL) 12 or any provincial Grade 12 Individuals and Societies courses and concludes with an in-school final examination.

IB History 11

Looking through the lens of history helps us make sense of today's world and the complex issues that challenge and interest us. Students in IB History routinely examine the historical context of current political, economic and social issues. The study of war, revolution, dictatorships, democracies and human rights within the Americas—United States, Latin America and Canada—encompass the broad themes of our curriculum. Students engage in seminar discussion, collaborative work, serious research and analysis. A historical investigation of 2200 words on a topic chosen by the student represents the major assignment of the year and serves as the IB History Internal Assessment.

This course leads to IB History (HL or SL) 12 or any provincial Grade 12 Individuals and Societies courses and concludes with an in-school final examination.

Sciences Electives

*At least one of IB Biology 11, IB Chemistry 11 or
IB Physics 11 is required.*

IB Biology 11

Although previously listed in the *Program of Studies* as Introductory Biology, students earn a credit for IB Biology (HL) 11 when they complete this introductory course. The course integrates topics from the IB Biology and BC curriculum. It explores numerous aspects of living systems and provides students with an opportunity to develop a deeper appreciation of the natural world and the interrelationships among all living things. Within this context, emphasis will be placed on developing an increased understanding of the scientific method, ecology, genetics, levels of organization, evolution and adaptation, classification and taxonomy, microbiology, and plant biology. All students in this course will participate in the Group IV Project with students in chemistry and physics, where cooperative scientific investigations are performed. Students will occasionally be taken on field trips in order to utilize the abundant teaching resources in our region.

This course leads to Grade 12 Biology courses and concludes with an in-school final examination.

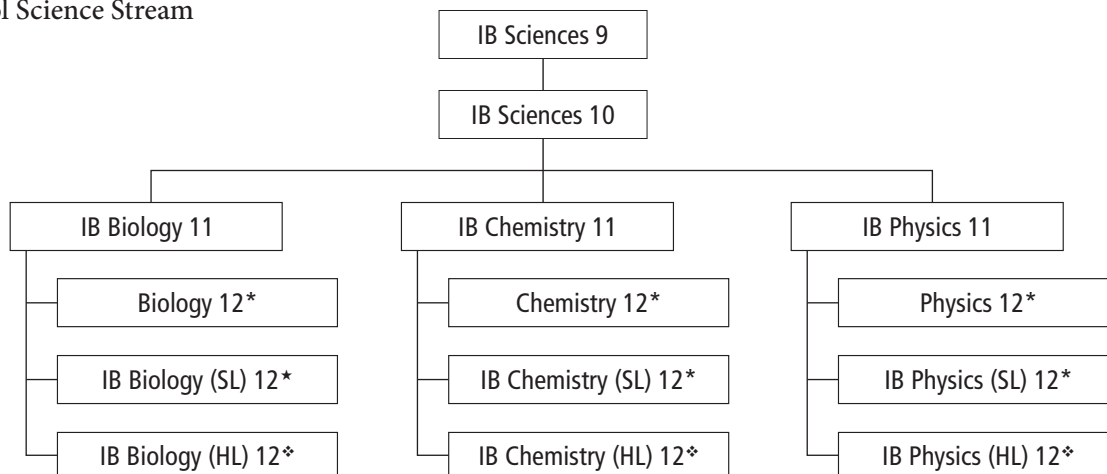
IB Chemistry 11

Prerequisite: C+ standing in Foundations of Mathematics and Pre-Calculus 10 is recommended

Although previously listed in the *Program of Studies* as Introductory Chemistry, students earn a credit for IB Chemistry (HL) 11 when they

THE GRADE 11 PROGRAM OF STUDIES

Senior School Science Stream



* These courses culminate with an in-school final exam.

* These courses lead to the IB Examinations at the Standard Level.

* These courses lead to the IB Examinations at the Standard or Higher Level.

complete this introductory course. The course integrates topics from the IB Chemistry and BC curriculum. It explores the nature of matter, including chemical reactions, the mole concept, electron configuration, organic chemistry and periodicity. A study of chemical bonding leads naturally to the understanding of Lewis structures, and solution chemistry. Both the qualitative and quantitative aspects of these topics are developed. Hands-on experience in the lab offers students the opportunity to grow in confidence as experiments become more intricate and skills progress. All students in this course will participate in the Group IV Project with students in biology and physics, where cooperative scientific investigations are performed. Students may occasionally be taken on local field trips.

This course leads to Grade 12 Chemistry courses and concludes with an in-school final examination.

IB Physics 11

Prerequisite: C+ standing in Foundations of Mathematics and Pre-Calculus 10 is recommended

Although previously listed in the Program of Studies as Introductory Physics, students earn a credit for IB Physics (HL) 11 when they complete this introductory course. The course integrates topics from the IB Physics and BC curriculum. It includes some of the major topics of physics such as mechanics in two dimensions, wave motion, and optics. Problems are related to practical applications and extend the knowledge of topics taught in Science 8, 9, and 10. Problem solving reinforces the relationship of mathematics and science and hones mathematical skills. A wide variety of laboratory investigations enhance understanding of the subject matter and the nature of the scientific method. All students in this course will participate in the Group IV Project with students in biology and chemistry, where cooperative scientific investigations are performed. Students may occasionally be taken on local field trips.

This course leads to Grade 12 Physics courses and concludes with an in-school final examination.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

IB Mathematical Studies (SL) 11 (Pre-Calculus 11)

Prerequisite: Foundations of Mathematics and Pre-Calculus 10

This is a comprehensive course that builds on the algebra learned in previous mathematics courses and moves into some more advanced topics including quadratic functions and equations, trigonometry of non-right angles and circular trigonometry, inequalities, rational expressions and equations, inverse functions, and systems of quadratic equations. Problem solving skills are emphasized throughout the course.

As this course is recognized to develop abstract skills not only in mathematics but also in reasoning and in applying ideas, it is a requirement for university entrance in most programs. It also satisfies the requirements of Pre-Calculus 11, so students will receive credit for both IB Mathematical Studies (SL) 11 and Pre-Calculus 11. A graphing calculator is required for this course. The Texas Instruments TI-83 and TI-84 Plus models are strongly recommended but you may see your teacher for other permissible models.

This course leads to IB Mathematics (SL) 11 or IB Mathematical Studies (SL) 12 and concludes with an in-school final examination.

IB Mathematics (SL) 11 (Pre-Calculus 12)

Prerequisite: A grade of 73% in Pre-Calculus 11 or permission of the Department Head

This curriculum brings together many concepts and techniques taught throughout high school. Upon successful completion, the student has a well-rounded background in trigonometry, problem solving, functions (logarithmic, exponential, polynomial, radical and rational), and combinatorics. A level of maturity is important for students in this course, as they are required to synthesize their previous mathematical knowledge with new skills, while building their application techniques. This course satisfies the requirements of Pre-Calculus 12, so students will receive credit for both IB Mathematics (SL) 11 and Pre-Calculus 12.

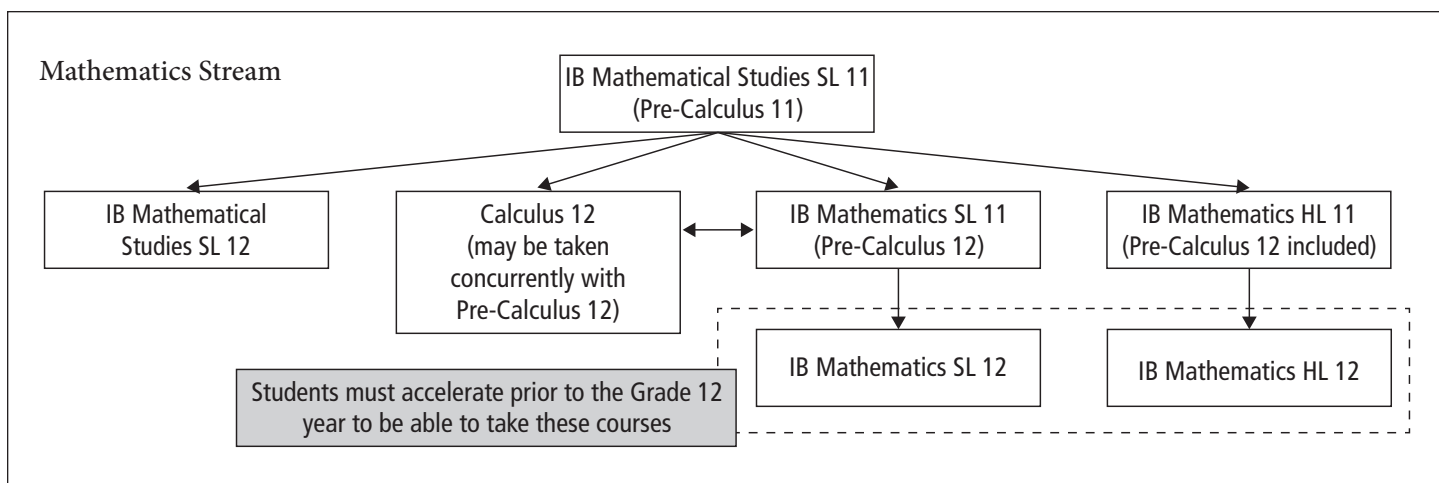
Before entering this course, students must demonstrate their preparedness by achieving a minimum grade of B in Pre-Calculus 11, including a mark of at least 73% on their Pre-Calculus 11 final exam. Students unable to meet this standard are asked to repeat Pre-Calculus 11 over the summer or in the following school year.

Mathematics Electives

One of the following choices is required.

It is the recommendation of the Math department that each student carefully consider his/her choice of Math course in the Grade 11 year. See the chart to understand the options available at the Senior School.

THE GRADE 11 PROGRAM OF STUDIES



A graphing calculator is required for this course. The Texas Instruments T1-83 and T1-84 Plus models are strongly recommended. Please see your teacher for other permissible models.

This course leads to IB Mathematics (SL) 12, IB Mathematical Studies (SL) 12, or Calculus 12 **and concludes with** an in-school final examination.

IB Mathematics (HL) 11 (Pre-Calculus 12 included)

Prerequisite: permission of the Mathematics Department

IB Mathematics (HL) 11 is intended for students who are strong in mathematics and enjoy mathematics. Based on the decision of the school, students of proven ability who display exceptional work habits and reasoning skills, a broad foundation of mathematical knowledge, a keen interest in learning mathematics, and a history of high achievement will be permitted to apply to this program. This is a two-year program. Year one covers the Pre-Calculus 12 provincial curriculum and several components of the IB Mathematics Higher Level program (complex numbers, trigonometry, and proof and vector geometry). The remaining IB topics are completed during year two. Given both the depth and volume of the material covered in this course, students should expect a faster pace of learning and a greater amount of out of class work. A graphing calculator is required for this course.

This course leads to IB Mathematics (HL) 12 or IB Mathematics (SL) 12 **and concludes with** an in-school final examination as well as a second examination on only the Pre-Calculus 12 learning objectives.

Elective Courses

*Grade 11 students will choose at least one of
an Arts 11 course, Physical Education 11
or Theory of Knowledge 11*

**An elective course will run only if there are sufficient
numbers, at the Head's discretion.**

Theory of Knowledge 11 (ToK 11)

Required Course for all Diploma candidates

Theory of Knowledge 11 provides an intellectual foundation whereby students can reflect critically on the nature of 'knowledge' in general, and on the specific approaches to 'knowledge' that they encounter and use in their other studies. The content of the course follows the three broad areas of study: i) The knower, ii) Ways of knowing, and iii) Areas of knowledge. Students are encouraged to use the language taught in the course and apply the thinking skills learned to their everyday life. Because the course is focused on critical questioning and intellectual analysis, rather than upon the mastery of a defined body of knowledge, class discussion and student-

led seminars form a major part of the program. As well, students will write two formal essays and give one prepared presentation each term. In the final term, the prepared presentation will be assessed as the IBO required internal assessment. Students choosing ToK 11 must enroll in at least three Diploma courses.

This course leads to ToK 12 for Diploma candidates only.

Art 11 (Art Foundations 11)

Arts Elective

Prerequisite: Art 10 or permission of the instructor

This is a general art course, encompassing a variety of both traditional and contemporary approaches and media options. Students are expected to demonstrate self-motivation as they develop their skills and experiment with a variety of media. Self-reflection in the form of class discussions, regular critiques and workbook assignments, and documentation of their own unique artistic process is an integral aspect of this course. Through the research workbook students develop and record their ideas for studio work. This book represents approximately 30% of the term mark. Evening life drawing classes may also be offered to senior art students on a drop-in basis as a means of enriching their development.

This course leads to Art 12.

IB Visual Arts 11

Arts Elective

Prerequisite: Art 10 or permission of the instructor

This is the first of a two-year program in which students are exposed to a variety of approaches and media options. This course is best suited to those students with an attitude of inquiry, self-motivation, and a mature commitment to the study of the visual arts. All students are expected to explore and develop areas of personal interest as they investigate the broader context of the visual arts both historically and culturally. Involvement in art and cultural events is highly encouraged as is participation in co-curricular art activities such as life drawing. Self-reflection in the form of class discussions, regular critiques, workbook assignments, and documentation of their own unique artistic process, is an integral aspect of this course. The regular use of the Investigation Workbook as a vehicle for developing a personal repertoire of significant imagery is the foundation for much of the studio work and represents approximately 40% of the term mark.

This course leads to IB Visual Arts (HL or SL) 12.

IB Music 11

Arts Elective

Prerequisite: Entrance Examination on Basic Theory and a Vocal/Instrumental Performance or permission of the instructor

IB Music 11 is the first of a two-year course designed for vocal and/or instrumental students who have a keen interest in the creative, cultural and performance areas of music. Students will explore how the elements of music are developed through a historical study of Western Art Music from the Middle Ages to present day. World music will also be explored and investigated. Learning what to listen for in music will enhance the student's analytical skills and will therefore be able to use appropriate terminology to describe similarities and differences in the music studied in preparation for the IB Music exam in Grade 12. In addition, students in Higher Level can expect to compose three compositions and perform one or more public solo programs over the two years of the course. Those students selecting Standard Level can expect to choose one of three options: perform with one of the schools vocal or instrumental ensembles (SLG); Compose two compositions (SLC); Perform one or more public solo programs (SLS). Even if not choosing the SLG option, the music department highly recommends that students continue to participate in one of the performing ensembles through Grades 11 and 12.

This course leads to IB Music (HL or SL) 12.

Instrumental Music 11: Concert Band 11

Arts Elective

TIMETABLED COURSE

Prerequisite: Band 10 or permission of instructor

Students in Concert Band 11 will be assessed in Technical Competence, Performance Applications, and Music Literacy, and will perform with Grade 9, 10, and 12 students as members of the GNS Senior Concert Band. Concert Band 11 may be timetabled concurrently with one or more of these other grade levels. Students will be encouraged to take on leadership roles in the band such as conducting sectional rehearsals, assisting with set-up, sound system, music library, etc. All students are required to attend Senior Concert Band rehearsals on Tuesday and Thursday mornings before school, as well as Performing Arts Block. Annual performances include the Remembrance Day Assembly, Winter Wonderland Concert, Spring Festival Concert, Celebrate the Arts, an adjudicated festival appearance, and special school assemblies and events. Band tours take place every year; participation is optional. This course is open to students in Grade 11 and Grade 12.

This course leads to Instrument Music 12: Concert Band 12

Instrumental Music 11: Concert Band 11

Arts Elective

CO-CURRICULAR COURSE

Prerequisite: Band 10 or permission of instructor

Students in Concert Band 11 will be assessed in Technical Competence, Performance Applications, and Music Literacy, and will perform with Grade 9, 10, and 12 students as members of the GNS Senior Concert Band. Students will be encouraged to take on leadership roles in the band such as conducting sectional rehearsals, assisting with set-up, sound system, music library, etc. All students are required to attend Senior Concert Band rehearsals on Tuesday and Thursday mornings before school, as well as Performing Arts Block. As this is a co-curricular course, students may also be required to attend tutorials periodically to address grade-specific course content. Annual performances include the Remembrance Day Assembly, Winter Wonderland Concert, Spring Festival Concert, Celebrate the Arts, an adjudicated festival appearance, and special school assemblies and events. Band tours take place every year; participation is optional. This course is open to students in Grade 11 and Grade 12.

This course leads to Instrument Music 12: Concert Band 12.

Choral Music 11: Concert Choir 11

Arts Elective

Prerequisite: Choral Music 10 or permission of instructor

This is a performance course that follows the emphasis of Grade 10 Choral music. Consequently it continues to focus on learning to sing in harmony and on improving basic choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is sung in four-part harmony in textures of homophonic and polyphonic counterpoint.

All Grade 11 choir students are members of the Senior Concert Choir and are required to participate in the Carol Service concert and the Spring Concert as well as special school assemblies and events. Rehearsals take place during the noon hour on Thursday and during the Performing Arts Block. Students are expected to schedule private tutorials as well as complete written assignments outside of class time. Each student is assessed on participation, vocal development, music theory and history, and personal progress related to sight-singing solfeggio and choral performance skills. Students also learn leadership skills within the context of the choral rehearsal and communal responsibility.

This course leads to Choral Music 12.

Instrumental Music 11: Jazz Band 11

Arts Elective

Prerequisite: Jazz Band 10 or permission of instructor

Co-requisite: Instrumental Music 11: Concert Band 11

This is an advanced level course and only those students with exceptional skills and strong motivation are eligible for Jazz Band 11; auditions may be required for entrance. Students MUST also be enrolled in Concert Band 11, and will perform as part of the GNS Jazz Orchestra. The ensemble consists of five saxophones, four trumpets, four trombones, guitar, piano, bass and drums. A willingness to solo and improvise is expected. Students will refine their jazz articulations, special effects, and mutes, and will be assessed using jazz etudes, repertoire excerpts, performance reviews, and knowledge of jazz history. Jazz Band 11 students will become increasingly familiar with the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra will perform at one Jazz Night per term, as well as the Winter Wonderland Concert, Celebrate the Arts, the West Coast Jazz Festival, and the Oak Bay Tea Party. Rehearsals are on Tuesday at lunchtime and every Friday after school. Attendance at all rehearsals and performances is essential in this ensemble.

This course leads to Instrumental Music 12: Jazz Band 12

Choral Music 11: Show Choir 11

Arts Elective

Co-requisite: Concert Choir 11

This select vocal ensemble (open by audition only) demands a higher performance standard of performance as a touring ensemble of GNS. It develops a sophisticated ability in the development of vocal techniques, musicianship and the stylistic vocabulary required to perform in the various show choir and vocal jazz styles. The learning outcomes are achieved through the study and performance of representative literature from a cross-section of show choir and vocal jazz styles and eras. The difference in repertoire between Concert Choir and Show Choir can be described in terms of style. Show Choir material places an emphasis on choral music that is used for singing-on-stage, and includes everything from jazz, folk, spiritual, modern/contemporary, international-world music and cross-cultural fusion. The difference is best described in terms of presentation. Show Choir music is presented with movement with a dance-like effect, and coined by the term "choralography." It involves a choral presentation that is both

aural and visual. Regular rehearsals take place from 3:30 to 5:00 p.m. on Thursdays. Show Choir members are required to participate in the Carol Service concert and the Spring Concert as well as special school assemblies and events. In addition to concerts and tours members are invited to participate in the Spring Musical as well.

Performance Studio 11 (Theatre Production 11)

Arts Elective

CO-CURRICULAR COURSE

Admission to this course is by audition or permission of the instructor

This course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building an ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Performance Studio will enable exploration and skill building in the areas of acting and stagecraft (stage management, props, sets, lights, costumes and sound). Training will involve work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This course runs outside the regular timetable.

Theatre Performance 11

Arts Elective

In this course, students gain the knowledge, skills, and attitudes necessary to become theatre performers through a study of exploration, analysis, body and voice skills, characterization, historical and cultural contexts, and the interrelated roles that comprise a theatre company. This course provides opportunities for students to experience the wealth of theatre repertoire representing a variety of styles and forms. By participating in formal and informal performances in a variety of settings, students increase their knowledge and develop skills in all phases of theatre processes. Through performance, students can shape and refine their ideas and integrate their knowledge and attitudes with their technical skills. Students learn the interconnected performance roles of actor, director, and scriptwriter; they also learn to work as part of a larger theatre company. This course is open to anyone, and no previous experience or course work is required.

This course leads to Theatre Performance 12.

IB Theatre 11

Arts Elective

The IB Theatre Arts syllabus consists of three equal, interrelated areas: theatre in context, theatre process, and presenting theatre. These areas are approached from the perspective of the following specialist theatre roles: creator, designer, director and performer. Four key tasks make up the IB Theatre course content and assessment. 1) The Solo Theatre Piece (HL): students investigate a theatre theorist and create a solo performance pieces using the techniques and styles they have encountered. 2) The Director's Notebook (SL and HL): students take on the role of director, responding to and staging a scene from a play of their choosing. 3) Research presentation (SL and HL): students outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. 4) Collaborative project (SL and HL): students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice. This course is open to anyone, and no previous experience or course work is required. This course will be of particular interest to those pursuing a career in education or the performing arts. If a student is passionate about theatre, however, this course can become a lens through which they can explore a number of different subject areas.

This course leads to: IB Theatre Arts (HL or SL) 12

Physical Education 11

The Grade 11 Physical Education students will be introduced to life and leisure skills in a co-educational setting. Students use athletic skills acquired in previous PE courses to participate in various community events. The underlying philosophy of the course is cooperative participation as opposed to competition. Leadership, sportsmanship and lifestyle design are fundamentals to this course.

All students will experience aspects of community recreation activities including golf, tennis, squash and yoga. Students will also create and lead a three-lesson peer teaching unit based on a sport of their choice as well as researching an aboriginal, indigenous or international game. There will also be an opportunity for students to focus on a more advanced aspect of sports and athletics, including an introduction to fitness programs, anatomy, physiology and biomechanics. Ultimately, students will design and plan a fitness program individualized to their fitness requirements. This course meets the Ministry of Education DPA requirement for at least 150 minutes of physical activity a week.

Outdoor Recreational Leadership 11

The components of this program include skill acquisition, community service and expeditions. A working journal assures documentation of these activities. The goal of this course is to foster a responsible attitude in the use of the out-of-doors as a learning and recreational environment. This means developing self-reliance, preparedness and a stewardship for the environments that are explored in this course. The program has a maximum class size of 16 students, is coeducational, and occurs outside the timetable. Students are responsible for providing or renting their own specific gear required for the three multi-day expeditions.

Trip dates are posted at the beginning of the school year. Total cost for this program is approximately \$1000.00 for the three expeditions. Payment for this course can be done in full or by post-dated cheques by September 30. Students must attend all pre-trip meetings.

Customized Physical & Health Education 11

Prerequisite: permission of the Principal

This course is offered to students who are unable to fit Physical Education into their timetables. Students are expected to track 150 minutes of physical activity (minimum) per week, using an on-line journal or training forum, which must be submitted to the supervising teacher, accompanied by a small written reflection component every week. Students are also expected to attend one workout session scheduled outside of the timetable in each eight-day cycle, either before or after school or during a spare period that coincides with that of the course teacher. The course uses an online platform to support learning in many areas of health, fitness, and wellness. This includes regular discussions, as well as three active-living projects over the course of the year, in which students have the latitude to pursue their own areas of interest to further support their personal fitness journeys. Through this course, students can develop the knowledge, skills and attitudes necessary to gain improved sports performance and to live an active, healthy lifestyle.

Students must submit an application to the Physical and Health Education Head of Department and the Principal outlining why they have chosen to apply for the Customized course in place of a regular PE 11 option.

Health and Wellness 11

This is your opportunity to develop lifelong, healthy habits related to your own physical and mental well-being. The course relies on a non-competitive environment to explore personal health and wellness and new, enjoyable types of recreation that contribute to a healthy lifestyle.

Pursuits may include recreational sports, yoga, dance, outdoor recreation, and other forms of individual physical activity. Students will also have

opportunities to explore aspects of nutrition, stress relief and mindfulness. This course will enable students to meet a number of CAS learning outcomes.

Meeting times will be Mondays and Fridays after-school. Dependent upon attendance, students can earn 2 or 4 credits towards graduation; full-time attendance earns 4 credits and half-time attendance by coming for only one day a week or both days for half of the year would earn 2 credits.

Other Elective Courses

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Information and Communications Technology 12 (Building Apps)

Elective

This is a project-based course which is tailored to student interests. Students will gain a university-level introduction to computer programming while creating Apps using Android Studio. They will learn fundamental programming concepts using Java, a high-level, object-oriented programming language, applicable for all programming needs. Students will also learn how Apps can be exported for use on Android or OSX devices.

Writing 11

Elective

Writing 11 is designed to provide opportunities for students to develop richness and depth in their creative writing. The course is an excellent opportunity for students to engage in applying their burgeoning knowledge of structure and language that they acquire in Literature and English courses. Students will work as a community of writers who will inspire, support and critique each other's work. The focus is on in-class writing, so that this elective can be used to support an understanding of authorial choice and expression. We seek opportunities for students to publish and perform their writing. During the first half of the year, students will discover a breadth of ways to generate ideas through different stimuli, such as through genre and archetype. From January onwards students will focus on the use of voice in both film and the written word. We recommend that students bring word processing devices to lessons.

English Literature 12

Elective

A superb companion course to English courses, English Literature 12 aims to enhance students' literacy through the study of a body of works representative of the literary heritage of English-speaking peoples. Each piece of literature is studied in the context of historical values. Students will have opportunities to examine the extent to which literature both reflects and shapes culture. The major text is entitled *Adventures in English Literature*, supplemented by selections chosen by the teacher. Written assignments emphasize the commentary, the comparative essay, and creative works that explore the various styles and genre covered. We recommend that students bring word processing devices to lessons.

IB Economics (SL) 11

Economics is a dynamic social science, and is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. This is an ideal course for students wishing to pursue business or entrepreneurial routes.

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables

affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

This course leads to IB Economics (SL) 12 or any provincial Grade 12 Individuals and Societies courses and concludes with an in-school final examination.

Social Justice 12

Elective

The intention of this course is to raise students' awareness of issues surrounding social injustice, both historical and current. Students examine a wide range of topics related to social justice at the global, national and local level, enabling them to recognize the causes of injustice and how they might become "responsible agents of change." In an increasingly complex and interconnected world, the ability to apply critical thinking and ethical reasoning skills to a variety of social justice issues is crucial and is at the cornerstone of this course. The course includes topics such as race, genocide, ethnicity, gender, sexual orientation and socio-economics. The extent to which systemic oppression (in both historical and contemporary contexts) impacts various groups including women, First Nations communities, GLBT (gay/lesbian/bisexual/transgendered) individuals, ethnic minorities, and other groups is central to the course material.

To be successful, students will need to demonstrate genuine interest and empathy, open mindedness, and respect for different points of view and proficiency in a wide variety of intellectual tasks. These include critical thinking, considering perspective, and analyzing cause and effect relationships. A major component of the course (and one of the culminating activities) will be the Social Justice Action Project in which students apply the knowledge and skills learned to a current social justice issue.

IB Online Electives

Students interested in online courses must see the Diploma Coordinator. As these courses are offered by an external provider, enrolment fees apply over and above GNS fees, and enrolment may be limited. More information can be found at <http://pamojaeducation.com/>.

Note: No student will be permitted to select a program that would result in fewer than 20 graduation courses (Grades 10, 11 and 12).

Required Courses:	One of English 12, IB English Literature A (SL) 12 or IB English Literature A (HL) 12 Graduation Transitions 12
Elective Courses:	Students may select up to 7 additional courses from the list below.
Arts:	Art 11, Art 12, IB Visual Arts (HL) 12, Instrumental Music 12: Concert Band 12, Choral Music 12: Concert Choir 12, Instrumental Music 12: Jazz Band 12, Choral Music 12: Show Choir 12, Performance Studio 12, IB Theatre 11, IB Theatre (HL or SL) 12, Theatre Performance 12
Language Acquisition:	IB French B (HL or SL) 12/French 12, IB Spanish B (HL or SL) 12/Spanish 12, IB Chinese A (SL self-taught) 12
Mathematics:	IB Mathematics (SL) 11 (Pre-Calculus 12), Calculus 12, IB Mathematics (SL) 12, IB Mathematics (HL) 12, IB Mathematical Studies (SL) 12
Science:	IB Biology 11, Biology 12, IB Biology (SL) 12, IB Biology (HL) 12, IB Chemistry 11, Chemistry 12, IB Chemistry (SL) 12, IB Chemistry (HL) 12, IB Physics 11, IB Physics (SL) 12, IB Physics (HL) 12
Individuals and Societies:	Geography 12, IB Geography (HL or SL) 12, History 12, IB History (HL or SL) 12, Economics 12, IB Economics (SL) 12, Social Justice 12
Other:	Health and Wellness 11 IB Theory of Knowledge 12 Information and Communications Technology 12 Physical Education 12 Outdoor Recreation Leadership 11 Outdoor Recreation Leadership 12 Customized Physical and Health Education 12 Writing 11 Writing 12 English Literature 12

All Grade 12 students are required to take a minimum of 6 courses and Graduation Transitions at GNS throughout the year..

Online courses are completed independently by the student.

At the time of publication of the *Program of Studies*, to qualify to graduate, students must write the English 12 Provincial Exam.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Required Courses

English 12

Either this course or IB English Literature A (SL) 12 or IB English Literature A (HL) 12 is required

The English 12 course seeks to prepare students for the English 12 Provincial Examination and also to take them well beyond the requirements of that exam. The course is aimed at students who wish to develop their appreciation of literature at a gentler pace than in the IB English courses. The learning environment will focus on building confidence in reticent readers, writers, or speakers. To this end, students will: expand their literary background by comparing a variety of challenging works from various genres and periods, including contemporary graphic novels; develop their writing skills to a university preparatory level by writing essays and creative pieces; and refine their oral skills by participating in student-led seminars and formal presentations. Students' understanding of the common theoretical approaches and 'big ideas' of literary criticism will be scaffolded while also attending to the mechanics of writing for different audiences and within different genres.

Completion of this course by correspondence or at summer school does not satisfy the GNS graduation requirements. We recommend that students bring word processing devices to lessons.

This course leads to the Provincial Examination in English 12 in January, April or June, depending on teacher recommendations.

IB English Literature A (SL) 12

Either this course or English 12 or IB English Literature A (HL) is required

Prerequisite: IB English Literature A (HL or SL) 11

This course is intended for all students who share an affection for English yet intend to develop their interest in the choices we make when we create fiction. We explore some of the greatest authors in contemporary and historical writing, explore the use of rhetoric in poetry and prose, and explore drama in part through The Bard on the Beach interdisciplinary unit. The course provides analysis methodologies and expression skills which are invaluable for future studies in the humanities and the social sciences. This is the advised course for Diploma students who would like to reduce their workload in English at Grade 12. The Standard English Literature A course is designed to provide a less intensive pace than the HL course, with fewer texts to cover, and with some of the assessments graded on easier rubrics. The most visible difference is in the weekly reduction in homework and intensity compared to the HL course. We recommend that students bring word processing devices to lessons.

This course leads to the IB English Literature A (SL) examination, and, for some, the Provincial Examination in English 12.

IB English Literature A (HL) 12

Either this course or English 12 or IB English Literature A (SL) 12 is required

Prerequisite: IB English Literature A (HL) 11

The second year of the IB Program includes the detailed study of fiction, poetry and theatre. Universal literary themes such as alienation and isolation, the role of the artist and the arts in society, and the nature of human spirituality will be explored and discussed. Students will develop a deeper awareness of the art and craft of writing by exploring how writers use language and form to create meaning. They will further develop academic reading, writing, and speaking skills as they complete various projects. These projects will include essays, creative presentations and formal oral presentations. Through all these ventures, students will prepare for the IB exam written in May. Higher Level Students who did not write the Provincial English 12 exam in Grade 11 will join Standard Level students in writing their Provincial English 12 exam in January, April or June, according

THE GRADE 12 PROGRAM OF STUDIES

to readiness. Major benefits of this course for the qualified student will be preparation for success at an advanced level in university. We recommend that students bring word processing devices to lessons.

This course leads to the IB English Literature (HL) A examination, and, for some, the Provincial Examination in English 12.

IB English B (HL) 12

Co-requisite: IB Language A (SL self-taught) 12

Language B is a two-year program that is available to Diploma Candidates whose first language is not English, and whose English skills are not strong enough to stay in IB English Literature A. This course carries onward with the nonfiction and fiction training in reading, writing and speech that is begun in Grade 11. If students are assessed by staff to require further English immersion, then they will take Grade 12 English concurrently with Language B. The Provincial Exam, the IB commentary and paper exams are taken over the course of this year. We recommend that students bring word processing devices to lessons.

This course leads to the IB English B (HL) examination and the Provincial Examination in English 12.

Graduation Transitions 12

Required Course

In order to graduate in BC, all students must complete the three parts of Graduation Transitions 12. Students will document a minimum of 30 hours of work experience or community service, complete a minimum of 150 minutes of Physical Activity per week throughout Grades 10 to 12, and complete a graduation transition plan which outlines their plans for the year following Grade 12. This graduation transition planning process takes place over Grades 11 and 12 and involves several assignments and hours of research into different post-secondary options. Students spend time in class preparing essay and short answer questions for University/College applications as well as editing and completing their online applications. Graduation Transitions 12 is a pass/fail course; all assignments must be completed in order to pass.

Elective Courses

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Theory of Knowledge 12 (ToK 12)

Required Course for all Diploma candidates

Co-requisite: Diploma Candidate

Prerequisite: Theory of Knowledge 11

The Theory of Knowledge course provides an intellectual foundation whereby students can reflect critically on the nature of 'knowledge' in general, and on the specific approaches to 'knowledge' that they encounter and use in their other studies. The focus of ToK 12 is preparing the IBO ToK essay for external evaluation, and on redoing the internal assessment if necessary. Because the course is focused on critical questioning and intellectual analysis, rather than upon the mastery of a defined body of knowledge, class discussion and student-led seminars will form a major part of the program.

Social Justice 12

Elective

The intention of this course is to raise students' awareness of issues surrounding social injustice, both historical and current. Students examine a wide range of topics related to social justice at the global, national and local level, enabling them to recognize the causes of injustice and how they might become "responsible agents of change." In an increasingly complex

and interconnected world, the ability to apply critical thinking and ethical reasoning skills to a variety of social justice issues is crucial and is at the cornerstone of this course. The course includes topics such as race, genocide, ethnicity, gender, sexual orientation and socio-economics. The extent to which systemic oppression (in both historical and contemporary contexts) impacts various groups including women, Native Canadians, GLBT (gay/lesbian/bisexual/transgendered) individuals, ethnic minorities, and other groups is central to the course material.

To be successful, students will need to demonstrate genuine interest, open mindedness, and respect for different points of view and proficiency in a wide variety of intellectual tasks. These include critical thinking, considering perspective, and analyzing cause and effect relationships. A major component of the course (and one of the culminating activities) will be a project in which students apply the knowledge and skills learned to a current social justice issue.

Writing 12

Elective

Prerequisite: English 11, IB English A (SL) 11 or IB English A (HL) 11

An excellent addition to IB and Provincial English, this course emphasizes the application of conventional and esoteric stylistic and structural features in writing. Writing 12 students are assessed on their in-class affective skills and analysis, and in their writing on the thematically justified decisions in their work. During the first half of the year, students will hone their incorporation of theme and the visualization of the effects of their words across different media. From January onwards students will focus more specifically on writer's craft, while in the final term the focus shifts to producing a mature writer's voice. Writing 12 students find that they are often mentors to the Writing 11 students, and that the group forms a tight and supportive community of authors. We recommend that students bring word processing devices to lessons.

English Literature 12

Elective

A superb companion course to English courses, English Literature 12 aims to enhance students' literacy through the study of a body of works representative of the literary heritage of English-speaking peoples. Each piece of literature is studied in the context of historical values. Students will have opportunities to examine the extent to which literature both reflects and shapes culture. The major text is entitled *Adventures in English Literature*, supplemented by selections chosen by the teacher. Written assignments emphasize the commentary, the comparative essay, and creative works that explore the various styles and genre covered. We recommend that students bring word processing devices to lessons.

Information and Communications Technology 12 (Building Apps)

Elective

This is a project-based course which is tailored to student interests. Students will gain a university-level introduction to computer programming while creating Apps using Android Studio. They will learn fundamental programming concepts using Java, a high-level, object-oriented programming language, applicable for all programming needs. Students will also learn how Apps can be exported for use on Android or OSX devices.

Arts Electives

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Art 11 (Art Foundations 11)

Elective

Prerequisite: Art 10 or permission of the instructor

This is a general art course, encompassing a variety of both traditional and contemporary approaches and media options. Students are expected to demonstrate self-motivation as they develop their skills and experiment with a variety of media. Self-reflection in the form of class discussions, regular critiques and workbook assignments, and documentation of their own unique artistic process is an integral aspect of this course. Through the research workbook students develop and record their ideas for studio work. This book represents approximately 30% of the term mark. Evening life drawing classes may also be offered to senior art students on a drop-in basis as a means of enriching their development.

This course leads to Art 12.

Art 12

Elective

Prerequisite: Art 11

In this course students continue to develop their skills and expand their understanding of forms of visual arts expression. A greater level of autonomy is expected as students in this course have more freedom to work in mediums and styles that are informed by their own research and preferences. As well, students will be encouraged to develop personally significant themes and content in their work and focus the range of their use of media. The research workbook continues to be the basis for individual studio projects and represents approximately 30% of the term mark.

IB Visual Arts (HL) 12

Elective

Prerequisite: IB Visual Arts (HL) 11

This is the second year of the IB Visual Arts program. Students will continue to build on the body of work they began in the previous year; further clarifying their expressive intent, deepening the content of their work and developing their skill level. Sometime after April 1, students are required to showcase their journey and development as artists by displaying their Studio Work as an exhibition which will be internally assessed (40%). Regular use of their research workbook continues to be the basis of studio projects as well as serving to document the development of their ideas. This process of research, experimentation and development will be assessed externally (40%) in the form of a Research Portfolio and submitted electronically. Students will also be required to submit a Comparative Study (20%) at the end of the programme for external assessment.

This course leads to the IB Visual Arts HL evaluation.

Instrumental Music 12: Concert Band 12

Elective

TIMETABLED COURSE

Prerequisite: Concert Band 11 or permission of instructor

Students in Concert Band 12 will be assessed in Technical Competence, Performance Applications, and Music Literacy, and will perform with Grade 9, 10, and 11 students as members of the GNS Senior Concert Band. Concert Band 12 may be timetabled concurrently with one or more of these other grade levels. Students will be encouraged to take on leadership roles in the band such as conducting sectional rehearsals, assisting with set-up, sound system, music library, etc. All students are required to attend Senior Concert Band rehearsals on Tuesday and Thursday mornings before

school, as well as Performing Arts Block. Annual performances include the Remembrance Day Assembly, Winter Wonderland Concert, Spring Festival Concert, Celebrate the Arts, an adjudicated festival appearance, and special school assemblies and events. Band tours take place every year; participation is optional.

Instrumental Music 12: Concert Band 12

Elective

CO-CURRICULAR COURSE

Prerequisite: Concert Band 11 or permission of instructor

Students in Concert Band 12 will be assessed in Technical Competence, Performance Applications, and Music Literacy, and will perform with Grade 9, 10, and 11 students as members of the GNS Senior Concert Band. Students will be encouraged to take on leadership roles in the band such as conducting sectional rehearsals, assisting with set-up, sound system, music library, etc. All students are required to attend Senior Concert Band rehearsals on Tuesday and Thursday mornings before school, as well as Performing Arts Block. As this is a co-curricular course, students may also be required to attend tutorials periodically to address grade-specific course content. Annual performances include the Remembrance Day Assembly, Winter Wonderland Concert, Spring Festival Concert, Celebrate the Arts, an adjudicated festival appearance, and special school assemblies and events. Band tours take place every year; participation is optional.

Choral Music 12: Concert Choir 12

Elective

Prerequisite: Choral Music 11 or permission of the instructor

This course is a challenging entry point for the beginning singer. It is an opportunity for the knowledgeable singer to further develop their vocal skills with a basic understanding of vocal acoustics and physiology. This is a performance course that follows the emphasis of Grade 11 Choral music. Consequently it continues to focus on learning to sing in harmony and on improving basic choral skills needed for successful rehearsals and performances. The repertoire is chosen from historical western music and international and/or cross-cultural singing traditions. The majority of the music is sung in four-part harmony in textures of homophonic and polyphonic counterpoint.

All Grade 12 choir students are members of the Senior Concert Choir and are required to participate in the Carol Service concert and the Spring Concert as well as special school assemblies and events. Rehearsals take place during the noon hour on Thursday and during the Performing Arts Block. Students are expected to schedule private tutorials as well as complete written assignments outside of class time. Each student is assessed on participation, vocal development, music theory and history, and personal progress related to sight-singing solfeggio and choral performance skills. Students also learn leadership skills within the context of the choral rehearsal and communal responsibility.

Instrumental Music 12: Jazz Band 12

Elective

Prerequisite: Jazz Band 11 or permission of instructor

Co-requisite: Instrumental Music 12: Concert Band 12

This is an advanced level course and only those students with exceptional skills and strong motivation are eligible for Jazz Band 12; auditions may be required for entrance. Students MUST also be enrolled in Concert Band 12, and will perform as part of the GNS Jazz Orchestra. The ensemble consists of five saxophones, four trumpets, four trombones, guitar, piano, bass and drums. A willingness to solo and improvise is expected. Students will exhibit well-developed jazz articulations, special effects, and mutes, and will be assessed using jazz etudes, repertoire excerpts, performance reviews,

and knowledge of jazz history. Jazz Band 12 students will have extensive knowledge of the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra will perform at one Jazz Night per term, as well as the Winter Wonderland Concert, Celebrate the Arts, the West Coast Jazz Festival, and the Oak Bay Tea Party. Rehearsals are on Tuesday at lunchtime and every Friday after school. Attendance at all rehearsals and performances is essential in this ensemble.

Choral Music 12: Show Choir 12

Elective

Co-requisite: Concert Choir 12

This select vocal ensemble (open by audition only) demands a higher performance standard of performance as a touring ensemble of GNS. It develops a sophisticated ability in the development of vocal techniques, musicianship and the stylistic vocabulary required to perform in the various show choir and vocal jazz styles. The learning outcomes are achieved through the study and performance of representative literature from a cross-section of show choir and vocal jazz styles and eras. The difference in repertoire between Concert Choir and Show Choir can be described in terms of style. Show Choir material places an emphasis on choral music that is used for singing-on-stage, and includes everything from jazz, folk, spiritual, modern/contemporary, international-world music and cross-cultural fusion. The difference is best described in terms of presentation. Show Choir music is presented with movement with a dance-like effect, and coined by the term "choralography." It involves a choral presentation that is both aural and visual. Regular rehearsals take place from 3:30 to 5:00 p.m. on Thursdays. Show Choir members are required to participate in the Carol Service concert and the Spring Concert as well as special school assemblies and events. In addition to concerts and tours members are invited to participate in the Spring Musical as well.

Performance Studio 12 (Theatre Production 12)

Elective

CO-CURRICULAR COURSE

Admission to this course is by audition or permission of the instructor

This course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building a theater ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Performance Studio will enable exploration and skill building in the areas of acting, and stagecraft (stage management, props, sets, costumes, lights and sound). Theater training will involve work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This co-curricular course runs outside the regular timetable.

Theatre Performance 12

Elective

In this course, students gain the knowledge, skills, and attitudes necessary to become theatre performers through a study of exploration, analysis, body and voice skills, characterization, historical and cultural contexts, and the interrelated roles that comprise a theatre company. This course provides opportunities for students to experience the wealth of theatre repertoire representing a variety of styles and forms. By participating in formal and informal performances in a variety of settings, students increase their knowledge and develop skills in all phases of theatre processes. Through performance, students can shape and refine their ideas and integrate their knowledge and attitudes with their technical skills. Students learn the interconnected performance roles of actor, director, and scriptwriter; they

also learn to work as part of a larger theatre company. This course is open to anyone, and no previous experience or course work is required.

IB Theatre Arts 11

Elective

IB Theatre Arts syllabus consists of three equal, interrelated areas: theatre in context, theatre process, and presenting theatre. These areas are approached from the perspective of the following specialist theatre roles: creator, designer, director and performer. Four key tasks make up the IB Theatre course content and assessment. 1) The Solo Theatre Piece (HL): students investigate a theatre theorist and create a solo performance pieces using the techniques and styles they have encountered. 2) The Director's Notebook (SL and HL): students take on the role of director, responding to and staging a scene from a play of their choosing. 3) Research presentation (SL and HL): students outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. 4) Collaborative project (SL and HL): students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice. This course is open to anyone, and no previous experience or course work is required. This course will be of particular interest to those pursuing a career in education or the performing arts. If a student is passionate about theatre, however, this course can become a lens through which they can explore a number of different subject areas.

IB Theatre (SL) 12

Elective

Prerequisite: IB Theatre Arts (SL) 11

IB Theatre Arts syllabus consists of three equal, interrelated areas: theatre in context, theatre process, and presenting theatre. These areas are approached from the perspective of the following specialist theatre roles: creator, designer, director and performer. Three key tasks make up the IB Theatre course content and assessment. 1) The Director's Notebook: students take on the role of director, responding to and staging a scene from a play of their choosing. 2) Research presentation: students outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. 3) Collaborative project: students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice. This course will be of particular interest to those pursuing a career in education or the performing arts. If a student is passionate about theatre, however, this course can become a lens through which they can explore a number of different subject areas.

This course leads to the IB Theatre Arts (SL) 12 Evaluation.

IB Theatre (HL) 12

Elective

Prerequisite: IB Theatre Arts (HL) 11

IB Theatre Arts syllabus consists of three equal, interrelated areas: theatre in context, theatre process, and presenting theatre. These areas are approached from the perspective of the following specialist theatre roles: creator, designer, director and performer. Three key tasks make up the IB Theatre course content and assessment. 1) The Solo Theatre Piece (HL): students investigate a theatre theorist and create a solo performance piece using the techniques and styles they have encountered. 2) The Director's Notebook: students take on the role of director, responding to and staging a scene from a play of their choosing. 3) Research presentation: students outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. 4) Collaborative project: students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their

choice. This course will be of particular interest to those pursuing a career in education or the performing arts. If a student is passionate about theatre, however, this course can become a lens through which they can explore a number of different subject areas.

This course leads to the IB Theatre Arts (HL) 12 Evaluation.

Language Acquisition or School Supported Self-Taught Language A Electives

An elective course will run only if there are sufficient numbers, at the Head's discretion.

EA 12

This course may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin or IB Spanish

The English Acquisition course develops students' communication skills and grammatical knowledge in a socially and culturally supportive environment. Pastoral care coupled with a rigorous, academic programme enables students to refine their use of language in terms of accuracy and effectiveness. Learning explores various themes and contexts, such as Global Issues, Social Relationships, Customs & Traditions, Science & Technology, and Language Exam preparation. Importance is placed on developing academic English, and refining students' use of language in terms of accuracy and effectiveness. Equal emphasis is placed on reading, writing, speaking, and listening. The course offers many opportunities to develop analytical skills, to express ideas and opinions, and to consider personal perspectives, as well as considering those of others from different cultures.

IB French B (HL or SL) 12/French 12

Elective

Prerequisite: IB French B 11 (HL or SL) or the permission of the Department Head

This constitutes the second and final year of the two-year IB Diploma Language B course, which leads to the IB exam at either standard or higher level in May. Alternatively, a student may choose to sit the school exam and earn a French 12 credit. A more demanding level of work than in previous years will be required of students in order to develop fluency, and prepare them adequately for exams and later endeavours in this field. Oral communication, comprehension and writing will be centered on topics relating to the goals as expressed in the IB Mission Statement: intercultural understanding, respect, internationalism and diversity. These principles will be incorporated into the themes of global issues and leisure activities. Students are expected to interact in French at all times during classes, and to research, read and review independently outside the classroom to increase their knowledge and understanding in the language. Students choosing not to complete the IB French examinations will remain in class during the month of May to prepare for their June examination.

This course leads to the IB French B (HL or SL) examinations in May or June examinations for provincial French 12 candidates.

IB Mandarin B (HL or SL) 12/Mandarin 12

Prerequisite: IB Mandarin B (HL or SL) 11

This constitutes the second and final year of the two-year IB Diploma Language B course, which leads to the IB exam at either standard or higher level in May. Alternatively, a student may choose to sit the school exam and earn a Mandarin 12 credit. A more demanding level of work than in previous years will be required of students in order to develop fluency, and prepare them adequately for exams and later endeavours in this field. Oral communication, comprehension and writing will be centered on topics relating to the goals as expressed in the IB Mission Statement: intercultural understanding, respect, internationalism and diversity. These principles

will be incorporated into the themes of global issues and leisure activities. Students are expected to interact in Mandarin at all times during classes, and to research, read and review independently outside the classroom to increase their knowledge and understanding in the language.

This course leads to the IB Mandarin B (HL or SL) examinations or June examinations for non-course or non-diploma candidates.

IB Spanish B (HL or SL) 12/Spanish 12

Prerequisite: IB Spanish B 11(HL or SL) or the permission of the Department Head

This constitutes the second and final year of the two-year IB Diploma Language B course, which leads to the IB exam at either standard or higher level in May. Alternatively, a student may choose to sit the school exam and earn a Spanish 12 credit. A more demanding level of work than in previous years will be required of students in order to develop fluency, and prepare them adequately for exams and later endeavours in this field. Oral communication, comprehension and writing will be centered on topics relating to the goals as expressed in the IB Mission Statement: intercultural understanding, respect, internationalism and diversity. These principles will be incorporated into the themes of global issues and leisure activities. Students are expected to interact in Spanish at all times during classes, and to research, read and review independently outside the classroom to increase their knowledge and understanding in the language. Students choosing not to complete the IB Spanish examinations will remain in class during the month of May to prepare for their June examination.

This course leads to the IB Spanish B (HL or SL) examinations or June examinations for provincial Spanish 12 candidates.

IB Chinese A (SL self-taught) 12

Prerequisite: IB Chinese A 11 (SL self-taught) or the permission of the Department Head

This constitutes the second and final year of the two-year IB Diploma Language A course, which leads to the IB exam at standard level in May. This literature course provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. Students wishing to embark upon this course of study should be prepared to work independently, manage their time effectively, and meet regularly with an advisor. The content mirrors IB English A (SL) 12 in structure, and the primary purpose of the course is to allow IB students to have the opportunity to study World Literature in translation and Chinese Literature in greater depth.

This course leads to the IB Mandarin A (SL) examinations or June examinations for non-course or non-diploma candidates.

Mathematics Electives

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Calculus 12

Elective

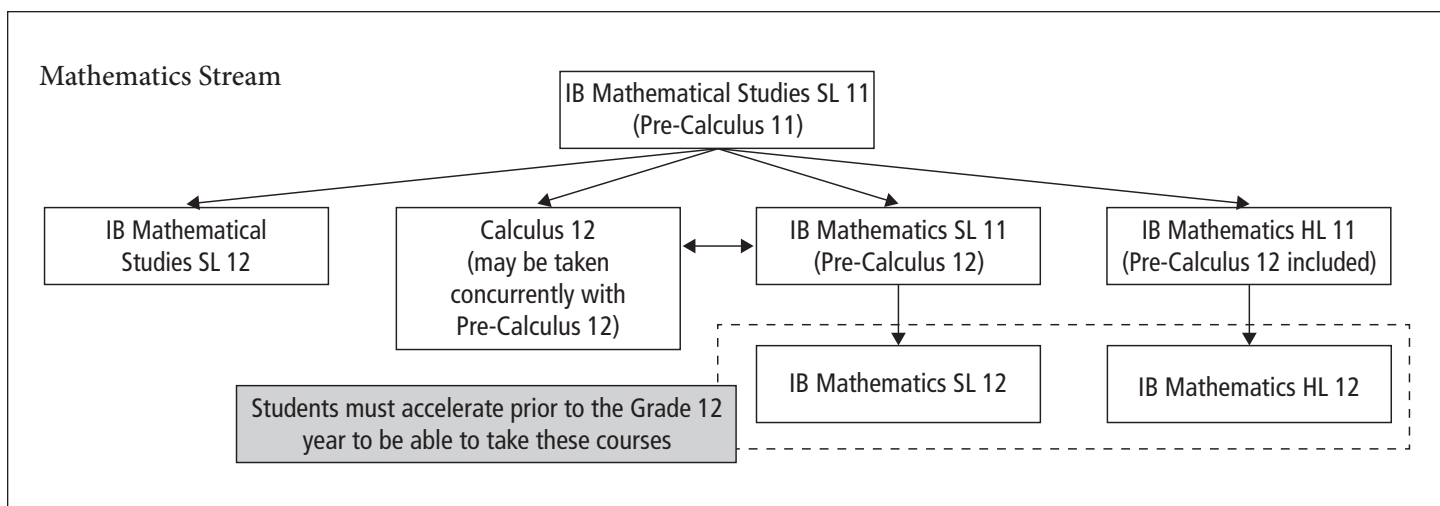
Prerequisite: A grade of 73% in Pre-Calculus 11

Co-requisite: IB Mathematics (SL) 11 (Pre-Calculus 12)

Calculus 12 is an introductory course to differential and integral calculus that falls under four major themes: functions, graphs and limits, derivatives and their applications, and integrals and their applications. It is an excellent preview for those students enrolling in first year university calculus.

This course leads to an in-school final examination.

THE GRADE 12 PROGRAM OF STUDIES



IB Mathematics (SL) 11 (Pre-Calculus 12)

Prerequisite: A grade of 73% in Pre-Calculus 11 or permission of the Department Head

This curriculum brings together many concepts and techniques taught throughout high school. Upon successful completion, the student has a well-rounded background in trigonometry, problem solving, functions (logarithmic, exponential, polynomial, radical and rational), and combinatorics. A level of maturity is important for students in this course, as they are required to synthesize their previous mathematical knowledge with new skills, while building their application techniques. This course satisfies the requirements of Pre-Calculus 12, so students will receive credit for both IB Mathematics (SL) 11 and Pre-Calculus 12.

Before entering this course, students must demonstrate their preparedness by achieving a minimum grade of B in Pre-Calculus 11, including a mark of at least 73% on their Pre-Calculus 11 final exam. Students unable to meet this standard are asked to repeat Pre-Calculus 11 over the summer or in the following school year.

A graphing calculator is required for this course. The Texas Instruments T1-83 and T1-84 Plus models are strongly recommended. Please see your teacher for other permissible models.

This course leads to an in-school final examination.

IB Mathematics (HL) 12

Elective

Prerequisite: Pre-Calculus 12/IB Mathematics (HL) year one

IB Mathematics (HL) 12 constitutes the second half of the two-year IB Mathematics Higher Level curriculum. Students will study further calculus, probability and statistics, while also applying deductive reasoning to prove mathematical results. This course prepares students for many mathematics-based post-secondary programs such as engineering. It also provides them the breadth of mathematical understanding to succeed in programs such as business, economics and general science. There is an opportunity to investigate a mathematical concept more deeply as part of the internal assessment component of the IB program. A graphing calculator is required for this course.

This course leads to the IB Mathematics (HL) examination.

IB Mathematics (SL) 12

Elective

Prerequisite: Pre-Calculus 12

IB Mathematics (SL) 12 constitutes the second half of the two-year IB Mathematics Standard Level (SL) curriculum. Pre-Calculus 12 satisfies the

first half. The IB Mathematics program is designed to provide a sound basis for those students planning to pursue further studies that require university level mathematics such as engineering, chemistry, economics, geography and business administration. This is a demanding program as it contains a variety of mathematical topics including differential and integral calculus, vectors, and probability and statistics, which in turn require considerable background knowledge in mathematics. There is also an internal assessment component to this course, which gives students an opportunity to investigate mathematical patterns and processes.

This course leads to the IB Mathematics (SL) Examination.

IB Mathematical Studies (SL) 12

Elective

Prerequisite: Pre-Calculus 11

IB Mathematical Studies (SL) 12 constitutes the second half of the two-year IB Mathematical Studies Curriculum. Pre-Calculus 11 satisfies the first half. IB Mathematical Studies 12 is designed to provide the skills needed to cope with the mathematics in real-life situations. The topics covered include a continuation of the work on functions begun in Pre-Calculus 11, sets and logic, financial math, statistics and probability. This course is very useful for a student planning further studies in the humanities. A substantial piece of research, in the form of a project (Internal Assessment), is required and will constitute 20% of the final mark. A graphing calculator is required.

This course leads to the IB Mathematical Studies (SL) Examination.

Sciences Electives

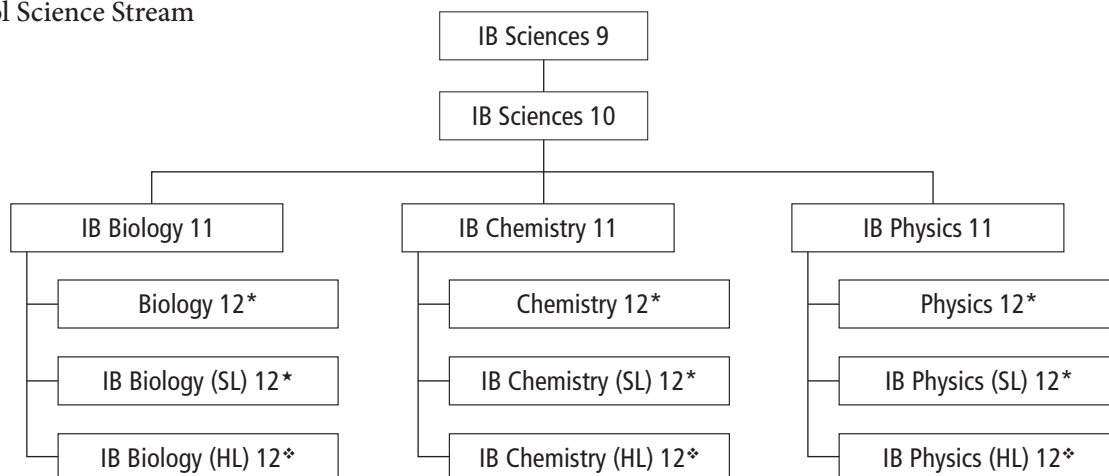
An elective course will run only if there are sufficient numbers, at the Head's discretion.

IB Biology 11

Although previously listed in the Program of Studies as Introductory Biology, students earn a credit for IB Biology (HL) 11 when they complete this introductory course. The course integrates topics from the IB Biology and BC curriculum. It explores numerous aspects of living systems and provides students with an opportunity to develop a deeper appreciation of the natural world and the interrelationships among all living things. Within this context, emphasis will be placed on developing an increased understanding of the scientific method, ecology, genetics, levels of organization, evolution and adaptation, classification and taxonomy, microbiology, and plant biology. All students in this course will participate in the Group IV Project with students in chemistry and physics, where cooperative scientific

THE GRADE 12 PROGRAM OF STUDIES

Senior School Science Stream



* These courses culminate with an in-school final exam.

* These courses lead to the IB Examinations at the Standard Level.

* These courses lead to the IB Examinations at the Standard or Higher Level.

investigations are performed. Students will occasionally be taken on field trips in order to utilize the abundant teaching resources in our region.

This course leads to Biology 12, IB Biology (HL) 12 or IB Biology (SL) 12 and concludes with an in-school final examination.

Biology 12

Elective

This course focuses on providing students with an understanding of cell biology, introductory biochemistry, and mammalian physiology. Toward this goal, students will first build a solid foundation of knowledge on the structural and functional organization of the eukaryotic cell. After gaining an understanding of the individual cell and how it works, students will move on to study how cells interact and function as tissues to regulate the internal environment of an entire organism. With this knowledge in place, students can comfortably move on to study the essential life processes: nutrient absorption, reproduction, respiration, neural function and excretion. Experience in the dissection of the fetal pig will provide students the opportunity to marvel at the organization and complexity of a mammal. This course is ideally suited for students wishing to pursue a career in the medical sciences, or anyone interested in making well-informed choices about personal health and lifestyle. Students may occasionally be taken on field trips in order to utilize the abundant teaching resources in our region.

This course leads to an in-school final examination.

IB Biology (HL or SL) 12

Elective

Prerequisite: Introductory Biology 11

Similar to Provincial Biology 12, this course focuses on providing students with an understanding of cell biology, introductory biochemistry, and mammalian physiology. Toward this goal, students will first build a solid foundation of knowledge on the structural and functional organization of the eukaryotic cell. With this knowledge in place, students can comfortably move on to study the three essential life processes of cells and tissues: nutrient absorption and synthesis, respiration, and excretion. Finally, after gaining an understanding of the individual cell and how it works, students will move on to study how cells interact and function as tissues to regulate the internal environment of an entire organism. This course is ideally suited for students wishing to pursue a career in the medical sciences, or anyone

interested in making well-informed choices about personal health and lifestyle. Students may occasionally be taken on field trips in order to utilize the abundant teaching resources in our region.

This course leads to the IB Biology (HL or SL) Examination.

IB Chemistry 11

Prerequisite: C+ standing in Foundations of Mathematics and Pre-Calculus 10 is recommended

Although previously listed in the Program of Studies as Introductory Chemistry, students earn a credit for IB Chemistry (HL) 11 when they complete this introductory course. The course integrates topics from the IB Chemistry and BC curriculum. It explores the nature of matter, including chemical reactions, the mole concept, electron configuration, organic chemistry and periodicity. A study of chemical bonding leads naturally to the understanding of Lewis structures, and solution chemistry. Both the qualitative and quantitative aspects of these topics are developed. Hands-on experience in the lab offers students the opportunity to grow in confidence as experiments become more intricate and skills progress. All students in this course will participate in the Group IV Project with students in biology and physics, where cooperative scientific investigations are performed. Students may occasionally be taken on local field trips.

This course leads to Chemistry 12, IB Chemistry (SL) 12 or IB Chemistry (HL) 12 and concludes with an in-school final examination..

Chemistry 12

Elective

Prerequisite: Introductory Chemistry 11 and Pre-Calculus 11 (C+ recommended); Pre-Calculus 12 is a co-requisite

Chemistry 12 is an exciting course that begins with Energetic and Reaction Kinetics. The theme of equilibrium underlies the rigorous and extensive study of ionic solubility (solubility product), acid/base theory and oxidation and reduction. As in Chemistry 11, the students' "laboratory comfort zone" increases as they work through the intricacies of experiments on each of these topics. Armed with such experience and background, students are well prepared to enter the university of their choice. Students may occasionally be taken on local field trips.

This course leads to an in-school final examination.

IB Chemistry (SL) 12

Elective

Prerequisite: Introductory Chemistry 11 and Pre-Calculus 11 (C+ recommended); IB Mathematics (SL) 11 (Pre-Calculus 12) is a co-requisite

IB Chemistry 12 is a parallel course to the Chemistry 12 course. It will cover all of the material necessary to prepare students as candidates for the IB Chemistry Standard Level Examination. Students will be expected to demonstrate a high level of independent study and an ability to observe events and process data leading to original experimentation. Students will be expected to keep a portfolio of all practical work covered in the two years. Students may occasionally be taken on local field trips.

This course leads to the IB Chemistry (SL) Examination.

IB Chemistry (HL) 12

Elective

Prerequisite: Introductory Chemistry 11 and Pre-Calculus 11 (C+ recommended); IB Mathematics (SL) 11 (Pre-Calculus 12) is a co-requisite

IB Chemistry 12 is a parallel course to the Chemistry 12 course. It will cover all of the material necessary to prepare students as candidates for the IB Chemistry Standard or Higher Level Examination. Students will be expected to demonstrate a high level of independent study and an ability to observe events and process data leading to original experimentation. Students will be expected to keep a portfolio of all practical work covered in the two years. Students may occasionally be taken on local field trips.

This course leads to the IB Chemistry (HL or SL) Examination.

IB Physics 11

Prerequisite: C+ standing in Foundations of Mathematics and Pre-Calculus 10 is recommended

Although previously listed in the Program of Studies as Introductory Physics, students earn a credit for IB Physics (HL) 11 when they complete this introductory course. The course integrates topics from the IB Physics and BC curriculum. It includes some of the major topics of physics such as mechanics in two dimensions, wave motion, and optics. Problems are related to practical applications and extend the knowledge of topics taught in Science 8, 9, and 10. Problem solving reinforces the relationship of mathematics and science and hones mathematical skills. A wide variety of laboratory investigations enhance understanding of the subject matter and the nature of the scientific method. All students in this course will participate in the Group IV Project with students in biology and chemistry, where cooperative scientific investigations are performed. Students may occasionally be taken on local field trips.

This course leads to an in-school final examination.

Physics 12

Elective

Prerequisite: Introductory Physics 11 and Pre-Calculus 11 (C+ recommended in each)

This course sets out to give a more detailed exploration of the fundamentals of Physics, and is aimed primarily at students who may not be considering pursuing a Science or Engineering program at university but enjoy science and mathematics. Topics covered include a review of two-dimensional mechanics, electrostatics, electric circuits, electromagnetism, and nuclear physics. Activities include laboratory investigations and a significant problem-solving component.

This course leads to an in-school final examination.

IB Physics (SL) 12

Elective

Prerequisite: Introductory Physics 11 and Pre-Calculus 11 (C+ recommended in each)

This course sets out to give a rigorous grounding in the fundamentals of Physics, and is aimed primarily at students who may not be considering pursuing a science or engineering program at university but enjoy science and mathematics. Topics covered include electrostatics, electric circuits, electromagnetism, global warming and atomic and nuclear physics. Activities include laboratory investigations and a significant problem-solving component. Students will be expected to complete an independent investigation as a lab requirement for the course.

This course leads to the IB Physics (SL) Examination.

IB Physics (HL) 12

Elective

Prerequisite: Introductory Physics 11 and Pre-Calculus 11 (C+ recommended in each)

IB Physics (HL) 12 is a rigorous course and will cover all of the material necessary to prepare students as candidates for the IB Physics Examinations. This course will cover all the topics studied in IB Physics (SL) 12 with additional topics including quantum physics, thermodynamics, and digital communications, as well as optional topics. IB Physics (HL) 12 offers the best preparation for a science or engineering program at any university. Students will be expected to demonstrate a high level of independent study and an ability to manipulate and analyze data. Students who like mathematics and science and wish to challenge themselves will enjoy IB Physics (HL) 12. Students will be expected to complete an independent investigation as a lab requirement for the course.

This course leads to the IB Physics (HL or SL) Examination.

Individuals and Societies Electives

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Geography 12

Elective

Geography 12 is primarily a physical geography course. Students will examine the various components and processes of the different spheres of the earth including the lithosphere, hydrosphere, biosphere, atmosphere, and ecosphere. Topics covered include the causes, inner workings and consequences of earthquakes, volcanoes, cyclones, mass wasting, weather systems, natural resources, and sustainable development. Seminar discussion, map and diagram analysis, essay work, and research skills represent some of the instructional strategies.

This course leads to an in-school final examination.

IB Geography (HL or SL) 12

Elective

Prerequisite: IB Geography (HL) 11

In the first year of IB Geography (HL) 11, the class studied population, resources and global interactions, with a strong focus on the United Nations Global Goals of 2030. In Grade 12, the course continues to build on those geographic skills developed and now ties in the physical world around us. The themes in IB Geography 12 include oceans and their coastal margins, hazards and disasters and global interactions. Oceans and their coastal margins are studied as an introduction to the physical characteristics and processes of the oceans and those that influence climatic conditions, issues arising from the oceans as resource bases, and an emphasis on coastal

THE GRADE 12 PROGRAM OF STUDIES

margins management. Hazards and disasters: risk assessment and response will examine the environmental hazards that exist at the interface between physical geography and human geography as many natural hazard events are often affected by natural environmental conditions and exacerbated by human actions. Global interactions includes the IB Geography higher-level extension. The HL extension focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time for the HL student to question. Throughout the year, these topics are taught using a variety of methods including individual research assignments, case studies, formal lecture, group work and presentations. Students will have the choice whether to complete a new Internal Assessment Field Study or submit their previous field study completed in IB Geography 11.

This course leads to the IB Geography (HL or SL) Examination.

History 12

Elective

History 12 (Twentieth Century History: 1919–1991) provides a basis for students to understand the changes and upheavals that characterized life in the 20th century and aims to develop skills that will enable students to deal with the complex issues and problems of the modern world. The content of the course works through the following areas: the consequences of the First World War and Russian Revolution; the inter-war period of 1919–1939; and World War II and Superpower Dominance post 1945. Students in History 12 participate in a variety of assessment methods including: seminar discussions, document analysis, collaborative work and research assignments. While the emphasis of this course is on the past, students can expect to engage regularly in current event topics that have relevance to our curriculum.

This course leads to an in-school final examination.

IB History (HL or SL) 12

Elective

Prerequisite: IB History (HL) 11

IB History (HL) 12 represents the second year of a two-year course of study. Year one focused on the regional and comparative history of the Americas: the United States, Canada and Latin America. Year two focuses on the history of the 20th century with specific emphasis on the following IB topics: a document based case study approach on the theme of rights and protest in South Africa's Apartheid era and the civil rights movement in the United States; the Rise of Authoritarian Leaders and Single Party States (through a selected study of three or four of the following: Lenin, Stalin, Hitler, Mao and Castro); and the Cold War (with an emphasis on its origins, events and outcomes). The evaluation and analysis of primary sources is an important skill acquired at this level, as is the ongoing development of sophisticated research and writing skills. Seminar discussion, document studies, essay work and historiography represent some points of emphasis. Students in IB History 12 will submit a final draft of their Internal Assessment.

This course leads to the IB History (HL or SL) Examination.

Economics 12

Economics is a dynamic social science, and is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. This is an ideal course for students wishing to pursue business or entrepreneurial routes.

This course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic

variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent themes that run in conjunction with the theory are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

This course leads to a final summative assessment.

IB Economics (SL) 12

Prerequisite: IB Economics (SL) 11

IB Economics 12 (SL) represents the second year of a two-year course of study. It builds upon the theories of micro and macro economics which are learned in year one of the course. The focus of year two is on international economics and development economics. A sample of specific topics that students will study include: international exchange rates, balance of payments, measuring economic development, the role of international debt, and the balance between markets and intervention. The evaluation and analysis of primary sources is an important skill developed in this course, as is the ongoing development of evaluative writing skills. Seminar discussion, document studies, essay work and article review represent some of the instructional strategies used. Students will complete their Internal Assessment commentaries started in year one of this course.

This course leads to the IB Economics (SL) Examination.

Physical Education Electives

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Outdoor Recreational Leadership 11

Elective

The components of this program include skill acquisition, community service and expeditions. A working journal assures documentation of these activities. The goal of this course is to foster a responsible attitude in the use of the out-of-doors as a learning and recreational environment. This means developing self-reliance, preparedness and a stewardship for the environments that are explored in this course. The program has a maximum class size of 16 students, is coeducational, and occurs outside the timetable. Students are responsible for providing or renting their own specific gear required for the three multi-day expeditions.

Trip dates are posted at the beginning of the school year. Total cost for this program is approximately \$1000.00 for the three expeditions. Payment for this course can be done in full or by post-dated cheques by September 30. Students must attend all pre-trip meetings.

Outdoor Recreational Leadership 12

Elective

The components of this program build on the experiences acquired in ORL 11 and include outdoor skills necessary for safe travel in the wilderness. A working journal will ensure documentation of the student's learning. Self-reliance, preparedness and a stewardship for the environment are expected outcomes for each student who successfully completes this course.

Students are responsible for providing or renting their own specific gear as required for the out of school expeditions and the avalanche awareness course. Each student for each of the term trips will incur an additional charge for food, transportation, guide and park fees. Trip dates are posted at the beginning of the school year. Total cost for this program is approximately \$1300.00. Payment for this course can be done in full or by post-dated cheques by September 30. This course is co-educational and occurs outside of the regular timetable. Students must attend all pre-trip meetings.

Students who withdraw from a scheduled trip for non-medical reasons will be charged for non-recoverable expenses. This decision will be made at the school's discretion.

Physical Education 12

Elective

Physical Education 12 students will continue to develop life and leisure skills in a co-educational setting. Students use athletic skills acquired in previous PE courses to participate in various community events. The underlying philosophy of the course is cooperative participation as opposed to competition. Leadership, sportsmanship and lifestyle design are fundamentals to this course.

Students are also introduced to two elements of fitness knowledge, Master Training Principles and Exercise Physiology. They will then design a training program based on this newly acquired knowledge.

All students will experience aspects of community recreation activities and students will be required to plan and organize a recreation activity under the guise of recreation administration. This course meets the Ministry of Education DPA requirement for at least 150 minutes of physical activity a week.

Customized Physical & Health Education 12

Prerequisite: permission of the Principal

This course is offered to students who are unable to fit Physical Education into their timetables. Students are expected to track 150 minutes of physical activity (minimum) per week, using an on-line journal or training forum, which must be submitted to the supervising teacher, accompanied by a small written reflection component every week. Students are also expected to attend one workout session scheduled outside of the timetable in each eight-day cycle, either before or after school or during a spare period that coincides with that of the course teacher. The course uses an online platform to support learning in many areas of health, fitness, and wellness. This includes regular discussions, as well as three active-living projects over the course of the year, in which students have the latitude to pursue their own areas of interest to further support their personal fitness journeys. Through this course, students can develop the knowledge, skills and attitudes necessary to gain improved sports performance and to live an active, healthy lifestyle.

Students must submit an application to the Physical and Health Education Head of Department and the Principal outlining why they have chosen to apply for the Customized course.

Health and Wellness 12

This is your opportunity to develop lifelong, healthy habits related to your own physical and mental well-being. The course relies on a non-competitive environment to explore personal health and wellness and new, enjoyable types of recreation that contribute to a healthy lifestyle.

Pursuits may include recreational sports, yoga, dance, outdoor recreation, and other forms of individual physical activity. Students will also have opportunities to explore aspects of nutrition, stress relief and mindfulness. This course will enable students to meet a number of CAS learning outcomes.

Meeting times will be Mondays and Fridays after-school. Dependent upon attendance, students can earn 2 or 4 credits towards graduation; full-time attendance earns 4 credits and half-time attendance by coming for only one day a week or both days for half of the year would earn 2 credits.

COURSE REQUESTS AT A GLANCE

Current Grade 6 going in to Grade 7

Arts	
IB Visual Arts 07	<input checked="" type="checkbox"/>
Design	
IB Design 07	<input checked="" type="checkbox"/>
Individuals and Societies	
IB Individuals and Societies 07	<input checked="" type="checkbox"/>
Language Acquisition	
IB French 07	<input checked="" type="checkbox"/>
Language & Literature	
IB Language & Literature 07	<input checked="" type="checkbox"/>
Mathematics	
IB Mathematics 07	<input checked="" type="checkbox"/>
Physical and Health Education	
IB Physical and Health Education 07	<input checked="" type="checkbox"/>
Sciences	
IB Sciences 07	<input checked="" type="checkbox"/>
Arts Elective	
IB Band 07	<input type="checkbox"/>
IB Choir 07	<input type="checkbox"/>
IB Drama 07	<input type="checkbox"/>
Language Acquisition Elective	
English 07 (recommendation required)	<input type="checkbox"/>
IB Mandarin 07	<input type="checkbox"/>
IB Spanish 07	<input type="checkbox"/>
Notes:	

Current Grade 7 going in to Grade 8

Arts	
IB Drama 08	<input checked="" type="checkbox"/>
Design	
IB Design 08	<input checked="" type="checkbox"/>
Individuals and Societies	
IB Individuals and Societies 08	<input checked="" type="checkbox"/>
Language Acquisition	
IB French 08	<input checked="" type="checkbox"/>
Language & Literature	
IB Language & Literature 08	<input checked="" type="checkbox"/>
Mathematics	
IB Mathematics 08	<input checked="" type="checkbox"/>
Physical and Health Education	
IB Physical and Health Education 08	<input checked="" type="checkbox"/>
Sciences	
IB Sciences 08	<input checked="" type="checkbox"/>
Arts Elective	
IB Band 08	<input type="checkbox"/>
IB Choir 08	<input type="checkbox"/>
IB Visual Arts 08	<input type="checkbox"/>
Language Acquisition Elective	
English 08 (recommendation required)	<input type="checkbox"/>
IB Mandarin 08	<input type="checkbox"/>
IB Spanish 08	<input type="checkbox"/>
Notes:	

Current Grade 8 going in to Grade 9

Language & Literature	
IB Language & Literature 09	
Individuals and Societies	
IB Individuals and Societies 09	<input checked="" type="checkbox"/>
Sciences	
IB Sciences 09	<input checked="" type="checkbox"/>
Design	
IB Design 09 (Media Arts 10)	<input checked="" type="checkbox"/>
Career Education	
Career Education 09	<input checked="" type="checkbox"/>
Physical and Health Education	
IB Physical and Health Education 09 (competitive)	<input type="checkbox"/>
IB Physical and Health Education 09 (cooperative)	<input type="checkbox"/>
Arts Elective	
IB Band 09	<input type="checkbox"/>
IB Choir 09	<input type="checkbox"/>
IB Drama 09	<input type="checkbox"/>
IB Visual Arts 09	<input type="checkbox"/>
Language Acquisition Elective (choose one)	
EA 09 (recommendation required)	<input type="checkbox"/>
IB French 09	<input type="checkbox"/>
Learning Strategies 09 (permission required)	<input type="checkbox"/>
IB Mandarin 09	<input type="checkbox"/>
IB Spanish 09	<input type="checkbox"/>
Mathematics (choose one)	
IB Mathematics 09	<input type="checkbox"/>
IB Mathematics 10 (FMP 10)	<input type="checkbox"/>
Co-curricular Electives (choose courses of interest)	
IB Concert Choir 09	<input type="checkbox"/>
Jazz Band 09	<input type="checkbox"/>
Performance Studio 09	<input type="checkbox"/>
Show Choir 09	<input type="checkbox"/>
Notes:	

COURSE REQUESTS AT A GLANCE

Current Grade 9 going in to Grade 10

Language & Literature

IB Language & Literature 10 ☒

Individuals and Societies

IB Individuals and Societies 10 ☒

Sciences

IB Sciences 10 ☒

Design

IB Design 10 (Digital Communications 11) ☒

Career Education

Planning 10 ☒

Arts Elective (choose one)

IB Band 10 ☐

IB Choir 10 ☐

IB Drama 10 ☐

IB Visual Arts 10 ☐

Language Acquisition (choose one)

EA 10 (recommendation required) ☐

IB French 10 ☐

Learning Strategies 10 (permission required) ☐

IB Mandarin 10 ☐

IB Spanish 10 ☐

Mathematics (choose one)

IB Mathematics 10 (FMP 10) ☐

IB Mathematical Studies (SL) 11 (Pre-Calculus 11) ☐

Physical and Health Education (choose one)

IB Physical and Health Education 10 (competitive) ☐

IB Physical and Health Education 10 (cooperative) ☐

Co-curricular Courses (choose courses of interest)

IB Concert Choir 10 ☐

Jazz Band 10 (must take IB Band 10 as well) ☐

Outdoor Education option for P&HE ☐

Performance Studio 10 ☐

Show Choir 10 (must take IB Choir 10 as well) ☐

Notes:

Current Grade 10 going in to Grade 11

A minimum of 7 courses plus Graduation Transitions is required

Graduation Transitions 11 ☒

IB Candidate (choose one)

Diploma Candidate (includes Extended Essay, ToK & CAS) ☐

Course Candidate ☐

Language & Literature (choose one)

English 11 ☐

IB English Literature A 11 ☐

Language Acquisition (choose one)

EA 11 ☐

French 11 ☐

IB French B 11 ☐

IB Mandarin B 11 ☐

IB Spanish ab initio (SL) 11 ☐

IB Spanish B 11 ☐

Learning Strategies 11 (permission req) ☐

Mandarin 11 ☐

Other 11 (enter in 'Notes:' below) ☐

Spanish 11 ☐

Individuals and Societies (choose one)

IB Geography 11 ☐

IB History 11 ☐

Social Studies 11 ☐

Science (choose one)

IB Biology 11 ☐

IB Chemistry 11 ☐

IB Physics 11 ☐

Mathematics (choose one)

IB Mathematical Studies (SL) 11 (Pre-Calculus 11) ☐

IB Mathematics (HL) 11 (Pre-Calculus 12 included) ☐

IB Mathematics (SL) 11 (Pre-Calculus 12) ☐

Arts/PE/ToK Electives (choose one)

Art 11 ☐

Concert Band 11 (timetabled) ☐

Concert Choir 11 ☐

Customized Physical & Health Education 11 ☐

Health and Wellness 11 ☐

IB Music 11 ☐

IB Theatre 11 ☐

IB Visual Arts 11 ☐

Outdoor Recreational Leadership 11 ☐

Performance Studio 11 ☐

Physical Education 11 (coed) ☐

Theatre Performance 11 ☐

Theory of Knowledge 11 ☐

Additional Electives (choose at least one or a maximum of two not previously chosen)

Art 11 ☐

Concert Band 11 (timetabled) ☐

English Literature 12 ☐

Health and Wellness 11 ☐

IB Biology 11 ☐

IB Chemistry 11 ☐

IB Economics (SL) 11 ☐

IB Geography 11 ☐

IB History 11 ☐

IB Music 11 ☐

IB Physics 11 ☐

IB Theatre 11 ☐

IB Visual Arts 11 ☐

Information and Communications Technology 12 ☐

Physical Education 11 (coed) ☐

Social Justice 12 ☐

Social Studies 11 ☐

Theatre Performance 11 ☐

Theory of Knowledge 11 ☐

Writing 11 ☐

Co-curricular Electives (choose courses of interest)

Concert Band 11 (co-curricular) ☐

Concert Choir 11 ☐

Customized Physical & Health Education 11 ☐

Health and Wellness 11 ☐

Jazz Band 11 (must take Concert Band 11 as well) ☐

Outdoor Recreational Leadership 11 ☐

Performance Studio 11 ☐

Show Choir 11 (must take Concert Choir 11 as well) ☐

Notes:

COURSE REQUESTS AT A GLANCE

Current Grade 11 going in to Grade 12

A minimum of 6 courses plus Graduation Transitions is required

Graduation Transitions 12



IB Candidate (choose one)

Diploma Candidate (includes Extended Essay, ToK & CAS)



Course Candidate



Language & Literature (choose one)

English 12



IB English Literature A (HL) 12



IB English Literature A (SL) 12



IB English Literature B (HL) 12



Electives Offered (choose a minimum of five and a maximum of seven)

Art 11



Art 12



Biology 12



Calculus 12



Chemistry 12



Concert Band 12 (timetabled)



EA 12



Economics 12



English Literature 12



French 12



Geography 12



Health and Wellness 12



History 12



IB Biology 11



IB Biology (HL) 12



IB Biology (SL) 12



IB Chemistry 11



IB Chemistry (HL) 12



IB Chemistry (SL) 12



IB Chinese (SL self-taught) 12



IB Economics (SL) 12



IB French B (HL)



IB French B (SL)



IB Geography (HL or SL) 12



IB History (HL or SL) 12



IB Mandarin B (HL or SL) 12/Mandarin 12



IB Mathematics (SL) 11 (Pre-Calculus 12)



IB Mathematical Studies (SL) 12



IB Mathematics (HL) 12



IB Mathematics (SL) 12



IB Physics 11



IB Physics (HL) 12



IB Physics (SL) 12



IB Spanish (HL) 12



IB Spanish (SL) 12



IB Theatre 11



IB Theatre (HL) 12



IB Theatre (SL) 12



IB Visual Arts (HL) 12



Information and Communications Technology 12



Physical Education 12



Physics 12



Social Justice 12



Spanish 12



Theatre Performance 12



Theory of Knowledge 12



Writing 12



Co-curricular Electives (choose courses of interest)

Concert Band 12 (co-curricular)



Concert Choir 12



Customized Physical & Health Education 12



Health and Wellness 12



Jazz Band 12 (must take Concert Band 12 as well)



Outdoor Recreational Leadership 11



Outdoor Recreational Leadership 12



Performance Studio 12



Show Choir 12 (must take Concert Choir 12 as well)



Notes:



Junior School: 1701 Beach Drive, Victoria, BC **Middle & Senior Schools:** 801 Bank Street, Victoria, BC
Admissions Office: 801 Bank Street, Victoria, BC Canada V8S 4A8 250.370.6801 fax 250.370.6838

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