

# École Secondaire Argyle Secondary School 2020-2021 Course Planning Guide

1131 Frederick Road, North Vancouver, B.C., V7K 1J3

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## ÉCOLE SECONDAIRE ARGYLE SECONDARY SCHOOL

1131 Frederick Road, North Vancouver, B.C. V7K 1J3 Tel: (604) 903-3300 FAX: (604) 903-3301

January 2020

Dear Students,

This Course Programming booklet is designed to provide you and your parents with information to plan your school year, and ultimately, your future. You should read this with your goals and aspirations in mind. Whether your goals include university, college, business or vocational school, or employment, wise planning is of critical importance. Argyle Secondary School has a tradition of high student achievement and is proud to offer a comprehensive and diverse range of educational and learning opportunities. The members of the school community work with you to help you develop the knowledge and skills to be ready to meet the changing expectations of our society.

As you design your year, you are encouraged to:

1. Consider ALL the courses and programs that are available to you
2. Be curious about options not previously chosen
3. Ensure you know what is required in order for you to achieve your future goals
4. Make reasoned and responsible choices
5. Discuss your plan and consider suggestions from parents, teachers and counsellors

**Take the time to plan as the choices you make now can have a significant impact on your future education and career goals.**

This guide is intended for **you and your parents to collaboratively make decisions** about program requirements for successive years through to graduation. Grade counselors will be meeting with students in classes to provide general advice about Course Programming. They are available upon request for individual questions.

**Our timetable is developed based on student course requests.** This means that we staff the school and create course sections based on the information we receive from students in late February-early March. This process allows us to create a schedule that suits the needs of the vast majority of our students, but it does not allow for any significant changes once the timetable is set. **Please do not expect to be able to make a change to a schedule after the timetable is built in June.** We are unable to guarantee that each course described in the booklet will be offered. Offering a course is dependent on enrollment and a student may need to take an alternate course to meet their program requirements.

We look forward to working with you to meet your educational goals.

The Argyle Administrative Team

# WELCOME TO ARGYLE SECONDARY

**School Website:** [www.argylesecondary.ca](http://www.argylesecondary.ca)

## 2020-2021 GRADE COUNSELLORS

Grade	Counsellor	Email
Grade 08	Ms. V. Dash	<a href="mailto:vdashkevich@sd44.ca">vdashkevich@sd44.ca</a>
Grade 09	Ms. S. Gordon	<a href="mailto:sgordon@sd44.ca">sgordon@sd44.ca</a>
Grade 10	Ms. K. Sigurdsson	<a href="mailto:ksigurdsson@sd44.ca">ksigurdsson@sd44.ca</a>
Grade 11 & International	Mr. P. Ruben	<a href="mailto:pruben@sd44.ca">pruben@sd44.ca</a>
Grade 12	Ms. E. Malone	<a href="mailto:emalone@sd44.ca">emalone@sd44.ca</a>

## Course Programming Dates

Students should check post-secondary institute entrance requirements and program specific requirements in advance of making their course requests.

### Parent meetings:

Thursday, January 23 <sup>rd</sup>	Enhanced Programs Evening at Sutherland Secondary School 7:00pm
Wednesday, February 5 <sup>th</sup>	Parent Programming evening for students in grades 8 to 11 <ul style="list-style-type: none"><li>• Current grade 10 &amp; 11s – 6:30pm, Library</li><li>• Current grade 8 &amp; 9s – 7:30pm, Cafeteria</li></ul>
Monday, February 10 <sup>th</sup>	Grade 7 to 8 Argyle Parent Programming Evening <ul style="list-style-type: none"><li>• School tours (optional) at 6:30pm - Cafeteria</li><li>• Course programming information, 7:00 to 8:00pm – Large Gym</li></ul>

### Counsellor Visits:

Mid- February	Counsellor visits to classes for student course programming. During these sessions, students will learn about curricular requirements at each grade level and courses offered to meet those requirements.
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**Course requests are due online by  
Tuesday, March 10<sup>th</sup>, 2020**

## Programming Information

- Argyle Counsellors will be available for **individual appointments** during **February** to assist students and families through the course request process. The first point of contact for programming is the student's Grade Counselor.
- **Applications for any Academy or Enhanced program** are dealt with independently from this Course Programming process. Please check the North Vancouver School District Website under Programs and Services/ Academies for further details. Applications for NVSD Academies for the 2020-2021 school year will be accepted between January 20<sup>th</sup> and February 24<sup>th</sup> 2020. No payment is required at the time of application. For more information please see: <https://www.sd44.ca/ProgramsServices/Academies/Pages/default.aspx>
- **Grade 7 students who are NOT currently enrolled in an Argyle Feeder** school and are hoping to attend Argyle in 2020 must apply at the NVSD Central Registration (2121 Lonsdale Ave). All students and parents are welcome to attend all of the events intended to orient new students to Argyle.
- Requests to transfer schools within the North Vancouver School District are due by February 28<sup>th</sup>, 2020 to Central Registration. Visit the North Vancouver School District Website for more information. <https://www.sd44.ca/Schools/StudentRegistration/Pages/2018-2019-K---Gr.-12.aspx>



# GRADUATION REQUIREMENTS

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## **What You Need to Graduate**

To graduate, students require **80 credits** total at the grades 10, 11, 12 level– with a minimum of 16 credits at the grade 12 level, and 28 elective course credits.

52 credits are required from the following:

- Two Career Education Courses (8 credits) (replaces Planning 10 & Graduation Transitions 12)
  - students will take Career Life Education 10 and Career Life Connections 12
  - students who have completed Planning 10 do not need to take Career Life Education.
- Physical Health and Education 10 (4 credits)
- Science 10 (4 credits)
- A Science 11 or 12 (4 credits)
- Social Studies 10 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- A Math 10 (4 credits)
- A Math 11 or 12 (4 credits)
- A Language Arts 10 (4 credits)
- A Language Arts 11 (4 credits)
- English 12 (4 credits)
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)

Students must also:

- Earn a minimum of 16 credits at the grade 12 level
- Earn a minimum of 28 elective course credits.

***French Immersion students have additional requirements. Please see page 9 for details.***

## **Graduation Assessments**

Graduation assessments are changing to align with the new curriculum. As part of the updated graduation requirements, students in the [B.C. Graduation Program](#) will have to complete three provincial assessments. They will focus on the demonstration and application of **numeracy** and **literacy**.

- [Graduation Numeracy Assessment – Grade 10](#) (graduation requirement)
- [Graduation Literacy Assessment – Grade 10](#) (graduation requirement starting in 2019/20)
- [Graduation Literacy Assessment – Grade 12](#) (graduation requirement starting in 2020/21)
- French Immersion only – Graduation Literacy Assessment

There will be no course-based [Language Arts 12 provincial exams](#) after the 2018/19 school year.

**For detailed information on the Graduation Program visit:**

[www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation](http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation)

Post-secondary institutions often require you to complete specific courses to get into certain programs. Careful planning in Grades 10, 11 and 12 will ensure you have all the courses and credits you need. Please check carefully with the requirements of your chosen post-secondary institutions and programs as they too are currently in transition.



# PROGRAM REQUIREMENTS

## Overview of English Program

### English Program Grade 8, 9, 10

GRADE 8	GRADE 9	GRADE 10
REQUIRED COURSES	REQUIRED COURSES	REQUIRED COURSE
English 8	English 9	An English 10
Math 8	Math 9 OR Math 9 Honours	Foundations of Math & Pre-Calculus 10 OR Workplace Math 10 OR Foundations of Math & Pre-Calculus Honours 10
Science 8	Science 9	Science 10
Socials 8	Socials 9	Socials 10
Physical & Health Education 8	Physical & Health Education 9	Physical & Health Education 10 OR Physical & Health Education Conditioning 10
French 8		Career Life Education 10
ELECTIVES (choose 2)	ELECTIVES (choose 3)	ELECTIVES (choose 2)
Explorer A: Art / Woodwork / Digital Literacy	1 (Language)	1 (Language)
Explorer B: Drama / Metalwork / Home Ec.	2	2
OR Instead of one Explorer: Choir OR Band	3	

### English Program Grade 11, 12

Grade 11
REQUIRED COURSES
An English 11
Pre-Calculus 11 OR Foundations of Math 11 OR Workplace Math 11 OR Honours Pre-calculus Math 11
A Science 11 Class
A Socials 11 or 12 Class
ELECTIVE COURSES
1
2
3
4

Grade 12
REQUIRED COURSES
English Studies 12
Career Life Connections 12
ELECTIVE COURSES
1
2
3
4
5
6





# FRENCH IMMERSION

## FRENCH IMMERSION PROGRAM DESCRIPTION

The program is comprehensive and Immersion courses are reserved for students enrolled in the French Immersion Program.

### Required French Courses

All French Immersion students must take the following French courses:

- Français langue 8-10
- A Français langue 11 (2 course options – see below)
- Français langue 12
- Sciences humaines 8-10
- Histoire Mondaile 12

### Optional French Courses

French Immersion students must complete a *minimum of four optional courses in French*. At least one of these optional courses must be at the Grade 10 or 11 level. Optional French courses *may* include:

- Sciences naturelles 8, 9 and 10
- Éducation physique et santé 8
- Éducation artistique (Culture et communication) 9
- Éducation au choix de carrière et de vie 10
- Langue et culture de la francophonie 11
- Études du cinéma et littérature francophones 11
- Éducation à la carrière 12 (DL course – development in progress)

\*Please note that not all optional French courses are offered at each French Immersion secondary site.

The major goal of the North Vancouver School District's French Immersion program is to provide the opportunity for non-francophone students to become functionally bilingual in English and French. Cultural awareness and understanding of the French language are enhanced by various socio-cultural opportunities provided by the North Vancouver School District in collaboration with the Canadian Parents for French (North Vancouver Chapter). These extra-curricular opportunities may include:

- Festival du film
- Concours d'art oratoire
- Français pour l'avenir
- Idélie (French author visit)
- Cultural exchanges

For more information, visit:

<https://www.sd44.ca/ProgramsServices/FrenchImmersion/Pages/Secondary-French-Immersion.aspx/>

## **FRANÇAIS LANGUE 8**

This course will focus on developing students' verbal and non-verbal communication skills. Students will explore elements of language through the study of legends, plays and elements of oral tradition in Aboriginal texts. Organization of informational and argumentative texts will also be investigated. This course is a requirement for students in the French Immersion program.

## **FRANÇAIS LANGUE 9**

This course will continue to build on students' verbal and non-verbal communication skills learned in Français Langue 8. Units centered on novel studies, films, fables and public speaking will help students develop skills including synthesis, analysis and critical thinking. As well, emphasis will be placed on writing strategies and improving vocabulary within communicative activities. This course is a requirement for students in the French Immersion program.

## **FRANÇAIS LANGUE 10**

Students in this course will continue to build on the skills gained in Français Langue 9, with the goal of becoming more confident and independent writers and speakers. This course includes the study and analysis of a contemporary novel, and short stories. It puts emphasis on oral presentations such as exposés and interviews and requires students to be able to write a personal narrative and short analyses. This course is a requirement for students in the French Immersion program.

## **FRANÇAIS LANGUE 11 OPTIONS:**

- Langue et culture de la francophonie 11
- Études du cinéma et littérature francophones 11

These courses aim to expand students' communication skills in a variety of familiar and broader contexts. Either of these courses meets the graduation requirement for students in the French Immersion program. You can take both if desired.

## **ÉTUDES DU CINÉMA ET LITTÉRATURE FRANCOPHONES 11**

This course aims to explore and interpret cinematographic and literary works of the French speaking world. Students will learn about films and novels from different genres, eras and cultures. They will also develop an appreciation of French cinema and literature through analysis and reflection. In addition, they will write a formal essay about a novel or film studied in class.

## **LANGUE ET CULTURE DE LA FRANCOPHONIE 11**

In this course, students will continue developing their oral language abilities through authentic communication and situations inspired by the Francophone world. They will explore French culture and history through art, drama, music and various communicative experiences. They will also learn how to write an argumentative paper and then communicate their ideas in the context of a public

speaking contest. Students who complete this course may be eligible to participate in a District trip to France.

## **FRANÇAIS LANGUE 12**

This course aims to further expand students' communication skills in a variety of contexts. Topics include the study and analysis of a novel and comparative studies of different literary genres such as novels, plays and poetry. Particular emphasis is put on stylistics and dissertation writing. At Argyle, students work on interactive group projects such as plays and digital media designed to encourage oral communication outside of the classroom and help support the development of critical thinking, social interaction, and leadership. This course is a requirement for students in the French Immersion program.

## **SCIENCES 8**

As students investigate cells, atomic theory, light and plate tectonics they will increase their understanding of the Scientific Method. Communication, critical and creative thinking, personal awareness, and social responsibility are skills that will be developed throughout the year. The course will culminate with a grade-wide science fair. French Immersion students have the option of choosing Science in French or English.

## **SCIENCES 9**

As students investigate reproductive strategies, the periodic table, electricity and ecosystems, they will increase their understanding of the Scientific Method. Communication, critical and creative thinking, personal awareness, and social responsibility are skills that will be developed throughout the year. French Immersion students have the option of choosing Science in French or English.

## **SCIENCES 10**

Science 10 topics include genetic diversity and patterns of inheritance, chemical processes and energy transformations, as well as the formation of the universe. Using critical thinking, creative insight, and their current scientific knowledge, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, discover and increase their understanding of science through hands-on experience. French Immersion students have the option of choosing Science in French or English.

## **EDUCATION PHYSIQUE ET SANTÉ 8**

This course addresses two areas of learning, physical education and health education, brought together in order to promote and develop all aspects of well-being. Given the North Shore's natural setting, this course will also offer opportunities for outdoor learning experiences in a French environment. Please see the French Immersion program requirements for further information. Supplementary fee: \$20.00

## **ÉDUCATION ARTISTIQUE 9** (formerly Culture et Communication 9)

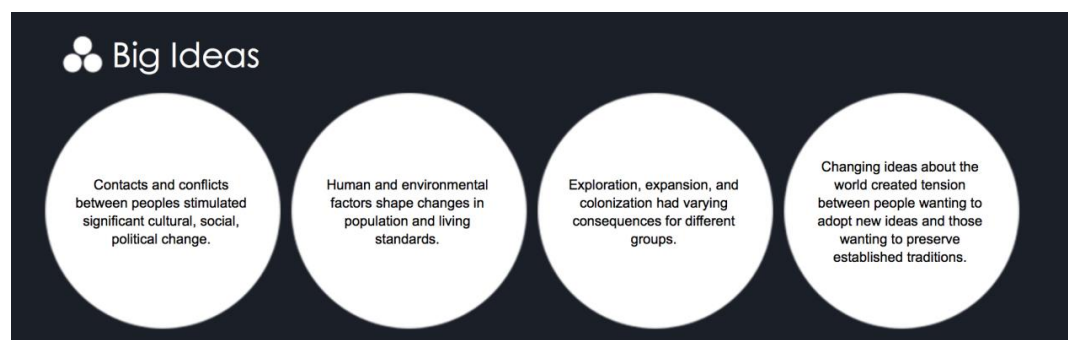
In this course, students will develop their oral language abilities through the exploration of various art forms from the francophone world. Creative arts such as drama, dance, visual arts and music may be used to inspect perspective and varied experiences and cultures in French. This course can be taken in Grade 9 or 10.

## **ÉDUCATION à la vie PROFESSIONNELLE 10** (CLE 10)

This course provides opportunities for students to plan for successful lifelong learning, explore factors that have an impact on future career choices and opportunities, develop financial literacy skills, and cultivate self-awareness and interpersonal skills. Further, students will develop strategies to support them in maintaining a work-life balance to encourage physical and mental health. A particular emphasis on deepening students' leadership skills will be woven throughout this course. This course will satisfy the requirements for Career Life Education 10. This course is available to be taken in Grade 10 or 11.

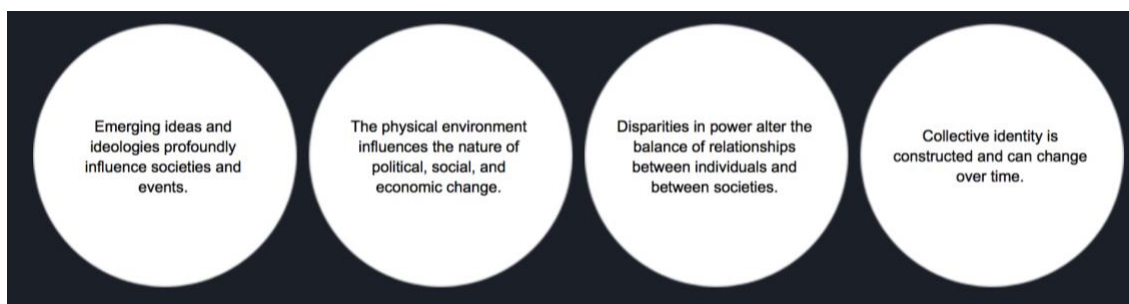
## **SCIENCES HUMAINES 8**

Students of Social Studies 8 will be introduced to World Civilizations that provided the foundations of modern thought, and their associated social, political, economic and environmental structures that developed between the years 600 and 1750. Topics will include World Religions, Medieval Studies, the Renaissance and Protestant Reformation in Europe, and the Age of Exploration. In addition, there will be an examination of both pre-European contact and early colonial periods in North America. This will involve a study of the Indigenous Peoples of Canada, and the early explorations, settlement and colonization of Canada by Western Europeans. Basic geography skills and Canadian regional geography will also be incorporated throughout. This course is a requirement for students in the French Immersion program.



## **SCIENCES HUMAINES 9**

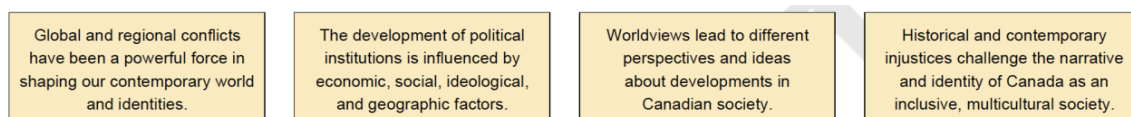
Building on the foundation set in Social Studies 8, students will examine the political, economic and cultural changes that occurred in Europe and North America from 1750 CE to 1919 CE. Students can expect to discuss topics such as the key revolutions, the effects of colonialism, nationalism and imperialism, Indigenous culture of Canada, and global demographic shifts. This course is a requirement for students in the French Immersion program. The big ideas are as follows:



## SCIENCES HUMAINES 10

Sciences Humaines 10 will explore Canada's role in the 20<sup>th</sup> Century. Centered around the big ideas of conflict, political institutions, different world views, and historical injustices, this course will allow students to explore the changing idea of Canada's identity from 1919 to present day. Students will study such topics as Canada's role in international conflicts, discriminatory policies, First Peoples' governance and the changing relationship between humans and their environment. This course is a requirement for students in the French Immersion program.

The big ideas are as follows:



## HISTOIRE MONDIALE 12

This course examines world historical events and ideas that occurred throughout the 20<sup>th</sup> Century. Topics studied include: authoritarian regimes, independence movements, WWI, WWII, Cold War, religious/ cultural conflicts, social migrations, and cultural changes. Students will continue to develop the curricular competencies of Historical Significance and Perspective, Evidence, Continuity and Change, Cause and Consequence, and Ethical Judgement in order to investigate the "Big Ideas" of the course. *It is recommended that this course be taken in Grade 11.*

The "Big Ideas" in histoire mondiale 12:

- Nationalist movements can unite people in common causes or lead to intense conflict between different groups
- The breakdown of long-standing imperialistic structures created new economic and political systems
- the rapid development and proliferation of communication and transportation technologies in the 20<sup>th</sup> century led to profound changes in personal and national identities



# GRADE 8 ELECTIVES

Grade 8 students at Argyle will take 2 different elective course streams named Explorer 8 A and Explorer 8 B. Each of these courses has 3 set classes that last 12 weeks (or 1 term) each. Argyle attempts to provide a breadth of elective opportunities to Grade 8 students in order for them to try different things. In later grades, each of the elective areas will go into much greater depth. Many students entering Argyle continue in the Band and/or Choir programs from Elementary school or who are enrolled in the Peak Performance program will choose only one of the Explorer options.

## **Explore Program:**

### **Components of Explore 8A**

This course includes modules in **Art, Wood Design, and Digital Literacy**

- **Art:** Students will become familiar with the elements & principles of design through exercises and projects in drawing, painting, sculpture and printmaking. The focus will be on exploring artistic materials and mediums to develop ways of seeing and expressing themselves creatively.
- **Digital Literacy:** Students will work on many digital assignments that collaborate with other disciplines at Argyle to make stronger learning connections through technology. Hands on problem-solving projects will help students learn to create, select, organize and modify information and then communicate this info using a variety of digital methods.
- **Wood Design:** Students will have the opportunity to safely build wooden projects using a variety of hand tools and machines. Mastery of essential concepts, skills, techniques, and safety practices will be promoted through hands-on exercises. Quality is emphasized and both design and creativity encouraged.

### **Components of Explore 8B**

This course includes modules in **Drama, Metal Work, and Home Economics**

- **Drama:** Students will learn all about the imaginative world of drama! The class will experience a number of short units including movement-based work, such as mime, improvisation, and short skits. Students will have the opportunity to perform for their peers and for the public in either a series of shorts scenes, or a one-act play.
- **Metalwork:** In this component of Explore 8 students will be introduced to safe working practices in the metal shop. Students will complete several projects that will teach them a variety of skills and techniques. Students will learn to safely use the tools of the trade. There will also be an emphasis on the importance of layout, design and finish.
- **Home Economics:** Students will be introduced to the world of foods and textiles. The course is designed to build student's cooking skills and confidence in the kitchen, but also their sewing skills and confidence to make/repair textile items. There is a supplementary fee of \$15 which supports take home projects and enhancement materials.

## **GRADE 8 MUSIC ELECTIVES:**

### **BEGINNING BAND 8 - 12**

This course is for students who have little or no previous training in playing a concert band instrument and/or experience playing in a concert band setting. Students will have the opportunity to choose their own woodwind, brass or percussion instrument and develop basic skills and foundations of music through the course. Ensemble placement for the following year will be based on discussion with the student, considering their ability and grade level.

Supplementary fee: \$30.00

### **BAND 8**

Woodwind, brass, percussion, and acoustic bass are all acceptable in this band. Basic concepts of ensemble and individual performance, theory, ear training, musical style and conducting are discussed and studied. Performances in a number of evening concerts are integral to the course work. Although the final product is always of high caliber, the most important part of the musical experience is the process to that final product. Students must have already had some experiences with musical instruments and previous elementary/community band experience or private lessons are highly recommended. Supplementary fee: \$30.00

### **CHOIR 8**

Choir 8 is an outlet for the creative talents of Grade 8 students. No previous singing experience is necessary. We encourage both girls and boys to participate. Activities include a wide variety of music, movement, some music theory, and participation in 3 evening concerts at the school and mini-concerts at the elementary schools in the Argyle area. Supplementary fee: \$30.00

- Students enrolled in the band and choir program will use up one of their two grade 8 electives (Student will choose between Explorer options A and B)

### **STRINGS 8**

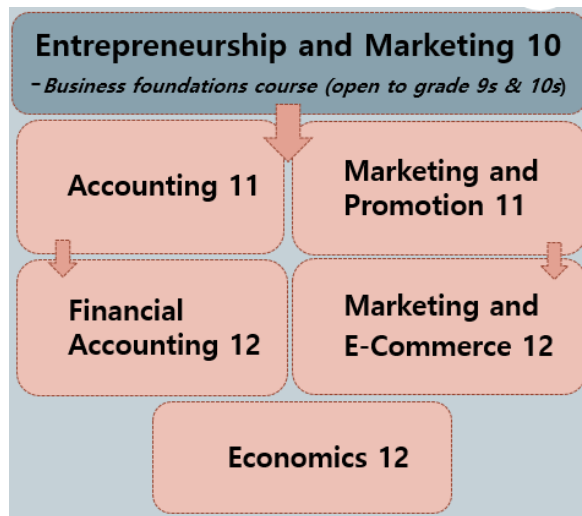
See the description for Strings 8-12 on page 38. This is an extra (ninth) x-block course. Supplementary fee: \$30.00



# BUSINESS EDUCATION

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The aims of the Business Education Department are to provide students with an understanding of the ways in which our business and economic system operate, to develop skills for personal use, and to develop marketable skills for entry into the business world. All Business Education Courses will meet the ADST requirement for graduation.



## ENTREPRENEURSHIP AND MARKETING 10

This course will introduce students to an overall perspective of different business areas such as Entrepreneurship, Marketing, Finance, Economics, and Business Communications. Students will learn about entrepreneurship opportunities, as well as aspects of real life business situations including social responsibility, ethics, sustainability and environmental impacts. Student will be given a basic understanding of what is required to run their own business by exploring a variety of business start-ups, how these companies are solving real-world problems and the challenges they had to overcome. Students will be introduced to different forms of marketing strategies and techniques. They will share ideas and collaborate to create various marketing projects.

### BIG IDEAS

Social, ethical, and sustainability considerations impact design and decision making.

Ethical marketing contributes to a healthier global marketplace.

Different technologies and tools are required at different stages of creation and communication.



## ACCOUNTING 11

This course introduces the use of accounting principles, records, and debit and credit theory. As an introduction to bookkeeping procedures and accounting concepts, this course gives students practical exercises to become familiar with using financial statements for a small business. You will gain experience using computer technology by using Microsoft Excel spreadsheets and Simply Accounting. Also, during this course, you will learn how to successfully complete your own Canadian Income Tax return. Accounting is the backbone of commerce programs at all universities and colleges

### BIG IDEAS

Services and products can be designed through consultation and collaboration.

Financial literacy promotes sound and effective business design.

Tools and technologies can be adapted for specific purposes.

## FINANCIAL ACCOUNTING 12

Immerse in the real world of accounting, where business decisions affect the future of actual organizations. You will learn how to use accounting information to make business decisions. The financial accounting principles you learn in this course will be useful in your personal life and in whatever career you choose to pursue. This course is designed to provide students with the opportunity to learn accounting in a business context to prepare, interpret, and make decisions based on financial information. Recommended: Accounting 11

### BIG IDEAS

Financial literacy promotes the financial well-being of both individuals and businesses.

Business creates opportunities to enable change.

Tools and technologies can be adapted for specific purposes.

## MARKETING AND PROMOTION 11

The focus of this course is to understand the fundamentals of retail and consumer marketing. Leading edge techniques such as product, distribution, marketing communication and pricing strategies will be explored. The way in which companies produce, advertise and distribute products is ever changing and as a result the techniques and brands that are discussed are changed on a yearly basis. In this course, you will produce a commercial, conduct relevant market research, work in groups to analyze business decisions and develop and execute a marketing plan for a product using a “real-life” situation. Marketing is the fastest growing sector of job opportunities and this course will prepare you with current and relevant skills for your future career. Course Fee: \$5.00.

## BIG IDEAS

Marketing services and products can be designed through consultation and collaboration.

Personal design choices require the evaluation and refinement of skills.

Tools and **technologies** can influence people's lives.

## E-COMMERCE 12

This course explores a deeper understanding of the issues relating to a global marketplace. Some of the topics covered will include B2B Marketing, ethics and advertising, E-Commerce, sport and entertainment marketing, consumer buying behaviour, event planning and social media mass marketing. Students may have an opportunity to run a school holiday campaign and go on a field trip to learn from industry experts at Whistler/Blackcomb. This course is beneficial to students interested in running their own business and/or pursuing marketing, business administration or commerce programs in the future. Recommended: Marketing 11

Note: Depending on the demand for this course it may be programmed at the same time as Marketing 11. The courses have independent curriculum goals and credits. Course Fee: \$5.00.

## BIG IDEAS

**Ethical marketing** contributes to a healthier global marketplace.

Business creates opportunities to enable change.

Different **technologies** and tools are required at different stages of the design process.

## ECONOMICS 12

Economics relates to everything! This interesting course examines how the power of economics impacts our everyday lives. Topics that will be explored include supply & demand, cost of production, inflation & unemployment, monetary policy and the foreign sector (the new global economy). Students planning to undertake advanced studies in Business will find this a valuable course to understand how competitive dynamics, government, labour, and business interact in our nation and the global community. This course is currently accepted as an "approved grade 12 course" by many Universities and Colleges.

## BIG IDEAS

Financial and **economic literacy** promotes the financial and economic well-being of both individuals and businesses.

Business creates opportunities to enable change.

Tools and **technologies** can be adapted for specific purposes.



# CAREER EDUCATION & WORK EXPERIENCE PROGRAMS

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## **CAREER RESOURCE CENTRE**

The Argyle Career Centre is a resource for students interested in career planning and work experience opportunities. The Career Centre is centrally located down the stairs from the school library and adjacent to the cafeteria. The Centre is run by the Work Experience Facilitator who works collaboratively with students, parents and businesses to maximize students' opportunities in establishing careers after high school. The Centre commonly supports students in career exploration, finding volunteer opportunities and setting up work experience placements. The Facilitator maintains a "Career Board," located across the hall from the Centre, which is updated regularly with volunteer, career exploration, and hands-on opportunities available to students in grades 10 – 12. Additionally, the Facilitator is keen to assist with templates to help students in preparing resumes and cover letters. The Career Centre also provides students with evaluation forms needed for documenting volunteer hours and employer evaluations forms.

## **CAREER EDUCATION (CE) 8 & 9**

Career Education is a course requirement for students in Grade 8. The aim of Career Education is to provide students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their education about post-secondary life and their future careers. CE 8 provides a foundation of learning for Career Life Education 10, which is a required Graduation Program course. These courses are delivered embedded within other courses as well as in one day events, assemblies and presentations. It is not a stand-alone course that students need to request. It will be given to them automatically.

## **CAREER LIFE EDUCATION 10 (CLE 10)**

Career Life Education 10 is an extension of the curricula for Personal Planning K to 7 and Career Education 8. It is a four-credit course that students must complete in order to satisfy graduation requirements. This course replaces Planning 10. Career Life Education 10 provides opportunities for students to plan for successful learning in the Graduation Program, explore a wide range of post-secondary and career options, think critically about life issues and decisions, develop financial literacy skills, and develop self-awareness and interpersonal skills. Students are also provided with opportunities to develop their technology and presentation skills, as well as their awareness of social media and Internet safety. Including Career Life Education 10 among the courses required to graduate recognizes the interrelated areas of intellectual, social, and career development in helping students to become educated citizens. It also recognizes the need for students to understand the personal relevance of their studies and to acquire the knowledge, skills, and attitudes that can help them to manage their lives more purposefully and effectively.

## **CO-OPERATIVE WORK EXPERIENCE PROGRAM (CO-OP/SSA)**

Argyle's Co-Op Program offers students a number of work experience placements, which provide them with the opportunity to combine an in-depth exploration of a potential career area while completing requirements for high school graduation. The Co-Op program is designed to accommodate the diverse interests and aptitudes of many students. Participation in the program may lead to apprenticeships in the trades or prepare the student for post-secondary education and training. Other students may choose to go directly into the work force after high school. The main purpose of the Co-Op program is to place a student in a field of employment that interests them as a possible career path while attaining high school graduation.

### **Co-Op Work Experience Component**

- Grade 11 students will complete two different Work Placements (MWEX-2ACOP & MIDS-1ACOP)
- Grade 12 students will complete two different Work Placements (MWEX-2BCOP & MIDS-2BCOP)
- Students will receive 4 credits at the completion of each 10-week Career Placement. (Approx. 100 hours)

### **Work Experience**

Work Experience courses are primarily designed to take place outside of the school setting. At least 100-120 hours of course time must consist of actual work placements. The work experience does not need to occur at just one site, but may take place at multiple sites. Some of the learning outcomes for Work Experience 12A and 12B will also help students create evidence for their Graduation Transition Plan. All students participating in a Work Experience course must have an in-school orientation to prepare them for the workplace.

- If you are interested in applying for the Co-Op Program, please contact your counsellor or Wayne Shaw ([wshaw@sd44.ca](mailto:wshaw@sd44.ca)) for more details.

### **Co-Op In-School Session Component**

- Grade 11 complete a Computer Application Course
- Grade 12 complete a Data Management Course
- All students will complete a Placement Report that summarizes the work experience completed.
- All students will complete a Career Planning Unit that focuses on the students' personal development as it relates to their future plans and "life after school".
- All students complete a Career Preparation Assignment that demonstrates basic job search skills and career assessment.

## SECONDARY SCHOOL APPRENTICESHIP CO-OP PROGRAM

Secondary School Apprenticeship (SSA) is a career program that provides students with the opportunity to begin their apprenticeship training while attending high school.

A Secondary School Apprentice is:

- 15 years of age or older
- Working in a paid, part time position in an apprenticeship trade (go to [www.itabc.ca](http://www.itabc.ca) for a list of apprenticeship trades in B.C.)
- Under the supervision of a qualified worker
- Registered with the Industry Training Authority (ITA)

The student will receive 4 credits towards graduation for every 120 hours completed on the job site, to a maximum of 16 credits or 480 hours. Four credits will be given for each of:

- Secondary School Apprenticeship 11A (SSA11A)
- Secondary School Apprenticeship 11B (SSA11B)
- Secondary School Apprenticeship 12A (SSA12A)
- Secondary School Apprenticeship 12B (SSA12B)

These can be applied to the Select Studies requirements for graduation and SSA 12 credits can be applied to the additional 10 grade 12 credits required for graduation.

Apprenticeship hours can be completed in a number of ways including after school, weekends, holidays, or in cases where it can be accommodated in the school timetable, during school time.

Students who complete the 480 hours, achieve a C+ average in their Grade 12 courses, and are working in the trade six months after graduation can apply to the Ministry of Education for the Secondary School Apprenticeship Scholarship valued at \$1000.00.

A “hidden” apprentice is a high school student working in an apprenticeship trade, but unaware that they can register with the Industry Training Authority. By registering as a Secondary School Apprentice, the student will receive graduation credits, get a head start on earning their trade certification and become eligible for the \$1,000 scholarship. The student is encouraged to contact the school's Secondary School Apprenticeship Facilitator to determine if their job is apprenticeship.

Additional information on apprenticeships can be found on the Industry Training Authority web site: [www.itabc.ca](http://www.itabc.ca) For more information, or to register as a Secondary School Apprentice, please contact Wayne Shaw (Co-op Advisor) for more details; [wshaw@sd44.ca](mailto:wshaw@sd44.ca)

## **INTERNSHIP (WORK EXPERIENCE) 11 & 12**

The Internship program is a four-credit elective offered in Block 4 or Block 8. It is available for Grade 11 and 12 students who wish to continue focusing on their academic school endeavours while also having the opportunity to experience a dynamic and meaningful work placement. The program is designed for those academic students wishing to gain experience(s) in a potential career that is to be their focus in their post-secondary studies. It is hoped that the experience(s) resulting from their internship will either cement their post-secondary focus and/or allow them to research and experience other potential areas of study.

The course is comprised of 3 parts. The first part is “pre-employment” where students discover and research their career interest, work on their resume and interview skills and obtain employee desired certifications such as FOODSAFE, WorldHost and WorkSafe BC. This part of the course goes from approx. September to November and is completed in school.

The second part is “employment” where students are placed in work placements. This past year, we have had work placements in engineering and architecture, business management, retail management, health and medical careers, science and technology, childcare and teaching and manufacturing and trades just to name a few. Students are expected to work 4 to 5 hours per week in their placements. Some of this time will be during class time and some of it will be beyond the scheduled school day. This part of the course goes from approx. November to April.

The last part is “post employment” where students update resumes and research and apply for summer employment. This part of the course goes from approximately May through June and is completed in school.

In most cases, work experience consists of non-paid placements. The use of paid employment for credit will occur in special circumstances. Please see Mr. Liu, ([dliu@sd44.ca](mailto:dliu@sd44.ca)) or go to the Career Resource Centre for more information. Students who successfully pass the course may take it again for an additional four credits.

## **CAREER LIFE CONNECTIONS 12 (CLC 12)**

Career Life Connections is a Ministry of Education graduation requirement for Grade 12's to complete in order to be eligible for graduation. The course builds upon Career Life Education 10 with a focus on preparing students for a successful transition to life after secondary school. Students refine their career-life development goals for personal, educational, and work-related contexts through experiential learning, cultivating community connections, gathering authentic evidence of learning, reflecting on their learning in school and out of school, and self-assessing their Core Competency development.

Course work in CLC12 will focus on graduation requirements, exploration of post-secondary personal and career goals, planning for transition to post-secondary life, maintaining personal wellness through making informed decisions, as well as preparation of a final Capstone Presentation. Upon successful completion of this course you will receive 4 credits for Career Life Connections.

## **WORK EXPERIENCE REQUIREMENTS FOR GRADUATION**

It is mandatory for students in Grades 10-12 to complete 30 hours of work experience or community service in order to graduate. Work experience or community service is meant to take place outside of school and will provide students with an opportunity to participate in, observe, or learn about the performance of tasks and responsibilities related to an occupation or career. Work experience or community service may be paid or unpaid. A WCB Safety orientation generally takes place in Career Life Education 10 before students begin their work experience or community service. **These basic learning outcomes are met through consultation with the Grade 12 Counsellor and through the Transition Planning 12 course.**



# DIGITAL MEDIA

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**Digital Media and InfoTech courses offer students varied and meaningful opportunities to express their ideas using digital tools to create animations, videos, music, photographs, and graphic design work. Students are evaluated primarily with in-class projects. Students are responsible for time management, organizing and planning for projects.**

## **MEDIA DESIGN 10**

In this course students will learn media production skills in film, game design, 3d modelling, graphics, animation, web, and sound design. Students will be evaluated primarily with completed projects and assignments. This course will serve as an excellent introduction to all of the digital media courses offered at argyle and industry standard software applications. If interested in the digital media academy this is an excellent introductory course.

This course is open to students in grades 9 and 10. Supplementary fee: \$30.00

## **DIGITAL COMMUNICATIONS 11**

Digital communications 11 is an excellent introduction to applications used in more specific courses offered at the senior level, such as: photography, graphic design, film production, sound recording, visual effects, animation, and game design. Students will be evaluated primarily by completing a major project for each unit. If you enjoy a friendly, hands-on environment while developing computer skills for life, work, and self-expression, this is the course for you! This course is open to students in grades 10, 11, & 12. Supplementary fee: \$30.00

## **DIGITAL MEDIA DEVELOPMENT 12**

Digital media development 12 students will continue the topics covered in info tech 11 and extend their knowledge and skill with the programs and digital topics of your choice. This course is self-planned and directed projects will be a means of expression and evaluation. Students will have access to drawing tablets and digital cameras. Supplementary fee: \$30.00

## **MEDIA JOURNALISM 10 & 11, & YEARBOOK 12**

Yearbook is a four-credit course at each of the grade 10, 11, and 12 grades. The course focuses on the development and production of the school annual. This is a project-based course that requires a high level of responsibility and reliability. Students will learn photography skills and be trained on digital media software. Supplementary fee: \$10.00



## **PHOTOGRAPHY 11**

Photography 11 introduces the fundamentals of digital cameras and the art of viewing and capturing the world around you. Photography is fun, but it is not just about selfies and pressing a button; it's a creative decision-making process. Upon completing this course you will be able to use photoshop to improve, modify, and edit your photos. You will have an understanding of photographic compositions. Photography will prepare you for a future in digital media, journalism, and art. You can work on projects such as portraiture, digital collage, and advertisements. This course is open to grades 11-12. Supplementary fee: \$30.00

## **PHOTOGRAPHY 12**

Photography 12 is a self-directed course that advances student's understanding of viewing and capturing the world with passion and thoughtfulness. You will learn portraiture, landscape, and flash photography using professional equipment. Upon completing this course you will be able to create powerful studio photographs as well as composing photos in the areas of your choice. Photography will prepare you for a future in digital media, journalism, and art. Self-planned and directed projects will be a means of expression and evaluation. Recommended: photography 11. Supplementary fee: \$30.00

## **SOUND RECORDING AND DESIGN 11**

Do you want to learn to record and mix sound for your band or movie? If so, then Sound Recording is for you! Recording music, sound effects, soundscapes, and voiceovers and sounds for movies and animations is both fun and important work that involves creative and technical skills. This course suits students who enjoy music, sound recording and mixing, sound effects, and animation and film production. You will work on projects such as: remixes and mash-ups, music productions, sound effects, voice overs, nature recordings and sound for film and animation. This course is open to grades 9-12.

## **SOUND RECORDING AND DESIGN 12**

Sound Recording and Design 12 is a self-paced course that, at a deeper level, further introduces students to a balance of the technical, artistic and people skills required to develop an awareness of the recording and sound design industry. Most of the course will consist of independent or self- proposed projects. Student-developed design projects are strongly encouraged. Experimentation and exploration of sound recording and design techniques and ideas will be stressed.

## **FILM & TELEVISION 11**

**LIGHTS - CAMERA - ACTION!** This is a course that introduces the fundamentals of script writing, cameras, lighting, sound, visual effects, and the art of the short film production. Upon completing this course you will have learned: Premiere Pro to edit, digital video cameras, sound recording and editing, lighting techniques, and project management. Film Production will prepare you for a future in the Film Industry, Post Production Sound, Visual Effects, and TV Journalism. You can work on projects such as: short films, documentaries, music videos and commercials. Open to grades 10-12.

## **FILM & TELEVISION 12**

Film Production 12 is a course that further introduces, at an advanced level, both production & post- production skills and concepts to include script writing, cameras, sound, visual effects, lighting, and project management. You will have the opportunity to work on short films of your choice. Self- planned and directed projects will be a means of expression and evaluation. **Recommended: Film Production 11.**

## **ANIMATION 11**

Pixar, Dreamworks, and Disney all need animators and modelers! Animation is a self-directed course that introduces you to the exciting and creative world of animation and game design. This course suits students who enjoy animation, sketching/painting and storytelling, visual fx, and game design. Students can work on projects such as: 3D printing, short animated stories, special effects, characters for game design, game environment design and abstract animations.

This course is open to grades 9-12. Supplementary fee: \$30.00

## **ANIMATION 12**

Animation 12 is a self-paced, project-based course focusing on reinforcing and further mastering and making connections between concepts of animation and design, software proficiency and storytelling. Most of the course will consist of independent or self-proposed projects. Supplementary fee: \$30.00

## **GAME DESIGN 11**

Students in North Vancouver are surrounded by one of the biggest game design centers in the world. Game Design is a self-directed team-based course that requires students to be highly motivated. The course involves game concept development, game history and theory, modeling, animation, rigging, and the use of a game engine using specific programs and a scripting language. Evaluation will be based on project work.

## **GAME DESIGN 12**

This course focuses on reinforcing and further mastering and making connections between concepts of animation and design, software proficiency and storytelling. Self-planned and self-directed projects will be a means of expression and evaluation.

## **VISUAL EFFECTS & MOTION GRAPHICS 11**

Have you ever wondered in movies how they created that “impossible” zombie make-up, lighting, explosions, tornadoes, water effects and how people could be placed in impossible worlds? Visual Effects bridge the gap between film, animation, and graphic design. This course is a very important course in fulfilling a strong grounding in digital media. You will be able to do special effects make- up and use digital video camera and lighting techniques. Visual Effects is a growing industry and is very well represented in Vancouver and Visual Effects professionals are much in demand. This course is open to grades 9-12. Supplementary fee: \$30.00

## **VISUAL EFFECTS & MOTION GRAPHICS COMMUNICATION 12**

Visual and Special Effects is a self-paced course that, at a deeper level, further introduces students to a balance of the technical and creative aspects of the art and craft of this discipline. Most of the course will consist of independent or self-proposed projects. Student-developed projects are strongly encouraged. Experimentation and exploration of visual effects techniques and ideas will be stressed. Supplementary fee: \$30.00

## **DIGITAL GRAPHIC DESIGN 11**

Posters, Logos, and Digital Art are just a few areas to be explored in Graphic Design while learning the Adobe Suite of Industry standard programs (Photoshop, Illustrator and InDesign). This course suits students who enjoy design, art, fashion, interior design, and illustrating. Graphic design is a great foundation course that will help prepare you for Design or Art School. Students can work on projects such as: magazine covers, album covers, book covers, concept art, websites, package design, and graphic novels. This course is open to Grades 9-12. Supplementary fee: \$30.00

## **DIGITAL GRAPHIC DESIGN 12**

Graphic Design 12 is a course that further introduces, at an advanced level, design and project management to include design process and the elements and principles of design. This is an excellent course for students who are developing an art and design portfolio. There is the opportunity to work on projects for clients. Self-planned and directed projects will be a means of expression and evaluation. Supplementary fee: \$30.00



# DIGITAL MEDIA ACADEMY

The Digital Media Academy is an Enhanced program available to all North Vancouver School District students by application. The DMA is an enriched, hands-on program that provides students a broad and useful range of skills and knowledge in digital arts, project management, and problem-solving. [The Digital Media Academy \(DMA\)](#) nurtures and evolves young people to develop the habits of mind to be inquisitive, creative, imaginative, innovative, and highly motivated in the creation of meaningful results. DMA incorporates Science, Technology, Engineering, Art and Mathematics (STEAM). One of the main goals is to prepare students for post-secondary training, as well as the many career opportunities in Digital Media, Science, Engineering and Technology. The DMA is scheduled in the morning on Day 1 and is a total of 3 blocks.

Students have the opportunity to learn and work collaboratively on real-world projects in the following areas: Game Design, Animation, Visual Effects, Film, Sound Design, Graphic Design, Web Design, Magazine Design, Project Management, and Photography.

DMA offers a flexible learning environment, so students may work solo or on team projects to integrate their knowledge of media design, technology, and project management. Students interact with various media professionals through guest speakers, unique industry workshops and exclusive behind the scenes field trips. DMA is hands-on, and practical giving students a chance to visit and/or work with professionals from the digital media industry including Microsoft Canada, EA Sports, Sony Imageworks, and Industrial Light and Magic, and many other valued industry partners.

In a flexible learning environment, students will work on projects to integrate their knowledge of media design, technology, and project management. Students will learn to express themselves in the creation of simulations, animations, short films, audio recordings, video games, special effects, magazines, websites, posters, marketing materials, and other media. The DMA will challenge students to become independent self-directed learners with the skills and knowledge to solve real world design problems. The students will learn to plan and organize projects and use their creative, technological and intellectual skills to become a media design visionary of the future. Students will master the fundamentals of project management and the design process.

In the Grade 12 year, students have the opportunity to further concentrate on personal areas of interest. A final DMA portfolio will include a variety of media to help students enter the Post-Secondary program. The DMA suits students who are hard-working, highly motivated and self-directed with a strong interest in Design and Digital Media. The students work in cohorts which creates a dynamic & collaborative learning environment. **Course Fee: \$1250.00**



# Digital Media Academy Lite

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The Digital Media Academy Lite is an Enhanced program available to all North Vancouver School District students by application. DMA Lite is a one block Academy course for students in Grade 9 & 10 designed to provide students with access to a broad and useful range of skills and knowledge in digital design, technology, project management, and problem solving. Students will have the opportunity to learn and create meaningful stories while solving challenging design problems. Practically, it is designed as a useful precursor to prepare students for the Grade 11/12 full 3-Block Digital Media Academy.

DMA Lite goes far beyond the technical skills and knowledge fundamentals for working with digital media. At its core, DMA Lite nurtures and supports young people in developing the habits of mind to be inquisitive, creative, innovative, independent and highly motivated in the creation of meaningful results. Students have the opportunity work on real-world projects both independently and in collaboration with other like-minded, digitally passionate students. Students learn to plan and organize projects using their creative, technological and intellectual skills. They master the fundamentals of self-reflection, project management and the creative process to express themselves in the creation of animations, short films, audio recordings, video games, visual effects, graphic design, photography and through Science and Technology.

DMA Lite offers a flexible learning environment, so students may work solo or on team projects to integrate their knowledge of media design, technology, and project management. Students interact with various media professionals through guest speakers, unique industry workshops and exclusive behind the scenes field trips. DMA Lite is hands-on, and practical giving students a chance to visit and/or work with professionals from the digital media industry including Microsoft Canada, EA Sports, Sony Imageworks, and Industrial Light and Magic, and many other valued industry partners. Our DMA Lite teachers act as mentors, guides, and collaborators. Students are assessed based on their performance in project management, learning plans, problem-solving, reflection on their learning and a final portfolio. For these reasons, students who are self-starters, independently motivated, and mature learners have the best rate of success.

The class is scheduled in an afternoon block to enable students from other schools time to travel to Argyle. **Course Fee: \$500.00**



## ENGLISH

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Exploring text, story and language helps us to understand ourselves and others, make connections to the larger world, and communicate more effectively and purposefully. The study of English at Argyle follows a progression from the introduction of basic language and literary skills to more critical analysis of and response to a variety of texts. At each grade level, students will be encouraged to find enjoyment in literature and to explore their own interests as they may connect to the learning outcomes for each grade.

Students can expect the following at **ALL** grade levels:

- Literature study: This will involve the introduction to and use of literary terminology in relation to specific literary works in various genres, including short stories, poetry, plays, novels, and non-fiction. Canadian and First Peoples' selections will be included.
- Exploring the concept of writing as a reflective and a collaborative process.
- Explicit instruction in the conventions of English grammar, mechanics, and usage to communicate with others and respond to texts.
- Participation in oral activities, both formal and informal, will be encouraged and assessed. (This may include small-group activities, literary discussion, language exercises, and preparation for debates and speeches.)
- Development of media literacy-visual, audio, and print
- Development of digital literacy, the ethical and practical application of Information Technology
- Independent reading to produce life-long readers.
- Personal writing to develop confidence and competence in their ability to produce and substantiate informed positions.

## **ENGLISH 8**

In English 8 students will be expected to do the following:

- Apply appropriate strategies to comprehend written, oral and visual texts; guide inquiry; and extend thinking.
- Think critically, creatively and reflectively to explore ideas within, between, and beyond texts.
- Recognize how literary elements, techniques and devices enhance and shape meaning.
- Use an increasing repertoire of conventions of English grammar, spelling and punctuation to communicate with others and to respond to texts.
- Respectfully exchange ideas and viewpoints, both orally and in writing.
- Recognize the role of story and oral tradition in expressing First Peoples' perspectives and values.

## **ENGLISH 9**

In English 9 students will be expected to do the following:

- Apply appropriate strategies to comprehend written, oral and visual texts; guide inquiry; and extend thinking.
- Think critically, creatively and reflectively to explore ideas within, between, and beyond texts.
- Recognize how literary elements, techniques and devices enhance and shape meaning.
- Use an increasing repertoire of conventions of English grammar, spelling and punctuation to communicate with others and to respond to texts.
- Respectfully exchange ideas and viewpoints, both orally and in writing.
- Recognize the role of story and oral tradition in expressing First Peoples' perspectives and values.

## ENGLISH 10 OPTIONS

These courses will build upon the core competencies and content of English 8 and 9, as well as incorporate focused literary studies, new media and spoken language content. Students will further refine their literary, critical thinking and communication skills as described above, while exploring literature as a source of joy, creativity, and meaning. In Grade 10, students are expected to choose course combinations according to their interests. Comprised of two 2 credit courses (4 credits in total), each combination will develop the core competencies of communication, creative and critical thinking, and personal and social responsibility.

To this end, each English 10 combination will include **Composition 10** and a choice of **one** of the following **Focused Literary Studies 10 OR Spoken Language 10 OR New Media 10**. Please refer to the descriptions for each course below:

**COMPOSITION 10 (2 credits)** Composition 10 is designed for students to develop their skills in written communication in a variety of contexts. Within a supportive community of writers, students will work individually and collaboratively to

- explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to communicate their ideas for a variety of purposes and audiences.
- use an increasing repertoire of conventions of English to communicate with others and respond to texts.

## 3 OPTIONS (2 credits each to be paired with Composition 10)

Focused Literary Studies is a category of courses designed for students who are interested in the literature of a particular genre or medium. This range of literary content will allow them to:

- increase their literacy skills through close reading of appropriately challenging texts,
- enhance their development of the English Language Arts curricular competencies,
- expand their development as educated global citizens,
- develop balance and broaden their understanding of themselves and the world, and
- develop higher level thinking and learning skills.

### **OPTION 1: LITERARY STUDIES 10 (2 credits)**

Literary Studies is designed for students who want to study and explore literature through specific themes, genres, periods, authors, or areas of the world. This course would appeal to the student who loves to read and will provide students with the opportunity to discuss and critically analyze both modern and classic stories.

### **OPTION 2: NEW MEDIA 10 (2 credits)**

Why can Shakespeare be read in a book, be performed on stage, or watched as a movie? How can you communicate research findings in two ways - perhaps both a written report and visual infographic? These are the types of questions you may find yourself asking in English 10 New Media. This course is an excellent fit for self-directed learners who want to extend their learning into different text forms and genres. Media includes different formats of communication, from print media such as books, to plays, oral stories, digital media, and more. Media involves both content and the form through which that content is delivered. A central theme of the course will be for students to recognize and appreciate how different structures, and features of texts enhance and shape meaning. Students will recognize the complexities of digital citizenship and evaluate strategies for digital health.

### **OPTION 3: SPOKEN LANGUAGE 10 (2 credits)**

The course will provide students with opportunities for both performance and/or public speaking. Spoken Language 10 is designed for students to individually and collaboratively study, create, and use language for a variety of purposes.

The following are possible areas of focus in Spoken Language 10:

- Performance (may include: spoken word/slam poetry, reading poetry, readers' theatre, debate.)
- Oral tradition (may include: storytelling, oral history, First People's literature.)
- Professional applications (may include: speech writing/presenting, business proposals, interviewing.)

## **ENGLISH 11 OPTIONS:**



**Students will choose one or more of the following 4-credit options: Literary Studies 11 and/or Creative Writing 11.**

Students in these courses will further refine their literary, critical thinking and communication skills, while exploring literature as a source of joy, creativity, and meaning. These courses offer a variety of opportunities for students to consider universal themes as they apply not only to literature, but also to themselves and their world. Students will employ a variety of written, spoken and digital forms to explore topics of interest.

## **LITERARY STUDIES & COMPOSITION 11**

This course is suitable for all students who have an interest in developing their English literacy skills, with a special emphasis on the areas of reading and writing. This is an academically rigorous course that emphasizes a deeper analysis and nuanced inquiry of texts. Within a supportive community, this course will not only help improve reading strategies for comprehensive understanding of a variety of texts, but more importantly, will promote reading for interest and enjoyment. Texts studied may include World Literature, Feminist Literature, Canadian Literature, First Peoples' texts, specific topic, theme, or inquiry, fiction and non-fiction, and literature by era.

## **LITERARY STUDIES & COMPOSITION 11A (Adapted)**

This course will be assessed using performance standards consistent with Literary Studies 11; however, the delivery, pace and resources used in this course version are adapted to suit students who are developing foundational skills in this subject area, and who need significant support. Participation in this course is by teacher referral.

## **CREATIVE WRITING & COMPOSITION 11**

Do you love to write? Are you interested in improving your ability to tell stories, engage an audience, and write with a strong voice and purpose? This course will explore a variety of writing forms (including film and theatre) and will nurture your expanding abilities of self-expression. It is designed for students who are self-motivated and able to do projects. Students will be expected to think critically about their own writing practices, and those of their peers.

"Read, read, read. Read everything--trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it's good, you'll find out. If it's not, throw it out of the window." --*William Faulkner*

## **ENGLISH STUDIES 12**

English Studies is a required course for graduation, building upon and extending the students' previous learning in Grades 10 and 11. This course is meant to refine their ability to communicate in a variety of contexts, to think critically and creatively about the use of language, and to deepen their understanding of themselves and the world. Students continue to explore a variety of texts and sources and will connect their learning to their personal and future goals. \_ \_

## **ENGLISH STUDIES 12A (Adapted)**

This course will be assessed using performance standards consistent with Literary Studies 12; however, the delivery, pace and resources used in this course version are adapted to suit students who are developing foundational skills in this subject area, and who need significant support. Participation in this course is by teacher referral.

## **GRADE 12 ENGLISH ELECTIVE OFFERINGS:**

### **LITERARY STUDIES 12: ENGLISH LITERATURE**

What does he know of England, who only England knows? As this quote from Kipling points out, it is only by knowing others that one truly knows one's self. Literary Studies 12: English Literature seeks to give us a deeper understand of ourselves, as humans at the beginning of the new millennium, by looking back over past centuries, reading the stories and poems that have not only survived, but which continue to speak. Looking at others at different times, we will gain a greater understanding of our own time and see that we are not the first people in history to live at a time of dramatic change and transition.

### **CREATIVE WRITING 12**

"Don't tell me the moon is shining; show me the glint of light on broken glass."— *Anton Chekhov*  
Do you love to write? Are you interested in improving your ability to tell stories, engage an audience, and write with a strong voice and purpose? This course will explore a variety of writing forms (including film and theatre) and will nurture your expanding abilities of self-expression. It is designed for students who are self-motivated and able to do projects. Students will be expected to think critically about their own writing practices, and those of their peers.  
"Read, read, read. Read everything--trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it's good, you'll find out. If it's not, throw it out of the window." --*William Faulkner*



# ENGLISH LANGUAGE LEARNING

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## **ENGLISH LANGUAGE LEARNER (ELL) COURSES:**

### **ELL 1 - ELL BEGINNER**

### **ELL 2 – ELL INTERMEDIATE**

ELL 1 and 2 provide language instruction and support for ELL students who are in the Beginning, Developing and Expanding phases of language acquisition. These courses are designed to enhance a student's language acquisition process through listening, speaking, reading and writing activities. Upon completion of these courses, an individual assessment is done by the ELL specialist to determine the next placement for each student.

### **BRITISH COLUMBIA CULTURE 10**

This course develops the ELL student's ability to analyze and think deeply about the nature of human societies and our relationship to the environment and one another. The course will provide students with the reading, writing and oral skills necessary for active citizenship. It is recommended for ELL students who are expanding and consolidating their English language skills.

### **LANGUAGE STRATEGIES 10/11/12**

This course is designed to enable students to learn strategies and extend skills in the main areas of reading, writing, listening, speaking and viewing. The focus will be on skills required in mainstream English courses. This course is recommended for ELL students who are expanding and consolidating their English language skills.

### **ELL SEMINAR**

This course is designed for ELL students who no longer require full time direct service. ELL Seminar will enable students to extend their use of strategies and skills in listening, speaking, reading and writing. Upon completion of this course, an individual assessment is done by the ELL specialist to determine if further ELL service is required.



# HOME ECONOMICS

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The Argyle Home Economics Department offers a comprehensive program designed to provide experience and knowledge which will develop attitudes, skills, and techniques that will enable the student to function effectively as an individual and as a member of the family and community. Emphasis is on the practical application of knowledge, and evaluation is based largely on student participation and projects as well as theoretical work and quizzes. Supplementary Fees support take home projects and enhancement materials.

**HOME ECONOMICS 8:** See Description Under Grade 8 Electives.

## **FOODS STUDIES 9/10**

Students will have the opportunity to use the design cycle as it relates to understanding how to prepare, cook, and think critically about food. Students will have the opportunity to increase their knowledge of nutrition and food preparation that will enable them to make healthy and wise food choices throughout their life. Topics include; kitchen safety, sanitation, flour mixtures (quick breads, yeast and pastry), healthy breakfast options (egg cookery), lunches/snacks (protein salads, hummus), and wholesome dinners (whole wheat pizza and pasta dishes). Students will explore components of overall meal preparation (ingredients, techniques, equipment) eating well with Canada's Food Guide, macro and micro nutrients, food labeling, economic and environmental factors that influence our daily food choices based on local and global food systems, First Peoples traditional food use (harvest/gathering, preparation and preservation) marketing techniques (become a "wiser shopper") and designing meals and meal planning. **SUPPLEMENTARY FEE: \$45.00**

## **FOOD STUDIES 11**

Students will further their skills and knowledge on the components of multi-course meal development and preparation including; timing, proportions, temperatures, ingredients, equipment, and methods. Culinary topics covered include; knife Skills, vegetables, stocks and soups, sauces, eggs and poultry, meat/alternatives, flour, quick breads and pastry, plant-based diets, farm-to-table, nutritional principles of balanced cooking and eating. Students will design their own dishes using ingredients and techniques learned during the previous lesson. Students will have an opportunity to further explore components of overall meal preparation (ingredients, techniques, equipment), recipe design (ingredients functions, proportions, temperature), food security (local, global), impact of food recalls, First Peoples food guides, ethics of cultural appropriation, food labels, roles of Canadian government agencies, and food marketing and

research. Through the design cycle and personal design interests, students will evaluate and refine their skills and create products for their lifecycle.

**RECOMMENDED: HOME ECONOMICS FOODS 10. SUPPLEMENTARY FEE: \$50.00**

## **FOOD STUDIES 12**

Students will further their skills and knowledge on multi-course meal development and preparation including; timing, proportions, temperatures, ingredients, and equipment. Culinary topics covered include; knife skills, vegetables, stocks and soups, sauces, eggs and poultry, meat/alternatives, flour, quick breads and pastry, plant-based diets, farm-to-table, nutritional principles of balanced cooking and eating. Students will design their own dishes using ingredients and techniques learned in previous lessons. Students will have an opportunity to further explore in depth food safety, food science, farming practices, green and sustainable agriculture, indigenous food sovereignty, local and global food justice and food security and careers in the culinary industry. Through personal design interests, students will evaluate and refine their skills and create products for their entire lifecycle.

**RECOMMENDED: FOOD STUDIES 11 SUPPLEMENTARY FEE: \$50.00**

## **TEXTILES 9/10**

This course teaches the basics of sewing. No previous sewing experience is necessary. The students will learn how to use a sewing machine safely and correctly to complete, a minimum of three choice projects are required to complete this course. Some examples of projects could be: hoodies, sweat pants, onesies, shirts, skirts, book bags, etc. A few craft, upcycling and fashion design projects will be included. Supplies for those projects will be provided. Students are responsible to purchase all necessary fabric, patterns, and notions to complete their individual projects.

**SUPPLEMENTARY FEE: \$15.00**

## **TEXTILES 11**

This course is designed to enhance and improve sewing techniques. The students will build on their previous experiences and learn to work with challenging fabrics and patterns. A minimum of three choice projects are required to complete this course and students are required to purchase all fabric, patterns and notions to complete their work. Career options in the Fashion industry and fashion design will be explored in addition to craft projects with supplies provided by the teacher. Students will explore components of properties of fabrics, pattern modifications, textile repurposing, elements of fashion design, economical and ethical factors in textile consumption and marketing and advertising of the fashion industry. Ideally students will have taken a Home Economics course in grade nine or ten but students will still be accepted if they do not have any experience.

**SUPPLEMENTARY FEE: \$20.00**

## **TEXTILES 12**

This course builds upon the knowledge and techniques learned in Textiles 11. Projects involve advanced sewing techniques using challenging fabrics and patterns. Simple design techniques are learned as well as adaptations of patterns. Further study of the fashion industry will occur. A minimum of three choice projects are required to complete this course. The students are expected to purchase all necessary fabric, patterns and notions for their individual projects. Mini projects will be planned as well with supplies provided by the teacher. Students will explore components of fibre content, fabric type, fabric usage, textile manipulation, governing agencies influence on production/labeling textile items, textile history; including First Peoples knowledge and practices, ethical issues around textiles, and environmental issues around textiles.

**RECOMMENDED: CLOTHING AND TEXTILES 11. SUPPLEMENTARY FEE: \$20.00**



## **LEADERSHIP**

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### **ARGYLE STUDENT LEADERSHIP 11**

This course deals with the theoretical and practical understanding of human relations and the application of leadership. The time in class will be spent understanding the basic concepts of proactive leadership and how to effectively use the concepts in life and within the school environment. The student will develop peer-helping skills, coach, plan a practice, practice public speaking and be a part of running school and community events. This course provides an opportunity for senior high school students to take on a mentorship role in elementary schools, at Argyle and in the community. This is a great opportunity for teenagers to help younger students right here in Lynn Valley and bridge the gap between elementary and high schools.

Students will take on leadership roles in the following areas:

- Coaching – Argyle and Elementary athletics programs: e.g. Basketball, Volleyball, etc.
- Teaching Assistant - Assist teaching in both elementary and junior high school classes
- Community - Organize and execute selected events in both the school and surrounding communities and volunteer for local events.

Students need to provide supplemental information to ensure they have the foundation of skills and responsibility necessary to be successful in the course. Please see teacher during programming.

This class is aimed at grade 11's although open to grade 11 and grade 12's.

The course is designed to be taken once for grade 11 credit.

Supplementary Fee \$ 15.00



# MATHEMATICS

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## **PATHWAYS IN THE MATH DEPARTMENT**

**As illustrated in the flowchart on the next page, the math curricula expands at the grade 10 level to offer three distinct pathways: Apprenticeship and Workplace, Foundations, Pre-Calculus. Additionally, Argyle is proud to offer an Honours program beginning in grade 9 and extending through to the Advanced Placement Calculus 12 pathway.**

### **HONOURS MATH 9, 10, 11**

These classes are designed for students who have demonstrated a high level of ability and interest in mathematics. The Math Department undertakes a recommendation process for all Honours courses. Honours students write the same in class tests and final exams as the Pre-Calculus students.

### **PRE-CALCULUS MATH 11, 12**

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus (e.g.: Sciences and Engineering). Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

### **FOUNDATIONS MATH 11, 12**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in the arts or the humanities. Topics include financial mathematics, geometry, measurement, logical reasoning, relations and functions, statistics and probability.

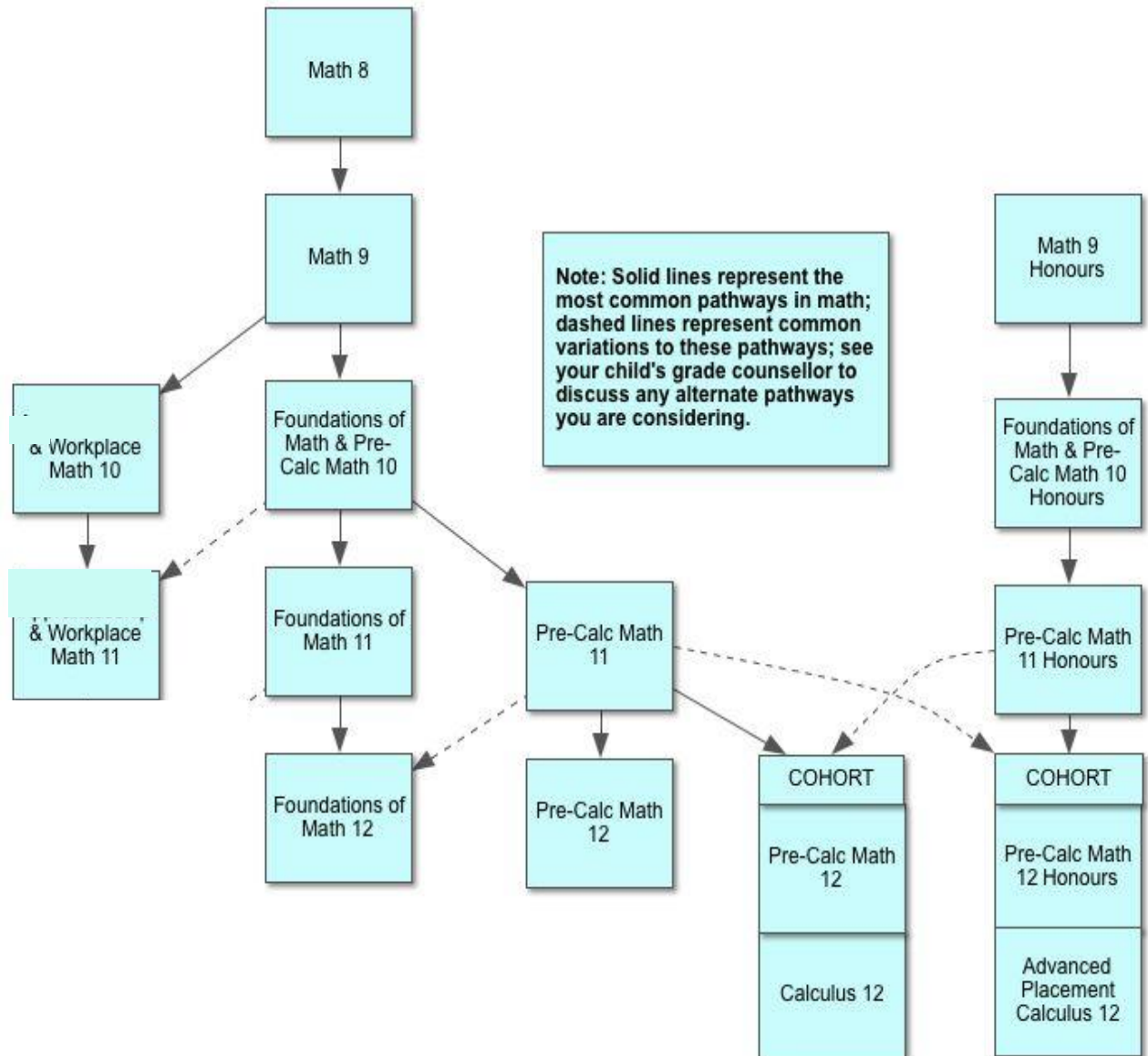
### **WORKPLACE MATH 10 AND 11**

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.



# MATHEMATICS

## FLOWCHART OF MATHEMATICS

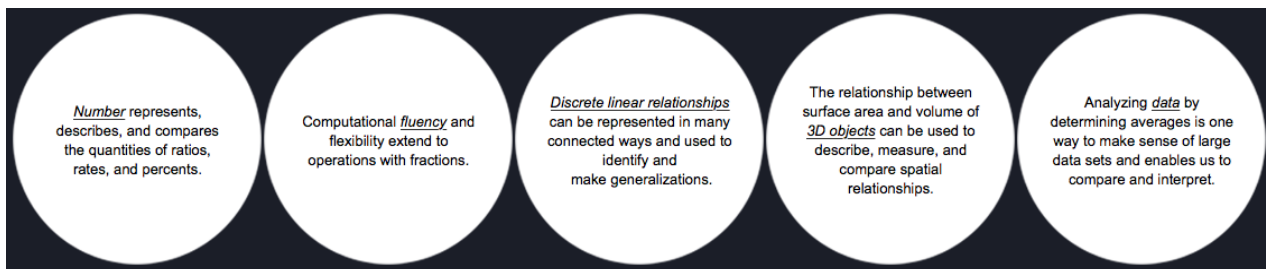


- Please discuss a typical pathway in math with your child's grade counsellor and math teacher.
- **Students and parents are encouraged to research the admission requirements for post-secondary programs as they vary by institution and by year.**



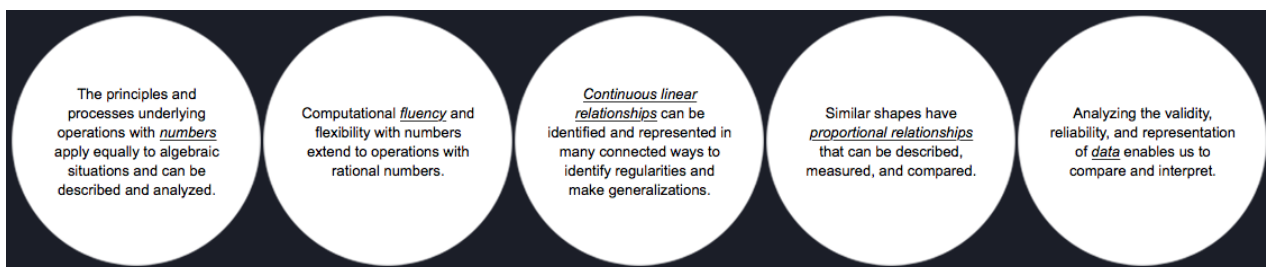
## MATHEMATICS 8

This mathematics course is designed to develop numeracy skills by combining mathematical knowledge, communication skills, problem solving, connecting ideas, reasoning, mental math, estimation, visualization, and the use of technology. Students will construct their own meaning out of mathematics, understand math in meaningful contexts, and learn to move from concrete to abstract ideas by linking concrete, pictorial, and symbolic concepts.



## MATHEMATICS 9

This mathematics program continues to develop the math concepts and thinking skills from the grade eight curriculum. Students will hear and provide explanations, draw to represent their thinking, engage in experiences with concrete materials, visualize, and discuss their thinking with others in order to create deeper understanding. Students will learn to be investigative thinkers, and will build perseverance through solving challenging problems.

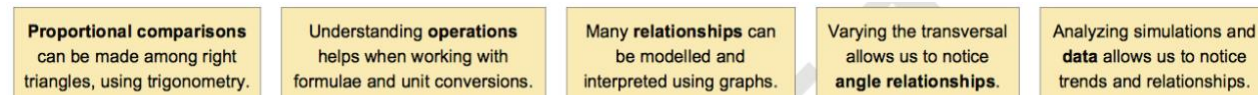


## MATHEMATICS 9 HONOURS

In addition to the Math 9 curriculum organizers, Math 9H offers enrichment opportunities for those students who achieved a high level of success in Math 8.

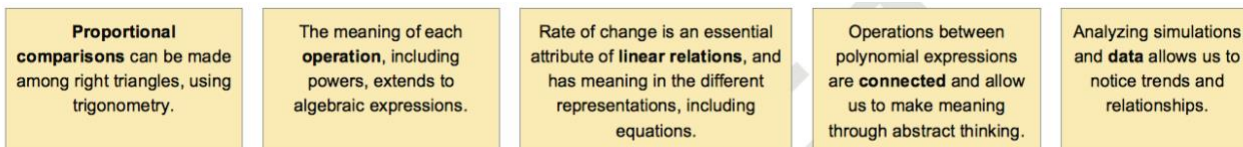
## WORKPLACE MATHEMATICS 10

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. The course will concentrate on algebra, geometry, measurement, number sense with practical applications, and trigonometry, and will continue to focus on the mathematical processes learned in Math 8 and 9. Students with a credit for Apprenticeship & Workplace 10 are recommended for Apprenticeship and Workplace Mathematics 11.



## FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in both the arts and the sciences. The course will concentrate on algebra, number theory and operations, relations and functions, trigonometry, financial literacy, and logical reasoning, and will continue to focus on the mathematical processes learned in Math 8 and 9. Students with a credit for Foundations of Mathematics 10 are recommended to take Foundations of Mathematics 11 or Pre-Calculus 11.



## MATHEMATICS 10 HONOURS

In addition to the Math 10 curriculum, Math 10H offers enrichment opportunities for those students who achieved a high level of success in Math 9 or Math 9H. Teacher recommendation required.

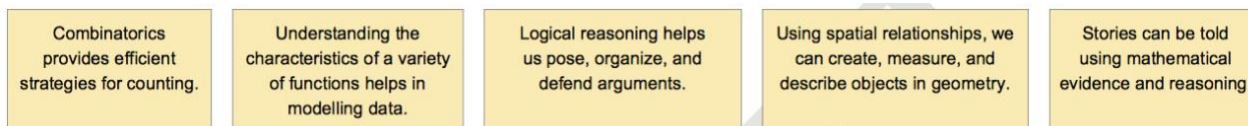
## WORKPLACE MATHEMATICS 11

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurements, numbers, statistics and probability.



## FOUNDATIONS OF MATHEMATICS 11

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in the arts or the humanities. Topics include financial mathematics, geometry, measurement, logical reasoning, relations and functions, statistics and probability.



## PRE-CALCULUS MATHEMATICS 11

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus (e.g.: Sciences and Engineering). Topics include algebra and numbers, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem. Recommended: Foundations of Mathematics & Pre-calculus 10

**Proportional comparisons** can be made among triangles and angles on a coordinate plane, using trigonometry.

The meaning of each **operation**, including rational exponents and radicals, extends to algebraic expressions.

**Functions** allow us to model contextualized situations, including financial ones.

Operations between algebraic expressions equations are **connected** and allow us to make meaning through abstract thinking.

## PRE-CALCULUS MATHEMATICS 11 HONOURS

In addition to the Math 11 curriculum, Math 11 H provides enrichment opportunities for those students who achieved a high level of success in Math 10 or Math 10H. Teacher recommendation required.

## FOUNDATIONS OF MATHEMATICS 12

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in the arts. Topics include financial mathematics, logic with numbers, set theory, probability, combinatorics, relations and functions.

Combinatorics provides efficient strategies for counting.

Understanding the characteristics of a variety of functions helps in modelling data.

Logical reasoning helps us pose, organize, and defend arguments.

Using spatial relationships, we can create, measure, and describe objects in geometry.

Stories can be told using mathematical evidence and reasoning.

## PRE-CALCULUS MATHEMATICS 12

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, like Mathematics, Sciences or Engineering. Topics include trigonometry, relations and functions (exponential & logarithmic, polynomial, radical, rational, and transformations), and combinatorics.

Many functions are related through inverse operations.

Analyzing the characteristics of functions allows us to solve equations, and model and understand relationships.

Transformations of shapes extend to functions in all of their representations.

Geometrical thinking and visualization can be used to explore conics and functions.

## CALCULUS 12 / PRE-CALCULUS 12 COHORT

Topics to be covered include: limits, differentiation, graphical analysis, related rates, maxima and minima and integration. It is strongly recommended that students pursuing a Mathematics-related career take Calculus 12. Students enrolled in this course will be placed in a special cohort of Pre-Calculus 12. While enrolled in the two courses concurrently, students will spend half of the school year working on the Pre-Calculus 12 course and half of the year on Calculus 12.

The **concept of a limit** is foundational in developing calculus.

Differential calculus develops the concept of instantaneous **rate of change** of one quantity in relation to another.

Integral calculus develops the concept of finding the **sum of an infinite series**.

Derivatives and integrals have an **inverse relationship**.

## AP CALCULUS 12 / PRE-CALCULUS 12 COHORT

Topics to be covered include: limits, differentiation, graphical analysis, related rates, maxima and minima and integration. It is strongly recommended that students pursuing a Mathematics-related career take Calculus 12. Students enrolled in this course will be placed in a special cohort of Pre-Calculus 12. While enrolled in the two courses concurrently, students will spend half of the school year working on the Pre-Calculus 12 course and half of the year on Calculus 12.

Each May, students can take the **optional** Advanced Placement Examinations. The multiple-choice portions of the exams are scored by computer and the free-response sections are scored by college and high school consultants at the AP Reading in June. Grade reports are sent to students, schools, and colleges in July.

### Benefits of AP for Students

Provide college/university credits for courses and examinations successfully taken in high school.

Exempt them from some introductory college/university courses, thus permitting students to move more quickly into advanced classes.

- Motivate them to attempt more challenging courses in both high school and college/university.
- Develop, in a high school environment, the study skills and habits they will need in college/university.
- Bolster their confidence that they can meet college/university requirements.
- Reduce college/university costs and time to obtain a degree.

The **concept of a limit** is foundational in developing calculus.

Differential calculus develops the concept of instantaneous **rate of change** of one quantity in relation to another.

Integral calculus develops the concept of finding the **sum of an infinite series**.

Derivatives and integrals have an **inverse relationship**.

### MATH COURSES EXTENSIVELY USING GRAPHING CALCULATORS:

- Foundations of Math 11 and 12 (highly recommended that students purchase their own calculator)
- AP Calculus 12 (required)
- Calculus (highly recommended that students purchase their own calculator)
- See teachers for specific model(s).



# MODERN LANGUAGES

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The Modern Language Department at Argyle offers courses in French, and Spanish. The primary aim of the Modern Language Program is to develop basic competence in both written and oral aspects of language. As the student progresses through the program, increasing emphasis is placed on written work and the quality of oral production.

## **SPANISH ENTRY 9, SPANISH 10, 11, & 12**

There is a Spanish class available at every grade from nine through twelve. Spanish classes at Argyle are taught using the TPRS method (Teaching proficiency through reading, storytelling and role playing). Students learn to speak and write Spanish while inventing stories, as well as reading several short stories and novels. The stories and novels become more complex and longer as students progress from Spanish 9 to Spanish 12. The goal of TPRS is for students to "acquire" the language and not just learn about it. Students will be evaluated on written and spoken Spanish through vocabulary quizzes, projects, story dramatizations and several timed writing activities.

## **FRENCH 8**

French 8 is a beginning language class designed to develop a second language foundation. The course begins with an emphasis on the acquisition of basic vocabulary while providing the students with ample opportunity to develop their oral communication skills; speaking, listening, and interacting. As the year progresses, increased emphasis is placed on understanding basic sentence structures so that students can develop quality writing skills and can express their ideas with more clarity.

## **FRENCH 9**

Students continue to strengthen their basic second language foundation skills learned in French 8. In this course, students will enrich their vocabulary and strengthen their skills of second language learning since this is a project based, interactive course. Most of the classroom instruction will take place in French. Students will be evaluated throughout the year on their reading, writing, speaking and listening ability. By the end of the year, students will have acquired spontaneous communication skills. Recommended: French 8.

## **CORE FRENCH 10**

This is an intermediate language course that requires that the language foundation skills have been developed. This course is designed to enhance the fluency of both the oral and written language as the majority of the classroom instruction will be conducted in French. As the year progresses, students will learn to develop mature language skills, create complex sentences structures and enrich their language expression. This is a project based course so the students

will be constantly evaluated on their meaningful language production throughout the year. Recommended: French 9.

### **CORE FRENCH 11**

This is an advanced level course that is taught predominantly in French. It is expected that students can already express their basic ideas, opinions and daily activities in French. This course primarily focuses on the development of the students' ability to communicate using a larger variety of tenses and of sentence structures. Students will further develop language etiquette and provide some nuances to their expression. Recommended: French 10.

### **CORE FRENCH 12**

Students develop their skills in written and oral expression by participating in spontaneous conversations and debate/discussion of topics of current interest. Themes include travel, work, ecology and health. Reading and comprehension skills are further emphasized with the reading of articles from magazines, newspapers, and short literary pieces, and the viewing of French films. Recommended: French 11.





# PERFORMING ARTS

## DRAMA

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### DRAMA 8

Students will learn all about the imaginative world of drama! Students in this one term class will experience a number of short units including tableaux and movement-based work, such as mime, improvisation, and short skits. Students will have the opportunity to perform for their peers and for the public in either a series of shorts scenes, or a one-act play. See structure of Explorer 8 term electives under Grade 8 Electives at start of booklet.

### DRAMA 9

Drama 9 is a course for students who wish to take an introductory drama course. In this course, students will engage in activities and performances that will enhance their self-esteem, concentration, communication, imagination, creative expression and ability to cooperate in a safe, supportive atmosphere with their peers. Students will create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play. Drama 9 emphasizes acting techniques, character development, improvisation, concentration, teamwork, speech, movement, mime, role-play and script work. Students prepare work to perform in class and in public, and a few assignments will require independent/group work outside school hours. **Theatre discipline will be expected, and a mature approach to work in the theatre space is required for success in this course.**

### DRAMA 10

Drama 10 is a course for Grade 10 students who wish to continue exploring their study in drama. Drama 10 is built upon the pillars of artistic perception, creative expression, aesthetic valuing, and historical and cultural content. Coursework emphasizes acting techniques, improvisation, concentration, teamwork, speech and enunciation, mime, role-play and script work. Students work to develop their skills in focus, self-discipline, and responsibility in a safe, supportive atmosphere with their peers. Students prepare work to perform in class and in public, and a few assignments will require independent/group work outside school hours. **Theatre discipline will be expected, and a mature approach to work in the theatre space is required for success in this course.** The BIG ideas of Drama 8 -10 are as follows:



## **DRAMA 11**

Drama 11 expands the essential components of acting techniques, improvisation, concentration, teamwork, speech and enunciation, role-play and script work. Students work to advance their skills in self-discipline, responsibility, focus and motivation through preparing and performing theatrical works in class and for public performance. Assignments and performances will require independent/group work outside school hours. **A professional approach to work in the theatre space is required with a high level of maturity being the expectation. Grade 10 students wishing to enroll in this course must take Drama 10 as a pre-requisite.**

## **DRAMA 12**

Drama 12 polishes the essential components of acting techniques, improvisation, concentration, teamwork, speech and enunciation, role-play and script work. Students polish their skills in self-discipline, responsibility, focus and motivation through preparing and performing theatrical works in class and for public performance. This is the senior acting course and prepares students for post-secondary theatre programs and film studies. Students should expect to complete a number of assignments which require independent work outside of school hours. **Students wishing to take this level must be aware they are required to assist with school productions to receive credit.** These students are expected to provide leadership to less experienced members of the class. Occasionally, field trips will be available to students to give them the opportunity to see live theatre but will not be obligatory.

## **DIRECTING & SCRIPT DEVELOPMENT 11**

Students in this course will be providing leadership and guidance to junior students in their theatre class. Student directors work under the guidance of the teacher, analyzing scripts and running rehearsals in class with groups they are directing. The senior student will have control over the artistic aspects of the production and will guide the junior students, sharing their knowledge from their own experiences in theatre. Strong inter-personal communication and/or writing skills are recommended for this course. This class will require the student to work outside of the timetable in order to prepare for their production and be present on the nights of the show. **Previous experience in Drama 11 is required; otherwise, an interview with the instructor will be mandatory for enrollment.**

## **DIRECTING & SCRIPT DEVELOPMENT 12**

Students in this course will be providing leadership and guidance to junior students in their theatre class. Student directors work under the guidance of the teacher, analyzing scripts and running rehearsals in class with groups they are directing. The senior student will have control over the artistic aspects of the production and will guide the junior students, sharing their knowledge from their own experiences in theatre. Strong inter-personal communication and/or writing skills are recommended for this course. This class will require the student to work outside of the timetable in order to prepare for their production and be present on the nights of



the show. **Previous experience in Directing & Scriptwriting 11 or Drama 11 is required; otherwise, an interview with the instructor will be mandatory for enrollment.**

## **THEATRE COMPANY 10-12 & THEATRE PRODUCTION 10-12**

These courses are designed to integrate students within the Argyle Drama annual dramatic production(s). Theatre Company is intended for students who want to perform: act, sing, and dance; whereas Theatre Production is aimed for students interested in the technical elements of production: lighting, sound, costume, props, set, makeup, etc. Theatre Company 10-12 and Theatre Production 10-12 are run concurrently after school.

### **THEATRE COMPANY 10**

This course is offered after school and scheduled to minimize conflicts with other performing arts programs. The primary focus of this course will be to prepare for and perform in Argyle Drama's annual production(s) for the school and community. This course provides performing arts students with an opportunity to experience and develop their dramatic &/or musical and choreographic skills. Emphasis is placed on ensemble playing and development of the voice. Other highlights may include in-depth acting and movement training. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis. *NB. Students enrolled in Drama 9-12 courses will receive preferential consideration for leading and supporting roles.*

### **THEATRE COMPANY 11**

Encore! This course is offered after school and scheduled to minimize conflicts with other performing arts programs. The primary focus of this course will be to prepare for and perform in Argyle Drama's annual production(s) for the school and community. This course further endorses higher level performing arts students with opportunities to experience and develop their dramatic &/or musical and choreographic skills. Emphasis is placed on ensemble playing and development of the voice. Other highlights may include in-depth acting and movement training. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis. *NB. Students enrolled in Drama 9-12 courses will receive preferential consideration for leading and supporting roles.*

### **THEATRE COMPANY 12**

Encore! This course is offered after school and scheduled to minimize conflicts with other performing arts programs. The primary focus of this course will be to prepare for and perform in Argyle Drama's annual production(s) for the school and community. This course further endorses higher level performing arts students with opportunities to experience and develop their dramatic &/or musical and choreographic skills. Emphasis is placed on ensemble playing and development of the voice. Other highlights may include in-depth acting and movement training. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis. *NB. Students enrolled in Drama 9-12 courses will receive preferential consideration for leading and supporting roles.*

## **THEATRE PRODUCTION 10**

This course is offered after school and scheduled to minimize conflicts with other performing arts programs. Theatre Production 10 is for students who want experience in the designing, building and running of: sets, props, lighting, sound, costumes, and make-up. Students will assistant stage-manage, house manage, and light and crew all theatre productions. Students in this course must be prepared to attend extra Tech rehearsals and all special rehearsals in the run-up to a performance as well as all performances. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis.

## **THEATRE PRODUCTION 11**

Encore! This course is offered after school and scheduled to minimize conflicts with other performing arts programs. Theatre Production 11 is for students who want experience in the designing, building and running of: sets, props, lighting, sound, costumes, and make-up. Students will assistant stage-manage, house manage, and light and crew all theatre productions. Students in this course must be prepared to attend extra Tech rehearsals and all special rehearsals in the run-up to a performance as well as all performances. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis.

## **THEATRE PRODUCTION 12**

Encore! This course is offered after school and scheduled to minimize conflicts with other performing arts programs. Theatre Production 12 is for students who want or have previous experience in the designing, building and running of: sets, props, lighting, sound, costumes, and make-up. Students will stage manage, assistant stage-manage, house manage, and light and crew all theatre productions. Students in this course must be prepared to attend extra Tech rehearsals and all special rehearsals in the run-up to a performance as well as all performances. Previous experience in Theatre Production 11 is required. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year-to-year basis.



# PERFORMING ARTS MUSIC

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The Music Department's curriculum is based on the philosophy that music is an integral part of a comprehensive educational program. The purpose of the music program is to provide a learning experience through which students have the opportunity to develop: an aesthetic sense, intellectually and emotionally through music; extending and transmitting our cultural heritage and that of other cultures through music; creating and performing music; understanding the relationship between Performing Arts and the environment; and developing an awareness of the vocational and the many other opportunities available through Performing Arts.

## **BEGINNING BAND 8 – 12**

This course is for students who have little or no previous training in playing a concert band instrument and/or experience playing in a concert band setting. Students will have the opportunity to choose their own woodwind, brass or percussion instrument and develop basic skills and foundations of music through the course. Ensemble placement for the following year will be based on discussion with the student, considering their ability and grade level. Supplementary fee: \$30.00

### **BAND 8**

Previous elementary band experience or lessons highly recommended. Foundations of musical theory comprises the written component of the course. Supplementary fee: \$30.00

### **BAND 9**

The basic concepts from Band 8 are built on and expanded. Performances in a number of evening concerts comprise a part of the course work. Travel is also a part of this group's musical experience this year as we will visit with schools and perform concerts in a 2-3 day trip outside of our community. Music theory, repertoire exploration and instrumental technique are integrated into the course. Although the final product is always of high caliber, the most important part of the musical experience is the process to that final product. Recommended: Band 8 or equivalent training. Supplementary fee: \$30.00

### **INSTRUMENTAL MUSIC 10**

All concepts from the previous two years are reviewed and tested. Performances in a number of evening concerts are part of the course work, chamber music will also be explored. Students will have their first recording assignment in January. Music theory, repertoire exploration and instrumental technique are integrated into the course. Although the final product is always of high caliber, the most important part of the musical experience is the process to that final product. Recommended: Band 9 or equivalent training. Supplementary fee: \$30.00

## **INSTRUMENTAL MUSIC 11**

Course combines with Band 12 – see below. Recommended: Band 10 or equivalent training.  
Supplementary fee: \$30.00

## **INSTRUMENTAL MUSIC 12**

This is a performance-oriented course, involving a variety of styles including traditional concert band literature as well as pop, rock, and jazz. Technical and theoretical skills continue to be practiced through varied repertoires and playing assessments. This group does some extensive travelling in the Spring and involvement in a National festival is an option every second year. Although the final product is always of high caliber, the most essential part of the musical experience is the process to that final product. This course is offered in X-Block which occurs before the start to the school day. Recommended: Band 10 or equivalent training.  
Supplementary fee: \$30.00

## **JR. JAZZ BAND 8 & 9**

## **JAZZ BAND 10, 11, & 12**

These are performance-oriented courses with a concentration on both a variety of jazz styles (Swing, Rock, Latin, Funk, Blues) and the fundamentals of theory. There will be opportunities to perform in big bands and combos, and students will have the opportunity to work on solos and improvisation at their own pace. Performances occur over a number of evening concerts and a jazz band festival is also part of the course work. Out of school time for sectionals is required. Although the final product is always of high caliber, the most essential part of the musical experience is the process to that final product. Ensemble placement will be based upon discussion between student and teacher. Participation in Concert Band is a co-requisite to enrollment in a Jazz Band course.

## **CHOIR 8**

See description under grade 8 electives. Supplementary fee: \$30.00

## **CHOIR 9**

Students will cover a wide range of material in this course, from traditional to contemporary literature. New students to singing and choir are welcome, especially young men. Some theory is included, and a basic music knowledge helpful, although not required. A January concert tour with the band, three evening concerts (one per term) and community singing field trips are part of the course. Supplementary fee: \$30.00

## **CHORAL MUSIC 10**

This course will cover a wide range of choral repertoire from traditional literature to vocal jazz. Students will learn good singing technique, sight singing and some music theory. Newcomers to choirs/singing are most welcome; we value all male and female voice types. Participation in Remembrance service, three evening concerts (one per term), and a music festival field trip in the spring are part of the course. Supplementary fee: \$30.00

## **CHORAL MUSIC 11 & 12**

These two courses (combined to form the “Concert Choir”) are designed to develop advanced skills in choral singing, vocal technique, sight singing, advanced and varied repertoire. A fall choir retreat, four evening concerts, one festival appearance, and many opportunities to perform within the community are part of this course. An optional spring tour with the Band is also planned. Happy to welcome newcomers to choir; please meet with the instructor in advance. (This spring before year end if possible.) Recommended: Choir 11 (not necessary) Supplementary fee: \$30.00.

## **ORCHESTRA 8 – 12**

This is a strings performance ensemble for those students who already play violin, viola, cello or string bass. The course is offered at each grade level and meets as a combined class. All levels of players with previous experience are welcome. Basic concepts of ensemble and individual performance are studied as well as collaborating with the senior choir and band. Performances are an important part of this class, three evening concerts (one per term), Remembrance service, a local festival and optional touring opportunities with the choir and band are planned. The class meets twice a week in X-block (outside the regular timetable) at Argyle. Recommended: previous string lessons and permission from the instructor. Supplementary Fee \$ 30.00.

## **VOCAL JAZZ CHOIR 8 / 9 / 10**

This will be an auditioned group that will meet in X-block (outside the regular timetabled day). It is an opportunity for young singers to get exposed to a variety of jazz styles, improvisation, learn mic technique and possibly participate in a Jazz Festival. The course includes 3 evening concerts and Cabaret Night. Auditions will be held in May of this year and incoming grade 8's can audition in September of the next school year. Any singer is welcome to audition regardless of enrollment in other choir courses. Recommended: Choir 8/9/10 (but not necessary). Looking for a rhythm section: bass, piano and drums. Please see the instructor in advance. Students should sign up for the course if interested in order to audition before year end. Supplementary Fee: \$30.00.

## **VOCAL JAZZ ENSEMBLE 11 & 12**

This is an AUDITIONED ensemble course requiring advanced vocal skills, good music reading abilities, extra-curricular time and many performance opportunities. Auditions will be held in May. A wide variety of choral music will be studied, primary focus on jazz, pop and contemporary acapella arrangements. Vocal improvisation and some chamber choir repertoire are also part of course. Students MUST be enrolled in Choir 11/12 or Chamber Choir 11/12 in order to participate. A fall mini retreat, four school concerts, Cabaret night, a festival and (optional) spring touring opportunities are part of the course. Recommended: CHOIR 10 or Junior Jazz Choir, but not essential. INSTRUMENTALISTS required: a bass player, drummer and piano player, please see the instructor in advance. Supplementary Fee \$ 30.00

## **CHAMBER CHOIR 9 /10/ 11/ 12**

This is an exciting AUDITIONED choir course requiring solid developing vocal skills, some music reading ability, extra-curricular time and many performance opportunities. It aims to meet the needs of those singers (regardless of grade), who want to explore a more diverse choral repertoire and challenge themselves. This course will be scheduled in an X-block, time to be determined, and the aim is to diversify the musical presentations from other Argyle choirs.

It can be used as a prerequisite for VOCAL ENSEMBLE 11/12   Supplementary Fee \$ 30.00

## **COMPOSITION & PRODUCTION 11 & 12**

This course is designed for students who have an interest and some experience in either songwriting or music composition. Instrumental skills, especially guitar or keyboard, are useful but not necessary. Students are able to work individually, in collaboration with the teacher or in collaborative pairs to compose pieces with both music and lyrics. Students will leave the course with well-recorded (by themselves, or by other musicians) versions of their songs and projects. Students will also learn music theory to further their own level of understanding of the composition process (music theory will be taught to varying levels, depending on individual students' previous experience). Field trips to a recording studio and concerts are optional activities planned for the course.



# PHYSICAL & HEALTH EDUCATION (PHE)

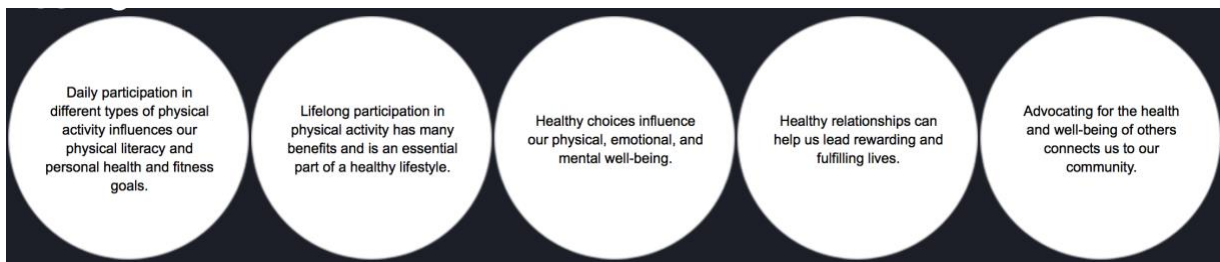
## PHYSICAL & HEALTH EDUCATION 8 & 9

Grade 8 & 9 Physical & Health Education (PHE) aim to empower students to develop a personalized understanding of what healthy living means to them as individuals and members of society in the 21st century. The PHE curriculum focuses on well-being — the connections between physical, intellectual, mental, and social health. This approach aligns with those of jurisdictions across Canada and throughout the world to promote a deeper and more holistic understanding of overall health and well-being in students.

PHE is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and mental well-being. The PHE curriculum highlights the interconnections between an individual's health and his or her well-being, the connections between physical and mental health, the importance of positive interpersonal relations, and how interactions with the community affect overall well-being. As well, the PHE curriculum aims to develop students who have the knowledge and confidence to promote their own health and well-being by maintaining healthy habits. The goal is for students to recognize and change unhealthy behaviours and, at the same time, advocate for the safety, health, and well-being of others. The big ideas as developed by the Ministry of education are as follows:

Supplementary Fee: \$20.00

Physical Literacy	This area focuses on students acquiring the knowledge, skills, and mindsets that will enable them to successfully participate in a wide range of physical activities.
Healthy and Active Living	This area focuses on various aspects of developing a healthy lifestyle, both in and out of school, including healthy eating, daily physical activity, and healthy choices that influence health and well-being.
Social and Community Health	The overall health and safety of ourselves and others is directly influenced by our surroundings, including the physical environment and interpersonal relationships. Focusing on the reciprocal relationship between individual and community health enables students to develop an understanding of how we as individuals can influence, and be influenced by, the health of others and the community.
Mental Well-Being	This area enables students to learn about the many factors in our lives that influence our mental well-being, including our sense of self, our relationships with others, and how we might cope with the many changes we experience throughout our lives. Additionally, students will explore various pressures and influences on mental well-being while learning about strategies to promote mental well-being for themselves and others.



## PHYSICAL AND HEALTH EDUCATION 10

The PHE 10 curriculum focuses on well-being — the connections between physical, intellectual, mental, and social health. This approach aligns with those of jurisdictions across Canada and throughout the world to promote a deeper and more holistic understanding of overall health and well-being in students. Students will continue to develop in the area of lifelong physical activity and new individual and dual activities are introduced. Students will also learn basic first aid. Supplementary fee: \$30.00 The big ideas as developed by the Ministry of education are as follows:

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.	Trying a variety of physical activities can increase our chances of being active throughout our lives.	Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.	Personal fitness can be maintained and improved through regular participation in physical activities.	Understanding the factors that influence our health empowers us to take action to improve it.
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## PHE OUTDOOR EDUCATION 11 & 12

Outdoor Education 11/12 is a senior Physical & Health Education elective available to students in grade 11 and/or grade 12. The Big ideas as developed by the Ministry of Education are as follows:

Participation in outdoor activities allows for the development of skills in a complex and dynamic environment.	Spending time outdoors allows us to develop an understanding of the natural environment.	Participating safely in outdoor activities requires communication, teamwork, and collaboration.	Participation in outdoor activities allows for the development of leadership skills that can be applied in a variety of contexts and environments
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A particular emphasis will be placed on physical fitness, knowledge, and skills to participate safely and effectively in outdoor pursuits. Students will learn valuable survival and outdoor skills, develop leadership and teamwork skills, gain an understanding of environmental stewardship, and develop an appreciation for nature.

- During class time, students will participate in a number of outdoor educational experiences and learn about active living within their natural surroundings. For example, hiking, team-building activities, and skill development in our nearby green spaces, parks, and trails.
- Students will get an introduction to backcountry navigation and Wilderness First Aid.
- Students will be responsible to supply their own suitable outdoor clothing and equipment for class activities.
- Students will also have the opportunity to participate in a number of field trips, such as hiking, back-packing, indoor rock climbing & bouldering, snowshoeing, cross-country skiing, mountain biking, canoeing, kayaking, stand-up paddle-boarding, as well as overnight backcountry camping trips. Field trips are offered at an added cost.

Course website: <https://argyleoutdoorededucation.weebly.com/>

## BASKETBALL ACADEMY 8 – 12

Basketball Academy 8-12 is an Enhanced program with the North Vancouver School District. Subject to enrollment, the Academy will use Argyle as one of its sites. Basketball Academy develops knowledge, skills & fitness through a variety of activities with a specific emphasis on basketball training and development. Students will learn to identify and explain the effects of exercise on the body systems before, during, and after exercise. It is expected that students will demonstrate a personal functional level of personal fitness and positive personal and social



behaviour. Basketball Academy provides a PHE course credit at the student grade level. Application to and information about this Academy can be found on North Vancouver School District Website under Programs and Services [www.sd44.ca/ProgramsServices/Academies/Pages/default.aspx](http://www.sd44.ca/ProgramsServices/Academies/Pages/default.aspx)  
Supplementary fee: \$1500.00

## **PHE ACTIVE LIVING 11 & 12**

These two courses can each be taken by the student in subsequent years. In terms of organization, the two courses will be combined together at the school. Students may participate in a variety of activities that focus on overall health and well-being. The class will be focussed on the exploration, preparation, organization, and safety considerations of activities that will encourage students to participate more regularly in lifelong physical activity. Students may participate in a number of field trips (activities may include sailing, kayaking, canoeing, golf, indoor rock climbing, snowshoeing, bowling, curling, etc.). There will also be the opportunity to take part in a camping trip and obtain the *First on the Scene* First Aid certification through St. John's Ambulance. Students taking the Active Living 12 will be expected to take on more leadership roles and responsibilities within the class setting. Supplementary Fee: \$65.00

The big ideas as developed by the Ministry of education are as follows:

Physical activity is an important part of overall health and well-being.	Finding enjoyable activities can motivate people to participate more regularly in physical activity.	Safely participating in activities and avoiding injury can sustain lifelong physical activity.	Preparation and organization helps people engage more regularly in physical activity.
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## **PHE FITNESS & CONDITIONING**

These PHE courses are for students in Grade 10, 11 and 12. The course presents a valuable opportunity to form a lifelong foundation of personal fitness and a healthy lifestyle. Grade 10 students use the school Fitness Centre (a supplemental fee of \$30 covers the cost of field trips). Grade 11/12 students use the Karen Magnussen Fitness Centre and are required to purchase a fitness pass from the North Vancouver Recreation Commission (at a reduced rate of approx. \$25/month for 9 months). This pass can be used both during and outside of class time and for other regularly scheduled sessions offered through the NVRC (swimming, skating, fitness classes, squash, etc.). The big ideas as developed by the Ministry of education are as follows:

Our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels.	Knowing how our bodies move and function helps us to stay safe during exercise.	Following proper training guidelines and techniques can help us to reach our health and fitness goals.	Making healthy choices can help us to reach our health and fitness goals.
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Students will develop and implement a fitness, strength and conditioning program to meet their own specific interests and goals. They will also gain an understanding of fitness theory, applied musculoskeletal anatomy and physiology, and nutrition. Classes may be held both at Argyle and at the Karen Magnussen Rec Centre weight room. Transportation to and from classes at the Rec Centre is the responsibility of the student. Walking, car-pooling and public transportation are options and the responsibility of the student.



# SCIENCE

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**The Science Department at Argyle offers general science courses in the junior grades. In grade 11 and 12 courses are diversified. The inquiry approach and a wide variety of activities are both used extensively to teach content.**

## SCIENCE 8

As students investigate cells, atomic theory, light and plate tectonics they will increase their understanding of the Scientific Method and our natural world. Communication, critical and creative thinking, personal awareness, and social responsibility are skills that will be developed throughout the year. Students will also be provided with the opportunity to develop the processes, attitudes and scientific habits of mind that allow them to pursue their own inquiries. The course will culminate with a grade-wide science fair. The big ideas as developed by the Ministry of education are as follows:

Life processes are performed at the cellular level.

The behaviour of matter can be explained by the kinetic molecular theory and atomic theory.

Energy can be transferred as both a particle and a wave.

The theory of plate tectonics is the unifying theory that explains Earth's geological processes.

## SCIENCE 9

As students investigate reproductive strategies, the periodic table, electricity and ecosystems, they will increase their understanding of the Scientific Method and our natural world. Communication, critical and creative thinking, personal awareness, and social responsibility are skills that will be developed throughout the year. Students will also be provided with the opportunity to develop the processes, attitudes and scientific habits of mind that allow them to pursue their own inquiries.

Recommended: Science 8 or Sciences Naturelles 8 The big ideas as developed by the Ministry of education are as follows:

Cells are derived from cells.

The electron arrangement of atoms impacts their chemical nature.

Electric current is the flow of electric charge.

The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

## SCIENCE 10

Science 10 topics include genetic diversity and patterns of inheritance, chemical processes and energy transformations, as well as the formation of the universe. Using critical thinking, creative insight, and their current scientific knowledge, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, discover and increase their understanding of science through hands-on experience. Recommended: Science 9 or Sciences Naturelles. The big ideas as developed by the Ministry of education are as follows:

Genes are the foundation for the diversity of living things.

Chemical processes require energy change as atoms are rearranged.

Energy is conserved and its transformation can affect living things and the environment.

The formation of the universe can be explained by the big bang theory.

## SCIENCE FOR CITIZENS 11

Science for Citizens deals with inventions and discoveries, and the way in which science and technology affect the well-being of individuals and the global society. Using critical thinking, creative insight, and their current scientific knowledge, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, discover and increase their understanding of science through hands-on experience. Topics covered include, health science, home technologies, recycling, workplace chemicals, forensic science, extreme weather and disaster preparedness, and resources and sustainability. Recommended: Science 10 or Sciences Naturelles 10. The big ideas as developed by the Ministry of education are as follows:

Science informs our decisions and impacts our daily lives.

Science has everyday uses and safety implications in the workplace.

Science helps explain how natural changes and human choices affect global systems.

## ENVIRONMENTAL SCIENCE 11

This course provides students with a concept of local ecosystems, how to produce and sustain a healthy ecosystem, and how humans can have a positive or negative consequence on their environment. Students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, and discover their role in sustaining a biodiverse ecosystem, limiting the negative impacts of humans on the environment, and how to help conserve and restore local ecosystems. Recommended: Science 10 or Sciences Naturelles 10. The big ideas as developed by the Ministry of education are as follows:

**Diversity in Local Ecosystems**  
Local environments contain diverse ecosystems with many roles and relationships.

**Processes and Changes in Local Ecosystems**

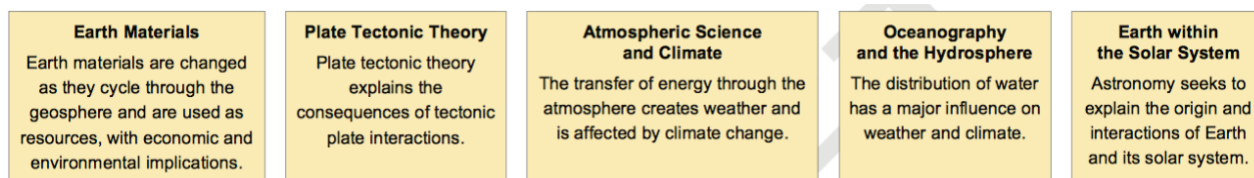
- Interconnected systems sustain healthy ecosystems.
- Ecosystem stability is an important result of sustainability

**Sustainability in Local Ecosystems**  
Human practices affect the sustainability of ecosystems.

**Conservation and Restoration of Ecosystems**  
Humans can play a role in conservation and restoration of ecosystems.

## EARTH SCIENCE 11

This course provides students with a concept of the Earth's structure, the materials it is made from, and its position in the known universe. This is a senior science course for students interested in geology and who are willing to put in a serious effort and prepare for Geology 12 or Geography 12. Students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, and discover our role in shaping the Earth and maintaining a future on the Earth or beyond. Topics covered include earth materials, plate tectonics, erosion, oceanography, atmospheric science, and astronomy. Recommended: Science 10 or Sciences Naturelles 10. The big ideas as developed by the Ministry of education are as follows:

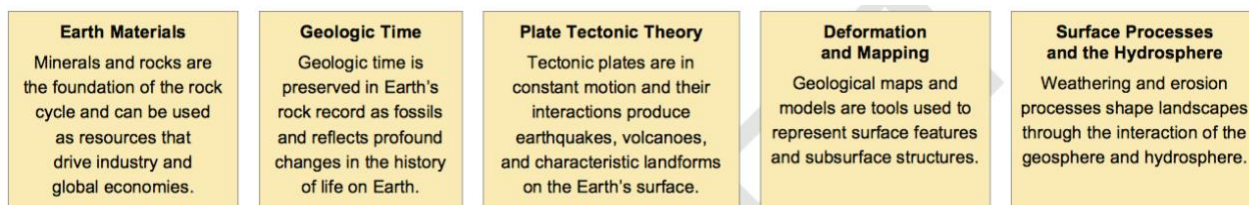


## GEOLOGY 12

Geology 12 expands on the geology units taught in Earth Science 11. It prepares students for university courses in geophysics, geology, volcanology, and the oil and mining industry. Geology 12 topics include earth materials, geologic time and the fossil record, plate tectonics and deformation and mapping and surface processes. Using critical thinking, creative insight, and their current scientific knowledge, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, and discover their place in the geologic record and their responsibility to create a symbiotic relationship with the Earth and its resources.

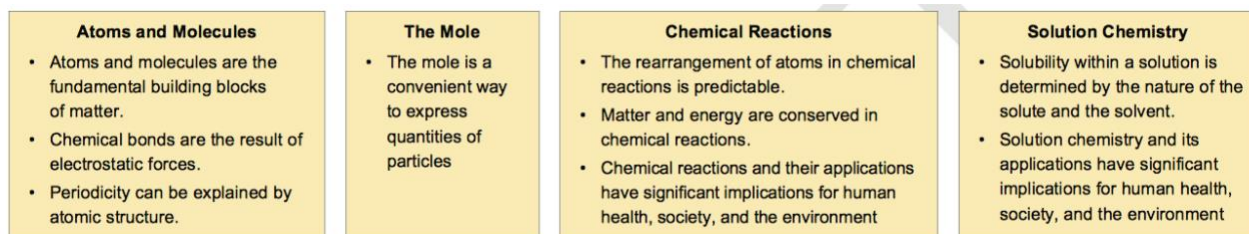
Recommended: Biology 11, Physics 11, Earth Science 11, or Chemistry 11 (recommended 67%)

The big ideas as developed by the Ministry of education are as follows:



## CHEMISTRY 11

Using critical thinking, creative insight, scientific theory and mathematics, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, discover and increase their understanding of chemistry through hands-on experience. Topics include atomic structure and the periodicity, the mole concept, chemical reactions and stoichiometric analysis, solution chemistry and an introduction to organic chemistry. In addition to scientific theory, implications for human health, society and the environment will be investigated. Recommended: Science 10 (67% +) and Foundations of Mathematics & Pre-calculus 10 (67% +) The big ideas as developed by the Ministry of education are as follows:



### Organic Chemistry

- Carbon's ability to form four bonds, with itself and other elements, results in a wide variety of organic compounds.
- Organic chemistry and its applications have significant implications for human health, society, and the environment.

## CHEMISTRY 12

This is an introductory course in physical chemistry which builds extensively on material covered in Chemistry 11. Using hands-on experience, critical thinking, creative insight, scientific theory and mathematics, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, innovate, discover and increase their understanding of chemical processes and resource development. Social, health, ethical and environmental issues will also be investigated. Topics include: reaction kinetics, reversible reactions (dynamic equilibrium, solubility equilibrium, acid-base equilibrium) and electrochemistry (oxidation – reduction reactions). Recommended: Chemistry 11 (67% +) and Pre-calculus 11 (67% +) The big ideas as developed by the Ministry of education are as follows:

### Dynamic Equilibrium

- Some chemical reactions are reversible and proceed to equilibrium.
- Dynamic equilibrium can be altered by changing the surrounding conditions.

### Solubility Equilibrium

- Saturated solutions are systems in equilibrium.

### Acids and Bases

- The strength of an acid or base depends on the degree of dissociation of its ions.
- Weak acids, weak bases, and buffers are systems in equilibrium.

### Oxidation-Reduction

- Reduction and oxidation are complementary processes that involve the gain or loss of electrons.
- Redox reactions have implications for resource development and for the environment.

### Reaction Kinetics

- Reactants must collide to react.
- Conditions surrounding a reaction determine its rate.

## LIFE SCIENCES 11

Life Sciences 11, formerly Biology 11, uses lab activities to study the increasing complexity of life forms from viruses and bacterium, fungi, and then on to higher plants and animals. Students investigate how different organisms fulfill their life functions, for example, exchanging materials, responding to the environment, and reproduction. Interactions with other organisms, including humans, and the ecosystem will also be explored. This course teaches fundamental concepts needed in future biology courses, in both the high school and post secondary setting. Supplemental field trip to the Vancouver Aquarium wet-lab may occur at the discretion of the teacher. Recommended: Science 10 or Sciences Naturelles 10 The big ideas as developed by the Ministry of education are as follows:

### Characteristics of Living Things

All living things have common characteristics.

### Process of Evolution

Living things evolve over time.

### Taxonomy

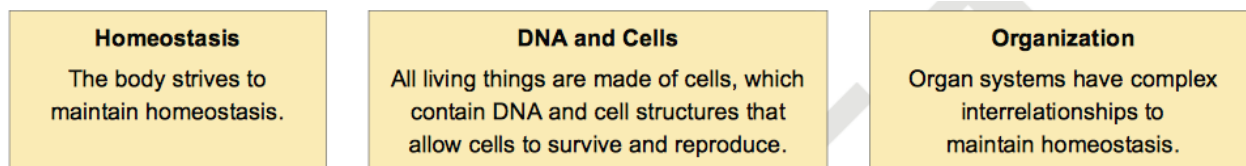
Organisms are grouped on the basis of identifiable similarities.

## ANATOMY & PHYSIOLOGY 12

Biochemistry and cellular mechanics form the basis of study for the first half of this academic course, formerly known as Biology 12. Genomics and the importance of emerging DNA



technologies such as cloning and recombinant DNA will be explored. Human physiology becomes the focus for the remainder of the year. An understanding of the organization of human systems and the integrated nature of the human body will be emphasized. The effects of nutrition, lifestyle, and different medical conditions on homeostasis and health will be considered. Recommended: Biology 11 and Chemistry 11\* (67% recommended) Note: Students who wish to enroll in Biology 12 without Chemistry 11 should meet with a Biology 12 teacher and preview the textbook/content to ensure they have the appropriate foundational skills to succeed. The big ideas as developed by the Ministry of education are as follows:

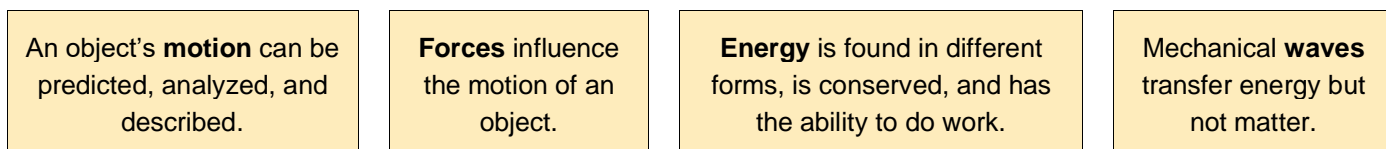


## PHYSICS 11

This course is designed to give the student a general background to physical concepts.

Topics include: Kinematics in one and two dimensions, Dynamics in one and two dimensions, Energy, Waves and Circuits. Recommended: Science 10 (67% +) and Foundations of Mathematics & Pre-calculus 10 (67% +)

### BIG IDEAS



## PHYSICS HONOURS 11

This course is designed to give the student a general background to Physics concepts including kinematics, dynamics, momentum and energy, gravity, waves, light, nuclear physics and special relativity. The Honours course will help prepare students for the rigors of first year university, and will especially benefit students intending to study Engineering, Physics, Computer Science, and general Sciences. Expanding on the Physics 11 curriculum, this Honours class will prepare students to write the Advanced Placement (AP) Physics 1 Exam, and will include rotational dynamics, angular momentum, oscillations and simple harmonic motion. Students develop deep understanding of the content and apply their knowledge through inquiry-based labs. Students may write the optional AP Physics 1 Exam in May. Recommended: demonstration of excellence in Science 10 and Foundations of Mathematics & Pre-calculus 10, and a strong work ethic.

The cost to write the optional AP Physics 1 Exam is \$140

## PHYSICS 12

This course covers in greater conceptual and mathematical detail the material taught in Physics 11. Detailed experimental techniques will be covered. Topics include Vectors, Dynamics in

one and two dimensions, Satellites in circular orbits, Momentum, Energy, Electrostatics, Circuits, Electromagnetism, and Einstein's Special Relativity.

Recommended: Physics 11 (67% +) & Pre-calculus 11 (67% +)

#### BIG IDEAS

**Measurement of motion** depends on our frame of reference.

Forces can cause **linear and circular motion**.

Forces and energy interactions occur within **fields**.

**Momentum** is conserved within a closed and isolated system.

## PHYSICS 12 HONOURS

This course covers in greater conceptual and mathematical detail the material taught in Physics 12. Detailed experimental techniques, vectors, 2-D kinematics, dynamics, equilibrium, gravity, electric charges, circuits and electromagnetism will be covered. This Honours course will prepare students to write the Advanced Placement (AP) Physics 2 Exam in May. Physics 12 Honours will be taught like an introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Designed for students who excel in the sciences and want to go into sciences, particularly Engineering, Physics, or Computer Sciences at university. Recommended: Physics 11 (86% +) & Pre-calculus Math 10 & 11 (86% +)

The cost to write the optional AP Physics 2 Exam is \$140

## ADVANCED PLACEMENT EXAMS (AP)

Preparing for Advanced Placement (AP) exams provides students an enriched academic experience to demonstrate their expertise at a 1st year University level. AP curriculum is fast paced and stretches students' thinking and problem-solving skills. In May of each year, AP, in conjunction with the College Board and Educational Testing Services, offers a set of internationally recognized exams. A successful result on the AP Exam may be used as credit and/or advanced placement at many post-secondary institutions. For more information on Advanced Placement, visit the website at: [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)



# SOCIAL STUDIES

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**The Social Studies Program has the following as its main objectives: to know and understand the backgrounds of Modern Civilization and the factors that have shaped and continue to shape Canada and Canadians; to know and understand the roles, rights and responsibilities of an individual as a member of society; to know and understand the diverse patterns of human activity in the world; and to develop a willingness and capacity to use this new found knowledge, understanding, and critical thinking processes as a member of society.**

## SOCIAL STUDIES 8

Students of Social Studies 8 will be introduced to World Civilizations that provided the foundations of modern thought, and their associated social, political, economic and environmental structures that developed between the years 600 and 1750. Topics will include World Religions, Medieval Studies, the Renaissance and Protestant Reformation in Europe, and the Age of Exploration. In addition, there will be an examination of both pre-European contact and early colonial periods in North America. This will involve a study of the Indigenous Peoples of Canada, and the early explorations, settlement and colonization of Canada by Western Europeans. Basic geography skills and Canadian regional geography will also be incorporated throughout.

The big ideas of the course as developed by the B.C. Ministry of Education are as follows:



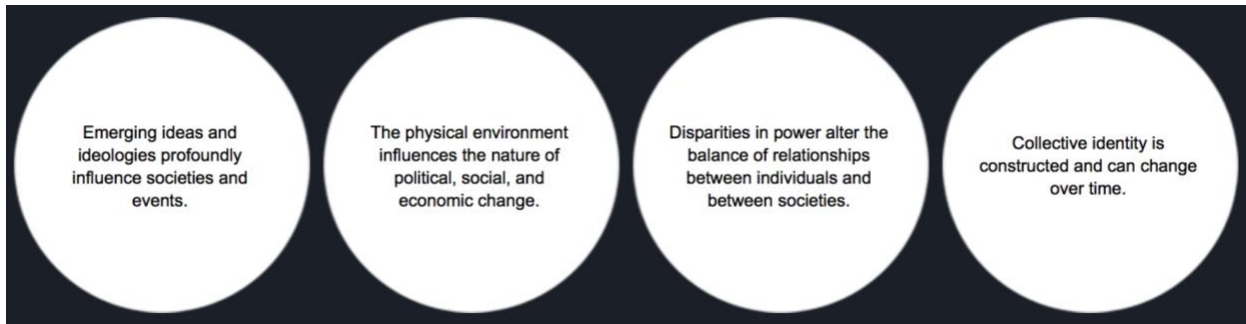
## SOCIAL STUDIES 9

Building on the foundation set in Social Studies 8, students will examine the political, economic and cultural changes that occurred in Europe and North America from 1750 CE to 1919 CE. Students can expect to discuss topics such as the key revolutions, the effects of colonialism, nationalism and imperialism, Indigenous culture of Canada, and global demographic shifts.



Students will learn and use the Social Studies inquiry process and skills to ask questions; gather, interpret, and analyze ideas, and communicate findings and decisions.

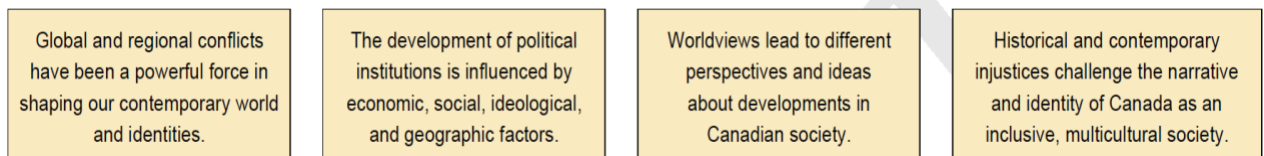
The big ideas of the course as developed by the B.C. Ministry of Education are as follows:



## SOCIAL STUDIES 10

Social Studies 10 can be broadly described as the study of Canada and the world from 1896 to the present. Students will be provided the opportunity to examine both historical and contemporary social, cultural, political, legal, economic, technological and environmental issues. There will be a focus on the development, structure, and function of Canadian and other political institutions, including Indigenous people's governance. Central themes include discriminatory policies and injustices in Canada and the world, as well as international conflicts such as the World Wars. Throughout the course, Canada's autonomy, changing perception of the national identity, and role in the larger world will be examined. Both regional and international geography will be incorporated throughout the course, and students will learn and use the Social Studies inquiry process, skills to better ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions.

The big ideas of the course as developed by the B.C. Ministry of Education are as follows:



## EXPLORATIONS IN SOCIALS STUDIES 11

Like Social Studies, but don't know which one to take?! Then Explorations in Socials Studies 11 is perfect for you. The class is taught in modules, with each topic being explored over one term. As a result, students will get to learn about Politics, Philosophy, and World Religions all in one course! This class allows for students to take ownership of their studies, with project-based learning being the core element behind both the learning and assessment of this course. Throughout the year, students will have a few opportunities to design their own lessons in groups and teach their classmates. If you like group work, flexible learning, and class discussions, this course is for you.

## COMPARATIVE CULTURES 12

Comparative Cultures 12 is an awe-inspiring journey through time and human history. Along the way, we will visit early humans and numerous diverse cultures and civilizations whose legacies are integral to the composition of the modern world. These ancient, medieval and early modern cultures contributed immeasurably to the art, language, religion, economics, politics, science and technology of our time. The peoples of these cultures were unique unto their time and place in history, but they also have much in common. We will learn about these cross-cultural connections through readings, discussions and analyses, documentaries, lectures, art, food, multi-source and varied research projects that highlight both the uniqueness and similarities of myriad cultures around the world. Through the process of weaving these connections we not only gain an appreciation and awareness of our past, but will be better able to grasp the bigger picture of history. This discipline helps shed light on our present existence by placing us on a continuum of human development through the lens of history. Come be a tourist, an archaeologist, an anthropologist, a historian, or a scholar of the past and present. Indiana Jones just scratched the surface; we will dig so much deeper! This course is available to students in grades 11 and 12 and meets the requirement for a Social Studies 11 or 12 course. Recommended: Social Studies 10 or Sciences Humaines 10.

## 20<sup>TH</sup> CENTURY WORLD HISTORY 12

20<sup>TH</sup> Century World History is designed for students who are interested in international affairs – both past and present. Students will explore global conflicts, including: WW I, WW II, and the Cold War, as well as the causes that led to them. Emphasis will be placed on nationalist movements, the breakdown of long-standing imperialist structures, as well as the development of communication and transportation technologies. Students will develop an understanding of how these events led to profound changes in personal and national identities, as well as new economic and political systems that have shaped the world within which we live. There will be a focus on critical thinking and class discussion. 20<sup>th</sup> Century World History 12 is a popular course for senior students who are interested in learning about countries other than Canada. This course is available to students in grades 11 and 12 and meets the requirement for a social studies 11 course. Recommended: Social Studies 10 or Sciences Humaines 10

Nationalist movements can unite people in common causes or lead to intense conflict between different groups.

The rapid development and proliferation of communication and transportation technologies in the 20<sup>th</sup> century led to profound changes in personal and national identities.

The breakdown of long-standing imperialist structures created new economic and political systems.

## SOCIAL JUSTICE 12

This course is aimed at exploring contemporary issues confronting society in Canada and the world. It will concentrate on global societal issues, current problems and conditions, and the responses and actions taken by communities, governments and organizations. Using critical and creative thinking skills this course will connect students with knowledge, skills, and an ethical framework to advocate for a socially just world. Different perspectives will be explored. Students will be expected to participate in class discussions as well as activities outside of the-

classroom. This course is available to students in grades 11 and 12 and meets the graduation requirement for a Social Studies 11 course.

## **BC FIRST PEOPLES 12**

This course examines the place and roles of Aboriginal people in shaping the past and future of British Columbia and Canada, and how Aboriginal culture has been and is being shaped by colonialism. Using critical thinking, creative insight, and their current knowledge, students will be provided with opportunities to collaborate, investigate, problem solve, communicate, discover and increase their understanding of BC's First Peoples through conversation, story and experience. Topics covered include the role of oral tradition, traditional territories and interactions with the land, the impact of contact and colonialism, the diversity, richness and resiliency of BC's First Peoples, and the challenges that were and are still being faced by Aboriginal people. This course meets the Social Studies requirement for a class in grade 11 or 12. Recommended: Social Studies 10 or Sciences Humaines 10 This course is available to students in grades 11 and 12 and meets the graduation requirement for a social studies 11 course.

## **PHYSICAL GEOGRAPHY 12**

It's not just rocks and twigs; it's the world you inhabit! Learn about weather, climate change, the environment, earthquakes, volcanoes and why you should always stay on the marked paths in Yellowstone National Park. Find out the answers to questions like: Why do I need an earthquake kit? Should I care about the Lynn Valley Towers? and Where is the best place to surf? as we investigate the interactions between humans and the physical world. There is so much to see right in our own neighbourhood! Expect opportunities for field trips and community-based projects. Geography is the study of humans and our world. It covers a large range of topics and is led by both student interest and current events. If you have wondered it, we can study it. This course is available to students in grades 11 and 12 and meets the graduation requirement for a social studies 11 course.

## **LAW STUDIES 12**

As a Canadian teenager, you have rights. Do you know what they are? Law isn't just about criminals and lawyers (but we do cover some pretty interesting cases). It also covers current events, social trends and everyday interactions with the RCMP. Expect debates and discussions on controversial topics. Come in ready to listen with an open mind, but be forewarned: your views may be changed by those around you! Guest speakers and field trips are offered to expand your experience in preparation for the major course component- the mock trial. Do you see yourself as more of a Defence attorney or would you work for the Crown? Did you actually witness the crime or are you going to offer your expert testimony? A full day is spent at the North Vancouver Law Courts where we complete a criminal trial with every student having a position of his/her own choosing. Law is the building block of our society: find out what your role is (as well as answering the age-old question: how was OJ found not guilty?) Recommended: Social Studies 11 or Sciences Humaines 11 This course is available to students in grades 11 and 12 and meets the graduation requirement for a Social Studies 11 course.

## **ECONOMIC THEORY 12**

Economic Theory is a concept-driven social studies course that looks at a broad range of economic theories, ranging from pre-Adam Smith economics, to Marxist economics, and contemporary economic thought. Project-based learning is the basis for most assessment, such as the \$100,000 stock-market simulator, the entrepreneurship pitch, the supply and demand case-study, the country analysis, and the free trade project. The beauty of this course is that much of our time focuses on concepts and practical applications of economics in your everyday lives, rather than learning about economics from purely a numbers perspective. What does that mean for you? If you have always been interested in economics and how the world works; but were intimidated by the math and formula-heavy nature of traditional economics, this course is for you!

## **PSYCHOLOGY 11**

The major purpose of this course is to introduce students to the fundamental concepts and theories of psychology with application to everyday life. This course will assist students to understand why people behave as they do, including some understanding of self-behaviour. Course content will include lectures, discussions, guest lectures and videos. Topics such as theories of personality, relationships, communication, perception and developmental and social psychology are studied. Recommended Social Studies 10 or Sciences Humaines 10. Please note that Psychology 11 DOES NOT satisfy the requirements for a Socials Studies 11 Graduation requirement.



# SUPPORT PROGRAMS

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## **LEARNING ASSISTANCE (LAC) 8 - 12**

This is a program for students in Grades 9 to 12 who need individual or personalized support with academic learning and improving their organizational and/or study skills. Students' progress in regular classes may be monitored, and teachers & counsellors are consulted about class adaptations. Students are referred to the program by teachers and counselors through the School Based Resource Team (SBRT) in consultation with parents.

## **LEARNING SUPPORT CENTRE (LSC) 8 - 12**

This program is designed for students who may need more time and personalized instruction in academic areas. Students in the program receive direct support from Education Aides. Students are referred by the Elementary school and/or the Argyle SBRT in consultation with parents.

## **LIFESKILLS PROGRAM 8 - 12**

The Lifeskills program is designed to provide students with skills which encourage and support independent living through work experience, recreational activities and a focus on practical skills. Students are referred to the program by the elementary school and/or the Argyle SBRT in consultation with parents.

## **CHOICES 8 - 12**

The purpose of Choices is to support students with social/emotional and behavioural issues. These students need assistance to recognize, understand and create strategies to overcome challenges that create barriers to learning. They remain within their school community, engaging in academic and social activities that fit their learning needs. They also have the opportunity to connect to teachers, support workers and counsellors who are able to adapt their program without having to refer them to an alternate program. The Choices classroom is a place to facilitate connection and belonging to the school community. The ultimate goal is to have students maintain their educational experience at their regular mainstream high school.



# TECHNOLOGY EDUCATION

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The Technology Education program is designed to provide students with an opportunity to gain both the conceptual knowledge and a practical understanding of many technological processes used in our society today. The aims of the department include: the development of technical literacy, the instilment of universal safety practices, how to use tools, materials, systems and processes in an informed and responsible fashion, the practical application of knowledge and skills via hands-on design and problem-solving challenges, projects and labs, addressing the cultural and environmental aspects of technology, and the fostering of life-long learning patterns. Supplementary Fees in the Technology Education Department support take home projects and enhancement materials.

**TECHNOLOGY 8 WOOD DESIGN** See description under Grade 8 Electives.

## **ENGINEERING TECHNOLOGY 9/10**

The engineering program at Argyle is focused upon having students engage and explore practical skills and scientific knowledge employed by the exciting disciplines of engineering. Students will be challenged to build structures, machines, and vehicles akin to engineering. Topics covered may include safety, the design process, electronics, robotics, structures, energy, and machines. Supplementary fee: \$50.00

## **ENGINEERING 11**

The Engineering Technology 11 program at Argyle builds on the scientific principals and practical skills taught in the junior engineering course. Students will engage and explore practical skills and scientific knowledge employed by the exciting disciplines of engineering. Students will create, invent, think critically, solve problems, and engage in teamwork to build structures, machines, and vehicles akin to engineering. Topics covered will include safety, the design process, structures, energy, and machines. Supplementary fee: \$50.00

## **ENGINEERING 12**

The Engineering Technology 12 program at Argyle builds on the scientific principals and practical skills taught in the Engineering 11 course. Students will work on self-directed independent projects with a focus on making connections between engineering, math, science, and society. Topics covered will include safety the design process, structures, energy, and machines. Supplementary fee: \$50.00

## **DRAFTING 10**

Drafting 10 at Argyle is an introductory course focused on architectural and mechanical drafting disciplines using CAD software, traditional hand drawing and modeling techniques.

- Architecture projects include: floor planning, interior design, CAD, modeling, sketching, and drawing.
- Mechanical projects include: vehicle design, cars, planes, boats, rockets, CAD, modeling, sketching and drawing.
- Topics Covered: drafting fundamentals, tools and equipment, application of computer technology CAD, personal and interpersonal management, mathematical applications, and ethics. Supplementary fee: \$15.00

## **DRAFTING 11**

- Drafting 11 at Argyle is an intermediate course that builds on skills learned in MTED 10 that fulfills fine arts credit. Students will build a portfolio of work including architectural and mechanical drafting drawings using CAD software, traditional hand drawing and modeling techniques.
- Architecture projects include: house elevation drawings, floor planning interior design, CAD, modeling, sketching, and drawing. Design and drawing an epicenter tower, tower modeling and destruction testing, sketching, and drawing.
- Mechanical projects include: vehicle design, cars, planes, boats, rockets, CAD, modeling, sketching and drawing.

Topics Covered: drafting fundamentals, tools and equipment, application of computer technology CAD, personal and interpersonal management, mathematical applications, ethics, careers and education. Supplementary fee: \$15.00

## **DRAFTING 12 (ARCHITECTURAL DRAFTING)**

Architectural Drafting at Argyle is an advanced course that builds on skills learned in MDD-11. Students will build a portfolio of work including drawings from the architectural and mechanical drafting disciplines. They will use CAD software, traditional hand drawing and modeling techniques. With the support from the teacher, students will work on self-directed projects.

Topics Covered: drafting fundamentals, tools and equipment, application of computer technology CAD, personal and interpersonal management, mathematical applications, ethics, careers and education. Supplementary fee: \$15.00

## **WOODWORK 9/10**

Woodwork 9/10 is an introductory course in woodwork that teaches students to build and finish woodcrafts. Traditional and modern joinery methods will be used with an emphasis on personal design. Projects crafted may include: tables, bowls, boxes, chairs, pens, and self-directed projects. Topics Covered: design process, joinery, finishing, health and safety, project management, mathematical applications, materials, hand tools, power tools, stationary equipment, careers and education. Supplementary Fee: \$50.00

## **WOODWORK 11**

Woodwork 11 is an intermediate course in woodwork that teaches students to interpret and develop plans to build woodcrafts by means of traditional and modern joining milling and joining methods. Incorporation of personal design into projects is encouraged.

- Projects crafted may include: skate boards, cabinets, stools, bowls;
- Catapults and trebuchets for those keen on engineering.

Topics Covered: Design process, joinery, finishing, health and safety, project management, mathematical applications, materials, hand tools, power tools, stationary equipment, careers and education. Recommended: Woodwork 10 Supplementary fee: \$50.00

## **WOODWORK 12**

Woodwork 12 is an advanced course in woodwork. Students will learn to design and build their own projects using a variety of milling and joining methods.

New for 2012, this course offers students an option of participating in a residential construction project. Skills and theory will be taught by constructing a small building (storage shed). Students will cover layout, framing and project management. The topics that will be covered are: design process, joinery, finishing, health and safety, project management, mathematical applications, materials, hand tools, power tools, stationary equipment, careers and education. Recommended: Woodwork 11 Supplementary fee: \$50.00

## **SKILLS EXPLORATION 10, 11, 12**

Skills Exploration (STX) is a Ministry Authorized Course intended to meet the growing demand for skilled Trades Workers in BC. STX is a course that is divided into 5 Modules: Core, Electrical, Plumbing, Carpentry, and Wildcard. Besides the obvious topics that will be covered, students will explore not only what it takes to be a Tradesperson in specific trades but learn valuable skills necessary to gain employment in the Trades. This course is intended for those both curious and serious about the Trades for their post-secondary endeavours. An application process may be required if the number of course requests surpass the number of available seats. Supplementary Fee: \$50.00



## **TECH ED 8 METALWORK**

See Description Under Grade 8 Electives

### **METALWORK 9/10**

The basic aims of this course are to introduce, practice and develop the skills, knowledge and techniques of working in metal. The use of hand tools and power machines will be taught with safety and efficiency maintained at a high level. Assigned projects are chosen to give the students a broad range of experiences within the shop facilities using lathes, grinders, drill presses, welding equipment, sand casting, and the possibility of student chosen projects if prescribed course work is completed. Supplementary fee: \$50.00

### **METALWORK 11: METAL FABRICATION & MACHINING**

This course builds upon the skills and concepts taught in Metalwork 10. Students will be introduced to various processes such as MIG, TIG and Oxy-Acetylene welding. With these skills, and with approval from the instructor, students will be expected to design and build projects of their choosing, providing they are suitable to their skill level and learning outcomes. Students are expected to take charge of their project work—develop a plan, set goals for completion, maintain a daily log and work with a certain amount of self-direction. Supplementary fee: \$50.00

### **METALWORK 12: METAL FABRICATION & MACHINING**

This senior course is primarily “studio based” and is designed for those with previous Metalwork experience. This course builds advanced skills and concepts taught in previous Metalwork courses. Students will have access to all of the processes in the Metal shop. In consultation with the instructor, students will be expected to design and build projects of their choosing. Students must be capable of taking charge of their project work—developing a plan, set goals for completion, maintaining a daily log and working independently. Supplementary fee: \$50.00

### **ART METAL AND JEWELLERY 10, 11, & 12**

This primary focus of this course is jewelry making. Students will learn how to safely saw, file, texture and solder copper, brass, nickel silver and sterling silver, while creating jewelry of their own design. Students will design various pieces of jewelry such as: earrings, rings, pendants, bracelets, enameling and beadwork, as well as framework glass. While manufacturing their designs, students will develop the creative metalworking skills and techniques necessary in order to finish their projects to a high degree of quality. Students may also have the opportunity to learn various welding techniques in order to create sculptures in metal. Casting, stone setting and increasingly more difficult hand fabrication processes are explored at the senior levels. Supplementary fee: \$50.00

## **ADVANCED ART METAL 12: MACHINING & WELDING**

This course is designed to build on the skills and knowledge attained in previous Art Metal courses. Students will apply what they have learned to create complex, hand fabricated jewelry and sculptures of increasing complexity. Students will also learn to create larger, more difficult sculptures. In order to do larger pieces, students may require the use of welding processes of various types; therefore, MIG welding, Arc welding and Oxy-acetylene welding will be covered in the course content. With this knowledge and these enhanced skills, larger, more complex pieces will be doable and students will be motivated to make projects of their own design. This will challenge the students to continuously increase their skill level for both jewelry and other art metal related creations. Supplementary fee: \$50.00



# VISUAL ARTS

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The Visual Arts program provides opportunities for students to learn about visual arts and culture in order to gain knowledge, skills and attitudes that will enrich their lives. Studio art courses are designed to accommodate a range of interests, to develop expertise and to encourage creativity in all students. While new activities, experiences, and ideas for artistic expression will occur at each level, many projects will involve the practice and refinement of skills and knowledge gained previously. The demands and standards placed on students in demonstrating a creative approach and in developing technical skill increases with each grade level.

## **ART 8 Explore Program**

Students will become familiar with the elements & principles of design through exercises and projects in drawing, painting, collage, sculpture and/or printmaking. The focus will be on exploring artistic techniques and mediums to develop ways of seeing and expressing themselves creatively. Supplementary Fee \$5.00

## **VISUAL ARTS 9**

This is a survey/foundation course that offers students a wide range of artistic experiences. Art elements and principles will be incorporated into projects. Skills and techniques introduced in Explore Art 8 will be developed and expanded in Visual Arts 9 including drawing, painting, sculpture, printmaking, sketchbook work, and the study of select artists and art movements. This course is open to students in grades 9. Supplementary fee: \$25.00

## **ART STUDIO-10**

This is a survey course that offers students a wide range of artistic experiences that develops and expands the skills and techniques introduced in Explore 8 and Visual Arts 9 including drawing, painting, sculpture, printmaking, sketchbook work, and the study of select artists and art movements. This course is open to students in grades 10. Supplementary fee: \$25.00

## **STUDIO ARTS 3D-10**

Students will be introduced to a range of sculpture materials, technologies and processes in the design and construction of 3D artwork. Initially, students will work with clay and other ceramic finishing materials, then proceed to other construction media to explore strategies in design and the communication of ideas through artistic creations. This course is open to students in grades 9 and 10. More advanced study is continued through Studio Arts 3D 11 & 12. Supplementary fee: \$35.00

### **STUDIO ARTS 3D-11**

Students will explore how sculpture communicates ideas, emotions and perspectives through form. Basic processes, materials, techniques and technologies will be introduced, first with clay and ceramic finishing materials, then a wider range of media, to resolve creative challenges. Students will learn to evaluate and critique sculptural works, and apply learning from other areas of learning plus their visual culture to plan, create and refine artistic creations. Research of sculptors and art movements will be included. Recommended Studio Arts 3D-10, Art Studio 10 and/or Art Studio 11. More advanced study is continued through Studio Arts 3D-12. Supplementary fee: \$35.00

### **STUDIO ARTS 3D-12**

Students will continue with processes, materials, techniques and technologies introduced in Art Studio 3D-10 and Art Studio 3D-11. Principles of sculpture and 3D design will be explored through use of various forms and media, resolving creative challenges using observation, imagination and inquiry. Research of sculptors and sculpture techniques will be included. Students will be encouraged to work independently to develop portfolio presentations and post-secondary applications. Recommended: Studio Arts 3D-10 or -11 and/or Studio Arts 11 or 12. Supplementary fee: \$35.00

### **ART STUDIO 11**

In this course students become involved in a broad range of art activities at a more sophisticated level than the foundations covered in Visual Art 9 and Art Studio 10. Development of craftsmanship in the areas of drawing, painting, collage, printmaking and sculpture will be emphasized plus the study of select artists and art movements, art principles and image development strategies. Recommended: Visual Art 9 and/or Art Studio 10 and/or Studio Arts 3D-10 or -11, or Studio Arts 2D-11. More advanced study is continued through Art Studio 12. Supplementary fee: \$25.00

### **ART STUDIO 12**

This senior art course is designed to give students the opportunity for greater independence in developing artistic skills and in choosing specific areas of interest. After an initial review of materials, methods, image strategies, contexts, and the elements and principles of design, students will develop personal projects in the final terms. Research into art history and contemporary visual culture, plus sketchbook work, are key elements in this course. At this level, students will develop personal projects and a portfolio for post-secondary application. Recommended: Art Studio 11 and/or Studio Arts 2D-11 or -12 and/or Studio Arts 3D-11 or-12. Supplementary fee: \$25.00

### **STUDIO ARTS 2D-11**

This course focuses on the development of drawing and painting skills in a variety of media with an emphasis on image development, design principles and compositional strategies. Materials used will include painting in watercolours, tempera and acrylics, drawing with pencil, charcoal, oil and chalk pastels, pen, ink and brush. Research into art history and contemporary -

visual culture, plus sketchbook work, are key elements in this course. Recommended: Visual Art 9 and/or Art Studio 10 and/or Art Studio 11. More advanced study is continued through Studio Arts 2D 12. Supplementary fee: \$25.00.

### **STUDIO ARTS 2D-12**

Students will continue exploring media and processes introduced in Studio Arts 2D-11, with greater opportunity for choosing subjects and materials for projects. Research into art history and contemporary visual culture, application of design principles and image development strategies, plus sketchbook work and art critiquing, are key elements in this course. At this level, students will develop personal projects and a portfolio for post-secondary application. Recommended: Studio Arts 11-2D and/or Art Studio 11 or 12. Supplementary fee: \$25



# OTHER WAYS TO RECEIVE CREDITS

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The Ministry of Education recognizes that not all learning takes place within a BC secondary school. Processes are in place to evaluate outside learning in order to receive credit toward graduation. After examining documentation, the school will decide whether a student will receive credit and whether to report a school percent and letter grade or a Transfer Standing (TS). TS has no negative or positive impact on a student's Grade Point Average and universities may require additional documentation.

## **COURSE EQUIVALENCY**

Equivalency allows for previous documented learning from outside the BC school system to be used for credit based upon Ministry of Education guidelines. When documentation can demonstrate that a student has successfully completed a course that matches 80% or more of the learning outcomes of an approved B.C. course, equivalency credit may be granted. See your counsellor for more information or go to the following website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/equivalency>

## **EXTERNAL GRADUATION COURSES**

The Ministry of Education gives credit for a variety of External Courses. External Courses are courses offered outside the British Columbia school system. Students may receive Graduation Credit for successfully completing an External Course in the areas of Music, Dance, Language, Sport, and Youth Development. External Credits are available at the Grade 11 and 12 Level and the more common courses are listed below. Please see your counsellor if you have credentials in one of these areas. More information is available at

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials>

### ***External Music Credits***

Royal Conservatory  
BC Conservatory of Music  
Trinity College: London

Victoria Conservatory  
Conservatory Canada  
Royal Schools of Music

London College of Music  
Associated Board of the  
Royal Schools of Music

### ***External Dance Credits***

BATD: Jazz  
ISTD: Tap  
Royal Academy of Dancing

CTDA: Jazz  
CTDA: Tap  
ISTD: Ballet

ISTD: Cecchetti  
ISTD: Modern Theatre *Dance*  
Highland Dancing

### ***External Language Credits***

If a student has completed Grade 7, Grade 8 and/or Grade 9 education in a language other than English, he or she can receive External Language Credit. (Grade 8 and 9 can be used for University Entrance.)

### ***External Sports Credits***

(48 Provincial Sport Associations are included)

Athletes	-	Team BC Provincial, or National Team Member, and Special Olympics
Coaches	-	Level One Theory, First Aid, minimum of 75 hours coaching
Officials	-	Theory, practical and minimum of 50 hours officiating

### ***External Youth Development Program Credits***

Cadets: Air Level 4, Army Gold Star, Sea Phase IV	Fitness Leader: BCRPA
Guides: Canada Cord	Canadian Pony Club: Level B
Scouts: Chief Scout's Award	Red Cross First Aid
Lifesaving: Bronze Cross/National Lifeguard Service	Boating: Power Squadron
ICBC Driver Education Course	Pilots License
4-H Program of Project Certification	Coast Mountain Discover
Duke of Edinburgh's Award	

## **COURSE CHALLENGE**

Course Challenge (Grades 10, 11, 12 only) allows students an opportunity to receive credit without taking a course, providing the learning outcomes have been successfully demonstrated and assessed. The process of challenge is rigorous, intended for students who have exceptional ability and documented prior learning in a specific area of study. Students may challenge a course only once and may not challenge to receive a higher mark in a course previously taken.

## **LANGUAGE CHALLENGE**

Language course challenge (Grades 11 and 12 levels only) allows students an opportunity to receive credit without taking a course, provided the learning outcomes have been successfully demonstrated and assessed. The process of challenge is rigorous, intended for students who have exceptional ability in a specific area of study or for those who have had exceptional opportunities for learning. Students may challenge a course only once and may not challenge to receive a higher mark in a course previously taken. The following languages are offered for the Language Challenge Exam: International Languages 11 and 12: French, Japanese, Korean, Mandarin, Punjabi, Spanish.

### **The process has two parts: application and assessment**

- 1) Application must be made by October; assessment takes place in January at Delta Secondary School in Ladner, BC.
- 2) Application forms and more information is available from Student Services (in October).

Please see your counsellor in early October if interested.

<https://www.deltasd.bc.ca/schools/secondary/challenge-exams/>

## **SUMMER SCHOOL**

North Vancouver School District offers a number of Summer School options for students. Please refer to <http://www.sd44.ca/school/summer/Pages/default.aspx> for all information related to North Vancouver Summer School

# **NVSD SECONDARY SCHOOL ENHANCED PROGRAM OPPORTUNITIES**

Whether it's preparing to enter the work force immediately after secondary school, or pursuing a higher level of education, the NVSD's enhanced programs are designed to assist students in developing an approach to their career pathways and life goals. We've developed these programs in order to meet the needs of students who have specific interests outside the standard high school programs and elective areas in our secondary schools. Through flexible pathways that include project-based activities, work experience, and distributed (online) learning we offer personalized, authentic learning experiences for every student.

**For in-depth information about each of the 2020-2021 Secondary School  
Enhanced Programs please consult the website:**

<http://www.sd44.ca/ProgramsServices/Pages/default.aspx>

**ADVANCED PLACEMENT (AP) PROGRAM – part of course requests, no application**  
(at Argyle Secondary and Handsworth Secondary)

**APPRENTICESHIP, CO-OP, INTERNSHIP – part of course requests, no application**  
(at Argyle Secondary)

**ARTISTS FOR KIDS STUDIO ART ACADEMY – Gr. 10, 11 & 12**  
(at Carson Graham Secondary)

**BASKETBALL ACADEMY**  
(at Argyle, Seycove, Handsworth and Mountainside Secondary)

**CARPENTRY PROGRAM – Gr. 11 & 12**  
(at West Vancouver Secondary)

**DANCE ACADEMY**  
(at Windsor Secondary)

**DIGITAL MEDIA LITE ACADEMY – Gr. 9 & 10**  
(at Argyle Secondary)

**DIGITAL MEDIA ACADEMY – Gr. 11 & 12**  
(at Argyle Secondary)

**DISTRIBUTED LEARNING**  
(through the NVDL school, and NVDL centre at Mountainside Secondary)

**EXPERIENTIAL OUTDOOR ENVIRONMENTAL LEADERSHIP 10**  
(through the Outdoor School at Cheakamus Centre and NV Distributed Learning)



**FIELD HOCKEY ACADEMY**

(at Sutherland Secondary)

**FRENCH IMMERSION**

(at Argyle Secondary, Handsworth Secondary and Windsor Secondary)

**HOCKEY SKILLS ACADEMY**

(at Windsor Secondary)

**INTERNATIONAL BACCALAUREATE (IB) MIDDLE YEARS AND DIPLOMA PROGRAMMES**

(at Carson Graham Secondary)

**LACROSSE ACADEMY**

(at Carson Graham Secondary)

**PEAK PERFORMANCE PROGRAM**

(at Argyle Secondary, in consultation with school counsellor)

**PERFORMANCE LEARNING PROGRAM**

(at Seycove Secondary)

**OUTDOOR EDUCATION ACADEMY – Gr. 10**

(at Sutherland Secondary)

**SEMESTER SYSTEM**

(at Sutherland Secondary)

**SOCCER ACADEMY**

(at Windsor Secondary)

**VOLLEYBALL ACADEMY/ VOLLEYBALL CANADA CENTRE of EXCELLENCE**

(at Mountainside Secondary)

**YOUNG ENTREPRENEURSHIP and LEADERSHIP LAUNCHPAD (YELL)**

(at Sutherland, Windsor, and Handsworth Secondary)

# **NVSD DISTRIBUTED LEARNING**

## **WHAT ARE DISTRIBUTED LEARNING COURSES?**

Online courses in North Vancouver are regular high school graduation courses that allow students a different method of completing the course. Students must have access to a computer and Internet. This allows students to work from any location they choose, at the pace they choose and at the time of day they choose. It is important to remember that while there is a great deal of independence expected of students there is always a teacher available to assist the student.

The teacher's role is different too, in that they do not (usually) meet students in a classroom. Teachers provide:

- a structure to the course
- learning opportunities
- direction as students proceed through the course
- assistance (via email, chat, online tools, face to face)
- assessment (assignments, quizzes, tests . . .)

## **WHAT MAKES FOR A SUCCESSFUL ONLINE STUDENT?**

Before deciding whether online learning will fit your educational needs and personal circumstances, students and parents need to be aware of:

- who is likely to succeed with distance learning
- whether you have some of the characteristics to be a successful online student
- the expectations of the parent or guardian as facilitator in their child's education

This type of learning environment isn't for all students.

Successful online students are:

- self-motivated
- independent learners
- computer literate
- good time managers and know how to organize their time and tasks
- learners who have effective written communication skills (much of the communication with a teacher will be via email)
- personally committed to this type of learning environment
- learners who have support of a responsible adult to work with them and supervise their progress.

## **PARENTS NEED TO:**

- help their child with the necessary technology
- assist in setting up a daily routine and organization of assignments
- monitor progress
- encourage students to ask questions when they are having difficulty

**For a list of the NVSD DL courses please visit the website:**

<http://www.sd44.ca/school/distributed/Pages/default.aspx>



# POST-SECONDARY INFORMATION

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## GENERAL UNIVERSITY ADMISSION REQUIREMENTS:

- High School Graduation requirements are often different than entrance and program requirements for post-secondary institutions. It is critical that students visit post-secondary websites during the planning phases of their grade 11 and 12 years.
- In past years information was posted in this section in regards to Post-Secondary information and requirements. The information is now much more fluid and in transition. Therefore, we encourage you to listen in Careers 12, talk to counselors, and go to Post-secondary websites directly. Check websites and contact the post-secondary institutions of interest for the most up to date information regarding admission requirements.

## CONTACT INFORMATION:

Listed below are only some of the common post-secondary institutions in which Argyle students have been interested. In the Counselling Department you will find: Calendars for Schools and Internet access. Post-secondary institutions prefer that students apply for admission through the Internet for BC institutions.

## POST-SECONDARY APPLICATIONS:

Education Planner: [http:// www.educationplanner.ca](http://www.educationplanner.ca)

### University Web sites:

UBC:	<a href="http://students.ubc.ca/welcome/">http://students.ubc.ca/welcome/</a>
SFU:	<a href="http://students.sfu.ca/">http://students.sfu.ca/</a>
UVIC:	<a href="http://www.uvic.ca/">http://www.uvic.ca/</a>
Capilano University:	<a href="http://www.capilanou.ca/home.html">http://www.capilanou.ca/home.html</a>
UNBC:	<a href="http://www.unbc.ca/">http://www.unbc.ca/</a>
BCIT:	<a href="http://www.bcit.ca/">http://www.bcit.ca/</a>
Emily Carr:	<a href="http://www.eciad.ca/">http://www.eciad.ca/</a>
VCC:	<a href="http://www.vcc.bc.ca/">http://www.vcc.bc.ca/</a>
Langara:	<a href="http://www.langara.bc.ca/">http://www.langara.bc.ca/</a>
Kwantlen:	<a href="http://www.kwantlen.bc.ca/">http://www.kwantlen.bc.ca/</a>
Douglas:	<a href="http://www.douglas.bc.ca/">http://www.douglas.bc.ca/</a>
Trinity Western:	<a href="http://www.twu.ca/">http://www.twu.ca/</a>

## AMERICAN UNIVERSITIES:

Students interested in going to the United States for Post-Secondary Education should register for the Scholastic Achievement Test (SAT). Information is available at [www.collegeboard.org/](http://www.collegeboard.org/)



# STUDENT FEES

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As per Board Policy 706, the Superintendent of Schools reviews annually the schedule of school fees for all schools, and provides this schedule to Trustees for information.

## **STUDENT ACTIVITY FEE \$45.00**

As per the recommendation of the School District Fees Task Force, schools may charge a Student Activity Fee to support student activities, student agenda books, student awards and recognition, special events and assemblies.

## **GRADUATION ACTIVITY FEE (GRADE 12's ONLY) \$65.00**

This fee is used to defray the cost of the graduation ceremony and school sponsored events. Other optional activities may incur costs throughout the year.

## **YEARBOOK – APPROX. \$45 – OPTIONAL (PRICE TO BE DETERMINED)**

The purchase of yearbooks is optional. The receipt of fees determines the number of books ordered in January. Extra books are not usually available in June.

## **SUPPLEMENTAL FEES - BY COURSE**

In accordance with the School Act, all students at Argyle receive free of charge an educational program sufficient to meet the general requirements for graduation. Supplemental fees may be charged for goods and services associated with optional enrichment activities and take-home items that extend learning outcomes for students beyond the basic educational program.

Fees can be viewed and paid online in October of each year. For students who complete a formal withdrawal, refund of fees paid will be made per the policy printed in the “Student Agenda Book”.

## **FEE WAIVER**

Should you wish to complete a fee waiver form, please contact the Administrative Assistant at the school. Fee waivers must be re-applied for each school year.

## **INTERNATIONAL STUDENTS**

International students are responsible for the supplemental course fees associated with courses. These are fees not covered by the District tuition fee. Course fees will be pro-rated based on the length of stay of the student i.e.: Half-year stay requires a 50% fee payment.

The following school fees for Argyle Secondary have been developed through consultation at department meetings, teacher to teacher, and staff to principal. At our PAC meetings, school fees were discussed and our school PAC has reviewed the following schedule of school fees for the 2020-2021 school year.

General Fees:

Student Activity Fee               \$ 45.00

Graduation Activity Fee         \$ 65.00

Supplemental Course Fees:

DEPT	COURSE NAME	FEE
<b>ART/DRAMA</b>	ART 08	\$ 5.00
	VISUAL ARTS 9 / ART STUDIO 10	\$ 25.00
	ART STUDIO 11	\$ 25.00
	ART STUDIO 12	\$ 25.00
	STUDIO ARTS 3D 11	\$ 35.00
	STUDIO ARTS 3D 12	\$ 35.00
	STUDIO ARTS 2D 11	\$ 25.00
	STUDIO ARTS 2D 12	\$ 25.00
	PHOTOGRAPHY 1	\$ 30.00
	PHOTOGRAPHY 12	\$ 30.00
<b>DIGITAL MEDIA</b>	ANIMATION 11	\$ 30.00
	ANIMATION 12	\$ 30.00
	DIGITAL GRAPHIC DESIGN 11	\$ 30.00
	DIGITAL GRAPHIC DESIGN 12	\$ 30.00
	VISUAL EFFECTS 11	\$ 30.00
	VISUAL EFFECTS 12	\$ 30.00
<b>BUS ED</b>	MARKETING AND PROMOTION 11	\$ 5.00
	E-COMMERCE 12	\$ 5.00
	DIGITAL COMMUNICATIONS 11	\$ 30.00
	DIGITAL MEDIA DEVELOPMENT 12	\$ 30.00
	MEDIA DESIGN 10	\$ 30.00
	MEDIA JOURNALISM 10 (YEARBOOK)	\$ 10.00
	MEDIA JOURNALISM 11 (YEARBOOK)	\$ 10.00
	YEARBOOK 12	\$ 10.00
<b>H EC</b>	HOME EC 8 (FOODS & TEXTILES)	\$ 15.00
	FOODS 9/10	\$ 45.00
	FOOD STUDIES 11	\$ 50.00
	FOOD STUDIES 12	\$ 50.00
	TEXTILES 9/10	\$ 20.00

	CLOTHING & TEXTILES 11	\$ 20.00
	CLOTHING & TEXTILES 12	\$ 20.00
<b>MUSIC</b>	BAND 8	\$ 30.00
	CONCERT BAND 9	\$ 30.00
	INSTRUMENTAL MUSIC 10	\$ 30.00
	INSTRUMENTAL MUSIC 11	\$ 30.00
	INSTRUMENTAL MUSIC 12	\$ 30.00
	CHOIR 8	\$ 30.00
	CHOIR 9	\$ 30.00
	CHORAL MUSIC 10	\$ 30.00
	CHORAL MUSIC 11	\$ 30.00
	CHORAL MUSIC 12	\$ 30.00
	VOCAL JAZZ CHOIR 8	\$ 30.00
	VOCAL JAZZ CHOIR 9	\$ 30.00
	VOCAL JAZZ CHOIR 10	\$ 30.00
	VOCAL ENSEMBLE 11 - Vocal Jazz	\$ 30.00
	VOCAL ENSEMBLE 12 - Vocal Jazz	\$ 30.00
	CHAMBER CHOIR 9	\$ 30.00
	CHAMBER CHOIR 10	\$ 30.00
	CHAMBER CHOIR 11	\$ 30.00
	CHAMBER CHOIR 12	\$ 30.00
	STRINGS 8	\$ 30.00
	ORCHESTRA 9	\$ 30.00
	ORCHESTRA 10	\$ 30.00
	ORCHESTRA 11	\$ 30.00
	ORCHESTRA 12	\$ 30.00
<b>PHYS ED</b>	PHE 08 / EDUCATION PHYSIQUE ET SANTE 8	\$ 20.00
	PHE 09	\$ 20.00
	PHE 10	\$ 30.00
	PHE 10 CONDITIONING	\$ 30.00
	PHE 11	\$ 65.00
	PHE 11 CONDITIONING	fitness pass required
	PHE 12 ACTIVE LIVING	\$ 65.00
	PHE 12 CONDITIONING	fitness pass required
	LEADERSHIP 11	\$ 15.00
<b>TECH</b>	METALWORK 9/10	\$ 50.00
	ART METAL & JEWELLERY 11	\$ 50.00
	ART METAL & JEWELLERY 12	\$ 50.00
	WOODWORK 11	\$ 50.00
	WOODWORK 12	\$ 50.00
	DRAFTING 9/10	\$ 15.00

	DRAFTING 11	\$	15.00
	DRAFTING AND DESIGN 12: TECHNICAL	\$	15.00
	ENGINEERING 9/10	\$	50.00
	ENGINEERING TECHNOLOGY 11	\$	50.00
	ENGINEERING TECHNOLOGY 12	\$	50.00
	METAL FABRICATION & MACHINING 11	\$	50.00
	METAL FABRICATION & MACHINING 12	\$	50.00
	ADVANCED ART METAL MACHINING & WELDING 12	\$	50.00
	METALWORK 9/10	\$	50.00
	WOODWORK 9/10	\$	50.00
	SKILLS EXPLORATION 10, 11, 12	\$	50.00
<b>AP COURSES</b>	CALCULUS 12 - AP (EXAM COST ONLY)	\$	140.00
	AP PHYSICS 1 EXAM COST ONLY	\$	140.00
	AP PHYSICS 2 EXAM COST ONLY	\$	140.00
<b>ACADEMIES</b>	DIGITAL MEDIA ACADEMY LITE	\$	500.00
	DIGITAL MEDIA ACADEMY	\$	1,250.00
	BASKETBALL ACADEMY - COMPETITIVE STREAM	\$	1,500.00

**Current Gr. 8 to 11s**  
**Course request forms are due by**  
**Tuesday, March 10<sup>th</sup>, 2020**

Current Gr. 7s  
Course request forms are due to your Gr. 7 Teacher  
by Friday, March 6<sup>th</sup>, 2020





