Course Description Booklet

West Vancouver Secondary School

An IB World School

2017-2018

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ACADEMIC INFORMATION & PROGRAM REQUIREMENTS

GRADE EIGHT COURSES

Foundation Studies

1. English Language Arts 8
2. Social Studies 8
3. Mathematics 8
4. Science 8
5. Physical Education 8
6. French 8

Selected Studies

7. Explorations (Applied Skills) 8
8. Explorations (Fine Arts) 8
9. Music- Junior Concert Band 8 AM
10. Choir

GRADE NINE COURSES

Foundation Studies

1. English Language Arts 9
2. Social Studies 9
3. One Mathematics 9 course
4. Science 9
5. Physical Education 9

Selected Studies

6. Elective
7. Elective
8. Elective

GRADES TEN, ELEVEN & TWELVE GRADUATION REQUIREMENTS

To graduate, students must earn a minimum of 80 credits consisting of Required Courses (minimum 48 credits), Graduations Transitions (4 credits) and Elective Courses (minimum 28 credits). Sixteen of the 80 total credits must be at the Grade 12 level (including English Language Arts 12).
Students must also complete one graduation Program Exam, and English Language Arts 12)

REQUIRED COURSES

Students must earn a minimum of 48 credits from provincial courses:

- English Language Arts 10 (4 Credits): English 10, L.A. English 10, 10PDP .
- English Language Arts 11 (4 Credits): English 11, 11IB, L.A. English 11, Communications 11.
- English Language Arts 12 (4 Credits): English 12, 12IB, Communications 12.

- Social Studies 10 or 10PDP, L.A. Social Studies 10 (4 credits):
- Social Studies 11, Civics Studies 11, History 11IB or Geography 11IB, L.A. Social Studies 11 (4 credits)

- One Mathematics 10 (4 credits): Apprenticeship and Workplace Math 10, Foundations of Math 10 or Pre-Calculus Math 10 or 10PDP
- One Mathematics 11 or 12 course (4 credits): Apprenticeship and Workplace Math 11 or 12, Foundations of Math 11 or 12, Pre-Calculus Math 11 or 12.

- Science 10 (4 credits)
- One Science 11 or 12 course (4 credits): Biology 11 or 11IB, Biology 12 or 12 IB, Chemistry 11 or 11IB, Chemistry 12 or 12IB, Earth Science 11, Physics 11 of 11IB, Physics 12 or 12IB, Science and Technology 11, or Geology 12 or 12IB Physical Education 10 (4 credits)

- Fine Arts or Applied Skills 10, 11 or 12 (4 credits in total)
  - ~ Visual and Performing Arts
  - ~ Home Economics
  - ~ Technology Education
  - ~ Business Education
  - ~ Home Economics
  - ~ Technology Education
- P.E. 10 (4 credits)
- Career Life Education 10 (4 credits)

Note:
IB Diploma students will fulfill the Fine Arts/Applied Skills and work experience through TOK, Extended Essay and CAS.

ELECTIVE COURSES

Students must earn a minimum of 28 credits. Students select courses of varying credit value to support their career plans (e.g. apprenticeship, vocational, technical, university, college, entry to workforce).

GRADUATION TRANSITIONS 12 (4 credits)
Graduation Transitions is an opportunity for students to reflect on their knowledge and abilities and plan for life after graduation by collecting evidence of their achievements in the following required areas:

- **Personal Health** - maintain a personal health plan and participate in 150 minutes of moderate to vigorous physical activity per week (DPA.).
  DPA - Daily Physical Activity
  - All students in BC are responsible for documenting their activity
  - Should include endurance, strength and flexibility activities of moderate to vigorous intensity level
  - Supervised by the Career Programs Department at Grade 11 level and Grad Trans teachers at Grade 12 level
  - Requirement of Grad Transitions is mandatory for graduation.
- **Community Connections** - participate in at least 30 hours of work experience and/or community service and describe what was learned.
- **Career and Life** - complete a transition plan and present significant accomplishments.

COURSE PLANNING INFORMATION

. . . Your guide to further education

Please visit the Counselling Website for the following information:
Direct links to admission requirements for most Canadian universities
Direct links to many scholarships
Course Booklet
Graduation requirements
Youth Services Directory
Honour Roll
Tutor List
USA and UK university information

You can access the counselling website via the school's home page under "For Students" or through the following link:
http:/wvschools.ca/schools/westvancouver/teachers/Counselling

IMPORTANT COURSE PLANNING DATE REMINDERS

Parent Information Night—January 31st, 2017—7:00 p.m.
Course changes in September depend on available space.

WEST VANCOUVER SECONDARY SCHOOL
Road to Graduation

Student Name _____ Student # _____

Home Phone # _____ Other Phone # (s) Cell # _____

Grade 10		Grade 11		Grade 12	
Course	Credits	Course	Credits	Course	Credits
English 10 (PDP/LA**) or Transitional English 10	4	Eng 11 (LA**) or (IB) or Comm 11 (LA**)	4	*Eng 12 (IB) or Comm 12 (LA**)	4
	0	Science 11or (IB)	4	Gr.12 Course:	4
Science 10 (LA**)	4	Math 11 or (I.B)	4	Gr.12 Course:	4
Math 10 (PDP)	4	SS 11 / LA SS 11 or	4	Gr.12 Course:	4
Socials 10 (PDP/LA**)	4	IB Geog 11 / IB Hist 11		Elective:	4
PE 10 (Boys/Girls/Lead)	4	2nd Lang (IB) or ACL or Elective	4	Elective:	4
Career Life Education 10	4	Elective:	4	Elective or Academic Tutorial:	
2nd Lang (PDP) or ACL or:	4	Elective:	4	Graduation Transitions	4
Elective:	4	Elective or Academic Tutorial		AM Course	
A.M. Course		A.M. Course		PM Course	
P.M. Course		P.M. Course			
		Grade 11 Credits:		Grade 12 Credits:	
Grade 10 Total Credits:		Grade 10 and 11 Total Credits:		Total Grad Credits:	

*Compulsory Government Exam
** Language Adapted

MINIMUM GRADUATION REQUIREMENT = 80 CREDITS

University Entrance:
_____ Arts
_____ Science
_____ Other _____

College Entrance:
_____ Transfer
_____ Career and Vocational Programs
_____ Other _____

List Alternative Electives in Order of Priority:

1st _____

2nd _____

3rd _____

Students who attend school in the West Vancouver School district are required to take at least eight courses in grades 8 through 12. In grades 11 and 12, students have the opportunity to enroll in an Academic Tutorial (see description below) as one of their eight courses. The availability of the Academic Tutorial furthers the school and district goals of fostering academic excellence and supporting all learners.

ACADEMIC TUTORIAL 11/12 (0 credits)
This class is designed to support senior level students and enhance their opportunities for academic success. This academic tutorial will have a teacher responsible for promoting positive study skills. Work habits will be assessed and regular attendance is expected. Students may have the opportunity to be supported in areas of their particular focus. This course is open to students in grades 11 and 12. **Students must fill out an application form for this course.**

WVSS WORK HABITS RUBRIC

Work Habits	GOOD (G)	SATISFACTORY (S)	NEEDS IMPROVEMENT(N)
RESPONSIBILITY	**(G) Always/Almost Always**	**(S) Usually/Often**	**(N) Inconsistently/Seldom**
Attendance	Attends class (unless excused)	Attends class (unless excused)	Attends class (unless excused)
Punctuality	On time	On time	On time
Preparedness -materials, work, and attire	Prepared for class	Prepared for class	Prepared for class
Completion of assignments	Completes work on time	Completes work on time	Completes work on time
Homework	Homework is done	Homework is done	Homework is done
Respect for work	Respects the quality and authenticity of own work	Respects the quality and authenticity of own work	Respects the quality and authenticity of own work
Catches up missed work	Catches up missed work	Catches up missed work	Catches up missed work
COOPERATION	**(G) Always/Almost Always**	**(S) Usually/Often**	**(N) Inconsistently/Seldom**
Participation (attitude/contributes)	Participates and/or makes a positive contribution in classes	Participates and/or makes a positive contribution in classes	Participates and/or makes a positive contribution in classes
Team work	Works well with other students and teacher	Works well with other students and teacher	Works well with other students and teacher
Respect for others	Respectful of other students and their work	Respectful of other students and their work	Respectful of other students and their work
Following instructions	Listens and follows teacher instructions	Listens and follows teacher instructions	Listens and follows teacher instructions
INDEPENDENCE	**(G) Always/Almost Always**	**(S) Usually/Often**	**(N) Inconsistently/Seldom**
Time on Task	Able to work without direct supervision; on task	Able to work without direct supervision; on task	Able to work without direct supervision; on task
Effort	Puts forth best effort	Puts forth best effort	Puts forth best effort
Attitude	Engaged and interested in learning	Engaged and interested in learning	Engaged and interested in learning
Time Management	Manages time well	Manages time well	Manages time well
Seeks extra help when needed	Seeks extra help when needed	Seeks extra help when needed	Seeks extra help when needed

THE INTERNATIONAL BACCALAUREATE PROGRAMME

THE IB PROGRAMME

The International Baccalaureate (IB) Programme is a comprehensive and rigorous two-year curriculum leading to international examinations for students in Grades 11 and 12. The programme incorporates the best elements of national systems without being based on any one. The IBO's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. In the 40 years since its founding, the IB diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. The IB Diploma is recognized as an admissions credential to most North American universities. Higher Level courses with a score of 5 or better, and in some cases a 4, may be given a first year credit at North American universities. Many universities also offer specific scholarships to IB Diploma holders.

Please visit the web sites at www.ibo.org and www.ibbc.ca for more information.

ELIGIBILITY

Motivated students who have demonstrated academic proficiency may apply to enroll in International Baccalaureate courses for:

- the IB Diploma (the comprehensive enrichment program),
- IB Certificates (enrichment in specific subjects— three HL subjects preferred) and where class space permits.

Screening procedures include teacher recommendations, an interview with the IB Coordinator, and entrance examinations. Information meetings are scheduled from January onwards. For further information, please contact Ms. Joanne Pohn, the coordinator of the International Baccalaureate Programme at W.V.S.S. (604 981-1100).

COURSES AND REQUIREMENTS

Candidates for the full International Baccalaureate Diploma must take, in their Grade 11 and 12 years, six courses comprised of three courses at the Standard Level and three at the Higher level. These courses include by Group:

1 Language A (English, or a mother tongue)
2 Language B (French, Spanish, Japanese or Mandarin)
3 Study of the Individual and Society (History and/or Geography)
4 Experimental Science (one of Chemistry, Biology, Physics)
5 Mathematics
6 A second subject from categories 2 to 5 above (or Art, or Film Studies, or Theatre)

In addition to the six subjects listed, the Diploma candidate must complete:

- Theory of Knowledge - A required inter-disciplinary course intended to stimulate critical reflection upon knowledge gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop a personal mode of thought based on analysis of evidence expressed in rational argument.

- The Extended Essay of approximately 4,000 words, based on a research topic of the candidate's own choice.

- CAS— Creativity Action and Service -This is designed to allow students to participate in extra-curricular activities plus service to the school and community. Over two years 150 hours minimum is required.

For students considering the IB Diploma or Certificates, West Vancouver Secondary School offers enriched courses in Grade 10. Individual courses for enrichment may be taken at Grade 11 and 12 where space permits.

COURSE OFFERINGS

Students essentially take the same combination of courses as the BC Foundation Studies Requirements at grade 11, with the addition of one more academic subject. The Grad Transitions/ Fine Arts/ Applied Skills requirement are fulfilled through the IB Diploma programme. Students must take 3 HL and 3 SL subjects and include all curriculum areas plus Theory of Knowledge, Extended Essay, and CAS

HL Higher level syllabus recommends 240 teaching hours.
SL Standard level syllabus recommends 150 teaching hours.
* Only one ab initio (beginner's language) may be offered and constitutes two years knowledge only.

Higher Level Subjects	Standard Level Subjects
Gr 1 English A	Gr 1 Language A—self taught or English A
Gr 2 Language B (French, Spanish, Japanese or Mandarin)	Gr 2 Language B (French, Spanish, Japanese or Mandarin)
Gr 3 History and/or Geography	Gr 3 History and/or Geography
Gr 4 Chemistry and/or Physics and/or Biology	Gr 4 Chemistry and/or Physics and/or Biology
Gr 5 Mathematics	Gr 5 Mathematics or Math Studies
Gr 6 Fine Arts Option: Art, Film Studies or Theatre	Gr 6 Fine Arts Option, Film Studies or Theatre

EVALUATION

IB Diploma Candidates write the international final examinations in May of their Grade 12 year in each of the six required subjects. IB final examinations are set and marked by examiners selected and trained by the International Baccalaureate Organization. Subject teachers are required to submit their student evaluations to the IB Examinations Office in Cardiff, United Kingdom; the school evaluation is taken into consideration when final marks are prepared by the IB Examinations Office. All IB students may write the BC Provincial examinations in June.

FEES

The International Baccalaureate Academy is an enhanced program and a program of choice. West Vancouver IB students are required to pay the exam fee. IB fees are subject to change based on the fluctuating Canadian dollar.

Year One Course Fees
Students will only be charged if writing IB Exams
Book Deposit for English $ 80.00

Year Two Course Fees
Administration & Postage
Exam Registration
Fee per Examination
Book Deposit for English
} Contact the I.B. Office

Please Note:
All Math enriched and IB Math courses require a graphics calculator.
Books specific to IB courses will require a deposit or may be purchased if desired.
Any related supplemental activities, optional field trips, or optional activities may require a fee.

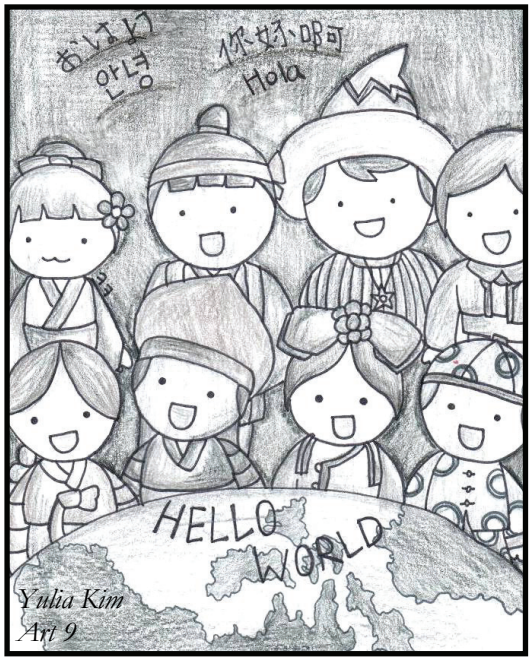
*** IB fees are NOT refundable after November 15th even if the student withdraws from the course.**

INTERNATIONAL EDUCATION STUDIES PROGRAM

The International Education Studies Program is offered at West Vancouver Secondary School to provide overseas students with the opportunity to enroll in an accredited secondary school (Grade 8–12) in Canada.

West Vancouver Secondary School offers a wide range of courses in the academic, technical and business fields at different levels of difficulty. However, students should keep in mind that there are specific provincial course requirements that ALL secondary school students must attain to complete high school graduation requirements.

Counsellors are available to assist students with course planning. It is expected that most International Education students will come to West Vancouver Secondary School with the objective of completing their secondary school education or English language training with the goal of entering a college, university or a technical training institute upon completion of the program.



Yulia Kim
Art 9

ADMISSION REQUIREMENTS

Each applicant's acceptance into the Program will be determined by:

1. The applicant's educational background and present academic standing as indicated on transcripts, and
2. Letters of recommendation as required.

All applicants must comply with immigration requirements. Final acceptance into the International Studies Program will occur when the student submits a "Study Permit" from Citizenship and Immigration Canada.

A full description of the program and application forms can be obtained from the International Student Office or by visiting the International Studies Program website at www.westvanintl.ca

All inquiries and applications for students (attending less than one year) should be directed to :

Mr. Michael Frankowski
District Administrator of International Student Programs
Telephone: (604) 981-1158
Email: mfrankowski@wvschools.ca

TUITION FEES

Fees are based on the cost of providing an education to an individual student. Details of tuition fees may be obtained from the International Studies Program Office or by visiting the International Program website at www.westvanintl.ca

A.C.C.E.S.S.

ALTERNATE CAREER AND CONTINUING EDUCATION FOR SECONDARY STUDENTS

PROGRAM DESCRIPTION

A.C.C.E.S.S. is the alternative school in West Vancouver offering an educational option for the students in School District #45. A.C.C.E.S.S. is a program of choice that is available to students who agree to follow the guidelines as outlined in the A.C.C.E.S.S. agreement. See the agreement as outlined below.
A.C.C.E.S.S. services 40 students ranging in age from 14 to 18. The school is divided into a Junior Room (grade 10) and a Senior Room (grades 11 and 12). Enrollment is based upon an applicant's individual circumstances and an interview process.
Students study the current Ministry mandated curriculum and take part in a variety of electives including Physical Education and Work Experience. With permission from administration, students may also take some of their courses at the main campus of WVSS.
The school is presently staffed with two teachers and two youth workers. The program also relies on parent and community volunteers for portions of its elective program.

PROGRAM OBJECTIVES

A.C.C.E.S.S.'s objectives for its students are:

1. To provide a self-paced program in a small group setting in the academic subjects required for grades 10, 11 and 12.
2. To enable students to return to secondary school or complete the secondary school graduation requirements at A.C.C.E.S.S.
3. To provide pre-employment opportunities through Career Programs.
4. To encourage students to prepare for post-secondary educational and vocational training.
5. To encourage students to work independently in both academic and practical work.
6. To encourage students to develop short and long term goals, which assist them in time management.
7. To provide guidance and counselling through school and community based personnel.
8. To create a positive, cooperative educational environment.
9. To enable students to formalize the decision-making process.
10. To encourage students to enhance their technological skills.
11. To provide students with a range of outdoor education experiences.

STATEMENT OF PHILOSOPHY

The A.C.C.E.S.S. program is committed to the social and emotional growth of secondary school students. The program provides an educational environment in which the needs of the individual student are addressed and the students can achieve success in their schooling.
To achieve this, A.C.C.E.S.S. has academic, elective, and Career Programs components. The program provides and integrates outside resources such as Family Services, Human Resources, Probation Services and West Youth Outreach. In addition, A.C.C.E.S.S. utilizes professional services offered within School District #45 (e.g. Special Education personnel, Public Health nurse, and Career Program Coordinators). A.C.C.E.S.S. allows for flexibility in the assignment and assessment of the individual student's school work.
A.C.C.E.S.S. creates an opportunity for alternate school students to complete the requirements for high school graduation. By changing the environment and location of the students, the staff believe that they can remove the pressures that are typical of larger secondary schools. The program seeks to instill feelings of self-worth and to assist students in obtaining marketable skills. By utilizing this philosophy and by providing one-to-one assistance, the percentage of graduating students remains high.
In order for students to be successful, they need to follow the A.C.C.E.S.S. agreement. Before they sign it, they should fully understand the behaviour expected. By signing it, they agree to abide by the rules.

A.C.C.E.S.S. Agreement

Participation in the A.C.C.E.S.S. Program is based on the following:
Course Completion – Students must complete a minimum of two courses per term.
Attendance – Students must attend a minimum of 90% attendance.
Respect and Responsibility – Students are expected to follow the rules as outlined in the W.V.S.S. handbook. (eg. The use of, and/or possession of illicit substances or paraphernalia will not be tolerated).
This agreement will be reviewed at the end of each term.

BLENDED LEARNING OPTIONS
(Courses with an On-Line Component)

We are continuing to explore creative uses of technology in the classroom. Many of our classes have added a digital component, and this embracing of new technologies is only increasing each year. In 2008, our school, along with the other two schools in the district began to offer courses that blended face-to-face classes with an online component. In these courses, students are able to complete courses within a guided, yet flexible framework, often outside of traditional school hours.

There are two different blended learning options.

Courses that are offered at our school, outside the timetable.

These courses allow students to increase their timetable flexibility and take additional courses beyond the traditional 8 course program.

Courses that are offered at one of the other two schools outside the timetable.

These courses allow student to access courses and programs that are not offered in our school.

Blended learning courses meet face-to-face between 25 – 50% of the time of a typical course. These face-to-face sessions are scheduled before school and after school, and efforts are made to work around students' other commitments.

This type of learning environment isn't for everyone, but it is for students who are self-motivated, independent learners, computer literate, good time managers with effective written communication skill, and are personally committed to this type of learning opportunity.

At West Vancouver Secondary, we are offer the following blended learning courses:

Career Life Education 10
New Media and Technology 11
Sustainable Resources 12 - Agriculture

Students at West Vancouver Secondary can access the following course at the other two schools

Fashion Industry

COURSE DESCRIPTIONS FOR W.W.S.S. BLENDED LEARNING (ON-LINE) COURSES

Career Life Education 10 On-Line/Blended (formerly Planning) - The aim of Career Life Education online is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Planning 10 provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and society.

The major topic areas are:

1. Education and Career Exploration
2. Health and Wellness
3. Financial Management Skills

This particular course is delivered in a blended environment, whereby students meet face to face with an assigned teacher once every two weeks for approximately one hour after school in a computer lab. The rest of the allotted time takes place through the internet as assignments and projects are posted and completed online.

NEW MEDIA AND TECHNOLOGY 11

New Media and Technology 11's focus is to engage students in conversations about today's technology and media that most students use everyday. The course will be a balance between learning more about the tools and resources such as YouTube, blogs, and wikis; relevant discussions surrounding them; and open-ended projects for students to apply their new knowledge and skills. The course is both for tech savvy and tech beginners as it is not a course focused on programming and development but on ideas and insight. This Blended Learning Course is based at West Van Secondary School.
Note: This course is only offered as a Blended Learning Course.

COURSE DESCRIPTIONS FOR DISTRICT BLENDED LEARNING (ON-LINE) COURSES

FASHION INDUSTRY 12

You love fashion! This course is for students who are interested in all aspects of the fashion industry. The course will look at the development of fashion and industry topics such as design, production, marketing and fashion promotion. Students will have the opportunity to develop a portfolio that will explore concepts in trends, accessories, design, product development, and marketing. This course will provide an excellent background for students interested in pursuing the fashion business at the post-secondary level. This course does not have a sewing component. This Blended Learning Course is based at West Van Secondary School.
Note: This course is only offered as a Blended Learning Course.

SUSTAINABLE RESOURCES 12: AGRICULTURE

Sustainable Resources 12 Agriculture is a four credit senior science course. It is offered as a blended course with most of the content being delivered online and with the practical components scheduled outside of regular school hours at West Vancouver Secondary School. The course focuses on applied experimentation in an urban agricultural environment, and on issues of local food security. Students will gain skills in garden planning, maintenance and harvesting, beekeeping and scientific observation. Students will be expected to commit time after school for outdoor, hands-on garden work throughout the year. The prerequisites for Urban Agriculture are Science 10 or instructor approval. To do well in the course, students should: be willing to take initiative for independent work, enjoy learning while outside, be great at working in group, and have a passion for science.

YOUNG ENTREPRENEURSHIP AND LEADERSHIP

The Young Entrepreneurship and Leadership Launchpad is a district-wide course offered to students entering Grades 11 and 12. Those students who have an interest in business will be able to earn course credits (Entrepreneurship 12) toward graduation while working with both teachers and business/community leaders to design a business. Students will have the opportunity to mentor with top entrepreneurial talent, gain valuable real-world connections, and participate in a Dragon's Den-style Venture Challenge. The YELL program is partnered with the Business Accelerator Lean Launchpad program at UBC's Sauder School of Business, and fuses the traditional business plan with the Business Canvas method. This course will run outside the regular timetable, with weekly 2 ½ hour classes/meetings from September – December. In January, students will break into mentorship groups, working towards "Venture Presentation Night", during which they will share their business ideas and learning.

This course brings together the school, the community and our primary YELL business partners: Rattan Bagga, CEO of Jiva Organics; Amit Sandhu, CEO of Ampri Group; and Punit Dhillon, co-founder, President and CEO of OncoSec Medical.

This course is by application only. Refer to the SD #45 district website for applications details/deadlines or contact Jo-Anne McKee at jmckee@wvschools.ca. Please refer to the YELL website for further program details - http://weyell.org/ *** Also see Business Education p.14**

WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

BASEBALL ACADEMY

The West Vancouver School District offers the Premier Baseball Academy which features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of baseball the opportunity to complete their academic requirements in the mornings and their baseball skill development in the afternoons, all during school hours.

Boys, Grades 8-12, who are registered full time at any one of the school district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the baseball program. The selection process includes an assessment of the students' skills, a very good record of academic achievement, a proven history of an excellent work ethic, as well as demonstrated ability to be socially responsible.

The Baseball program runs from the first week of September through to the third week in June, Monday through Friday from 1:45 – 3:00 p.m. Wednesday is an extended training session from 1:45 – 3:30 p.m. Program components include: on-field baseball skill development, indoor baseball-specific training, baseball-specific physical fitness training, and alternate activities such as squash, wrestling, and Yoga. As well, students participate in classroom theory sessions once per week.

The baseball skill development sessions are held at various facilities including: Parkgate Park, Inside Performance Baseball Facility, Chief Joe Mathias Centre, and the Kirkstone Batting cage. The on-field component consists of individual skill development, as well as team tactics. Individualized, specialized and small group instruction is provided. The off-field component consists of a variety of training, including general fitness, flexibility, aerobic and anaerobic, strength, quickness and agility, as well as speed training. All sessions are designed to improve the overall performance of the athlete in the specific sport of baseball.

Students are assessed throughout the school year, but formal evaluations occur at the beginning of the baseball season as well as at the end of the school year. Through participation in the baseball program, students receive the following: Grades 8-12 Physical Education, Grades 10-12 Board Authority Authorized (BAA) courses - Theory and Principles of Baseball 10, 11 & 12, and students in Grades 8 and 9 complete the mandatory Health and Career Education courses receiving marks each of three terms.

The classroom sessions are designed to cover a variety of topics that help students on their journey toward excellence and personal growth. Sessions include a variety of topics such as baseball-specific techniques and tactics, or in areas such as goal setting, mental training, nutrition, confidence-building, communication skills, along with the importance of building and sustaining good character. The program helps students understand and learn the important steps to take to excel in any part of their lives. Some of these steps include deciding what it is they really want to do and choosing to focus on doing it every day. This past year, the Grades 10-12 students completed the NCCP Coaching Certification.

The program is outstanding and space is limited so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ sd45.bc.ca.

WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

BASKETBALL ACADEMY

The West Vancouver School District offers the Premier Basketball Academy which features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of basketball the opportunity to complete their academic requirements in the mornings and focus on basketball skill development in the afternoons and weekends. The program is designed to ensure there is reduced contact time during the high school basketball season to avoid overtraining.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the Basketball Academy. The selection process includes a try-out, receiving information about the students' experience in the sport, history of an excellent work ethic, a good record of academic achievement as well as demonstrated ability to be socially responsible.

The Basketball program runs **every other day (Day 1 or 2)** from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Additional training occurs during 4-6 weekend sessions spread out throughout the fall and spring with reduced contact during the school basketball season. Program components include on-court basketball skill development, basketball-specific physical fitness and strength training.

The basketball skill development sessions are held at West Vancouver Secondary School or West Vancouver Recreation Centre. Physical fitness and strength training sessions are held at West Vancouver Secondary School, Level 10 Fitness, and Twist Conditioning.
Students are assessed throughout the school year, but formal evaluations occur at the beginning of the school year as well as at the end of the school year to ensure students are progressing well. Through successful participation in the Basketball Academy, students receive Grades 8-12 Physical Education course credits.

The program is outstanding and space is limited so register early! For further information, please contact Mr. Garth Thomson, Vice-Principal at WVSS at 604-981-1108 or gthomson@wvschools.ca. Visit the school district website @ sd45.bc.ca.

DANCE ACADEMY

The West Vancouver School District offers the Premier Dance Academy which features a complete school curriculum promoting academics and dance in a unique schedule. This program offers students who are passionate about dance, the opportunity to complete their academic requirements in the mornings and to work in a variety of areas of dance in the afternoons, all during school hours.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the dance program. The selection process includes receiving information about the students' experience in the area of dance, history of an excellent work ethic, a very good record of academic achievement as well as demonstrated ability to be socially responsible. All levels of experience are encouraged; for example, Level 1 (0-2 years of dance experience and Level 2 (2+ years of dance experience).

The dance program runs every other day from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. The program consists of a dance curriculum that will provide students the ability to study of a variety of genres within the dance spectrum, including: Street Dance, Contemporary, Lyrical Jazz, Commercial Jazz, Ballet, Latin techniques, Musical Theatre, as well as on-going fitness and strength-training sessions.

WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

DANCE ACADEMY(CONT'D)

The dance sessions will be held at West Vancouver Secondary School's Dance Studio (located in the Kay Meek Performing Arts Center) and at Perform Art Studios (located at the Lonsdale Quay). Transportation is provided.

Students are assessed throughout the school year with a variety of experiences to demonstrate their ongoing progress. Through participation in the Dance Academy, students receive Grades 8-12 Physical Education course credits.

The program is outstanding and space is limited so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ sd45.bc.ca.

FENCING ACADEMY

The West Vancouver School District offers the Premier Fencing Academy which features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers young athletes the opportunity to complete their academic requirements in the mornings and their fencing skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students in the Fencing program.

Boys and girls, Grades 8-12, registered full time at any one of the school district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary School), are eligible and may apply to the Fencing program. The initial selection process is based on a number of factors including an assessment of the students' skills, a strong work ethic, a very good record of academic achievement, as well as demonstrated ability to be socially responsible. Beginners are encouraged to register!

The Fencing program runs from the first week of September through to the third week in June, Monday through Friday from 1:45 – 3:00 p.m. The Fencing skill development sessions are held at Eagle Harbour Montessori School's gymnasium – an outstanding facility and location for the program. Bus transportation is provided.

The program component consists of individual skill development, as well as team tactics. All training is designed to improve the overall performance of the athlete in the specific sport of fencing. Students are coached by Igor Gantsevich, one of the top coaches in North America. Students train and compete in local, provincial, and international competitions throughout the course of the year.

Students are assessed regularly throughout the school year. By participating in the Fencing program students receive Physical Education, Grades 8-12; Health & Career Grades 8 & 9; and Board Authority Authorized (BAA) courses - Theory and Principles of Competitive Fencing 10, 11 & 12.

The West Vancouver School District is excited to continue to support this unique and outstanding program for high school students. For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ sd45.bc.ca.

WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

FIELD HOCKEY ACADEMY

The West Vancouver School District offers the Premier Field Hockey Academy which features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of Field Hockey the opportunity to complete their academic requirements in the mornings and their field hockey skill development in the afternoons, all during school hours.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the Field Hockey Academy. The selection process includes receiving information about the students' experience in the sport, history of an excellent work ethic, a very good record of academic achievement as well as demonstrated ability to be socially responsible.

The Field Hockey program runs every other day (**on a Day 2**) from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Program components include: on-field Field Hockey skill development, indoor Field Hockey-specific training or Field Hockey-specific physical fitness training, and alternate activities such as Yoga.

The Field Hockey skill development sessions are held at Rutledge Field and other training or alternate sessions will be held at Twist Conditioning, Game Ready Fitness or the Hollyburn Country Club. The on-field component consists of individual skill development, as well as team tactics. Individualized, specialized and small group instruction is provided. The off-field component consists of a variety of training, including general fitness training, flexibility, strength, agility, as well as speed training. All sessions are designed to improve the overall performance of the athlete in the specific sport of Field Hockey.

Students are assessed throughout the school year, but formal evaluations occur at the beginning of the school year as well as at the end of the school year to ensure students are progressing well. Through participation in the Field Hockey program, students receive Grades 8-12, Physical Education course credits.

The program is outstanding and space is limited so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ wvschools.ca.

HOCKEY ACADEMY

The Premier Hockey Academy features a complete school curriculum promoting academics and athletics in a unique schedule. The program offers young hockey players the opportunity to complete their academic requirements in the mornings and their hockey skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students.

Boys, Grades 8-12, who are registered full time at Sentinel Secondary School, may apply to the Academy. Parents of students from WVSS or Rockridge who are interested in this program, should contact Ms. Diane Nelson for further information.

There may be a change in the format of the Hockey Academy for the 2016-2017 school year. Together with the Hollyburn Country Club, the West Vancouver School District has submitted an application to Hockey Canada as well as to the Board of Directors of the Canadian Hockey Sport School League, to enter two boys' Prep teams in this League for the 2016-2017 school year. If approved in March, 2016, try-outs will occur at the Hollyburn Country Club to fill the rosters of both a U18 boys' Prep team and a U15 boys' Prep team for September, 2016.

WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

HOCKEY ACADEMY (Cont'd)

The initial selection process is highly competitive and based on a number of factors including an on-ice evaluation of students' hockey skills, a strong record of academic achievement as well as demonstrated ability to be socially responsible. Students selected to be a part of this program will train from September through to the third week in June, Monday through Friday, from 1:30 – 3:00 p.m. Training sessions may be held beyond 3:00 as well. A specialized calendar will be developed and communicated to parents and students as the application is confirmed and details finalized.

Through participation in the Canadian Hockey Sports School League, students would receive Physical Education, Grades 8-12; Health & Career 8 & 9; Board Authority Authorized (BAA) Theory & Principles of Hockey Grades 10, 11 & 12.

The classroom sessions are designed to cover a variety of topics that help students on their journey toward excellence. Sessions include such topics as goal setting, mental training, nutrition, confidence building, communication skills, along with the importance of building and sustaining good character. The classroom theory sessions are designed to help students gain the knowledge skills and abilities to become confident and successful young adults as they move forward in their hockey careers.

The West Vancouver School District continues to support outstanding programs for the students. For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: wvschools.ca.

MECHATRONICS ROBOTICS ACADEMY

The West Vancouver School District offers the Premier Mechatronics Robotics Academy which features a complete school curriculum promoting the academics along with this unique program, in an accommodating timetable. This program offers students who have an interest in Robotics, the opportunity to complete their academic requirements in the mornings and then to participate in the areas of Science, Technology, Engineering, & Math in the afternoons, all during school hours.

Students, both boys and girls, Grades 9-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the Mechatronics Robotics program. The selection process includes receiving information about the students' experience in the area of robotics, as well as history of an excellent work ethic, a very good record of academic achievement as well as demonstrated ability to be socially responsible, particularly in working cooperatively with others.

The Mechatronics Robotics program runs every other day from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Students not only learn a variety of skills in the area of Robotics, but an important component is working in teams with the goal of competing locally, provincially, or even nationally.

The Mechatronics Robotics Academy session will be held at West Vancouver Secondary School. Transportation is provided.

Students are assessed throughout the school year, with students receiving the following Board Authority Authorized (BAA) course credits: Theory & Principles of Mechatronics Robotics 10, 11 or 12.

The program is outstanding and space is limited so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ sd45.bc.ca.

WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

RUGBY ACADEMY

The West Vancouver School District offers the Premier Rugby Academy which features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers students who are passionate about the sport of Rugby the opportunity to complete their academic requirements in the mornings and their Rugby skill development in the afternoons, all during school hours.

Students, both boys and girls, Grades 8-12, who are registered full time at any one of the district's secondary schools (Sentinel, Rockridge or West Vancouver Secondary), are eligible and may apply to the Rugby program. The selection process includes receiving information about the students' experience in the sport, history of an excellent work ethic, a very good record of academic achievement as well as demonstrated ability to be socially responsible.

The Rugby program runs every other day from 1:45 – 3:00 pm beginning the first week of September and operating through to the third week in June. Program components include: on-field rugby skill development, indoor rugby-specific training or rugby-specific physical fitness training, and alternate activities such as Yoga.

The rugby skill development sessions are held at Klahanie Park. Other training sessions will be held at Game Ready Fitness, Twist Conditioning or the Hollyburn Country Club. The on-field component consists of individual skill development, as well as team tactics. Individualized, specialized and small group instruction is provided. The off-field component consists of a variety of training, including general fitness training, flexibility, aerobic and anaerobic training, strength, as well as agility and speed training. All sessions are designed to improve the overall performance of the athlete in the specific sport of Rugby.

Students are assessed throughout the school year, but formal evaluations occur at the beginning of the school year as well as at the end of the school year to ensure students are progressing well. Through participation in the Rugby program, students receive Grades 8-12, Physical Education course credits.

The program is outstanding and space is limited so register early! For further information, please contact Diane Nelson, Director of Instruction, at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website @ sd45.bc.ca.

SOCCER ACADEMY

The Premier Soccer Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers passionate soccer players the opportunity to complete their academic requirements in the mornings and soccer skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students.

Students, girls and boys, Grades 8-12, who are registered full-time at any one of the district's three secondary schools (Sentinel, Rockridge or WVSS) are eligible and may apply. The Academy runs from the first week of September through to the third week in June, Monday through Friday from 1:30 – 3:00 p.m. The initial selection process is based on a number of factors including an on-field evaluation of students' soccer skills, evidence of a strong work ethic, a record of very good academic achievement as well as demonstrated ability to be socially responsible.

The Premier Soccer Academy is offering two options for students for the 2017-2018 school year.

WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

SOCCER ACADEMY Cont'd)

Option One:

The program runs every afternoon, Monday through Friday, from 1:30 – 3:00. For this option and format, the program will accommodate a maximum of 30 students. This program would consist of the following components: on-field, off-field activities such as soccer-specific training & futsal, Yoga, as well as Monday afternoon classroom theory sessions.

Students selecting option one would receive Physical Education, Grades 8-12 as well as Health & Career 8 & 9 or Board Authority Authorized (BAA) courses - Theory & Principles of Soccer 10, 11 & 12.

The on-field component consists of such concepts as passing, ball control, finishing, dribbling, defending, and positioning. The focus is on individual technique, small group dynamics, as well as team dynamics and tactics. Specialized and small group instruction is provided for goalkeepers. The off-field component consists of a variety of training, including Yoga, general fitness, flexibility, strength, quickness and agility training.

The classroom session is designed to cover a variety of topics that help students learn good habits. Sessions include such topics as technical, tactical, goal setting, personal awareness, how to gain confidence and raise self-esteem, mental training (controlling emotions, a winning soccer attitude and personality differences), mentally battling through injury and fatigue, sports nutrition and recovery, the importance of being proactive, communication skills, conflict resolution, along with the importance of building and sustaining good character.

Option Two:

The second option, which is NEW for the 2017-2018 school year, provides students the opportunity to select the Premier Soccer Academy for only one block. In other words, students would participate every other day and receive only their Physical Education course, Grades 8-12. This means that students would be able to register for another course at their schools for the alternate afternoon block.

The West Vancouver School District is pleased to be flexible in its desire to meet the needs of the students. For further information, please contact Diane Nelson, Director of Instruction at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: sd45.bc.ca.

TENNIS ACADEMY

West Vancouver Schools Tennis Academy features a complete school curriculum promoting academics and athletics in a unique schedule. This program offers young tennis players the opportunity to complete their academic requirements and also participate in tennis skill development in the mornings. Tennis instruction occurs four mornings per week: Monday, Tuesday, Thursday and Friday from 7:00 – 8:15 a.m. at the Hollyburn Country Club's Tennis Centre.

Students, female or male, Grades 8-12, who are registered full-time at any one of the district's three secondary schools (Sentinel, Rockridge or West Vancouver Secondary School) are eligible and may apply. The Academy runs from the first week of September through to the third week in June.

There is an initial selection process which is based on a number of factors including an on-court evaluation of students' tennis skills, evidence of a strong work ethic, very good academic achievement as well as demonstrated ability to be socially responsible.

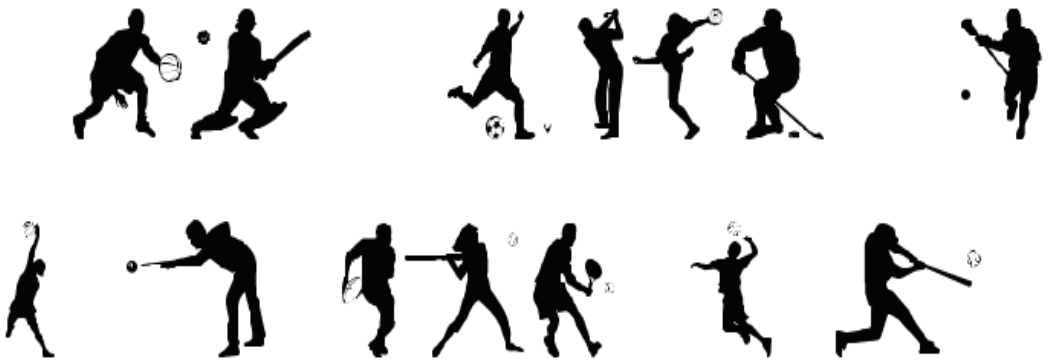
WEST VANCOUVER SCHOOLS
PREMIER ACADEMIES

TENNIS ACADEMY (Cont'd)

The on-court component consists of a variety of drills as well as the technical development of all strokes. One of the goals of the program is to provide quality instruction on the court and to assist all students to compete at the highest level. Ultimately, the goal is to provide a quality experience for all students in the academy.

Through participation in the Tennis Academy, students receive Physical Education, Grades 8-12. Enrollment is limited and oversubscribed each year so students/parents are encouraged to attend the Open House and to register early.

The West Vancouver School District is pleased to continue to offer outstanding programs for the students enrolled in our secondary schools. For further information, please contact Diane Nelson,
Director of Instruction at 604-981-1150 or dnelson@wvschools.ca. Visit the school district website: sd45.bc.ca.

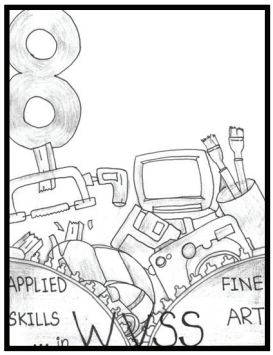


WEST VANCOUVER SECONDARY SCHOOL

Course Descriptions

2017-2018

EXPLORATIONS 8



Yulia Kim

EXPLORATIONS 8

- Five to six mini-courses make up **Applied Skills 8**. Students take Home Economics, Information Technology, Health & Career Education and Industrial Education. Home Economics units include food studies and textile studies. Computers include drafting and an introduction to many computer programs. Industrial Education includes woodwork and power systems.
- Five mini-courses make up **Fine Arts 8** (i.e.: Art, Dance, Drama, Music and Photography). Students will rotate through the mini courses taught by various specialist teachers.

GRADE 8 ELECTIVES

A music elective is available to students before school:

JUNIOR CONCERT BAND and/or CHOIR

Junior Concert Band a/o Choir may be taken as an extra, ninth/or tenth course. These courses are offered in the morning prior to regular classes or during the regular schedule instead of Fine Arts 8.

Please refer to the "Performing Arts" section of this booklet for specific details.

BUSINESS EDUCATION

MARKETING 11

Marketing is one of the most interesting and fun business courses you can take. Many of you will find it easy to relate to the course material because, as consumers, you have all been the target of marketers. This course will teach you marketing from the perspective of a business owner and a customer. You will learn about the different activities involved in the planning, pricing, promoting, distributing, and selling of products. As in the real world of marketing, you will be conducting consumer research, working on team projects, and unleashing your creative talents throughout the course.
This course is open to students in grades 10 and 11. There is no pre-requisite required.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MARKETING 12

Marketing 12 expands on the core concepts learned in Marketing 11 and applies them to real world situations. It is a project based course designed so the students act as employees for a marketing firm and are given tasks to complete, individually and in groups. Tasks range from re-branding a restaurant, deconstructing advertisements, to hosting a school wide event. This course is open to students in grades 11 and 12 with no pre-requisite required.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

BUSINESS EDUCATION 10: ENTREPRENEURSHIP

This course is for every student who may be interested in senior business courses or a career in business. Aspects of starting and running a business as well as many topics related to business start-up and ownership, marketing, financing, data processing and decision-making will be addressed in this course. This course is aimed at sparking entrepreneurial interest and giving the student a good overview of the complexities of the world of business. Students will simulate business operations as they form partnerships to start-up their own companies and apply creative business and marketing design concepts to their ventures.

ENTREPRENEURSHIP 12

All businesses begin with the ideas of entrepreneurs. Entrepreneurs identify and explore opportunities, research the resulting ideas, locate and organize resources, and begin to turn the ideas into reality. Entrepreneurial education helps students build confidence and develop skills as innovators and leaders. Entrepreneurship 12 helps students to gain an understanding of the entrepreneurial spirit in the context of

starting a small business and to learn the skills necessary to effectively carry out entrepreneurial activity. This is a practical, activity-based course in which student teams plan, research, develop, and implement business plans that link technical and managerial resources and innovation.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ECONOMICS 12
Economics 12 provides students with a theoretical framework, skills, background, and experience that may encourage them to study economics at higher levels. At the same time, it provides a context for understanding business practices. Economics is often described as the study of rational decision making behaviour. In this course you will learn basic economic theories that describe how individuals and societies make decisions. The goal of this course is to help enhance your understanding of our complex world, develop your thoughts logically, and prepare for first year university economics. This course is open to students in grades 11 and 12 with no pre-requisite required.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ACCOUNTING 11
Accounting is the language of business. This course will introduce you to basic principles that form the foundation for a career in business. You will learn the process of accounting, from transaction analysis to preparation of financial statements, through practical exercises and case studies. By the end of the course you will have a good fundamental understanding of accounting and you will know how to use electronic spreadsheets such as Excel. You will also be introduced to industry software such as QuickBooks and/or Simply Accounting.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FINANCIAL ACCOUNTING 12
This course focuses on the management and reporting aspects of accounting. You will start with a review of basic accounting principles and build on that with more advanced topics such as budgeting business finances and analyzing financial statements. By the end, you will have a good understanding of financial accounting for use in more advanced courses or for a career in business. All students in this course will have the opportunity to participate in a provincial business game challenge against other high school students. Students attaining a B or better in Accounting 11 and Financial Accounting 12 can apply for dual credit for BFIN 141 Accounting at Capilano University.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

YOUNG ENTREPRENEURSHIP AND LEADERSHIP
The Young Entrepreneurship and Leadership Launchpad is a district-wide course offered to students entering Grades 11 and 12. Those students who have an interest in business will be able to earn course credits (Entrepreneurship 12) toward graduation while working with both teachers and business/community leaders to design a business. Students will have the opportunity to mentor with top entrepreneurial talent, gain valuable real-world connections, and participate in a Dragon's Den-style Venture Challenge. The YELL program is partnered with the Business Accelerator Lean Launchpad program at UBC's Sauder School of Business, and fuses the traditional business plan with the Business Canvas method.
This course brings together the school, the community and our primary YELL business partners: Rattan Bagga, CEO of Jiva Organics; Amit Sandhu, CEO of Ampri Group; and Punit Dhillon, co-founder, President and CEO of OncoSec Medical.

This course will run outside the regular timetable, with weekly 2 ½ hour classes/meetings from September – December. In January, students will break into mentorship groups, working towards "Venture Presentation Night", during which they will share their business ideas and learning.

This course is by application only. Refer to the SD #45 district website for applications details/deadlines or contact Jo-Anne McKee at jmckeewvschools.ca. Please refer to the YELL website for further program

INFORMATION & COMMUNICATIONS TECHNOLOGY

INFORMATION TECHNOLOGY 9

This course introduces students to a variety of computer programs and internet resources. Students will create graphic designs using Adobe Photoshop, animate using Adobe Flash and develop webpages using Adobe Dreamweaver. Students will develop their research and analysis skills using the Internet and will also learn to create their own blogs and wikis. Students with varied levels of technical skills will learn and benefit from this course.

Course content:

- Graphic design using Photoshop
- Animation using Flash
- Webpage design using Dreamweaver
- Programming and Gamemaker
- Blogs, Wikis, Internet safety and Web 2.0 applications
- Word processing, spreadsheets and presentations using Microsoft Office

Expectations & Evaluation: Students will be graded on the products they produce using computer tools and on results of written tests.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ICT: MODULAR SURVEY COURSE 11

This course is designed for both beginner and advanced students. Beginner students will learn how to create logos, advertisements and edit photographs using Adobe Photoshop, animate using Adobe Flash and develop webpages using Adobe Dreamweaver. Students will learn about Web 2.0 applications and they will create their own blogs and wikis. Students will also have the opportunity to focus on any area of interest and develop their own portfolios.

Advanced students will have the opportunity to create their own portfolios and explore various aspects of ICT. The advanced course is designed for students to further their skills in their personal area of interest through a combination of lessons and online tutorials . It will require a high degree of independent work. Areas of study may include Photoshop, Flash, Dreamweaver, Blender, Gamemaker and Flash Action Scripting game design, Web 2.0, Programming and Network technologies. Students are welcome to propose to study any area of ICT.

Expectations & Evaluation: Students are expected to complete written assignments and to produce documents using various application programs. The balance of the evaluation is based on the results of written tests and presentation projects.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ICT: MODULAR SURVEY COURSE 12

This course is a post secondary, entry level course designed for students intending to pursue a career interest in computer science or computer related technology. Its goals are:

- to enhance student logical thought processes and problem-solving skills;
- to develop student understanding of structured design as it applies to computing and other fields;
- to apply structured design, programming and communications skills through team projects and presentations;
- to develop a working knowledge of programming techniques involved in file management and network environment;
- to extend student understanding of computer software.

The programming language used in the course is C++.

Expectations and Evaluation: Students are expected to do written assignments, and to write well planned and well documented programs. Student will be responsible for designing projects to cover various aspects of information technology. The balance of the evaluation is based on the results of written tests.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ICT: DIGITAL MEDIA DEVELOPMENT 12

This course is a process-based exploration into digital media design. It's purpose is to give students the skill-set and mindset to develop effective and eloquent multimedia presentations.
Throughout this course, students will:

- Learn and apply the principles and process of design (line, shape, unity, balance, colour, typography);
- Develop skills with computer applications for graphic and web design (Adobe Photoshop, Macromedia: Dreamweaver, Flash, Fireworks, and Freehand, and HTML/Java)
- Create real-life based projects on paper and electronically (business cards, CD covers, web sites and multimedia presentations)
- Examine the graphic and multimedia design field as a possible career choice.

There will be an emphasis on the design process and the creation and consideration of multiple solutions to a problem, as well as peer and self-evaluation of the best solution. Ethical issues relating to the use of information and design will also be covered.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

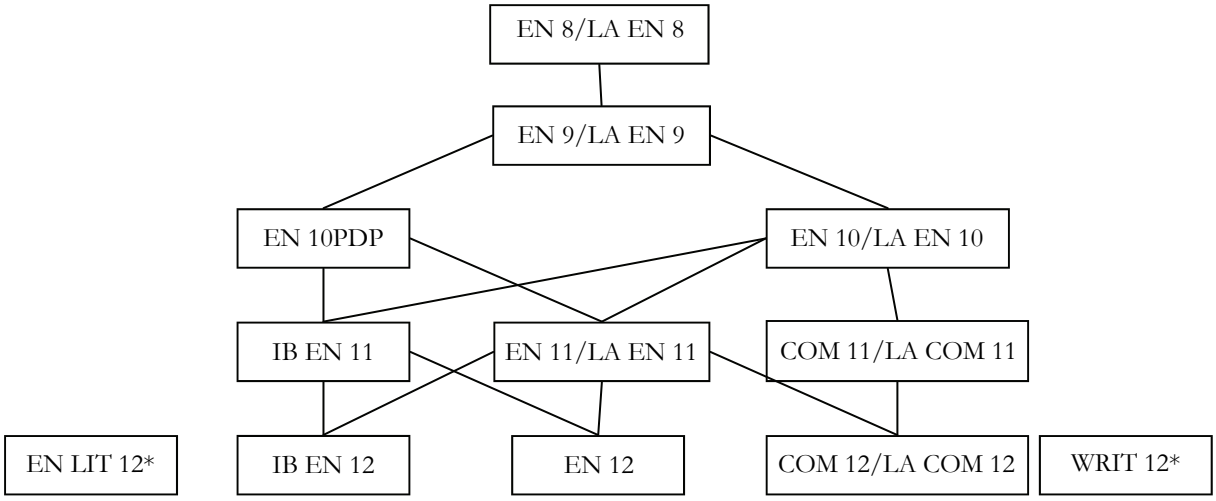
NEW MEDIA AND TECHNOLOGY 11

Are you interested in learning more about today's new media and technology such as YouTube, iPods, blogs, and Wikipedia? Are you passionate about the societal impacts of the wireless web, video games, and Facebook?

New Media and Technology 11's primary focus is to engage students in conversations about today's technology and media that most students use everyday. The course will be a balance between learning more about the tools and resources, relevant discussions surrounding them, and open-ended projects for students to apply their new knowledge and skills. The course is both for tech savvy and tech beginners as it is not a course focused on programming and development but on ideas and insight.

The course will be a blended learning course which will have both in-class and online components. It will be offered as a series of face-to-face discussion topics and hands-on sessions (about once a week - outside the timetable) which will be continued in online discussion groups.

ENGLISH DEPARTMENT



ENGLISH LANGUAGE ARTS 8-12 and LANGUAGE ADAPTED ENGLISH 8-11

English Language Arts incorporates reading, writing, listening, speaking , viewing and representing. Areas of study will include short stories, poetry, novels, non-fiction, drama, media, and writing. Students will continue to develop and work towards levels of greater sophistication in their language usage and their appreciation of literature, as well as an understanding of both paragraph and essay conventions. A school-based final examination comprises 15% of the student's mark in grade 9 and 25% of the student's mark in grade 11. A provincial examination 40% in grade 12.

ENGLISH LANGUAGE ARTS 10 PRE-DIPLOMA

"B" or "A" standing in English Language Arts 9. English 10 Pre-Diploma is offered to selected students; it is a course designed for pre-IB students or for honours English students not continuing in IB. Students will be expected to read a minimum of five novels, write a number of essays, study a Shakespeare play, and study a variety of short stories and poetry. Students will think reflectively about texts and be encouraged to make connections between literature and life. As the workload is greater than that of a regular class, English 10 PDP is a course for motivated, talented, independent, mature English students who enjoy reading, writing, and discussing each other's ideas.

Note: English Language Arts 10 will now be offered as a Focused Literary Studies & Composition pairing or as a Focused Literary Studies & Creative Writing pairing. The pairing with Composition is recommended for those students looking to strengthen their academic writing skills; the pairing with Creative Writing is recommended for students whose writing is already relatively strong and who are looking for the challenges and freedoms of writing creatively. A third, language-adapted pairing of Focused Literary Studies & Spoken Language will be offered for English Language Learners.

COMMUNICATIONS 11 AND 12 and LANGUAGE ADAPTED COMMUNICATIONS 11 AND 12

Communications 11 and 12 are an alternative to English Language Arts 11 and 12. Communications 12 does qualify students for entrance to many College programs, but does not qualify students for University Entrance or Academic College programs. It does, however, fulfill graduation requirements.
The goals of Communications 11 and 12 are three-fold: to provide students with opportunities to develop an enjoyment and appreciation of literature; to provide students with opportunities to develop listening, speaking, reading and writing skills; and to provide students with opportunities to develop business communication skills consistent with the rules of standard English. In grade 11, a final examination comprises 25% of the student's mark. In grade 12, there is a Provincial Examination that comprises 40% of the final grade.

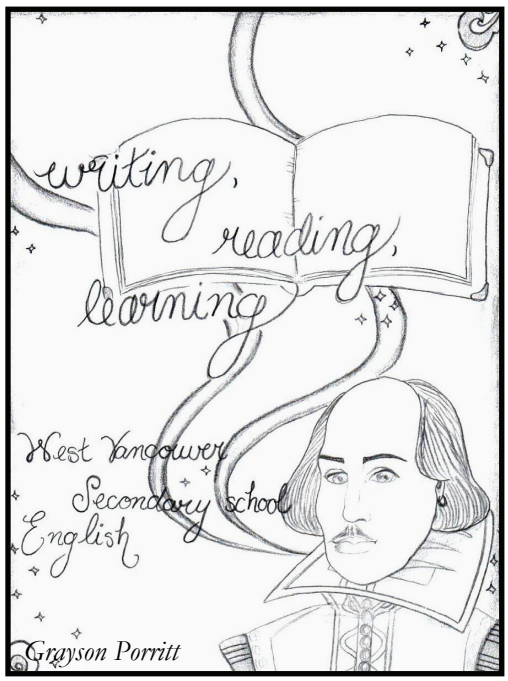
ENGLISH LITERATURE 12

Recommendation: C+ or better in English 11.

The aim of English Literature 12 is to enhance students' literacy through the study of a body of works representative of the literary heritage of English-speaking peoples. English Literature 12 offers senior students opportunities to examine and appreciate this rich heritage. Reading widely is an important factor in academic success. By reading works that are sophisticated in thought and style, English Literature 12 students strengthen their aesthetic appreciation and critical judgement.

The curriculum covers selections of CORE works from each of the following periods: Medieval, Renaissance, Eighteenth Century, Nineteenth Century and Twentieth Century. Additional modules of Prose, Drama and Poetry are integrated historically with the CORE selections to provide complementary in-depth studies.

English Literature 12 should be a selection for students planning on college or university studies, even if they are not planning to major in English. This course is a university preparation course that should assist students in their first year of English studies at university. English Literature 12 is an elective course and does not replace English Language Arts 12.



IB ENGLISH LANGUAGE ARTS 11 AND 12 (Language A – Higher Level)

Students must have taken English 10 PDP or have the permission of the teacher and IB coordinator.

IB English is a two-year program (11&12). The program encourages both the detailed study of English literature and the development of knowledge of the literature of other cultures.

Year One

World Literature – 3 selections

Selections will be read in translation

School's Choices – 3 selections

Year Two

Works on a Theme – 4 selections

English Works for Detailed Study – 3 selections.

Evaluation: IB English students are expected to read and write well and to complete oral and written assignments in a mature, thoughtful and self-directed manner. Journals, commentaries, essays, oral presentations, quizzes, and examinations will be used to evaluate students in English 11 and English 12. Students will not be penalized in their marks for their participation in a demanding course. Students will write the English 12 Provincial Examination in January of their grade 12 year. This examination is worth 40% of their English 12 mark.

The evaluation of Language A – Higher Level includes one World Literature assignment, that is completed at the end of the grade 11 year. This assignment is worth 25% of students' IB mark. In grade 11 students deliver a prepared formal oral presentation and in grade 12 students take an oral examination. Both combined are worth 30% of the IB mark. Two papers, one worth 20% and one worth 25% are written in May of the grade 12 year. Students who successfully complete the above receive an IB Certificate. Those students who are awarded top assessments of "5" or better by the International Baccalaureate Examination Office may apply for advanced credit/placement in English at many universities.

WRITING 12

Writing 12 is an elective designed to offer students an opportunity to explore their passion for writing. The goal of the course is to refine skills and experiment with different written forms. Students can choose the type of writing they wish to pursue – poetry, short stories, novels, song writing, script writing, non-fiction, essays, blogs, newspaper articles, websites, etc. Writing 12 will also consist of guest speakers, workshops or in a collaborative style setting to offer students a degree of autonomy over their learning.

This is a great course for those students who are interested in creative and non-fiction writing.

ENGLISH LANGUAGE LEARNING (ELL)

English Language Learning students (ELL) are those whose primary language of the home is other than English and who may require additional services in order to succeed within British Columbia's school system.*

There are three primary goals in an English Language Learning program:

- Acquisition of English
- Maintenance and development of academic and cognitive growth
- Integration into and contribution of the Canadian culture

Our ELL services reflect current knowledge with regard to effective practices.

The program of courses is designed to help students acquire language skills that will enable them to be integrated successfully into regular, age-appropriate classes. Each English Language Learning student will be assessed and appropriate classes selected to meet that student's individual needs.

Students may be referred to ELL support courses by counselors, teachers or parents. On-going assessment of acquired English fluency will determine exit from these courses and entry into regular mainstream academic courses. Additional summer school courses are strongly recommended for students to increase competencies in English.

- BC Ministry of Education Guidelines

ORGANIZATION FOR TEACHING

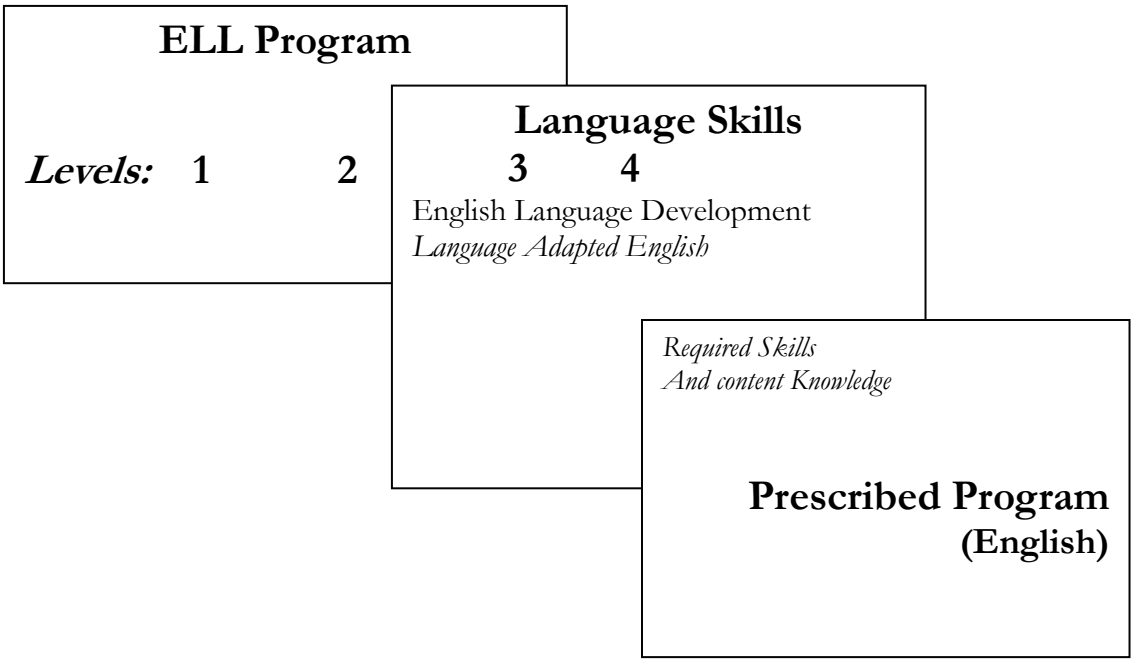
Student's assessment will indicate the level of competency. This competency will designate the type of instruction the student receives. Classes will be organized to accommodate junior and senior students.

Descriptors of Competency

Level 1	***Emerging /Beginning:*** Student is starting to learn English. Direct ELL support is needed in scheduled language support blocks.
Level 2	***Developing:*** Student is beginning to communicate in simple English with frequent grammatical errors and limited vocabulary. Direct ELL support is needed in scheduled language support blocks.
Level 3	***Expanding:*** Student can communicate ideas in English with some grammatical errors. Student needs support with content language and vocabulary development (*Academic Language).* Conversational Language may be strong. Students receive instruction in Language Adapted English classes.
Level 4	***Consolidating/Proficient:*** Student's English language proficiency skills are strong enough to enroll in regular-stream classes. ELL support will be given as needed.

Note: Language Adapted Courses:
This designation indicates support where needed for English Language Learners; whereby, emphasis will be placed on acquiring academic language and understanding the core content of the curriculum.

Framework for Program Integration



ELL Support: SIOP across the Curriculum

	Level 1	Level 2	Level 3	Level 4
Gr. 8/9	ELD *(Beginner)* TREN *(Beginner)* TRAN SS 8/9*(Beginner)* LA SC 8/9 *(Beginner)*	ELD *(Beginner)* TREN *(Beginner)* TRAN SS 8/9 *(Beginner)* LA SC 8/9 *(Beginner)*	ELD *(Intermediate)* LA EN 8/9 LA SS 8/9	ELD *(Intermediate)* LA EN8/9 LA SS 8/9
Gr. 10	ACL10 *(Beginner)* (4) TREN10 (0) LA SS10*(Beginner)* (4) LA SC10*(Beginner)* (4)	ACL10 *(Beginner)* (4) TREN10 (0) LA SS10*(Beginner)* (4) LA SC10 *(Beginner)* (4)	LA EN10 (4) LA SS10*(Intermediate)* (4) LA COMP11 (4)	LA EN10 (4) LA SS10*(Intermediate)* (4) LA COMP11 (4)
Gr. 11/12	ACL11/12*(Beginner)* (4) LA COM11/12 (4) LA SS11*(Beginner)* (4)	ACL 11/12*(Beginner)* (4) LA COM11/12 (4) LA SS11*(Beginner)* (4)	LA EN11 (4) LA COMP11 (4) LA SS11*(Intermediate)* (4)	LA EN11 (4) LA COMP11 (4) LA SS11*(Intermediate)* (4)

ENGLISH LANGUAGE LEARNING COURSES

TRANSITIONAL ENGLISH 8/ 9 *(ELL Levels 1 &2)*
(XTE 8) (XTE 9)

These courses are designed to cover the six areas of the language arts program: Reading, Writing, Speaking, Listening, Viewing and Representing. Materials and coursework are adapted for ELL students to enable them to work towards meeting the learning outcomes of the regular English Language Arts program. Literature includes adapted short stories, novels, poetry, plays, and non-fiction, as well as adapted course work. Enrollment in transitional classes follows the assessment of the student's abilities in English. Students will be placed in an appropriate section for their language skills.

ENGLISH LANGUAGE DEVELOPMENT 8/ 9 *(Beginner/Intermediate ELL: Levels 1 -3)*
(XELD 8) (XELD 9)

These courses are designed for ELL support in the acquisition of language. Students will concentrate on learning strategies and skills to further develop cognitive and academic literacy. The focus of these courses is on building working vocabulary, improving grammar, developing paragraph structure, and improving speaking and listening skills in order to collaborate with others. Students will be placed in an appropriate section for their language skills.

TRANSITIONAL ENGLISH 10 (*ELL Levels 1 & 2)*
(XSPBKOBESL) 0 credits

Enrollment in this class follows the assessment of the student's abilities in English. This course is designed for ELL students who are beginning and developing language acquisition and who are not yet ready to meet the learning outcomes of regular English 10. The program of studies will parallel the six areas of language arts: Reading, Writing, Speaking, Listening, Viewing and Representing. Materials and coursework are adapted to meet the needs of the ELL student. Literature will include short stories, novels, poetry, plays, and non-fiction.

LANGUAGE ADAPTED ENGLISH 10 *(ELL Levels 3 & 4)*
(Code for EN10) 4 credits

This purpose of this course is to prepare ELL students for enrolment and successful participation in senior English courses. The course will give students graduation credit for English 10 while providing them with ELL support in explicit language instruction. The course will focus equally on helping students acquire academic language and understanding the core content of the Prescribed Learning Outcomes for English 10.

LANGUAGE ADAPTED ENGLISH 11 *(ELL Levels 3 & 4)*
(Code for EN11) 4 credits

The purpose of this course is to support students enrolling in senior English courses. The course will give students graduation credits for English 11 while providing them with ELL support in explicit language instruction. The course will focus on helping students acquire academic language and understanding the core content of the Prescribed Learning Outcomes for English 11.

ACADEMIC AND CULTURAL LITERACY 10 ***(Beginner ELL: Levels 1 & 2)***
(YLE 10) 4 credits

This course is designed to help students improve their communication skills in Reading, Writing, Listening and Speaking in order to succeed across the curriculum. Students will gain cultural knowledge, linguistic competence, and a critical awareness of academic conventions as they explore a variety of genres and develop research skills. Students will be placed in appropriate section for their language skills.

ACADEMIC AND CULTURAL LITERACY 11 ***(Beginner ELL: Levels 1 & 2)***
(YLE 11) 4 credits

This course is a continuation of ACL 10 and designed to facilitate the development of skills needed for cultural and academic literacy. Emphasis is placed on developing the knowledge and skills necessary for success in a Canadian academic environment. Students will gain cultural knowledge and academic reading and writing skills. Students will be placed in appropriate section for their language skills.

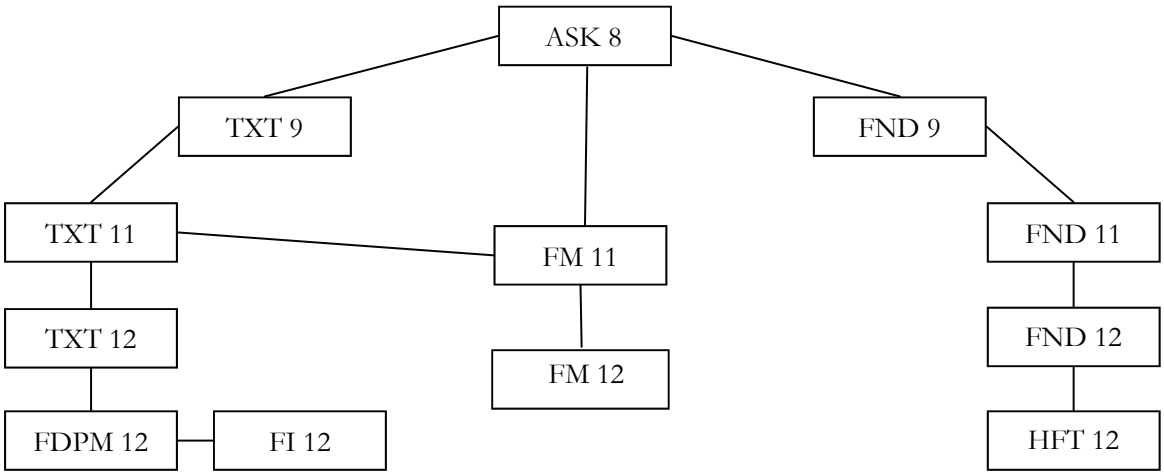
ACADEMIC AND CULTURAL LITERACY 12 ***(Beginner ELL: Levels 1 & 2)***
(YLE 12) 4 credits

This course is a continuation of ACL 11 and designed to develop cognitive and academic literacy while focusing on Canadian culture. The course is intended to facilitate the development of skills needed for cultural and academic literacy. Emphasis is placed on developing a greater understanding of significant people, sports, and institutions that impact the Canadian culture. Students will explore specific genres and acquire academic research and writing skills necessary for success in a Canadian senior academic environment. Students will be placed in appropriate section for their language skills.

BAA LANGUAGE ADAPTED COMPOSITION 11 ***(Intermediate ELL: Levels 3-4)***
(YLE 11A) 4 credits

The course is intended for students (grades 10-12) who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for the written components of the English 12 provincial examination. Students will be introduced to the major components of essay writing, various essay types, and the writing process itself. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post secondary life.

HOME ECONOMICS DEPARTMENT



GRADE 8 and 9
At this level, students participate in practical experiences that prepare them for future independent and community living. Classroom activities provide students with opportunities to prepare food, use textiles and analyze individual and family needs. Students develop time, resource and energy management skills.

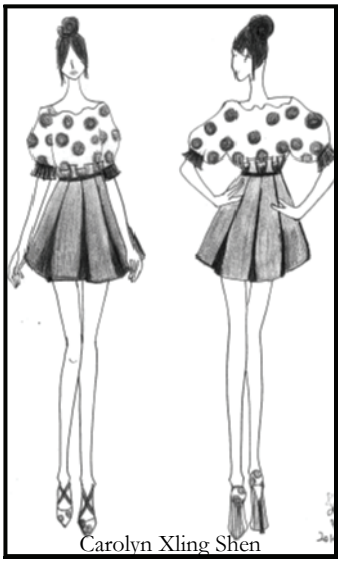
GRADE 11 and 12
Home Economics courses offered at the senior secondary level become more specialized. Content may be specified to the study of food preparation and services, textile production and use, or human growth and development throughout the lifecycle. There is a continued focus on meeting the needs and wants of individuals and families. Students will continue to develop time, resource and energy management skills.

TEXTILE STUDIES

Expectations and Evaluation:
Students will complete a minimum of one major project per term.
Sewing techniques increase in difficulty and complexity as grade level increases.
Evaluation is based on completed projects, written assignments, self-assessment, and daily progress.

TEXTILES 9

This introductory course builds on the knowledge acquired in Applied Skills 8, and will focus on basic garment construction techniques, design principles, and the study of textiles. Students will study garment construction while learning about current teenage fashion trends and personal taste. Students develop time and organizational skills while working toward independence. This course would appeal to the student interested in creating athletic, casual, and creative clothing.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.


Carolyn Xling Shen

TEXTILES 11

This course is an extension of Textiles 9 . Students will continue to have the opportunity to gain knowledge and skills in pattern fitting and alterations, plus the handling of more challenging sewing techniques. Other topics may include cultural influences on fashion, recycling, consumer issues and career opportunities in fashion and textiles. Students will receive credit for both Fine Arts 11 and Applied Skills 11.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

TEXTILES 12

This course further develops the knowledge and skills acquired in Textile Studies 11. Topics to be covered will include: applying the principles and elements of design to textile products, a study of the properties and construction of fabrics, consumer issues, historical and cultural influences on fashion, design research, and career opportunities in fashion and textiles. Project work will include advanced construction techniques and will make use of difficult fabrics.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FASHION DESIGN AND PATTERN MAKING 12

This is an advanced Textiles course for students with extensive knowledge in clothing construction. Students will learn the basics of clothing design through flat-pattern manipulation. Students work with a computer generated sloper to design and create original garments. Possible projects include an original skirt, bodice, and/or pants. A design portfolio is developed with student sketches and specific assignments. This is an excellent course for post secondary preparation.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FASHION INDUSTRY 12

You love fashion! This blended learning course is for students who are interested in all aspects of the fashion industry. The course will look at the development of fashion and industry topics such as design, production, marketing and fashion promotion. Students will have the opportunity to develop a portfolio that will explore concepts in trends, accessories, design, product development, and marketing. This course will provide an excellent background for students interested in pursuing the fashion business at the post-secondary level. ***This course does not have a sewing component.*** There will be a 'Face to face component', which means students will meet outside the regular timetable for approximately 25% of the time. A possible format would be once a month – usually on the 3rd Thursday. Meetings would take place @ WVSS.

FOOD STUDIES

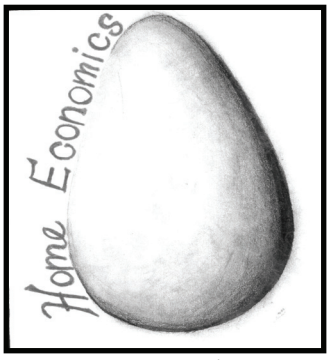
Expectations and Evaluation:

Evaluation is based on applied knowledge (theory work) and applied skill (lab work).

FOODS AND NUTRITION 9

This introductory course builds on the basic food preparation skills and nutrition concepts introduced in Applied Skills 8. Students will create a variety of products from the four food groups, and put into practice the use of equipment and cooking techniques. Healthy eating and meal planning for the family, as well as the teenager, will be studied. Current nutritional trends such as fad diets, athletic food fallacies and vegetarianism will be examined to help students prepare for a future healthy lifestyle.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.



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FOODS AND NUTRITION 11

Foods and Nutrition 11 uses advanced food preparation techniques and research skills developed in previous food courses or career work. Food is studied from the aspect of, cultural and family choices, and healthy living ideas with current trends. Students prepare a wide variety of foods and begin to work independently. The FoodSafe Certificate Program is a component of this course

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FOODS AND NUTRITION 12

Foods and Nutrition 12 is a course based on individual independent study units that require students to have extensive experience in food handling. The units of study are student and teacher directed with choices on seasonal foods and meals, healthy living research, catering and food service, ethnic and cultural foods, cook-offs, and food projects. Management of time, resources and energy is an integral part of this course.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FOODS AND HOSPITALITY 12

Foods and Hospitality 12 is a course based on independent study units that require students to have extensive experience in food handling. Possible units of study are career studies, job shadows, advanced pastry and baking and advanced meal preparation. Students will direct their learning to their interest areas. Management of time, resources and energy is an integral part of this course.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

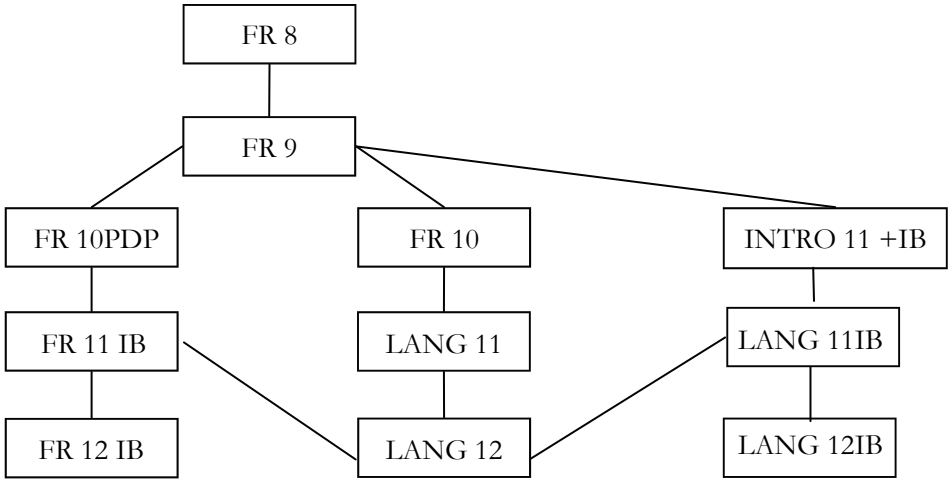
FAMILY STUDIES

Expectations and Evaluation:
Evaluation is based on applied knowledge and applied skill through daily work, assignments and projects as well as class participation.

FAMILY STUDIES 11/12

Family Studies is a course that looks at the ever changing constructs of Family and students will discover how these changes affect themselves as individuals. This course introduces key issues teens face, such as adolescent mental and physical health, stress-management and social needs. It also addresses practical areas like personal finance, living on your own and looking ahead at raising their own families. Students will be expected to participate in group projects and class discussions. They may even be asked to baby sit an egg for a week!

LANGUAGES DEPARTMENT
FRENCH, SPANISH, JAPANESE, MANDARIN



FRENCH, JAPANESE, MANDARIN, SPANISH, OVERVIEW

All languages offered at West Vancouver Secondary School develop the learner's ability to communicate purposefully, both orally and in writing, in the target language. The aim of Language Education is to enable students to interact with confidence and competence in the target language and to develop an openness toward cultural diversity.

Students will have opportunities to:
1. communicate with others in the target language in a variety of situations,
2. acquire and use information from authentic sources,
3. experience and respond to creative works,
4. interact with and appreciate another culture,
5. develop a variety of language learning strategies.

A communicative experiential instructional approach will be used and students are encouraged to use the target language as much as possible in class.

Expectations and Evaluation: All aspects of the course will be evaluated through a series of quizzes, tests, projects, presentations and assignments. Students who are interested in languages are encouraged to enroll in more than one language course.

International Baccalaureate
Any of the languages offered at any level from ab initio (Beginner) to Higher Level may be taken as part of an International Baccalaureate Diploma or Certificate program. A student who has completed a Higher Level course many be granted first year university credit. Please contact the appropriate language teacher and the IB coordinator for further information.

LANGUAGES 8, 9, & 10

FRENCH 8, FRENCH 9, FRENCH 10

Students will continue to build on previous knowledge. Students will learn to discuss their activities, exchange opinions, ask for and give personal information, describe events, situations and experiences in a variety of meaningful, real-life situations. Authentic communication is emphasized. Aspects of francophone culture will be introduced through stories, music and film. The emphasis will be on communication. Initially speaking and listening skills are stressed. As students progress, reading and writing enhance and develop the communication.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

FRENCH 10 PDP

French 10 Pre-Diploma is offered to selected students. It is a course designed for Pre-IB students.
The core content will be the same as French 10 but many of the topics will be extended and additional topics will be presented. Although the workload is comparable to that of a regular class, the quality of work submitted will be higher.
French 10 Pre-Diploma is a course for motivated, talented, independent, mature students who enjoy reading, writing and discussing in the French language.

INTRODUCTORY LANGUAGES 9, 10 & 11

JAPANESE, MANDARIN, SPANISH

For students who have minimal or no background in the language. Courses are open to students in Grades 9 - 12. These are courses that aim to develop students' communicative ability (both spoken and written) to an appropriate beginning level. Students will learn to communicate in the respective language in basic social situations, to meet and greet friends, to talk about their family, school life, the environment, food, sports and leisure activities. Student assessment will be based on reading and writing, as well as listening comprehension and oral communicative competence. Students will be introduced to various aspects of the country's culture and geography.

Note 1: Introductory Japanese students will master reading and writing of the hiragana script. Katakana and kanji will be introduced.

Note 2: Introductory Mandarin students will master Chinese pinyin romanticization and will learn to write 200 simplified characters and to use them in basic sentences.

Note 3: Grade 9 and 10 introductory language students will take the grade appropriate course in their first year and the grade 11 language course in their second year.

Note 4: A student who starts an introductory language in Grade 11 and 12 may use this course as part of an IB Diploma programme. The IB name for this course is Language B ab initio and is offered at the Standard Level only. Please see the teacher for more information.

Note 5: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

LANGUAGES 11

FRENCH, JAPANESE, MANDARIN, SPANISH

Students will have opportunities to communicate both orally and in writing. They will use the language to discuss preferences, describe their relations with others, and express their opinions. Learning will be personalized and relevant. Aspects of current culture will be studied through literature, the arts and other topics of interest such as sports, history, the environment etc. These programs emphasize authentic communication. The four language skills: understanding, speaking, reading and writing continue to be developed.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

LANGUAGES 12

FRENCH, JAPANESE, MANDARIN, SPANISH

These courses are for advanced level students who wish to continue to develop and refine their communication skills. Activities will be increasingly based on written communication and topics will depend upon the interests of the students. They could include love and relationships, career plans, multiculturalism, etc. Students will have opportunities to explore some literature and the arts as well as career options related to second language study. Cultural topics may include music, festivals, political issues, the environment and other topics of current interest.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

IB WORLD LANGUAGES

GRADE 11

IB FRENCH 11 SL
IB JAPANESE 11 SL
IB SPANISH 11 SL
IB MANDARIN 11 SL

The main focus of the IB World Languages programme is on language acquisition and the development of the four primary skills – understanding, speaking, reading and writing. Students have the opportunity to reach a high degree of competence in the language and to explore the culture using the language. Topics will include practical and social concerns as well as more abstract, expressive and intellectual aspects of the culture and language. Authentic materials are used whenever possible.

This is the first year of a two-year course leading to either an IB World Language Standard or Higher Level Certificate for enrichment or as part of the Diploma programme.

GRADE 12

IB FRENCH 12 SL OR HL
IB JAPANESE 12 SL OR HL
IB MANDARIN 12 SL OR HL
IB SPANISH 12 SL OR HL

Recommended: It is advisable for students to have prior experience in the target language (2-5 years SL and 4-years HL) and the recommendation of the language teacher.

Expectations and Evaluation: Students write the IB exams in May of their Grade 12 year in text handling and written production. Internal assessment is continuous and based on oral work , the best piece of work from the year and a formal interview.

This is the second year of a two-year course leading to either an IB Modern Language standard or Higher Level Certificate for enrichment or as part of the Diploma programme.

Credits: HL courses add additional credits towards graduation. A final result of 5 or better may be awarded first year credit at university.

Note 1: IB Japanese HL – min. of 600 kanji (reading and writing)
SL – min. of 400 kanji (reading and writing)

Note 2: IB Mandarin Examination papers are produced in traditional and simplified characters. Candidates can answer in either form.

Note 3: See IB fee schedule for Grade 12 examinations.

Note 4: Ab Initio (beginners) Please see Introductory Languages.

Note 5: A "Beginners" (abinitio) Language Course for IB may be taken in Grades 11 and 12 only.

THE LEARNING SUPPORT CENTRE

The Learning Support Centre offers instruction to students from grades 8-12. Subject support is a scheduled block of time during which students are given assistance with homework, test taking skills and other learning strategies. Program adaptations may be made to fit the learning styles and needs of the individual student. Students requiring a special designation from the Ministry must be admitted through a district screening committee.

ENROLLMENT:

- Referral may be initiated by the counsellor, teacher, student or parent
- Referrals must be screened through the School Based Team
- Full time assignment to the Learning Support Centre will be offered during student study periods or at the expense of an elective course. No credit is available

SERVICES:

- Testing to assess skill development and program needs
- Subject support
- Assistance with organization, time management and programming
- Referral for district testing
- Adjudication requests for provincial exams

SOCIAL DYNAMICS 10/11/12

Social Dynamics is a course offered by invitation through the learning support department. The content of the course focuses on developing a common language to be used for discussing and problem solving issues around Social Thinking and Executive Function Skills Development. Social Thinking and Executive Function Skills are the skills required to successfully navigate the social and academic aspects of school, the community, and home life. The course covers topics that include: Social Cognition, Self-Regulation, Perspective Taking, Problem Solving & Flexibility, and Organizational Skills.

CONNECT

The Connect program is a Student Support program designed to assist students with social and emotional challenges that may impact their educational progress. Students receive assistance in recognizing and overcoming these challenges while retaining the opportunity to remain connected with, and belong to, their local school community.

The Connect Program is for students who have been identified and recommended as appropriate candidates through the School-Based Team. Each potential student candidate is carefully considered to ensure that the program will meet their needs. Please contact your child's counsellor for more information.

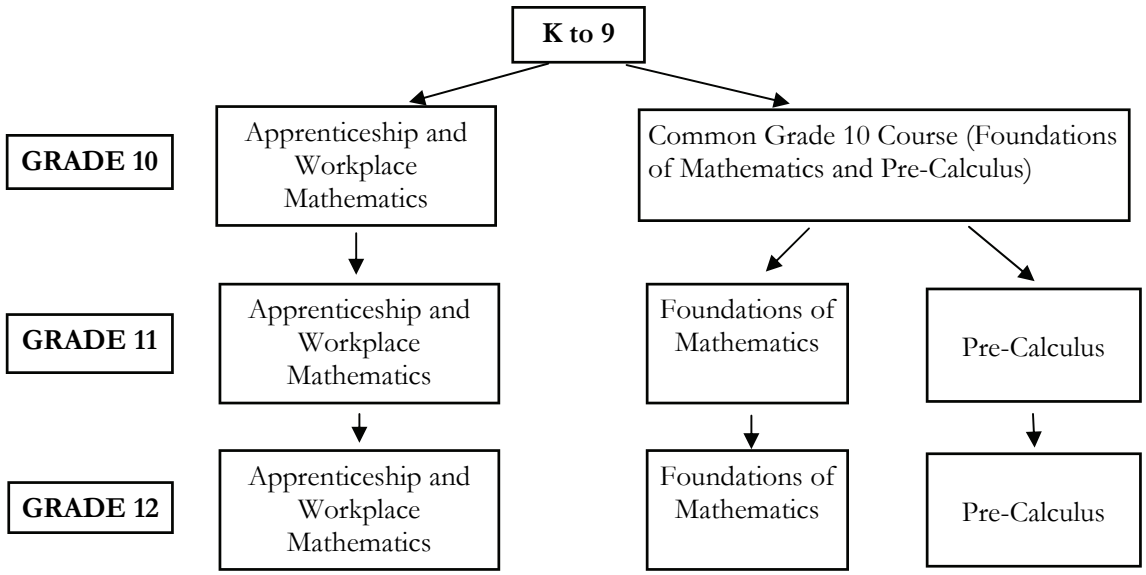
MATHEMATICS DEPARTMENT

COURSE DESCRIPTIONS

Apprenticeship and Workplace Mathematics
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 .

Foundations of Mathematics
This pathway is designed to provide students with the mathematical understandings and critical – thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

Pre-calculus
This pathway 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. Topics include: algebra and number, measurement, relations and functions, trigonometry and permutations, combinations and binomial theorem.



The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. When choosing a pathway, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

APPRENTICESHIP AND WORKPLACE 11
Students that were enrolled in Apprenticeship and Workplace 10 are recommended to continue in Apprenticeship and Workplace 11. This course is designed to give students background in the mathematics needed in many trades and mathematics used in the workplace. Topics include algebra, geometry, measurement, number, statistics and probability.

FOUNDATIONS OF 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 do not require the study of theoretical calculus. Topics include: financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability. This course leads into the Foundations of Mathematics 12 course. A number of universities and post secondary institutions will accept Foundations of Mathematics 11 course as an entrance requirement however, you will need to consult the post secondary institutions directly to determine their specific entrance requirements and the requirements for specific programs at the schools.

PRE CALCULUS 11
This pathway 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. Topics include: algebra and number, measurement, relations and functions, trigonometry, and sequences and series. This course leads into Pre Calculus 12 course. This course will satisfy the entrance requirements for a number of post secondary institutions, however, you will need to consult the post secondary institutions directly to determine their specific entrance requirements and the requirements for specific programs at the schools.

APPRENTICESHIP AND WORKPLACE MATHEMATICS 12
Students that were enrolled in Apprenticeship and Workplace 11 can continue in Apprenticeship and Workplace 12. This course is designed to give students background in the mathematics needed in many trades and mathematics used in the workplace. This course will only be offered if there is sufficient enrollment..

FOUNDATIONS OF MATHEMATICS 12
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial mathematics, set theory, combinations & permutations, logical reasoning, polynomial functions, exponential & logarithmic functions, sinusoidal functions and probability & statistics. A number of universities and post-secondary institutions will accept Foundations of Math 12 course as an entrance requirement however, you will need to consult the post-secondary institutions directly to determine their specific entrance requirements. Universities will accept Foundations of Mathematics 12 as an academic.

PRE CALCULUS 12
This pathway 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. Topics include: trigonometry functions & identities, function transformations, logarithms, polynomial, radical & rational functions, permutations & combinations and binomial theorem. This course is designed for students that will be taking Science, Business or Engineering programs at university.

Calculator Policy: The TI-84 Plus calculator may be used by teachers in the mathematics department for demonstration purposes for certain concepts in the grade 10 math courses. The Ministry requires that students have access to a graphics calculator for the examinations of the provincially examinable courses. Teachers will have access to graphics calculators for students to use during class time. These calculators may not be taken home or reserved for individual use because they must remain available for other students during their class time. Students are encouraged to purchase their own graphics calculators and score them with markings that make them identifiable as belonging to them.

Evaluation: Percentages will be calculated for each term. The percentages will be translated to letter grades in accordance with Ministry guidelines. Mathematics courses may be evaluated on some or all of the following: tests, quizzes, homework, projects, and assignments.

THE PRE-DIPLOMA & I. B. COURSES

It is recommended that applicants have a "B" or "A" standing in the previous year's Mathematics course. The Pre-Diploma Mathematics courses are offered to selected students. They are designed for pre-I.B. students or for honours Mathematics students. These are courses for motivated, talented, independent, mature mathematics students who enjoy the mental discipline of mathematics.

FOUNDATIONS OF MATHEMATICS 8E, 9E, 10PDP (PRE-DIPLOMA)

The core content of these courses will be the same as Mathematics 8, 9 or Foundations of Mathematics and Pre-Calculus 10, but many of the topics will be extended and additional topics from Foundations 11 will be presented in the grade 10 program. Selection for the Mathematics 8 and 9 Enriched courses will be made during the Spring of the following year by way of a problem-based assessment administered at West Vancouver Secondary School – extra space will be made in the fall for those students new to the District.

IB MATH 11 (SL)

Students should have Mathematics 10 PDP or Foundations and Pre Calculus Mathematics 10 ("B" or "A" standing is recommended). Mathematics 11 I.B. is the first year of a two-year program. I.B. Mathematics students are encouraged to develop a mature, self-directed approach to the study of mathematics. They will develop an appreciation of mathematics as a discipline. The course covers an enriched Pre Calculus Mathematics 11 core plus some elements of the Grade 12 course. Students who have not completed Math 10PDP must complete the necessary Grade 11 topics in preparation for this course.

IB MATH 11 (HL)

This is a course that is designed for IB students who are intending on taking IB HL 12 in their grade 12 year. Students will begin the year at the same point as the IB SL 11 students; however, they will be covering material at a faster pace and looking at the IB topics at a more in depth level and include mathematical proofs. Topics of study will include Geometry, Matrices, Logarithms and Trigonometry.

IB MATH 12 (SL)

This is the second year of the two-year program. Students should have completed Math 11 IB or Math 12. Students who complete only the first year receive credit for IB Math Methods 11. The content covers the balance of the IB Math Methods SL course and students will write the IB exam in May. Graduates of this course will receive credit for IB Math Methods 12 and if the score is high enough, will qualify for Provincial Scholarship.

IB MATH 12 HL

This is a course that will fulfill a Higher Level credit for the IB Diploma program. This course is a very difficult course and will be accepted at many university institutions as a first year calculus equivalent course. (You will need to check each university for the status of university equivalent credit.) The topics of study include all topics in IB SL with extensions plus series and differential equations and complex numbers.

CALCULUS 12

The course is a preview of the first year university course, Calculus 100. Students will be introduced to topics encountered in University and allows students the opportunity to learn the foundations that will help in Calculus 100. Students will be registered in Mathematics 12 and Calculus 12 concurrently. It is expected that students are fully committed to this program. IB Math SL students may write the calculus exam if desired. Students intending to enroll in this class should have a minimum Principles of Math 11 mark of 75% and a recommended mark of 80%. Strong algebra skills and good work habits are required for success in this course.

PEER PROGRAMS

BA PEER HELPING 12

This 4-credit course is designed for students with an interest in, and commitment to, helping their peers. Peer helpers will become trained in areas such as listening and responding skills, problem solving, conflict resolution, and understanding critical issues affecting young people, such as suicide, drugs, alcohol abuse, relationships, and multi-cultural awareness.

A two-day training takes place in the second week of school, and continues every Monday after school (3:00 – 4:30pm).

Expectations and Evaluation: Students are required to keep a weekly journal, attend all training seminars and meet with the sponsor teacher on a regular basis. Students must also complete 75 hours of volunteer work both within the school and in the community.

Note: Peer helpers are selected through an application process and interview. Students interested in the program should pick up an application form from the counselling office.

Haebin Lee

BA PEER TUTORING 11

This 4 credit course is offered to grade 10, 11 or 12 students. Students should have a solid academic record, good communication skills, an excellent attendance history, and a desire to help other students with their learning. As part of the school community, tutors work with their younger peers in many different academic or elective classes, the Learning Support Centre, or the Resource Room. Students participate in after school training sessions throughout September and meet regularly through the year. Training sessions cover topics such as brain and learning theory, communication skills, and basic teaching strategies. Organization and responsible leadership are emphasized. Tutors keep journals and submit term papers based on their tutoring experiences. Marks are based on staff observations of tutoring (60%), journal records (15%), term projects (15%) and attendance and participation at training/meetings (10%).

Interested students should complete an application form and arrange an interview with Mrs. James, a Learning Support Teacher, before completing the programming sheet.

Students who have completed the Peer Tutoring 11 course and are interested in pursuing further studies in Peer Tutoring at the Grade 12 level should speak with Mrs. James in the Learning Support Centre.

PERFORMING ARTS DEPARTMENT
Choral Music, Dance, Instrumental Music, Theatre Arts

CHORAL MUSIC

Music 8: Concert Choir
Music 9: Concert Choir
Music 10: Concert Choir
Choral Music 11: Concert Choir
Choral Music 12: Concert Choir

Concert Choir is offered outside the timetable on Tuesday and Thursday mornings from 7:30-8:20. It is designed for students who are looking to develop their vocal technique through a variety of genres of choral music. Previous choral experience is an asset, but is not required. Concert choir emphasizes singing in harmony with accurate tuning, diction, and expression. Students will also develop their skills in sight-singing and basic music theory. The choir will have multiple opportunities to perform throughout the school year, both at the school and in the community.

DISTRICT HONOUR CHOIR 10
(open to students in Grade 7-12)

District Honour Choir is offered to students in Grades 7-12 across the West Vancouver School District who show a talent for and interest in choral singing. The course will be held weekly on Tuesday nights at West Vancouver Secondary School. The Women's Honour Choir meets from 5 - 6:30 pm and the Mixed Honour Choir meets from 7- 8:30 pm.

Designed as a course to challenge and extend the learning of the district's finest choral singers, students must meet the pre-requisites for the course before
applying. Pre-requisites are as follows:

- Experience singing in a choir (either school or community)
- Knowledge of basic music theory (e.g. note names and basic note values)
- Must be enrolled in their school choir for the year in which they are registered for the District Honour Choir (exceptions can be made in specific circumstances at the teacher's discretion)
- An understanding that there will be times throughout the year that students will be required to attend mandatory concerts and extra rehearsals outside of regular class time

In addition to meeting the pre-requisites for the course, all students will be required to audition in in the Spring.

Interested students should register through the West Vancouver School District website. Specific audition times and requirements will then be sent out by email. Students will be notified of acceptance in May.

There is a $200 fee for this course. In addition to the course fee, the district honour choirs will go on tour (costs ranging from $200-$5000, depending on the destination and length of trip).

CHAMBER CHOIR

Chamber Choir is an auditioned ensemble that is offered outside the timetable on Monday and Wednesday mornings from 7:30- 8:20. It is designed for students have previous choral experience (minimum of 2 years). Chamber choir emphasizes singing a cappella in increasingly difficult harmony with accurate tuning, diction, and expression. Students will be expected to have a basic understanding of music theory and be able to pick up new music relatively quickly. The Chamber Choir will have multiple opportunities to perform throughout the school year, both at the school and in the community. Interested students should speak to Mrs. Fulton about an audition time for this ensemble prior to May 20th

MUSICAL THEATRE

Musical Theatre is an exciting new course that offers drama, singing and dance training through excerpts and scenes selected from a variety of shows. A focus will be placed on vocal technique, dance choreography, staging, and acting. Once enrolled in the course, students will audition for roles in the excerpts and will be expected to perform multiple times throughout the year. It is a wonderful opportunity to synthesize multiple performing arts talents in one class! Experience is not required, although participation in other offered performing arts classes (Drama, Choir, Dance, and Instrumental Music) is encouraged.

DANCE 9/10/11/12

STREET AND HIP HOP - LEVEL 1

Students will be given the opportunity to learn the many different styles and sub-genres of Urban and Street Dances – those including: Hip Hop, R&B, Reggaeton, Dancehall, House, Old School, Whacking, Krump, and Groove. This class is geared toward ***students with 0-2 years of Dance***, and is more of an ***introductory/beginner level*** course. Students will have the opportunity to perform in many different performances throughout the year in the Kay Meek Theatre. ***Performance is mandatory for this course***.

STREET AND HIP HOP - LEVEL 2

Students will be given the opportunity to learn the many different styles and sub-genres of Urban and Street Dances – those including: Hip Hop, R&B, Reggaeton, Dancehall, House, Old School, Whacking, Krump, and Groove. This class is geared toward ***students with 3 or more years of Dance***, and is more of an ***intermediate-experienced level*** course. Students will have the opportunity to perform in many different performances throughout the year in the Kay Meek Theatre. Street and Hip Hop Level 2 requires students to be self-starters and be motivated to push themselves in terms of choreography and performance. Students should be able to physically retain an intermediate level of choreography and pick up new movement at a moderate level. ***Performance is mandatory for this course***.

STREET DANCE COMPANY - "CHOREOGRAPHY 11/12"

This is a program that offers students an intense study of Hip-Hop movement in terms of diverse and challenging choreography, a team-based learning atmosphere, and a competitive experience in Dance. Street Dance Company takes in students by an ***audition-only*** process. *Students are to sign-up for the course during course selection and then come to the audition in September within the first week of the new school year.* Students will have the opportunity to perform in many of the school showcases and will also be competing in Hip Hop Dance Competitions during the spring that are located all over the Lower Mainland. ***Students need to have at least 3 years of prior dance experience at a moderate level*** as choreography is at a higher level and the rate at which dances are learned is quick and in little time. This course is one of professional caliber and students are required to be self-starters and conduct themselves in a mature manner. ***Performance is required in this course, as is attendance at dance competitions.***

YOGA 11/12

Yoga 11

Reduce stress as you create a strong body and powerful mind. Yoga 11 is designed to give you the tools necessary to help you develop a healthier and happier lifestyle. Experience various styles of yoga in a safe, supportive, non-competitive environment. Physical benefits of yoga include improved muscle tone, strength, flexibility, balance, and improved energy levels. Mental benefits of yoga include stress management, improved concentration, self-awareness and self-discipline. Proper body alignment and breathing will be key focus of the course. This course is open to any body in any condition, male or female. Successful completion of this course fulfills the graduation portfolio requirements for DPA (daily physical activity).

Yoga 12

In Yoga 12 you will develop increased self-awareness through poses and breathing exercises. You will develop and enhanced appreciation, acceptance and understanding of your body. The program is designed to allow you to experience the benefits of increased strength, focus and concentration. You will learn to be non-judgmental about your own and other's yoga practice. Through continued practice, you will deepen your practice, relieve stress, learn to relax and experience the health benefits of yoga. You will learn the precursors of stress and be able to manage the demands made on you more easily, which will assist you in making responsible personal choices and decisions. This course is open to any body in any condition, male or female. Successful completion of this course fulfills the graduation portfolio requirements for DPA (daily physical activity).

West Vancouver School District
200-Hour Yoga Teacher Training Course (8 Credits)

This course is for students who are interested in teaching yoga as well as for students who are interested in learning more about yoga to enhance their own personal practice. The goal of the 200-Hour Yoga Teacher Training is to make students comfortable teaching a basic all levels yoga class. At the completion of the 200-Hour Yoga Teacher Training students will be qualified yoga teachers. The 200-Hour Yoga Teacher Training course follows the guidelines set out by the Yoga Alliance, ensuring the highest educational standards of quality, integrity, and professionalism. Students will learn the tools and skills needed to effectively and safely teach yoga to all levels of students. This course will provide students with an employable certification that will open career opportunities in the health and wellness industry. It will also provide an enriching foundation for students interested in post-secondary studies in the area of health sciences. Students will receive 8 credits for the course. For more information visit www.wvssyoga.weebly.com

Prerequisites

- This program is designed for all high school students. Yoga is for every body shape, all ages, abilities, and fitness levels
- Students are encouraged to take at least 2 yoga classes a week for 2 months prior to the training (a total of 16 classes)

Location & Schedule

- The 200-Hour YTT program will be offered through West Vancouver Secondary School
- The program will run on Tuesday and Thursday afternoons from 4:00 to 6:30 p.m. throughout the school year (September to June)

Program Specifics

- Students will earn 8 credits:
  - 4 credits for Physical Education 10, 11, or 12 dependent on the student's grade
  - 4 credits of Yoga 11 or 12
- Students will receive certification as qualified 200-Hour Yoga Teachers upon completion of the course requirements
- Students will be qualified to teach public or private classes through yoga studios, gyms, wellness centers, etc.

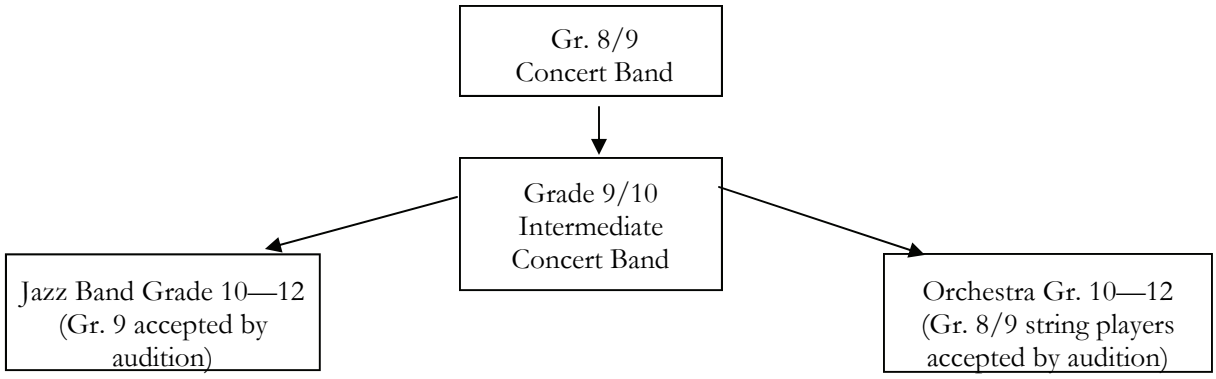
Cost

- The 200-Hour Yoga Teacher Training cost is $250. This price is all-inclusive and covers students' textbooks, field trips, and guest instructors.

For more information please contact:
Mariam Pirbhai
mpirbhai@wvschools.ca
www.wvssyoga.weebly.com

INSTRUMENTAL MUSIC

PROGRAM SEQUENCE



MUSIC 8/9: CONCERT BAND

This is a full year course designed for grade 8 students who have played a band instrument in elementary school. The members of the ensemble will have several opportunities to perform in concerts. Marks are based on attendance, effort and playing ability. **This course is offered before school, outside of the regular block rotation.**
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MUSIC 9/10: INTERMEDIATE CONCERT BAND

This is a full year course designed for those students who have successfully completed MUSIC 8/9 CONCERT BAND. Alternatively, students may audition for acceptance into this course. Students in this ensemble will build on and enhance the skills learned in Concert Band. Marks are based on attendance, effort and playing ability. **This course is offered as an elective during the school day as part of the regular block rotation.** Note: The music played in this course is more complex and challenging than Concert Band.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ORCHESTRA

Music 10: Orchestral Strings
Instrumental Music 11-12: Orchestral Strings
Orchestra 10-12 will focus on music composed between the seventeenth and twentieth centuries. Students will have opportunities to perform concerts in a variety of settings.
Grade 8 & 9 students who play strings may audition for this course. **This course is offered before school.**
Expectations and Evaluation: Involvement in concerts occasionally requires attendance at extra-curricular rehearsals. Marks are based on effort, attendance and playing ability.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MUSIC 9/10: JAZZ BAND
INSTRUMENTAL MUSIC 11-12: JAZZ BAND

Jazz Band 10-12 is designed to give students with well-established instrumental experience an opportunity to develop their ability and knowledge in a jazz ensemble setting. The course will include a detailed study of rock and jazz styling's. Students will learn to improvise over rock, blues, funk, and basic jazz chord changes. The members of this ensemble will have several opportunities to perform in concerts.
Expectations and Evaluation: Involvement in concerts occasionally requires attendance at extra-curricular rehearsals. Marks are based on effort, attendance and playing ability.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MUSIC 9/10: GENERAL (GUITAR INTRO)
INSTRUMENTAL MUSIC 11-12: GUITAR INTRO

Guitar Intro 10-12 is designed as an introduction to the guitar. This course focuses on three styles of guitar playing: Rock, Blues and Folk . Students will learn the basics of sight-reading, playing chords and improvising. In addition, students will learn several "classic" as well as "contemporary" songs by musicians such as Bruno Mars and Taylor Swift.
Expectations and Evaluation: Due to the cumulative nature of this course, evaluations will involve frequent playing tests.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MUSIC 10: GENERAL (GUITAR ADVANCED)
INSTRUMENTAL MUSIC 11-12: GUITAR ADVANCED

Guitar Advanced 10-12 is designed to give students with established experience an opportunity to develop their improvising, chording, and sight-reading skills. In addition, students will learn several scales, modes, and arpeggios commonly used in Rock and Jazz music. The classes will be structured and formalized.
Expectations and Evaluation: Due to the cumulative nature of this course, evaluations will involve frequent playing tests.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

MUSIC 9/10: GENERAL (CLASSIC ROCK BAND)
INSTRUMENTAL MUSIC 11-12: CLASSIC ROCK BAND

Classic Rock Band 10 – 12 is designed to give vocalists and instrumentalists an opportunity to rehearse and perform in a rock band setting. The course will focus on repertoire taken from popular genres such as rock and soul music. Students will rehearse songs in preparation for live performances at school and in the community. Please note: this course is being offered to students who have at least two years playing experience on their instruments.
Expectations and Evaluation: Involvement in concerts occasionally requires attendance at extra-curricular rehearsals. Marks are based upon effort, attendance and playing ability.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

THEATRE ARTS

Theatre Arts courses help students develop life skills that they can take with them wherever they go, whatever career or hobby they pursue. Transferrable skills learned in Theatre Arts include:

- Creative problem-solving and being innovative
- Resilience and risk-taking
- Making meaningful connections with others
- Public speaking
- Working as a team
- Adaptability, flexibility, and open-mindedness
- Self-awareness and acceptance
- Curiosity and joy

Through play, Theatre Arts build courage, self-confidence, and self-discipline and also provide an excellent foundation for students interested in pursuing a career in theatre and film.

DRAMA FOUNDATIONS
This course is for grades 9-12 students who have had little or no experience in Drama. Through performance games and exercises, students will create scenes through discussion and prepared improvisation that explore themes or particular aspects of Drama including comic and dramatic situations; improv; mime and movement; learning to speak clearly and confidently; building a community. Students will have opportunities to perform as well as attend public theatre performances. It is recommended that students take DRAMA FOUNDATIONS before taking the DRAMA PERFORMANCE course.

DRAMA PERFORMANCE
This is a grade 10-12 course in advanced acting skills with an emphasis on performance, including outreach opportunities to perform for our school and community. Topics covered include scene and monologue projects that involve script break-down, character analysis; explorations of acting styles and playwrights from different periods in theatre history and theatre genres. However, students may also propose topics to explore in class. Students will have opportunities to perform as well as attend public theatre performances. It is recommended that students take DRAMA FOUNDATIONS before taking the DRAMA PERFORMANCE course, or with special permission from the teacher.

IB THEATRE ARTS 11/12
Students register for Higher Level (HL) or Standard Level (SL) and complete 3-4 independent projects for evaluation, with supervision and some guidance from teacher:

1. Solo Theatre Piece (HL only)
2. Director's Notebook (HL and SL)
3. Research Presentation (HL and SL)
4. Collaborative Project (HL and SL)

Students who achieve a 5 or better HL may receive advanced credit for Theatre at University. Fee: Please see IB Fee schedule.

THEATRE COMPANY
This course is open to grade 8-12 students who wish to participate in West Vancouver Secondary's plays and musicals as performers, assistant directors, stage managers, choreographers, musicians, set designers, light and sound operators, props and costume coordinators and crew members. There may also be the opportunity to help with set building depending on the production. Students are also expected to take on ticket sales and promotion duties. This course is off-timetable and students work intensely for approximately five months of the year up to and including productions and briefly afterwards.

Not all students are needed for every rehearsal during the pre-production phase, but all are expected to work independently, reviewing blocking and rehearsal notes, developing character, planning costumes, props, and sets, etc. Credits for this course are given to grade 9-12 students only.

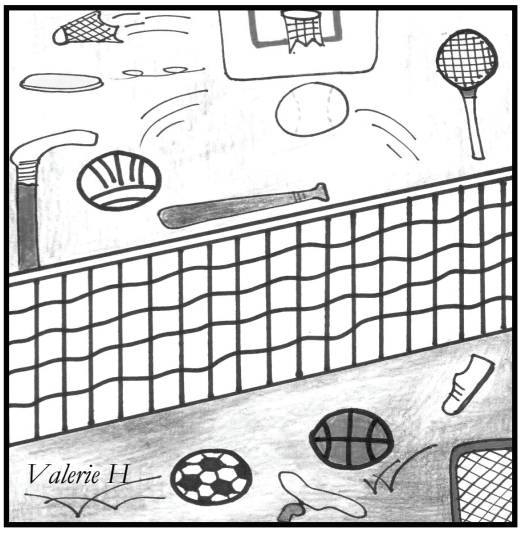
Note: In order to be considered for a lead role in the production, students are encouraged to enrol in a Drama course. Cast members are selected through an audition process. Cast members are expected to support crew and crew duties.

MUSICAL THEATRE
Musical Theatre is an exciting new course that offers drama, singing and dance training through excerpts and scenes selected from a variety of shows. A focus will be placed on vocal technique, dance choreography, staging, and acting. Once enrolled in the course, students will audition for roles in the excerpts and will be expected to perform multiple times throughout the year. It is a wonderful opportunity to synthesize multiple performing arts talents in one class! Experience is not required, although participation in other offered performing arts classes (Drama, Choir, Dance, and Instrumental Music) is encouraged.

IMPROV ENSEMBLE
Improv is the art of spontaneous story and character development. Working as a team through games and role-play, students in this course will target skills such as impulse, justification, story structure, and understanding the "hive mind." There will be performance opportunities as well as special guest instructors and workshops with other school improv ensembles. Any WVSS student may enrol in Improv, however, those wishing to participate in the Canada Improv Games tournament must apply through an audition with the teacher. Students are encouraged to also enrol in a Drama course to enhance their performance skills. This course is offered outside the regular timetable. Students can expect to meet one to two times per week at lunch and/or after school, depending on students' schedules. There is a course fee for Improv Ensemble to cover league fees.

EXPECTATIONS and EVALUATION
Theatre Arts require active, daily participation and work missed in these classes can rarely be made up. Regular attendance is crucial for success. Moreover, as much of the work is done in groups or pairs, other students' work is affected when group members are absent. Students are assessed on commitment and contribution as well as for projects and performances. Marks are awarded daily with 75% of each term's mark for offstage process work and 25% for onstage work. Students will also define and use criteria to critique their own and their peers' work and any productions they see.

PHYSICAL EDUCATION DEPARTMENT



PHYSICAL EDUCATION 8/9/10
Objectives:

1. To promote a positive attitude towards an active and healthy lifestyle.
2. To assist students in developing and maintaining physical fitness.
3. To develop skills and knowledge in a wide variety of athletic and recreational pursuits.
4. To offer an environment which encourages co-operation, responsibility, sportsmanship and the development of self-esteem.

Students will be offered most of the following activities:
Fitness activities, Basketball, Volleyball, European Handball, Soccer, Football, Road Hockey, Dance, Softball, Track & Field, Lacrosse, Rugby, Weight Training, Minor Games and Badminton

PHYSICAL EDUCATION 9:
In addition to the above units, there will be a number of lessons to cover the following Career and Personal Planning topics may include: Healthy Living, Eating Disorders/Body Image, Substance Abuse, Decision Making, Careers - Interests, Trends, Skills and Aptitudes, Goal-setting and Planning/ Role Models

PHYSICAL EDUCATION 10 LEADERSHIP

PE 10 Leadership is a co-educational course offered to outstanding Grade 10 Physical Education students. Students are selected from applications received by the PE 10 Leadership instructor at West Vancouver Secondary School. PE 10 Leadership students are required to complete 25 hours of service to the athletic program. In addition to the regular PE 10 curriculum, students will be instructed in scoring, timing and refereeing major sports offered at the school. Also, emphasis will be given to developing an intramural program with the leadership provided by this class.

PHYSICAL EDUCATION 11

Physical Education 11 is an elective course open to all students who wish to maintain and develop an active and healthy lifestyle. A wide variety of sports and activities will be offered, utilizing both in-school and community recreation facilities. In addition to units previously mentioned, students may utilize community facilities for the following possible activities and field trips:
Skating, Ice Hockey, Swimming, Golf, Indoor Cycling, Indoor Climbing,
Curling, Fitness Class, Hiking
Note: There is a small fee for the 8-10 fieldtrips. This course satisfies the Daily Physical Activity (PDA) graduation requirements for a student's grade 11 year.

PHYSICAL EDUCATION 12

Physical Education 12 is an elective course open to any student who would like to maintain an active lifestyle. A wide variety of sports and activities will be offered, utilizing both in-school and community recreation facilities. The emphasis is on lifetime sports activities, and this requires that some of the activities take place in the community.
Note: There is a small fee for the fieldtrips. This course satisfies the Daily Physical Activity (DPA) graduation requirement for a student's grade 12 year.

PHYSICAL EDUCATION 11/12 LEADERSHIP

Physical Education Leadership is a course designed for students who have a strong interest or a career goal in Athletics, Recreation, Physical Education or related fields. A wide variety of sports and activities will be offered, utilizing both in-school and community facilities.

Objectives:

1. To promote a positive attitude towards an active and healthy lifestyle.
2. To assist students in developing and maintaining physical fitness.
3. To develop skills and knowledge in a wide variety of athletic and recreational pursuits.
4. To develop knowledge and practical application in the areas of team management, athletic training, injury care and prevention and selected sports officiating.
5. To expand students' knowledge and understanding of leadership skills.
6. To offer an environment which encourages co-operation, responsibility, sportsmanship and the development of self-esteem.

In addition to units previously mentioned, students will utilize community facilities for the following activities and field trips: Bowling, Fitness Clubs, Skating, Golf, Racquetball/Squash, Cycling, Curling, Outdoor Pursuits and Broomball.
PE Leadership students will be required to complete 25 hours of service to the Athletic Program.

Prerequisite: A high standing in PE 10 or PE 11 and permission from the course instructor.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

PHYSICAL EDUCATION 11/12 (GIRLS)

This Senior Physical Education course is for girls only. The focus will be on offering a fun, active environment where students can maintain or develop their own fitness levels through a variety of activities. The knowledge and skills required to plan a personal fitness program will be taught.
Besides playing a variety of games and sports there will be a large fieldtrip component - experiences that offer a wide variety of lifetime activities. Fieldtrips include the Grouse Grind, local hikes, latest fitness trends and classes, bowling, laser tag, tandem cycling, rock climbing, kayaking, snowshoeing or cross-country skiing and canoeing. Students will enhance their communication, management and leadership skills through PE activities, peer teaching and planning a Physical Education class for primary students. As well relevant health and fitness topics for girls will be presented and discussed in this active and exciting class.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

PHYSICAL EDUCATION 11 STRENGTH & POWER 11

Strength and Power 11 is a workout based course designed for students who want to improve their strength, power and overall fitness. Classes will be held at the WV Rec. Centre, where the students will have full use of the weight room, pool and other facilities, and at the school in our weight room. If you like to work out then this course is for you. Get your training done during class time. Students will decide what the focus of their training will be.

Prerequisite: A good mark in PE 10 and/or permission from the course instructor.

Note: There will a course fee for the pass required to workout at the WV Rec. Centre

PHYSICAL EDUCATION 12 STRENGTH & POWER 12

Strength and Power 12 is a workout based course designed for students who want to improve their strength, power and overall fitness. Classes will be held at the WV Rec. Centre, where the students will have full use of the weight room, pool and other facilities, and at the school in our weight room. If you like to work out then this course is for you. Get your training done during class time. Students will decide what the focus of their training will be.

Classes will be split evenly between the WV Rec. Centre, where students have access to the two weight rooms and the pool, and the school. There will also be yoga, pilates, spin, swim, bootcamp, and climbing workouts, taught by training professionals, throughout the year. Despite this being an exercise class we will have some sports classes that include sports specific exercises and game play.

Prerequisite: A good mark in PE 11 and/or permission from the course instructor.

Note: There will a course fee for the pass required to workout at the WV Rec. Centre.

GIRLS' PE 10 FITNESS

Girls' PE 10 Fitness class will take a more personal approach to physical fitness by allowing students to access the West Van Recreation Centre during the morning and afternoon rotations. Students will have opportunities to explore the fitness activities that they enjoy, and hopefully be exposed to some things they have never tried. Students will learn about the principles of fitness and conditioning and apply this knowledge to their personal fitness plans.

Every morning rotation this class will meet at the **West Vancouver Recreation Centre** from 7:30 -8:30 am and on the afternoon rotations from 1:45 – 2:45 pm. The other two rotations will be held at West Vancouver Secondary in a regular scheduled gym location. Students are required to purchase a 10 month student membership which would include 10 group fitness classes specifically booked for our class. The membership would allow students to use the facilities on their own time, as well. Several fieldtrips will be planned, as well.
Note: The course fee is approximately, $250.00 (subject to W.V. Rec Centre pass fee).

SENIOR GIRLS' PE FITNESS

Senior Girls' Fitness class will take a more personal approach to physical fitness by allowing students to access the West Van Recreation Centre during the morning and afternoon rotations. Students will use the fitness principles to plan and develop their individual fitness program. They will also be able to use this knowledge to teach their peers various fitness components in a gym class setting. Students are required to purchase a 10 month student membership which would include 10 group fitness classes specifically booked for our class Students will have time to develop and improve their personal fitness level. They will be exposed to a variety of fitness classes and will be provided the opportunity to teach or partially lead classes themselves developing their leadership skills.
Note: Fitness membership cost will be approximately $250.00.

PROGRAM OF CHOICE – PRINCIPLES AND THEORY OF BASKETBALL 10 & 11

This class is designed for student – athletes who want to participate in 100 more hours of quality basketball instruction to augment their training, and help participants achieve their individual goals. Students in grades 9 – 11 earn 4 credits towards their graduation program. A majority of class time is spent on-court focussed on individual skill development and offensive/defensive concepts as well as sport specific fitness and theory. The class is a district program in partnership with Basketball BC and has participants from all three West Vancouver secondary schools.

CAREER LIFE EDUCATION AND WORK EXPERIENCE

CAREER EDUCATION

Career Education teaches students about healthy lifestyles This course also introduces students to career exploration and education planning. The major topics are healthy relationships, safety and injury prevention and substance abuse prevention.

CAREER EDUCATION 8

Students receive CE 8 as part of their Applied Skills program. The topics are covered in 16 lessons and the students receive a grade for this section..

CAREER EDUCATION 9

Students receive CE 9 using an integrated delivery model throughout the year. Some areas are covered by guest speakers, such as the Mountain Safety section, while others are included in specific subject areas. Students are assessed on different sections and receive a mark on the final report.

CAREER LIFE EDUCATION 10 (formerly Planning) (REQUIRED FOR GRADUATION)

This course assists students to become self-directed individuals capable of setting goals and making appropriate decisions. The course is **required for graduation** and is offered in the regular schedule and as a blended learning option. In this course students will:

- Consider the impact of career choices on themselves and others
- Recognize the need for a healthy balance between school and other life activities for physical and mental well-being
- Explore diverse perspectives on how work contributes to community and society
- Be exposed to social and economic trends along with labour market information to create awareness about potential career paths and life decisions
- Research career and education pathways considering success will require planning, evaluation and adapting.
- Create an initial career and education plan considering financial implications

GRADUATION TRANSITIONS (REQUIRED FOR GRADUATION)

Graduation Transitions is intended to prepare students for a successful transition to life after secondary school. The following areas must be addressed by each student before graduation:

- Personal health plan and demonstration of adequate physical activity level (DPA)
- Career and education planning
- Documentation of work experience or community service
- Presentation of a transition plan that outlines significant accomplishments and future goals

WORK EXPERIENCE 12A AND 12B

Work Experience allows students the opportunity to connect what they learn in school with the skills, knowledge and attitudes needed in the workplace.
Students will be expected to complete 90 hours of volunteer work as a requirement of this course. The Work Experience teacher will prepare the student for the placement by covering the following areas:

1. workplace safety
2. employability skills
3. resume writing and interview skills
4. interpersonal communication skills

Following the classroom sessions the student will be assisted by the teacher to find an appropriate work placement. Students will be expected to attend 30 hours of classroom time and complete assignments relating to the work placement and career exploration.
Students enrolled in this course will also receive Graduation Transitions mentoring from their Work Experience teacher.

INDEPENDENT DIRECTED STUDIES (CAREERS)-IDS

This course is offered to responsible students who want to participate in a variety of activities related to work experience and career exploration.

The program will encourage students to:

- identify potential careers and interests
- develop inter-personal skills, career awareness and maturity
- experience and observe the roles and responsibilities of employment
- relate classroom skills and school experiences to an employment context
- experience and observe post-secondary training necessary for potential careers
- initiate their own learning experiences
- gain confidence about themselves and decision-making
-

The classroom component is similar to Work Experience courses (see above) but the portion outside the classroom allows for more varied activities beyond traditional work experience, such as job shadowing and career focused courses outside the school. Each student will have a specific education/training plan designed in consultation with their assigned Careers teacher. In some situations the student may be able to complete the requirements outside the normal timetable.

SKILLS EXPLORATION 10/11/12

The Skills Exploration course is designed to provide students the opportunity to explore various trades in order to make decisions toward careers, Youth Work /Train in Trades and post-secondary study. It is also an opportunity to learn valuable life skills. Do you like working with your hands and want to find a good fit for your interests and abilities? Have you thought about entering the trades but don't know what each involves? This is a district course available to all students (girls and boys) in grades 10 to 12. It would be offered at WVSS during a fixed-last-block in order for students from across the district to attend. The students would be provided the necessary basic theory, practical projects and work experience opportunities for four different trades and technical skilled careers. The intention of the course is to introduce students to the related skills, tools and work in the trades and other technical careers.

The Trades Discovery program will consist of five units:

- Core – Trades, Apprenticeships, Safety, Construction Drawings and Applied Math
- Carpentry - Framing
- Electrical - Electricity and Residential Wiring
- Plumbing - Residential
- Welding and Metal Fabrication

YOUTH WORK IN TRADES (formerly Secondary School Apprenticeship)

This program allows for **dual credit** for graduation and with the ITA (Industry Training Authority). This series of courses is intended for students who are interested in starting an apprenticeship in a **recognized trade or field**. Students can receive 4 credits for each 120 hours of paid work. Students may receive up to 16 credits while attending secondary school. Some students in this program may find that they are in the workplace for half of their school schedule but this is not required to participate in the program. While enrolled in the program students will attend some classes with the assigned teacher and be responsible for maintaining contact throughout the year. Students must secure a paid job with a certified employer and then register. The assigned teacher can assist with this process, but it is recommended that parents or guardian are involved in the initial steps of this program enrolment. More information about this option can also be found at www.itabc.ca

Youth Train in Trades - Carpentry (formerly ACE-IT Carpentry)

This is a dual-credit program which means students receive 16 credits (4 courses) towards high school graduation in addition to ITA (Industry Training Authority) approved Level 1 Carpentry training. This technical training is typically done at a post-secondary institution with associated tuition and materials costs but this program is offered to high school students for significantly reduced costs because it is part of their Graduation Program. Each student is registered as a trainee with the ITA. This program is for students who are keenly interested in acquiring industry recognized skills and certification in carpentry and construction. This intensive program would allow students to focus on learning carpentry skills by undertaking the first level of technical training required to pursue a Carpentry Apprenticeship.

The Youth Train in Trades and subsequent Youth Work in Trades program is a desirable career path that enables students to pursue opportunities in carpentry and related trades. It also provides a beneficial path toward further technical training, advanced post-secondary programs and university degrees. The program will be offered at West Vancouver Secondary School every second day by a teacher who is a Red Seal Carpenter, during the regular school day. Students will receive credit towards 4 courses.

Proposed Program Outline (overview)

Carpentry Level 1 **1 year program** **WVSS** **Every other day – Day 2**				courses	academics
	Carpentry & Joinery 12: Residential Construction	CJR 12		4	3-4 courses
	Carpentry Level 1 12A	CARP 12A			
	Carpentry Level 1 12B	CARP 12B			
	Carpentry Level 1 12C	CARP 12C			
	Work Experience 12A or 12B	WEX 12A/12B		1	

Students will also write the industry recognized certification exam. Dedicated students will have the opportunity to receive valuable work experience.

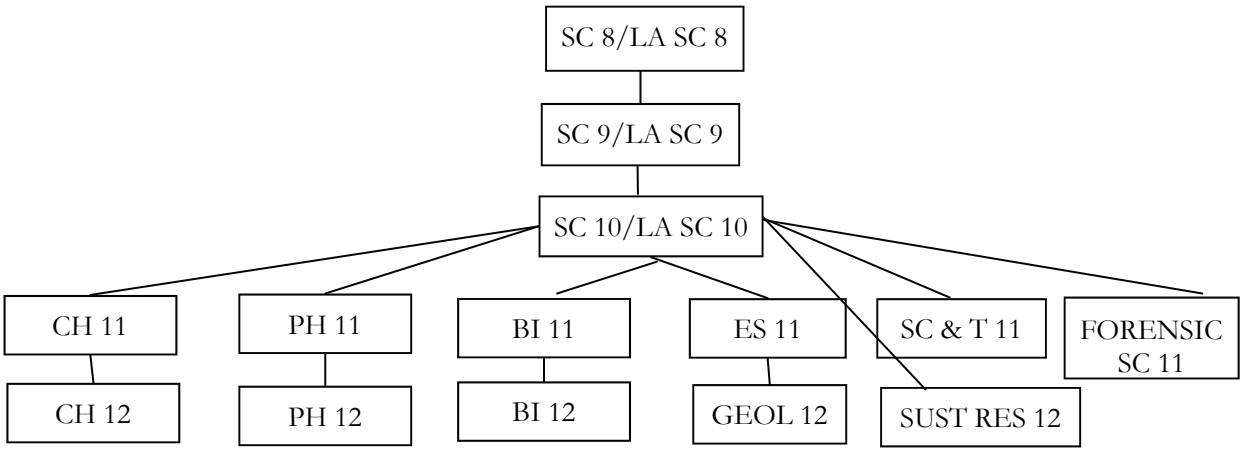
This program is available to Grade 11 and 12 students who have displayed an interest in carpentry. There is an application process that must be completed by all candidates to be considered for this special program. The application is available from Kim Adams, the District SSA Coordinator who can be contacted at kadams@wvschools.ca. The application will also be available in all West Vancouver School Careers Centres. A passionate grade 10 student may be considered for this program under certain circumstances.

Information sessions will be held prior to course selection deadlines. Students selecting this program will be asked to attend an interview with their parents/guardians after applications are reviewed.

Career Pathway Progression

Suggested program at a specific grade level	Grade 11 entry to Youth Train in Trades	Grade 12 entry to Youth Train in Trades
Grades 8-10	Participate in Applied skills and Carpentry courses at their school Skills & Exploration 10-12	Participate in Applied Skills and Carpentry courses at their school Skills & Exploration 10-12
Grade 11	Enroll in Youth Train in Trades program and receive 4 Carpentry courses for credit. Complete English Language Arts 11, Socials 11, a Math 11 and a Science 11. Students may also receive Work Experience 12 credit.	Complete mandatory graduation courses and school based Carpentry courses. Participate in Work Experience where possible. Skills & Exploration 10-12
Grade 12	Register as an apprentice and receive 4 courses for credit from the Youth Work in Trades program. Complete English Language Arts 12, Graduation Transitions and up to 3 other courses at the Grade 12 level, which may include academic prerequisites for post-secondary schools including university. School schedule—one day at school alternates with one day of paid employment.	Enroll in the Youth Train in Trades program and receive 4 Carpentry courses for credit. Complete English Language Arts 12, Graduation Transitions and up to 3 other courses at the Grade 12 level, which may include academic prerequisites for post-secondary schools including university.
After Graduation (Post-secondary training)	Graduates will alternate blocks of work based hours with attending a post-secondary institution such as BCIT for additional classroom and technical training. Training includes 4 levels of 6 weeks each to receive a Diploma of Trades Training.	
Career Pathway/Goal	Employment and Certification as a Red Seal Carpenter which is recognized throughout Canada.	

SCIENCE DEPARTMENT



Note: If IB selected, then Physics 11 & 12, Chemistry 11 & 12, and Biology 11 & 12 courses are replaced by their IB equivalents.

EXPECTATIONS AND EVALUATION FOR ALL SCIENCE COURSES:

Science courses are evaluated on tests, quizzes, laboratory reports and/or projects. All Science courses have summative final exams. There is a Provincial Exam in Grade 10.

SCIENCE 8

Science 8 provides a general background for all students in the major sciences. Theory and laboratory work are dealt with in all topic areas, which include: **Life Sciences** – characteristics of living things, microscopes, cells, body systems, the body's immune system. **Physical Science** (Optics) - waves, types of electromagnetic radiation, properties of visible light, mirrors and lenses, human vision. **Physical Science** (Fluid and Dynamics) - force, kinetic molecular theory, density and fluid systems. **Earth and Space Science** (Water Systems on Earth) - how water and ice shape landscapes, fresh and salt water properties, species distribution in aquatic systems.

SCIENCE 9

Science 9 provides a general background for all students in the major sciences. Theory, graphing processes, scientific literacy and laboratory work are dealt with in all topic areas, which include:
Life Science - study of the cell and cell function, cell processes and cell division, heredity and genetics. **Physical Science** (Chemistry) -elements, compounds and their formulas, the use of the periodic table, properties of matter, physical and chemical changes as related to the Kinetic Molecular Theory. **Physical Science** (Physics)-electrostatics, series and parallel electrical circuits, resistance, power and energy consumption. **Earth Science**-history and organization of the solar system and the universe, remote sensing techniques, stars and their life cycles.

SCIENCE 10

Science 10 provides a general background for all students in the major sciences. Theory and laboratory work are dealt with in all topic areas, which include: **Life Science** - sustainability of ecosystems, biotic and abiotic factors, cycles, food webs, biological pyramids and current impacts on ecosystems. **Physical Science** (Chemistry)- understanding chemical reactions, acids and bases, ionic and covalent compounds, radioactivity. **Physical Science** (Physics)-motion as related to acceleration, time intervals and velocity. **Earth Science** -energy transfer in natural systems, climate and the impact of climate changes, earthquakes and volcanoes, plate tectonics.

SCIENCE 10 SEMINAR (PRE-DIPLOMA)

Recommended for students considering IB Sciences, this enriched course is for students who enjoy science and wish to go beyond regular Science 10**.** Students will meet after school, once every two weeks. Students will learn "what science is" and the focus of the course will be on designing and carrying out individualized experiments in Biology, Chemistry, and Physics, and learning more sophisticated ways of analyzing lab measurements and results in order to form valid conclusions. The course will establish a strong foundation for all of the IB Senior Sciences.

SCIENCE AND TECHNOLOGY 11

Science and Technology 11 is one of the five science courses that fulfills the science requirement for high school graduation. It does not qualify the student for entry into most post secondary institutions. Students are advised to consult with a counsellor before enrollment in this course. Students could choose to take one of the other grade 11 science courses after successful completion of Science and Technology 11.
Science and Technology 11 is a course that offers a holistic look at science of today.
Core topics include:

- the understanding of computer hardware and software, and the role computers play in modern society
- the inter-relationship that exists between science, technology and society

Optional topics that use scientific investigation to elaborate on the above themes will be taught at the discretion of the instructor and the needs of the class.
Expectations and Evaluation: This course is designed for students who have difficulties succeeding in a science classroom environment. The grading structure in this course rewards students for completing and understanding the course material, as well as for good effort, reliability, and participation. 100% participation and attendance are expected.

BIOLOGY

BIOLOGY 11

The Biology 11 curriculum introduces the biodiversity of life. The central theme of the course is the evolution of organisms and their ecology which is explored through the study of the 6 Kingdoms of life. The students will be introduced to a variety of scientific skills through laboratory investigations and inquiry.
Course evaluation is divided into 4 units of study: Cells & DNA, Evolution & Taxonomy, Microbiology, Fungi, Plants & Animals.

BIOLOGY 12

The Biology 12 curriculum uses homeostasis as a central theme to study cell biology, biochemistry, and the human body. Students will develop an understanding of how organ systems such as digestion, circulation, respiration, and the nervous system operate and interact with other systems. Successful completion of Biology 11 and Chemistry 11 are assets to this course.
Expectations and Evaluation: In addition to the standard evaluation criteria for Science courses, a mid-term examination will be given after Christmas break and a second one after Spring Break.

IB BIOLOGY

IB Biology is a rigorous course is spread over <u>two years</u> and is intended for motivated students with an interest in understanding the principles, and unifying concepts in Biology.

<u>Year 1</u> (HL/SL):
Year 1 of the course covers Standard Level with some Higher Level curriculum. Year 1 course content will include Statistical Analysis, Cells Biology, Biochemistry, Nucleic Acids and Protein Synthesis, Genetics, Biotechnology, Ecology, Evolution and Classification.
<u>Year 2</u> (HL/SL):
In Year 2, all students will attend a mixed SL/HL block to finish covering the core content, while extra time will be provided for Higher Level students in the timetable for one-half of the year alternating with another IB Science Year 2 class. This extra time allows for the additional Higher Level content to be covered.
The topics that will be covered in year 2 include Homeostasis, the Endocrine System, the Nervous System, Neurobiology, Digestion, Circulation and Blood, Respiration, and Reproduction, Plant Biology, Cell

Expectations and Evaluation: : In addition to the standard evaluation criteria for Science, the student's practical work will be assessed according to I.B. criteria and will form 24% of their final I.B. Internal Assessment mark in grade 12. As with all IB Science students, a *Group 4 Project*., which is a group investigation/ research project will be completed. A group investigation (project) will be performed in the first half of the second year.
FEE: see IB fee schedule.

CHEMISTRY

CHEMISTRY 11

Chemistry 11 is a course designed to introduce the main ideas, principles and verifying concepts in chemistry, and provide a basis for Chemistry 12 and university entrance. Skills learned in Mathematics 10 are critical to success in Chemistry 11.
Topics include: Uncertainty in measurement, writing chemical formulae and balancing equations, the mole concept and Avogadro's Number, problems using balanced equations, gas laws, solutions and ions, molarity, electron configuration and bonding, organic chemistry - nomenclature and an introduction to reactions.

INTRODUCTION TO FORENSIC SCIENCE (Grade 11 to 12)

Ever wondered what it takes to catch a criminal? Or to be a detective that solves the perfect crime? Then this is the course for you! Discover how techniques such as finger printing, ballistics analysis, drugs & toxicology identification, DNA analysis, blood typing, handwriting analysis, along with psychological triggers, all help to bring about social justice. This course is ideal for those students interested in areas of social justice, law enforcement, the justice system, psychology, or who just love solving mysteries.
There is no prerequisite required; however, it is highly recommended that you also have at least one other Science 11 as a prerequisite, or co-requisite.

CHEMISTRY 12

Math 12 should be taken concurrently. A minimum C+ average in Chemistry 11 is strongly recommended. A good knowledge of stoichiometry and solution chemistry from Chemistry 11 is required for success.
The course topics include reaction rates and energy, equilibrium, equilibrium of solutions, acid/base equilibrium, pH, buffers, redox.
Expectations: Students will be expected to wear appropriate safety equipment during lab procedures.

IB CHEMISTRY

Year 1 (HL/SL):
This rigorous course is spread over two years and is intended for motivated students with an interest in Chemistry. Students entering Year 1 of the course should have achieved a minimum of a B standing in Science 10 and be taking Math 11 concurrently with this course. Year 1 of the course covers most of the Standard Level content, with some Higher Level content.
Year 2 (HL/SL):
In Year 2, extra time will be provided in the timetable for one-half of the year alternating with another IB Science Year 2 class. The extra time allows for the Higher Level content to be covered as well as for the *Group 4 Project*., which is a group investigation/ research project.
The topics that will be covered over the 2 years include:

Stoichiometry	Gases	Industrial Applications	Bonding	Organic Chemistry
Atomic Theory and Periodicity		Acids and Bases	Energetics	
Plus Two Advanced Topics		Equilibrium	Redox Reactions	

Expectations and Evaluation: : In addition to the standard evaluation criteria for Science, the student's practical work will be assessed according to I.B. criteria and will form 24% of their final I.B. mark in grade 12. Students will be expected to wear appropriate safety equipment during lab procedures.
FEE: see IB fee schedule.

EARTH SCIENCES

EARTH SCIENCE 11

Earth Science 11 introduces students to a group of sciences collectively called "the Earth Sciences", which apply other sciences to the study of the Earth and its environment. Course components include:
Geology - rocks and minerals, earthquakes, volcanoes, plate tectonics**,** weathering and land erosion.
Oceanography - properties of ocean water, the ocean floor, and ocean currents.
Meteorology - the atmosphere, air pressure, winds, air masses, weather fronts, and weather forecasting
Astronomy - stellar evolution, the origin of the universe**,** and the study of our Sun, Earth, Moon, and Solar System.

GEOLOGY 12

Venture into the outdoors with Geology 12 to learn about the physical world around you. This course is academic in nature and is completed with a 2-day Outdoor Classroom Fieldtrip on the Sea-to-Sky Highway, British Columbia, looking at the Geology of the Howe Sound area. This includes: studying the glacial and volcanic history, debris flow/flooding, erosion prevention, mine contamination.
The learning outcomes are:
Earth Materials - minerals, igneous, sedimentary, metamorphic rocks, energy resources
Internal Processes and Structures - plate tectonics, seismology, Earth's interior, structural geology
Surficial Processes - weathering, erosion, running water, glaciers, ground water
Time and Fossil Record - relative and absolute dating, geologic time scale, the fossil identification
Comparative Planetology- geology of the Moon and other Terrestrial Planets
It is strongly recommended that at least one grade 11 level science course be completed before enrolling in this course. (Earth science 11 is preferred but not required.)
Expectations and Evaluation: : In addition to the standard evaluation criteria for Science, evaluation in Geology 12 will involve both field and laboratory evaluations.

SUSTAINABLE RESOURCES 11/12: AGRICULTURE

Sustainable Resources is a four credit senior science course. The course focuses on learning through experience and applied experimentation in an urban agricultural environment. Students explore issues of both local and global sustainability through their engagement in the school gardens, greenhouse, apiary, compost, and local parks work. The course is project based and focused on learning through Inquiry which allows for students to focus on topics of personal interest. The prerequisites for Sustainable Resources are science 10 or instructor approval. To do well in the course, students should: be willing to take initiative for independent work, enjoy learning while outside, be great at working in a group, and have a passion for sustainable issues and science**.**

PHYSICS

PHYSICS 11

Students should take Math 11 prior to or concurrent with Physics 11.
Physics 11 is a course designed to introduce the main ideas, principles, and unifying concepts in physics; to develop an understanding of the analytical and experimental methods of inquiry used in science; and to promote an understanding of how physics applies to everyday life. Physics 11 is recommended especially for students who plan to study pure sciences or engineering related technology but is also appropriate for humanities-oriented students. Students not planning to take Physics 12 should take Physics 11 in Grade 12. Topics studied include the description and cause of motion (kinematics and dynamics), energy, waves, optics, nuclear energy, and relativity.

PHYSICS 12

Students with less than a C+ in Physics 11 are liable to have difficulty with this course. Math 12 should be taken concurrently. Continuing on from Physics 11, Physics 12 provides preparation for study at the university level. Topics include vector mechanics in 2 dimensions, equilibrium, energy, circular motion and gravitation, electricity, and electromagnetism.

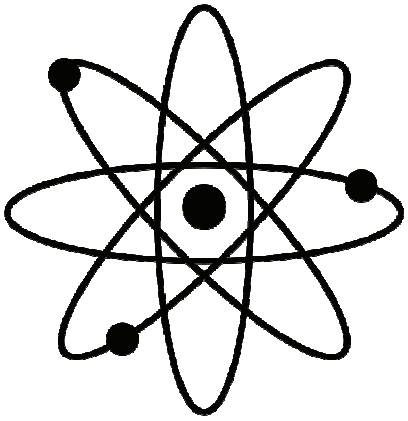
IB PHYSICS

IB Physics is a course designed to introduce the main ideas, principles, and unifying concepts in physics; to develop an understanding of the analytical and experimental methods of inquiry used in science; and to promote an understanding of how physics applies to everyday life. IB Physics is recommended especially for students who plan to study pure sciences or engineering related technology but is also appropriate for humanities-oriented students.

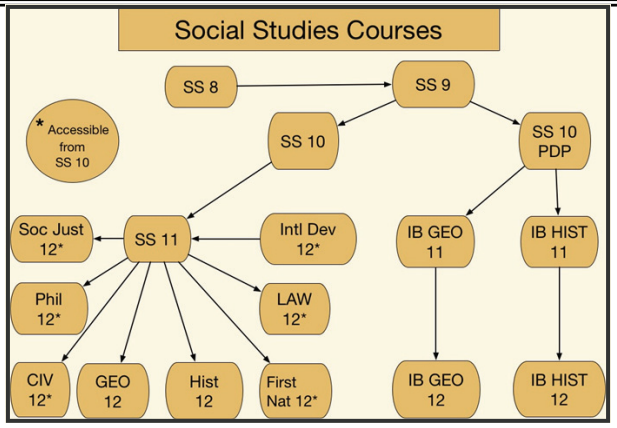
Year 1 (HL/SL):
This rigorous course is spread over two years and is intended for motivated students with an interest in Physics. Students entering Year 1 of the course should be taking Math 11 concurrently with this course. Year 1 of the course covers mostly Standard Level core content.

Year 2 (HL/SL):
In Year 2, all students will attend a mixed SL/HL block to finish covering the core content, while extra time will be provided for Higher Level students in the timetable for one-half of the year alternating with another IB Science Year 2 class. The extra time allows for the additional Higher Level content to be covered.
The topics that will be covered over the 2 years include:
SL: mechanics (forces and motion), thermal physics, waves, electricity and magnetism, relativity and nuclear physics.
HL: extensions of all of the above topics, plus electromagnetic induction and quantum physics.

Expectations and Evaluation: In addition to the standard evaluation criteria for Science, the student's practical lab work will be assessed according to I.B. criteria through a major year-end lab project and will form 24% of their final I.B. mark in Grade 12.



SOCIAL STUDIES DEPARTMENT



SOCIAL STUDIES 8

Students in Social Studies 8 will develop an understanding of diverse cultures and civilizations in Europe and North America from the 7th century to 1750. Themes of society and culture, politics and economic systems, scientific and technological innovations, philosophical and cultural shifts, and others will provide the basis of analysis for this period of time. The curriculum emphasizes "the knowledge, skills, and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgments and communicate ideas effectively" (BC Ministry of Education, 2015).

TRANSITIONAL SOCIAL STUDIES 8/9

Transitional Social Studies 8/9 is a program designed for English Language Learners whose skills are at levels 1 and 2. Emphasis will be placed on acquiring academic language and understanding of the core content of the Social Studies 8/9 curriculum.

SOCIAL STUDIES 9

Students in Social Studies 9 will develop an understanding of diverse cultures and civilizations in Europe and North America from 1750 - 1919, including an examination of revolutions in England, France, and/or America. Themes of society and culture, politics and law, the economy and technology, and the environment will provide the basis of analysis for this period of time. The curriculum emphasizes "the knowledge, skills, and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgments and communicate ideas effectively" (BC Ministry of Education, 2015).

SOCIAL STUDIES LANGUAGE ADAPTED 8/9, 10 & 11

Social Studies Language Adapted courses are designed for English Language Learners whose skills are at levels 3 and 4. The goal of the courses is to develop the students' English language skills, while concurrently developing the critical thinking skills they will need to progress in Social Studies courses. The regular Social Studies curriculum is used to design units of study for these courses, while cooperative group work, research, writing skills, and public speaking are developed through the learning activities.

SOCIAL STUDIES 10

Social Studies 10 explores Canada's historical development between 1815 and 1918. The development of a Canadian national identity involving French, English, Aboriginal, and Immigrant groups is a prominent theme. Political developments leading to Confederation and the subsequent inclusion of western provinces in the expanding country are examined. As is Canada's involvement in World War 1. Additional themes of geography, economics, and technological change contribute to a fuller understanding of the developing country. Study of the structure and function of federal, provincial and local governments is included in this course.

SOCIAL STUDIES 10 PRE-DIPLOMA
Social Studies 10 PDP is a course designed for pre-IB students. Students should have previously demonstrated in Social Studies 9 both excellent study skills and strong English skills and have a strong interest in following the IB Diploma programme in both grade 11 and 12. In Year Two of the Diploma programme, students will take either or both IB History 12 and/or IB Geography 12. Successful completion of these courses often leads to credit in first year university courses.

SOCIAL STUDIES 11
Social Studies 11 consists of three components: History, Human Geography, and Government. The History component examines Canada's participation in world affairs from 1911 to the present, including topics such as the World Wars and the Cold War. The Human Geography component deals with Canada's role as a member of the Global Village, including topics such as world population, living standards, and environmental challenges. The Government component addresses Canada's parliamentary, electoral and constitutional systems including the Charter of Rights and Freedoms.

HISTORY 12
History 12 will focus on a number of twentieth century topics. These will include: the World of 1919, Promise and Collapse: 1919 to 1933, Turmoil and Tragedy: 1933 to 1945, Transformation and Tension: 1945 to 1963, and Progress and Uncertainty: 1963 to 1991. Students will be required to work with historic facts and hypotheses to formulate essays. Tests will also make up a large part of the term grade.

GEOGRAPHY 12
Geography 12 is the study of the physical environment including the lithosphere, hydrosphere, biosphere and atmosphere. Units include themes and skills, plate tectonics, gradational processes, weather and climate, biomes and resource and environmental sustainability. Students will learn geographic skills such as mapping, analyzing air photos, graphing and some field methods. The course focuses on the processes and interactions of the physical environment and the ways in which humans can alter, influence and/or change that environment. Through the study of geography students will have the opportunity to examine and analyze the critical interplay of social, economic, environmental and political considerations that affect today's ever changing world. Students will develop an understanding of how local, regional and global environments affect them and how they can make informed decisions about the sustainability of the Earth's resources.

IB HISTORY 11/12 HL
This two year course covers topics related to European 20th century history such as World War One, the Russian Revolution and Stalinist era, Nazi Germany, Fascist Italy, the United States as a great power, World War Two, and the Cold War.
The course provides an in-depth examination of the above topics, and encourages students to develop a detailed understanding of the events, causes and effects, and relationships between these topics while developing their critical and analytical thinking abilities. Students are introduced to the study of the historical method and historiography so as to better understand history and how it is written and evaluated. Students will begin to develop a number of valuable critical thinking skills such as the evaluation and interpretation of various historical sources, the ability to conduct in-depth historical research and write argumentative essays, and the ability to understand and analyze different interpretations of the past.
Graduates of IB History 12 (Higher Level) will receive credit for IB History 11 and IB History 12. Those students who are awarded a 5 or better by the International Baccalaureate Examinations Office may apply for advanced placement in History at many universities. Following successful completion of either IB History 11 or IB Geography 11 and the Internal Assessment component students will satisfy the Ministry requirement.
Fee: see IB fee schedule.

IB GEOGRAPHY 11/12

IB Geography is a two-year course. The first year is focused on populations. An examination of how and why populations change, disparities in health and development, and the use of resources is designed to reflect the United Nations Millennium Development Goals. The other component of the first year is an investigation of globalization and its impacts on people, culture, the environment, and the economy. In-depth case studies are used to support the conceptual framework of the course.

The second year is devoted to studying three optional themes from the IB syllabus, chosen by the students. Topics include hazards and disasters, the geography of food and health, extreme environments and urban geography.

Coursework is assessed for school marks throughout the two years, but the IB mark comes from a field study completed during the second year and from written examinations in May of grade 12.

COMPARATIVE CIVILIZATIONS 12

Comparative Civilizations 12 examines a variety of civilizations across the span of human history. It intends to develop within students an appreciation for not only the diversity between civilizations, but also the similarities of political, social or cultural structures. Contributions made by various historical civilizations to our modern civilization will be a prominent theme. Included fields of study are the early civilizations of the Middle East, the Greco-Roman world, the Arab world, Europe to 1600, and China across the centuries. Study of other civilizations such as the Indian, Japanese and Mayan civilizations may be undertaken as independent research units. Emphasis will be given to an exploration of the artefacts, art, and architecture of the various civilizations as reflections of their culture, and as such there is a significant visual component to the course.

Note: This course is open to students in both grades 11 and 12.

LAW 12

Law 12 is designed to make students aware of their legal rights and responsibilities in Canada. Through a combination of classroom discussion, case studies, mock trials, court visitations, guest speakers, and lectures, students will gain an appreciation for the significant role that law plays in our society. Topics will include the development of Canadian law, court structures and processes, civil rights, human rights, criminal law, police procedures, tort law, contract law, and family law. Other bodies of law may be studied as time allows.

Note: This course is open to students in both grades 11 and 12.

PHILOSOPHY 12

This course will provide students with the opportunities to inquire into the tradition of Western Philosophy: the most basic questions about human life and its place in the universe. Topics may include: Who am I? Do humans have free will? Does God exist? Is knowledge possible? What is justice? What is truth? This is a course in learning to think. The readings, assignments, tests and class discussion will all be directed to this end. Students will do best in this class if they are willing to think critically about important issues, and are able to come to at least one provisional position on issues. The course will provide an introduction to the central works in the history of western philosophy, with a principal goal of fostering the capacity to think logically and critically. To support the discussion of ideas and provide a context for their thought, students will grapple with the thought of such philosophers as Plato, Descartes, Kant and Kierkegaard on issues pertaining to aesthetics, epistemology, ontology, ethics, morality and metaphysics.

Note: This course is open to students in both grades 11 and 12.

SOCIAL JUSTICE 12

Social Justice 12 is a new elective course designed to raise students' awareness of social injustice, enable students to analyze issues and situations from a social justice perspective and to provide students with the skills, knowledge and framework for advocating a socially just world. The curriculum is divided into three organizers: defining social justice, recognizing and analyzing social justice, and moving toward a socially just world. The course provides an opportunity in which students can critically look at the values and diversity of

our community and nation. Students will also examine their own beliefs and values, as well as the origins of those beliefs. Issues and topics covered in this course, through a social justice perspective, will be age, sex, marital status, political belief, race and ethnicity, sexual orientation, socioeconomic status, religion and faith, and mental and physical ability. The course will motivate students into thinking and acting ethically, while simultaneously empowering students to realize their capacity to effect positive change.
Note: This course is open to students in both grades 11 and 12.

BC FIRST NATIONS STUDIES 12
BC First Nations Studies 12 presents the history and culture of First Nations and Métis people in British Columbia from before the arrival of Europeans to the present. It examines the historical foundations of contemporary issues - the fur trade, the treaties, residential schools among them - and illustrates how First Nations cultures have adapted to changing world events and environments. Learners will examine many of the significant historical and cultural events associated with the First Nations and Metis people of British Columbia from an Aboriginal perspective to gain an appreciation and understanding of what the Aboriginal people of British Columbia have endured, both good and bad, since the arrival of the Europeans. Students will be presented with contemporary and current understandings of indigenous lives today.

INTERNATIONAL DEVELOPMENT 11/12:
This course introduces students to an overview of the impact that individuals, communities, and nations have on global development, particularly in the developing south countries. Themes discussed include issues such as human rights, foreign aid, healthcare, education, and poverty reduction. The purpose of the course is to encourage students towards greater global citizenship and agency in a world that is more and more interdependent, and to begin to appreciate how our actions can transform the world around us. As part of this course, we will be travelling to a region of the world and participating in a unique volunteering experience in sustainability and development.

THEORY OF KNOWLEDGE/CAS/EXTENDED ESSAY

IB THEORY OF KNOWLEDGE 11 AND 12

Students should be Diploma candidates in Grade 11 or Grade 12. The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

Questions are the very essence of TOK, both ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging to accepted belief, which are posed by contemporary life. Teachers foster an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications. Many universities grant a first year philosophy credit to students with a final examination mark of a B in IB Diploma.

TECHNOLOGY DEPARTMENT
Woodworking, Drafting & Design, Automotive Shop

WOODWORKING

WOODWORK 9
Objectives:
1. To provide an introduction to Woodwork with regard to safe tool, machine and construction techniques.
2. Each student must complete a minimum of 3 graded projects in order to achieve a pass grade. The projects are: a hand puzzle, a bread board, and a table.

Expectations and Evaluation: Marks are based on: productivity, project results, clean-up duties, safety, attitude & behaviour while in the shop.
Note: Construction 11 follows this course.
Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

TECHNOLOGY EDUCATION 10: WOODWORK
This course is designed to further student knowledge of wood, machine capabilities and procedures as well as construction techniques and abilities. Students will be given an introductory project in September. Upon completion they will have the option of completing a specified curricula or the student will design and construct a project they choose (teacher reference mandatory) in line with their ability levels.
Expectations and Evaluation: See Woodwork 9.
Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

CARPENTRY AND JOINERY 11
This level of Carpentry and Joinery involves cabinet design, construction and assembly. Students selecting this course should understand that they will be expected to work on designing projects in line with cabinetry focus. Should a student choose not to study the design process, they will construct a small cabinet Tool and machine demonstrations are given as required.
All students will complete one introductory project at the beginning of the year and then continue to fulfill the cabinetry requirement of the 11A course.
Expectations and Evaluation: Marks are based on: productivity, project results, clean-up responsibilities, attitude & behaviour while in the shop.
Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

CARPENTRY AND JOINERY 12
Carpentry and Joinery 12 will be an extension of the Carpentry and Joinery 11 and students enrolling in this course will be expected to have good knowledge of machine handling and uses. Students will develop and design projects, which will be more involved cabinetry, with the instructor's assistance . Some projects will be desks, dressers and entertainment centres.

CARPENTRY AND JOINERY 12: FURNITURE CONSTRUCTION
This course provides additional time to study in greater depth one or more areas of Carpentry and Joinery.

CARPENTRY AND JOINERY 12: CABINET CONSTRUCTION
This course provides additional time to study in greater depth one or more areas of Carpentry and Joinery.
Expectations and Evaluation (for all Carpentry and Joinery classes): It will be expected that students take the initiative in developing their projects. The teacher will be available as more of an over-seer and reference source. Students should work well independently and practice all safety machine and tool operation. Students will come to class prepared to work each day, and have a project design and plan to follow.
Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

ACE-IT CARPENTRY PROGAM—See **Career Life Education and Careers**
SKILLS EXPLORATION 10/11/12—See **Career Life Education and Careers**

DRAFTING AND DESIGN

DRAFTING & DESIGN 9 LEVEL I

Leads to: Architectural Drafting 12A, Design 12: Industrial Design 12

Drafting 9 is a first year course offered to all students interested in developing visual communication and technical drawing skills. The course will be of particular interest to students considering careers in engineering, architecture, design, construction, graphic design or advertising. Students will develop skills in sketching, technical hand drawing and Computer Aided Design software (CAD - 2D & 3D), while learning the universal language of drafting. Students will study various types of drawings such as orthographic projections, pictorial and perspective drawings, pattern development, and basic principles of design. Current links between globalization, product design, manufacturing, production, marketing processes, societal systems, and the environment will also be explored. This course will consist of classroom theory lessons, demonstrations, and one-on-one instruction/assistance throughout the course.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

DRAFTING & DESIGN 11 LEVEL I

Leads to: Architectural Drafting 12A and Industrial Design 12

Drafting 11 is a first year course offered to all students interested in developing visual communication and technical drawing skills. The course will be of particular interest to students considering careers in engineering, architecture, design, construction, graphic design or advertising. Students will develop skills in sketching, technical hand drawing and Computer Aided Design software (CAD - 2D & 3D), while learning the universal language of drafting. Students will study various types of drawings such as orthographic projections, pictorial and perspective drawings, pattern development, and basic principles of design. Current links between globalization, product design, manufacturing, production, marketing processes, societal systems, and the environment will also be explored. This course will consist of classroom theory lessons, demonstrations, and one-on-one instruction/assistance throughout the course.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

DRAFTING & DESIGN 12: ARCHITECTURAL AND HABITAT DESIGN LEVEL II

Leads to: Industrial Design 12

This course is an extension of Drafting & Design 9 and 11. Through this course, students will acquire the skills necessary to draw a full set of house plans for a single-family dwelling. The course will include eight main areas of study including Freehand Sketching Skills, Design Process and Creativity, Basic Technical Drawing (review), Architectural Working Drawings, Basic Construction Theory, Scale Model Making, Basic Architectural Applications in Computer Aided Design (CAD - 2D & 3D) and Computer Numeric Control (CNC - New) Applications related to architecture. Related topics such as Typical House Designs, City Bylaws, BC Building Code, Residential Standards, Rural vs. City Living, Mortgages, etc. will also be discussed. Students will have the opportunity to explore and gain insight into a number of related careers such as architecture, engineering, interior design, industrial design, and construction.

Students in this course are expected to work in a mature and self-directed manner. This course will consist of classroom theory lessons and discussion, demonstrations, field trips, homework readings, and one-on-one instruction.

Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

INDUSTRIAL DESIGN 12: LEVEL III

Leads to: Drafting & Design 12: Advanced Design

Industrial Design 12 is an extension of the Drafting & Design 9 or 11, and Drafting & Design 12: Architectural & Habitat Design. Students enrolled in this course will be expected to have good knowledge of drafting and design fundamentals and good working knowledge of 2D & 3D CAD software. A high level of self-motivation and independence will be necessary for the successful completion of this course. Students will explore product design and development, model and prototype making, designing with CAD, Computer Aided Manufacture (CAM), Computer Numeric Control (CNC - New) design and applications, industrial

processes, material science, globalization of technology and manufacturing, and careers in design. This course provides students with the skills and knowledge needed to pursue studies towards careers as technicians, technologists, engineers, architects, industrial designers, graphic designers and various trades, or to enter directly into the work force.
Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the course.

DRAFTING & DESIGN 12: ADVANCED DESIGN LEVEL IV

Drafting & Design 12 is an extension of the Drafting & Design 9 or 11, Drafting & Design 12: Architectural & Habitat Design, and Industrial Drafting & Design 12. Students enrolled in this course will be expected to have good knowledge of drafting and design fundamentals and good working knowledge of CAD software. A high level of self-motivation and independence will be necessary for the successful completion of this course. Students will explore advanced design and drafting skills through a number of major projects. Projects would include client-based projects, Computer Numeric Control (CNC - New) design and applications, art-based design and other areas of student interest. Project work is intended to complete and enhance a design portfolio for university entrance, employment opportunities and design related careers. Preference will be given to students with a strong Drafting & Design background.
Note: There will be a charge for materials used or supplies for personal projects that are beyond the basic outcomes of the c

AUTOMOTIVE SHOP

TECHNOLOGY 9: ENERGY AND POWER

This course is intended for students in Grade 9 and 10 with no prior experience in the metal shop environment. Students taking this course will learn basic fabrication techniques for use in the shop environment. Various sheet metal and structural fabrication is taught in conjunction with oxyacetylene, MIG and TIG welding processes. Design and research is a incorporated into the construction of moving projects that are both human and engine powered. Other projects may include solar power, hydraulics, gearing and solid fuel rockets. Some assigned projects may include a written report.
Expectations and Evaluation: Evaluation will be based on project work, written assignments and class performance.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

TECHNOLOGY EDUCATION 10: MECHANICS

This course is intended for students in Grade 10 who have taken Technology 9: Energy and Power. Mechanics 10 is an entry level mechanics course. In this course, students will be studying systems that produce, generate and transmit power. This course will include an automotive component but will not be exclusively automobile oriented. Some areas of study may include alternative energy, hydraulics, two stroke and four stroke engines and the environmental and social implications of machines.
Expectations and Evaluation: Evaluation will be based on project work, written assignments and class performance.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

AUTOMOTIVE TECHNOLOGY 11

This course is intended for students in Grade 11 or 12 with no prior experience in the shop environment, or students who have completed Technology Education 10: Mechanics. Automotive Technology 11 is an introductory automotive course suitable to all students. This is a full year course. Students are encouraged to bring

their own vehicles. This course may include some of the following topics: Safe and healthy work practices, Engine support systems, i.e. fuel, ignition, Four stroke engine operation, Basic inspection and service procedures, Power train, body and chassis, Electrical and electronic systems.
Students are required to supply their own coveralls. Hand cleaner is supplied.

Expectations and Evaluation: Evaluation will be based on project work, assignments, classroom participation, and attendance. Students are required to keep a log of their classroom work.
This course is student driven and students are expected to work on shop projects as well as their own vehicle.
Note: There is a fee associated with this course. Students will be required to purchase a workbook.

AUTOMOTIVE TECHNOLOGY 12

This course is intended for students who have completed Automotive Technology 12. This course includes a review of Automotive Technology 11 procedures. Students are encouraged to work on a greater range of project work. Automotive Technology 12 topics will include: Safe and healthy work practices, use of diagnostic tools (eg, compression and oil pressure checks), and electronic diagnosis using the onboard automotive computer. This course is an opportunity for students to rebuild or repair their own vehicle.
This course is an opportunity for students to rebuild or repair their own vehicle.

AUTOMOTIVE TECHNOLOGY 12: Engine and Drive Train
AUTOMOTIVE TECHNOLOGY 12: Automotive Electricity and Electronics
AUTOMOTIVE TECHNOLOGY 12: Body Repair and Finish

These courses provide additional time to study in greater depth one or more areas of Automotive Technology 12.

Expectations and Evaluation (for all automotive courses)
Evaluation will be based on project work, assignments, classroom participation, and attendance. Students are required to keep a log of their classroom work. This course is student driven and students are expected to work on shop projects as well as their own vehicle.
Students are required to supply their own coveralls. Hand cleaner is supplied.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

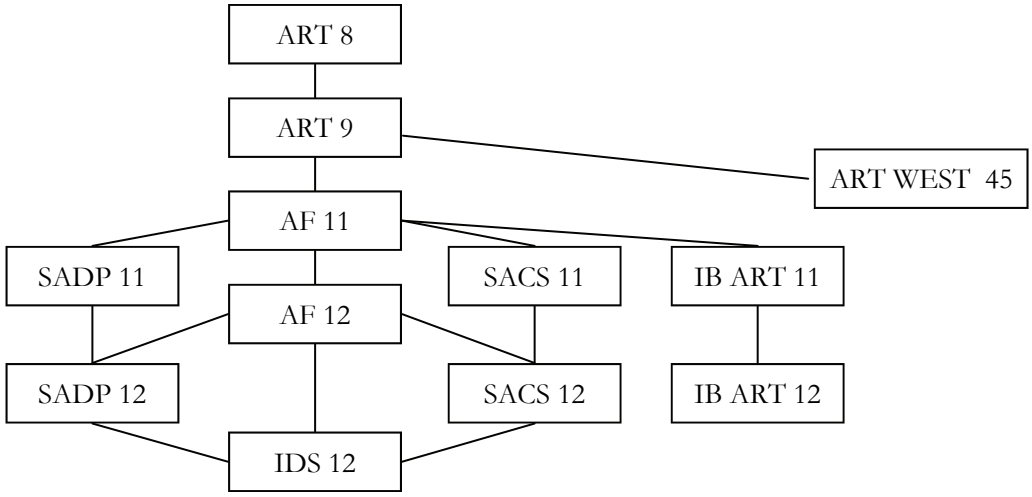
SKILLS EXPLORATION 10/11/12

The Skills Exploration course is designed to provide students the opportunity to explore various trades in order to make decisions toward careers, Youth Work Trade/Train in Trades and post-secondary study. It is also an opportunity to learn valuable life skills. Do you like working with your hands and want to find a good fit for your interests and abilities? Have you thought about entering the trades but don't know what each involves? This is a district course available to all students (girls and boys) in grades 10 to 12. It would be offered at WVSS during a fixed-last-block in order for students from across the district to attend. The students would be provided the necessary basic theory, practical projects and work experience opportunities for four different trades and technical skilled careers. The intention of the course is to introduce students to the related skills, tools and work in the trades and other technical careers.

The Trades Discovery program will consist of five units:

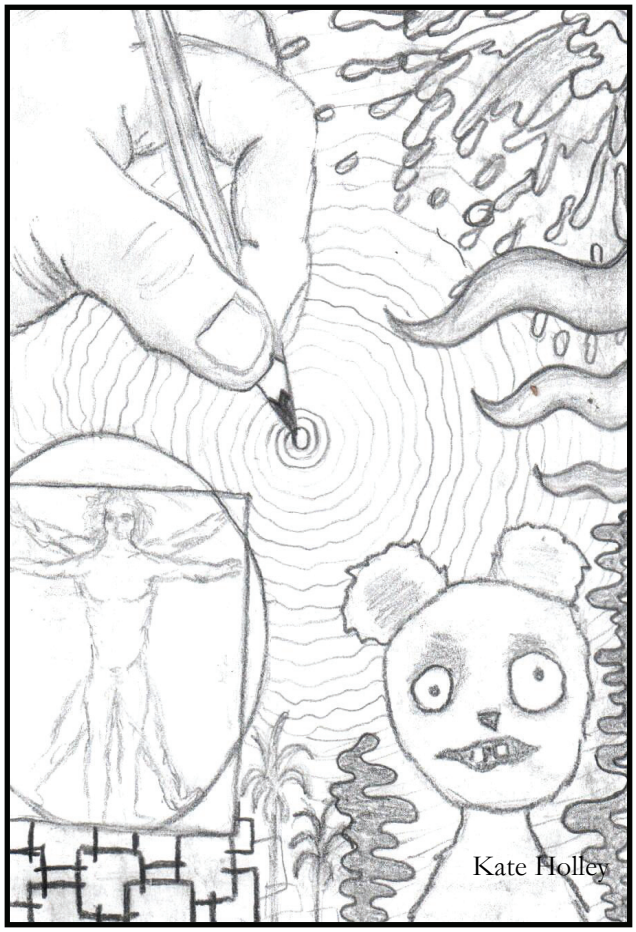
- Core – Trades, Apprenticeships, Safety, Construction Drawings and Applied Math
- Carpentry - Framing
- Electrical - Electricity and Residential Wiring
- Plumbing - Residential
- Welding and Metal Fabrication

VISUAL ARTS DEPARTMENT



Expectations:

A sketchbook is required at all levels (except Art 8). Study of contemporary and historical art will be an integral part of project work and will be part of required content in the sketchbook. All Senior Art courses (AF 12, SADP 11, SADP 12, SACS 11, SACS 12, ART 12, IB Art 11, IB Art 12) assume that the student has successfully completed Art Foundations 11, is proficient in all areas covered in that course, familiar with concepts covered, and aware of program expectations and familiar with studio procedures. Senior Art students are expected to do independent research on techniques, art history and ideas, relying on the teacher for direction, aesthetic and technical advice. Students taking 2 or more art courses are assuming a heavy work load and must be highly motivated, dedicated and hard working in order to succeed.
Evaluation: For all regular art courses (excluding Photo, Film, Video Animation, and FA 11 options) Projects/Class work: 60% Sketchbook : 30% Other (studio procedures, time management, etc.): 10%


Kate Holley

ART 9
Projects may be assigned in the following areas: Drawing, Painting, Printmaking, Sculpture, Design, and Art history. This course will focus on skill development, artistic understanding, problem solving, image development and vocabulary in a variety or art media.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ART FOUNDATIONS 11

Note: Grade 10 students may take this course.
Projects may be assigned in the following areas:

1. Drawing techniques - gesture, continuous line, tone, sustained observation, self-portrait, perspective;
2. Printmaking - etching, linoleum, stencil, calligraphy;
3. Sculpture;
4. Ceramics;
5. Gouache painting, colour theory;
6. Art history;

Students will develop proficiency in a variety of art mediums with emphasis on understanding the elements and principles of design. Contemporary and historical art research and other sketchbook work are required throughout. Students should develop self-motivation and work habits which will enable them to work more independently in Senior Art courses. This course is open to grade 10 students.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ART FOUNDATIONS 12

This course builds on skills and experiences gained in AF 11 and other 11 level Senior Art courses. The student will choose and devise assignments, with teacher guidance, on a contract basis. A minimum of 3-5 major projects is expected. Projects in all 2 and 3 dimensional mediums are appropriate.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

STUDIO ARTS 11: DRAWING & PAINTING

Students will choose and devise assignments, with teacher guidance, in the following areas:

1. Drawing mediums - pencil, pen & ink, technical pen, conté, dry pastels, oil pastels, pencil crayon, etc.
2. Painting mediums - watercolour, gouache, acrylic, oil, latex, etc.
3. Design, composition, illustration.
4. Printmaking - etching, silkscreen, linoleum, calligraphy, drypoint, etc.
5. Design work with orientation towards advertising, packaging and display.

Other graphic techniques - lettering, layout, fashion drawing, animated films, computer graphics.
This course offers experience, through exploration and practice, in a variety of graphic techniques. A minimum of 5 projects is expected.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

STUDIO ARTS 12: DRAWING & PAINTING

A continuation of SADP 11 with larger, more ambitious projects. This course offers an opportunity to develop proficiency in a variety of graphic techniques. The student will choose and devise assignments, with teacher guidance on a contract basis. A minimum of 3 major projects is expected.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

STUDIO ARTS 11: CERAMICS & SCULPTURE

Students will choose and devise assignments with teacher guidance, in the following areas: Ceramics, Fabric Arts, Sculpture, Design, and Crafts
This course offers experience, through exploration and practice, in a variety of 3 dimensional techniques. A minimum of 5 projects is expected.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

STUDIO ARTS 12: CERAMICS & SCULPTURE

A continuation of SACS 11 with larger, more ambitious projects. This course offers an opportunity to develop proficiency in a variety of 3 dimensional techniques. The student will choose and devise assignments, with teacher guidance, on a contract basis. A minimum of 3 major projects is expected.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

IB ART/VISUAL ARTS 11 SL OR HL

This is a two year course that consists of two parts, both of which are compulsory.

1. Studio (practical work): Opportunities will be provided for guided learning and application of the principles and elements of design and for wide-ranging personal research of a more experimental nature.
2. Investigation Workbook (sketchbook "plus"): The purpose of the Investigation Workbook is to encourage adventurous and critical research. During the two-year course, one or more books will be produced as a highly personal record of the candidate's research in the appreciation and history of art and design. The book will contain both visual and verbal information and will have the appearance of a working journal.

IB Art students are expected to work in a mature, thoughtful and self-directed manner. Time should be set aside to complete art projects in addition to class time. (It is advantageous for candidates to take one or more other Senior Art courses as well as IB Art & Design.)

Fee: See IB Fee schedule.

IB ART/VISUAL ARTS 12 SL OR HL

This is the second year of a two-year program (see IB Art/Design 11).

1. Studio (Practical Work)
2. Investigation Workbook.

Candidates will prepare an exhibition of their studio work produced during the two-year course and will discuss this work with an IB examiner, who will visit the school in late April or early May. The examiner will examine not only the finished products, but will pay particular attention to the process of artistic and aesthetic development.

Examiner's assessment in IB Art & Design 12

- Investigation Workbook 30%
- Studio Work 70%

Fee: See IB fee schedule for Grade 12 examinations.

A first year credit is available at most universities for students scoring a 5 or better. This course may also qualify for Provincial Scholarship consideration if a 5 or better is achieved.

IDS 12: PORTFOLIO

This full year, 4 credit, course is intended for the serious art student who wishes to pursue a post-secondary career in art. Recommendation of the teacher is required. Course options include:

1. projects in specific areas of specialization;
2. assembling a portfolio of presentation pieces;
3. gallery visits;
4. visits to post-secondary institutions.

The specific activities of this course will depend on the needs of the individual student. Students will choose and devise assignments, with teacher guidance, on a contract basis. A minimum of 3 major projects is expected.

ART WEST 45

Art West 45 is an Art program for students who wish to spend extended time in the art room developing skills their expanding their passions in all kinds of art. It is offered to grade 10-12 students who have a committed interest in visual arts, photography, and design. Students will be able to receive credits in Visual Arts, Media Arts, Applied Skills, Work Experience, and Grad Transitions. Students will learn the core competencies prescribed in the new Ministry curriculum.

Art West 45 will allow for:

- Extended time to work on projects and more 1 on 1 time with teachers
- Guest speakers and guest artists to enrich student learning
- Numerous field trips (without restricted time limits) to enhance learning
- Opportunities to learn more techniques to broaden their skill set (airbrush, ceramics, screen printing, jewelry making, technical photography applications, applied skills, etc.) because of extended time and more focused objectives.
- Life drawing from models
- Portfolio development will be one of the objectives for the end of each year . Students will collaborate with other classes within Fine Arts, Applied Skills and cross-curricular programs to broaden their creative development
- Students will be expected to volunteer for businesses such as art galleries and design studios to gain work experience and knowledge of future art and design related careers. Possible apprenticeship opportunities with professionals in fields of student interest

What would a typical day look like?

Students will enroll in 1 -3 periods of the morning on the selected day. It will be flexible for each student (to be determined by the teacher). This allows for opportunities to focus on certain aspects of the program for uninterrupted periods of time.

Students in grade 11 and 12 will potentially earn 16 course credits during each year of the program. Grade 10 students may need to complete one or two courses that meet their graduation requirements during their first year in the program.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

Possible Pathway Progression:

Grade 10	1. Art Foundations 11 and/or 12 2. SADP 11, SACS 11, Media Arts 11, Graphic Design 11 3. PE 10 (required/ on-line) 4. Career Life Education (required/ on-line)	1. English 10 2. Math 10 3. Social Studies 10 4. Science 10
Grade 11	1. Art Foundations 12 2. SADP 11 or 12 and/or SACS 11 or 12, Media Arts 11 or 12, Graphic Design 11 3. Industrial Design 11 or 12 4. Work Experience	1. English 11 2. Math 11 3. Social Studies 11 4. Science 11
Grade 12	1. Art Foundations 12 (if not taken in Grade 11) 2. SADP 12, SACS 12, Media Arts 11/12, IDS 12 3. Work Experience (required for ArtWest45) 4. Grad Transitions (required)	1. English 12 2. Elective 3. Elective 4. Elective
	DAY 1	DAY 2

MEDIA ART
Computers, Photography, Animation, Film and Television

COMPUTERS

ICT: DIGITAL MEDIA DEVELOPMENT 12

This course is a process-based exploration into digital media design. Its purpose is to give students the skill-set and mindset to develop effective and eloquent multimedia presentations.
Throughout this course, students will:

- Learn and apply the principles and process of design (line, shape, unity, balance, colour, typography).
- Develop skills with computer applications for graphic and web design (Adobe Photoshop, Macromedia: Dreamweaver, Flash, Fireworks, and Freehand, and HTML/Java).
- Create real-life based projects on paper and electronically (business cards, CD covers, web sites and multimedia presentations).
- Examine the graphic and multimedia design field as a possible career choice.

There will be an emphasis on the design process and the creation and consideration of multiple solutions to a problem, as well as peer and self-evaluation of the best solution. Ethical issues relating to the use of information and design will also be covered.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

VA: MEDIA ART YEARBOOK 10, BA YEARBOOK 11, & VAMT: MEDIA ART YEARBOOK 12

This course is dedicated to the production of the school yearbook. Students in this course are expected to meet deadlines and produce work at a high level of quality. Classes may be held in a regular time slot outside the regular school schedule, two days a week. Furthermore, students will be required to commit to additional classes when required to meet deadlines and complete assignments.
Yearbook 10 & Yearbook 11: The three main elements of Yearbook journalism are the photography, creative writing and graphic design. Students will learn and apply aspects of all three of these elements in a time-sensitive, budget conscious environment.
Yearbook 12: The focus of this course is to complement the creation of the Yearbook by assisting in management of production and creative control. Students taking this course should have a very strong work ethic, and through the duration of this course will develop strong teamwork and leadership skills. Please note that it is recommended that Yearbook 11 is taken before Yearbook 12.

PHOTOGRAPHY

PHOTOGRAPHY 9

This course introduces students to the artistic possibilities within photography. Students will learn how to take stunning photographs of friends and family and create their own photographic works of art that can be printed and displayed.
Students will learn photography basics by using both traditional film and digital cameras. Professional looking photographs will be created through the use of exposure, composition, and lighting effects. Students will engage in shooting their own photographs then developing, manipulating, and enhancing them in the darkroom as well as through the use of Adobe Photoshop.
Although the school has a limited number of digital cameras it is recommended that the student have access to their own camera to ensure availability if all school cameras are in use.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

INTRO PHOTOGRAPHY 11 (I JUST WANT TO TAKE PICTURES!)

This course is for the avid amateur photographer. Students will explore the world through the lens of a camera. How does INSTAGRAM make all your photos so beautiful? How can I improve those Facebook portraits? Students will learn photography basics by using digital cameras and Photoshop. Professional looking photographs will be created through the use of exposure, composition, and lighting effects.

Although the school has a limited number of digital cameras, it is recommended that the student have access to his/her own camera to ensure availability if all school cameras are in use.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.
*They will receive a course credit for Visual Arts: Media Arts11

PHOTOGRAPHY 11

This course provides students with an opportunity to explore various aspects of photography. Students will develop skills and knowledge in the following areas of photography: traditional film and digital camera techniques, composition, photo design, and production. Students will develop, manipulate and enhance their photographs in the darkroom and through the use of Adobe Photoshop.
Projects will include photographing various subjects: nature, animals, landscape, portrait, architecture, sports, and more. Students will be given the opportunity to use both traditional film and digital SLR cameras for their projects. The course also aims to engage students in learning about how and why photographs in the media are manipulated. Over the course of the year, students will create their own personal portfolio of photographs.
Although the school does have some SLR 35mm cameras, it is highly recommended that students have access to a camera outside of school. Please speak to the photography teacher if you have questions concerning the suitability of a camera.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

VISUAL ARTS: ARTS 12

This course is designed for students interested in furthering their personal photographic vision through a combination of traditional film and digital photography. It will require students to create his/her own portfolio utilizing a high degree of independent work. Areas of study will include composite photography, selective focus, extended time exposures, self-portraits, artificial light, and multiple exposures. Students will also learn how to develop, manipulate, perfect and enhance photographs through the application of advanced darkroom techniques and Adobe Photoshop.
Although the school does have some SLR 35mm cameras, it is highly recommended that students have access to a camera outside of school. Please speak to the photography teacher if you have questions concerning the suitability of a camera.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

AFTER SCHOOL ART STUDIO (Open to all)

Multi-Media Studio (afterschool - 2.5 hours per week - 3:00 to 5:30), is an after school program that welcomes anyone to try their hand at any art medium. It will allow exploration in traditional and convention art practices. The class will be afterschool, so students can work on projects for extended periods of time without interruption. In this course, media arts technology may include photography – both darkroom and digital, video, computer technologies, and electronic and digital recording, and will also include the traditional visual arts of painting, drawing, and sculpture. In this course students use available technologies to create and manipulate personally meaningful images and applied designs in order to elicit specific audience responses.
Note: This course is open to students in Grade 9-12

VISUAL ARTS: GRAPHIC DESIGN 11

This course is an introduction to graphic Design. Using both technology and traditional art mediums students will have the opportunity to learn the elements and principals of design, students will learn to lay-out and design creative visual presentations through a variety of projects using computer applications and traditional materials and tools. Students will develop skills used to solve design problems, and will use these skills to produce works in their own area of interest. The students will create such things as logos, brochures, posters, package designs and other projects using drawing, painting, Photoshop and Adobe Illustrator.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ANIMATION - FILM & TELEVISION

MEDIA 9: ANIMATION & VIDEO PROJECTS

This course is an introduction to media arts through the basics of animation and film production. Learn how to create and animate objects and drawings as well as explore the foundations of film making. Students will develop a visual vocabulary and an understanding of the power of moving images and sound through a myriad of collaborative and individual projects. Skills learned will cover classic animation (cel animation, stop -frame animation, zoetropes, drawing for animation etc.) and film (story boarding, narrative structure, character development, camera movement and framing, editing of image and sound). A component of this course will be the study of film and animation history. Students may have the opportunity to screen work at student film festivals.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ANIMATION 11

Animation Level 1 is a natural continuum of what was learned in the animation component of Media 9 (though Media 9 is not a pre-requisite). In this course you will build on the skills required to create cel (drawn) animation, cstop-frame animation, and other innovative aspects of animation. Course content will include practical animation skills, story-boarding, drawing, character development, lighting, timing and spacing, key drawing, walk cycles, filming, sound and computer editing etc. In this course students will have the opportunity to have input into the direction of their personal project work. A component of this course will be studying animation history and reviewing animated films that can inform the coursework. Throughout the year, you may also have the opportunity to submit work to film festivals, attend field trips, and display your work around the school.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

ANIMATION 12

This course is intended for students who are considering pursuing animation at the post secondary level, or who have a specific desire to develop their skills in animation. This course will provide the opportunity for further experience and knowledge base development in animation production and history. Course content will include a focus on classic animation and personal skill in the areas of stop-motion animation, cel animation, narrative technique, character development, writing, story boarding, timing, filming, lighting, editing, and animation history. An important component of this course is self-directed where students will propose individual topics of study. While producing animations, students should expect to work both individually and in groups.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

DRAMA: FILM AND TELEVISION 11

Film and Television Level 1 creates a solid foundation for the use of film as an effective tool to communicate ideas and stories. In addition to the study of relevant films and documentaries, students will be introduced to the various aspects of the industry: camera techniques, editing, scriptwriting, narrative structure, story-boarding, lighting, sound, design, costume, make-up and production. Students will be involved in both individual and group projects and will be required to work cooperatively throughout the course. Students involved in this course should expect that EXTRA-CURRICULAR time will be required in the production of finished projects.

Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

DRAMA: FILM AND TELEVISION 12

Film and Television Level 2 is a full year follow-up course to Film and Television Level 1. In addition to studying the making of certain films and television shows, students will continue to hone their skills as filmmakers with more engaged and complex film projects. A specific focus will be on the development of

the conceptual basis for film creation as students find new and exciting ways to communicate their ideas. A second emphasis will be on the specific development of technical skills in both cinematography and editing of films. The students will have the opportunity to be involved in both individual and group projects and will be required to work cooperatively throughout the course. Students involved in this course should expect that EXTRA-CURRICULAR TIME will be required for the production of finished projects.
Note: There may be a charge for materials or supplies for personal use that are beyond the basic outcomes of the course.

IB FILM SL & HL 11 AND 12

This two-year IB course is designed for students with interests in all aspects of film. Students will study film sequences in detail and analyze films and film-making traditions from various cultures. Students are expected to be creatively involved in film-making. Projects include: creating a documentary, scriptwriting, oral presentations, written film analysis, and various other film project. As this is an IB course, evaluation will be both internal and external and possibly an examination will be required. If the final mark is sufficiently high, it will also qualify as one section for a Provincial Scholarship.