

# Carson Graham Secondary

## 2021-2022 Course Programming Guide





# About Us

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We are the House of Eagles; and we are a community. We acknowledge and thank the Coast Salish peoples whose traditional territories the North Vancouver School District resides on. We express our gratitude to the Squamish and Tseil Waututh Nations as we value the opportunity to learn, live and share educational experiences on this land.

We are on the North Shore. We are surrounded and embraced by the two sisters who watch over us and remind us of how peace came to the land. We live in the rainforest which provides a wealth of resources and opportunities that are envied around the world, where takaya roams and black: mixalh (may hath) is revered. We are surrounded by oceans and coastal ecosystems where Yewyews (yoyos) is king and stsuw'l'7 (soo quat) provides.

We are North Vancouver from the top of Grouse Mountain to the Lonsdale Quay, from Deep Cove to the Lions Gate Bridge. We are North Vancouver. We are part of the Lower Mainland. Our community reaches from the shores of the ocean to the Fraser Valley and beyond. We are Canadian. We make up the fabric of the Canadian landscape. As an IB school, we are part of the global community; and we have a role to play in bettering our world through intercultural understanding and respect. Carson Graham Secondary is an International Baccalaureate (IB) Continuum School that offers both the IB Middle Years Programme (MYP) and the Diploma Programme (DP). As an IB school, we are part of the global community and have a role to play in bettering our world through intercultural understanding and respect.

Carson Graham serves its diverse student population with an array of innovative program offerings within our state of the art facility. Our dedicated and experienced faculty are committed to excellence, making Carson Graham a leading school in both the North Shore and province.

We are lucky to work with a population as diverse as Carson's student body. We have learners of all abilities, interests, experiences and aspirations; and they each bring joys and challenges to our school building that enrich our lives daily.

The diversity of our student population is mirrored in the number and types of programs we offer to meet their needs. We draw from more feeder schools than any other high school in the district and each of our feeder schools has its own unique personality.

The diversity is also mirrored in the diversity of our staff. Our teachers, for example, bring 1150 years of experience to this school.

We are more than the sum of our parts. Each member of our staff teaching, administrative and support staff brings their own unique experiences and points of view, which adds to the richness of our community. Whether we're homegrown or we've found our way here from other places, whether we've been around a while or are just starting out, our differences- differences in styles, in opinions, in interests, in approaches - are what make us stronger and our students benefit from it all.

Our community speaks more than 30 different languages in their homes. Each year, our English language learners come to us from around the world. We welcome international students from continents across the globe.

We are a creative community, a place that celebrates and appreciates the power of music; a community that understands the positive impact that the performing arts have on a person's confidence; a community that produces thousands of creative pieces of art with each passing year. We are a community of designers- where we plan and try and think and try again. In fact, on average, 2000 students take a design course. How does that happen when we are a student population of fewer students than that? Students take multiple design classes which means our design teachers build relationships with nearly every single one of our students.

We are an active community. We have strong PHE, conditioning and dance programs- each of which helps foster in our students a healthy balanced lifestyle.

We have a rich tradition of athletics. Nearly one-third of our students participate in at least one sport through our school. On average annually, 80 adults devote their personal time to coaching.

We are a community of service. Our student body devotes approximately 20 000 hours per year to giving back to the local and global community. They do this under the guidance and direction of volunteer teachers from our own staff.





# Mission Statement

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**We strive for excellence in all endeavours; encourage personal and social responsibility, respect, diversity and work to develop a lifelong commitment to learning.**

**Our aim is to develop inquiring, knowledgeable, confident, and caring students who create a better world through intercultural understanding and respect.**



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## ADMINISTRATIVE AND COUNSELLING TEAM CONTACTS

School Contact	Responsibility for 2021-2022	Email
<b>Principal:</b> Mrs. Suzette Dohm	Grade 12	<a href="mailto:sdohm@sd44.ca">sdohm@sd44.ca</a>
<b>Vice-Principal:</b> Mr. Tim Ireland	Grade 8&9	<a href="mailto:tirleand@sd44.ca">tirleand@sd44.ca</a>
<b>Vice-Principal:</b> Mr. Justin Wong	Grade 10&11	<a href="mailto:jwong@sd44.ca">jwong@sd44.ca</a>
<b>Administrative Assistant:</b> Carol Oswald		<a href="mailto:coswald@sd44.ca">coswald@sd44.ca</a>
<b>Counsellor:</b> Ms Gayle Weyell	Grade 8 (Grad Class of 2026)	<a href="mailto:gweyell@sd44.ca">gweyell@sd44.ca</a>
<b>Counsellor:</b> Ms Karen Marshall	Grade 9 (Grad Class of 2025)	<a href="mailto:kmarshall@sd44.ca">kmarshall@sd44.ca</a>
<b>Counsellor:</b> Ms. Tamara McKay	Grade 10 (Grad Class of 2024)	<a href="mailto:tmckay@sd44.ca">tmckay@sd44.ca</a>
<b>Counsellor:</b> Ms. Mary Fletcher	Grade 11 (Grad Class of 2023)	<a href="mailto:mfletcher@sd44.ca">mfletcher@sd44.ca</a>
<b>Counsellor:</b> Ms Kat Robb	Grade 12 (Grad Class of 2022)	<a href="mailto:kmrobb@sd44.ca">kmrobb@sd44.ca</a>
Ms Liz Thornhill	IB Coordinator	<a href="mailto:lthornhill@sd44.ca">lthornhill@sd44.ca</a>
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# About this Guide

## W elcome!!

It is with great pleasure we welcome you to Carson Graham Secondary, home of the Eagles, for the 2021-2022 school year. This Introductory guide for student and parents has been prepared to assist in several ways: in becoming familiar with our school, our policies, and to provide families with information to plan your school year. Our hope is that the information in this guide will stimulate conversations and reflection not only about your post-secondary aspirations but more importantly your learning goals.

The descriptions in this guide are general in nature and are not intended to outline the complete content of each course, program or services. Due to certain constraints, a few of the courses described here may not be offered every year. Our fantastic counselling team will be on hand to assist families in selecting programs and courses which not only meet the graduation requirement of the Ministry of Education, but also satisfy your individual goals and interest.

### COURSE SELECTION

Students will make their course selections in February 2021 for September 2021. It is important that the course selections are made carefully because those selections determine what courses are on the timetable.

As you plan out your 2021-2022 school year, you are encouraged to:

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

### WHAT CAN PARENTS DO?

- Discuss the options with your son/daughter and encourage him/her to explore a full range of post-secondary options. Begin gathering information in grades 9 and 10. Attend course planning nights at the school.
- Email your son/daughter's counsellor if you have questions about post-secondary education options.  
*Note that student course selection choices must be signed off by a parent or guardian.*

### WHAT CAN STUDENTS DO?

- Develop good study habits; remember you are competing only with yourself to meet your goals.
- Research the career fields you are interested in by looking up the admission requirements of post-secondary institutions and attending post-secondary information sessions at the school and district career fairs.
- Talk with your counsellor about volunteer work.  
Talk to your counsellor starting in grade 10 or 11, if you are considering applying to an American University.

Our timetable is developed based on student course request. Every effort will be made to provide you with the courses you have selected, however due to various timetable constraints, your initial course request may have to be change. Offering a course and the determination of the number of sections a course received is dependant on enrolment.

We hope each of our students has an excellent year and takes the opportunity to take advantage of the wonderful courses and program Carson Graham has to offer.

Carson Graham Admin team.



# Course Programming Dates

The following events have been organized to assist students and families in during the course selection process.

Date	Time	Event
January 18th, 2021		2021-2022 Course Programming Guide Published
January 18th, 2021	TBA	IB Parent information Night
January 28th, 2021	TBA	Grade 7 Parent & Student Information Night
February 5th, 2021		Grade 7 Course Request forms due to grade 7 teachers.
February 9th, 2021	TBA	Grade 9&10 Parent & Student Information Night - 6:30pm
February 11th, 2021	TBA	Grade 11&12 Parent & Student Information Night - 6:30
February 9th - February 16th, 2021		Student MyEd Portal open for course request
February 9th - February 16th, 2021		Grade Counsellor classroom visits
February 12th, 2021		Diploma Programme Application Due
February 16th, 2021		MyEd Student portal course request entry due
February 16th, 2021		Course Request sheets due to the main office
February 17th, 2021		Grade 11&12 Study Block Applications Due
March 30th, 2021		Course request verification
May 3rd, 2021		Peak Performance Application due
* All presentations will be done virtually with a live Q&A session at the conclusion of the presentation. A live event link will be made available to parents and students closer tot he date of each event.		





# Course Programming.

## Planning for Success

As a student at Carson Graham Secondary School the path to future success relies on your active involvement. The key to success is you! Good planning takes time and thought. Your course selection is an important decision. Discuss your goals with your parents and counsellor.

Many opportunities are available here at Carson Graham Secondary School. Make your high school years challenging as well as enjoyable.

The information that you provide is used to build our master timetable and hire teaching staff.

Every effort will be made to provide you with the courses that you have selected.

Due to various timetable constraints, your initial course requests may have to change.

Grade 8-12 students are all expected to take a minimum of **8 courses per year.**

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Students in Grade 8 are required to take a minimum of 8 courses. Please see the Course Request Sheet for more information.	Students in Grade 9 are required to take a minimum of 8 courses. Please see the Course Request Sheet for more information.	Students in Grade 10 are required to take a minimum of 8 courses. Please see the Course Request Sheet for more information.	Students in Grade 11 are required to take a minimum of 8 courses. Please see the Course Request Sheet for more information.	Students in Grade 12 are required to take a minimum of 8 courses. Please see the Course Request Sheet for more information.
The general courses grade 8 students enrol in are:	The general courses grade 9 students enrol in are:	The general courses grade 10 students enrol in are:	The general courses grade 11 students enrol in are:	The general courses grade 12 Students enrol in are:
Language & Literature Year 3 Individual & Society Year 3 Science Year 3 Mathematics Year 3 Physical & Health Education Year 3 *A Language Acquisition Year 3 course Design Year 3 Rotation - <i>Digital Literacy Year 3</i> - <i>Textiles Year 3</i> - <i>Woodwork Year 3</i> Fine Arts Year 3 Rotation - <i>Arts Education Music Year 3</i> - <i>Arts Education Drama Year 3</i> - <i>Arts Education Visual Arts Year 3</i>	Language & Literature Year 4 Individual & Society Year 4 Science Year 4 Mathematics Year 4 Physical & Health Education Year 4 *A Language Acquisition Year 4 course * Four (4) Electives	Language & Literature Year 5 Individual & Society Year 5 Science Year 5 Physical & Health Education Year 5 Career Life Education 10 *A Mathematics Year 4 *A Language Acquisition Year 4 course * Four (4) Electives	A Language Art 11 A Mathematics 11 A Science 11 A Social Studies 11 or 12 * Four (4) Electives	English Studies 12 Career Life Connections 12 * Six (6) Electives



## Graduation Requirements

To graduate, students must earn a total of 80 credits at the grade 10, 11 & 12 level, with a minimum of 16 credits at the grade 12 level and 28 elective course credits.

52 credits are required from the following:

- Two Career Education Courses (8 credits)
  - students will take Career Life Education 10 and Career Life Connections 12
- Physical Health and Education 10 (4 credits)
- Science 10 (4 credits)
- A Science 11 or 12 (4 credits)
- Social Studies 10 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- A Math 10 (4 credits)
- A Math 11 or 12 (4 credits)
- A Language Arts 10 (4 credits)
- A Language Arts 11 (4 credits)
- English 12 (4 credits) An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)

Students must also:

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

## Graduation Assessments

In addition, students must also complete three new gradation assessments

- The Grade 10 Numeracy Assessment was introduced in 2018
- The Grade 10 Literacy Assessment was introduced in 2019/2020
- The Grade 12 Literacy Assessment will be introduced in 2020/2021



Celebrating Pink Shirt Day.



# Student Life and Services

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# Learning Services

## ***Learning Assistance Centre***

The Learning Centre at Carson Graham Secondary School is reserved for students with ministry designated learning disabilities. However, throughout the year, students with significant academic struggles may be referred to the Learning Centre by their grade counsellors at the monthly School Based Resource Team meeting. In the Learning Centre students are asked to bring work from their current academic subjects and are given support for their learning as well as strategies and skills to develop as learner.

## ***Counselling***

A counselling service is available for students attending Carson Graham. The Counsellors assist students with academic planning, decision making, and exploring interests, abilities and goals. They are also available to discuss personal concerns.

## ***Choices***

The Choices program supports Carson Graham students with social/emotional and/or behavioural circumstances that may act as a barrier to school success.

Students work with grade counsellors and the Choices team to recognize learning barriers, understand the genesis of the barriers, and strategize on possible solutions.

Students can be identified as Choices candidates initially by a subject area teacher, grade counsellor or administrator. Teachers can identify students in need of support by observing a decline in their class attendance, performance, or a change in their behaviour. Observations are referred to

Grade counsellors, who check in with the student and other teachers to get a broader portrait of a students' possible challenges. Many factors affect school success both in and out of the classroom, and the principle mission of Choices is to accommodate unique individual circumstances that occur from time to time-with a more flexible, temporary and empathetic approach to school programming.



## Student Council

The Student Council of Carson Graham is a governing unit elected to represent the students in the school and govern student run operations within the school such as clubs, fundraisers, and etc. The Student Council also helps regulate communication between the Admin and students to tackle any issues or requests from students. The Student Council meets on a weekly basis and contains many different positions; as a student within the school you are eligible to attend meetings as a general member, but within the executive team we have a President, Vice President, Treasurer, Secretary, Communication Co-ordinator, and Club Coordinator who are elected through an election process at the end of each school year, these positions are opened up to more senior grades but other important positions within these ranks include each grade's own representative, an Athletic Coordinator, an International Student Representative and an Indigenous Student Representative, positions that are open to every grade. Overall the aim of a Student Council is to provide leadership, promote school spirit, promote inter-school activities, and to bridge the gap to Admin for the entire student body.



Grad Winter Formal

## Grad Council

The Grad Council is a hand picked group of senior students who wish to have influence and suggest ideas for the planning of grad events; within the Grad Council however is an elected executive team that organizes and widely promotes Grad events for all senior students. They help generate ideas for plausible events, plan them out with partnership from the Administration, and execute them to celebrate the final year of students, while ensuring everybody's safety and well-being. The Grad Council meets on a regular basis with the inclusion of the Executive team meeting separately as well on a weekly basis to make executive decisions and plan out events. This executive team also consists of two Co-Presidents, Treasurer, Secretary, and Communications Co-ordinator who are tasked with organizing fun events for their fellow grads.



Extra Curricular Activities

Clubs

Carson Graham offers a wide range of student led clubs. Most student-led clubs meeting occur during lunch time or after school. Participation in school clubs are an excellent way to meet new peers and get involved in the large Carson Graham community. Every September Student Council hosts a club information fair in the main gallery for students to learn more about the exciting club opportunities at Carson Graham. Any student can also start a new club with the approval of Student Council and school administration.



Club Fair

Student led-Clubs

Math Club	Model UN	Boy's Club	Fashion and Sustainability Club
Environmental Club	Frist Responders	Esports	Film Club
GSA	jack.org	Promotion Club	RC Car Club
We Club	Chess	Tech Crew	District Student Leadership Council



*Athletics*

Carson Graham offers a comprehensive Athletic program. Involvement in sports complements a student's overall school program. Students selected to a team are responsible for all costs associated with participating in that sport. The athletic program can offer an enriching experience to your child's high school experience.

Fall Season	Winter Season	Spring Season
Girls Volleyball	Girls Basketball	Track and Field
Cross Country Running	Boys Basketball	Mountain Biking
Grade 8 Boys Rugby	Wrestling	Girl's Soccer
Junior Football	Gymnastics	Girls Rugby
Senior Football	Ski and Snow Boarding	Grade 8 Boys Football
Senior Boys Soccer		Junior Boys Rugby
Field Hockey		Senior Boys Rugby
		Badminton
		Golf



Senior Girls Field Hockey Team



Junior Boys Basketball Team



# International Baccalaureate Programme

ries are places where people can dream with their eyes open.





# International Baccalaureate - MYP

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**C**arson Graham is proud to offer the MYP, a program that aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community while challenging them to embrace and understand the connections between traditional subjects and the real world.

The MYP is an **inquiry based program**; students inquire into issues and ideas of personal, local and global significance through **concepts** that have relevance within specific disciplines and across subjects. All students in grades eight to ten study the **Ministry of BC Curriculum** through an MYP lens in 8 curricular areas: Arts, Design, Individuals and Societies, Language Acquisition: French, Spanish or Squamish, Language and Literature: English, Mathematics, Physical and Health Education, Sciences.

The **Approaches to learning (ATL)** are a unifying thread throughout all MYP subjects. The ATL provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing

and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Students are expected to develop their character by engaging in a minimum 30 hours of thoughtful **Service as Action** through community service. Students also complete the **Personal Project** on a topic of their choice through which they have the opportunity to demonstrate their growth as learners and global citizens.

For more information on the MYP at Carson Graham please visit our school website at [www.carsongraham.ca](http://www.carsongraham.ca) or contact our IB Coordinators: [Liz Thornhill](#) and [Cora Pross](#)



# International Baccalaureate - DP

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We are proud to offer the International Baccalaureate Diploma Programme. The DP is an internationally recognized university preparatory programme that is widely acknowledged as the most prestigious high school diploma available to students.


The DP curriculum is rigorous; it requires that students complete a two-year programme that consists of the study of language and literature, language acquisition, individuals and societies, the sciences, mathematics and the arts. In addition to its academic demands, students are expected to gain a breadth of knowledge, ideas and experiences as they complete core requirements in Creativity Action Service (CAS), the Extended Essay (EE) and Theory of Knowledge (TOK).

- [EDUCATION FOR A BETTER WORLD: THE IB DIPLOMA PROGRAMME](#)
- [EXPERIENCE THE DIPLOMA PROGRAMME](#)
- ["10 REASONS WHY THE IB DP IS IDEAL PREPARATION FOR UNIVERSITY"](#)
- [GENERAL REGULATIONS DIPLOMA PROGRAMME - PDF](#)
- [VIDEO: THE IB LEARNER PROFILE](#)
- [LINK: IB LEARNER PROFILE - PDF](#)

Guiding both teaching and learning in the programme are the IBO Mission Statement and [Learner Profile](#).

For questions about the International Baccalaureate Diploma Programme at Carson Graham, please contact coordinators:

[Liz Thornhill](#) and [Cora Pross](#)

Read what Carson DP alumnus Jess Neilson says about balancing the Diploma Programme with high level sport:  [jess-neilson-dp-story.pdf](#)



# IB - Diploma Programme Courses

IB Diploma Programme courses are rigorous, two-year university preparatory courses. Students who study in the full IB Diploma Programme choose six courses plus the core. Students must choose one course from each of the six groups, but have the option to replace the Visual Arts course with a second Group 3 course or a 2nd Group 4 course. BC Ministry students may apply to study 1-3 courses for certificate. At certain post-secondary institutions students who achieve a final score of 5, 6, or 7 may receive university transfer credit (students must research the transfer credit policy of their university-of-choice).

## GROUP 1: STUDIES IN LANGUAGE & LITERATURE

**ENGLISH LANGUAGE & LITERATURE** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

English A: Language and Literature is a two-year course that introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.



## GROUP 2: LANGUAGE ACQUISITION

**FRENCH B** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

French B is a two-year course that aims to develop the students' linguistic competence and intercultural understanding. The language skills developed will enable the student to communicate effectively with a variety of audiences. Authentic materials will be used in order to maximize the student's exposure to the target language and to model the appropriate use of the language in a range of situations, contexts and, purposes while investigating a variety of themes or subjects. French will be the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in French as well as a wide exposure to the international Francophone community. There is a common syllabus at SL and HL (with literature as an additional component of the HL course).



**SPANISH ab initio** (4 credits per year. Grades 11 & 12. Standard Level)

Spanish ab initio (SL) is a two-year course that has been designed for students who do not have any prior knowledge of the language but wish to study Spanish as their Language B. The language ab initio course is organized into three themes; individual and society, leisure and work, and urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

**SPANISH B** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

Spanish B is a two-year course that aims to develop the students' linguistic competence and intercultural understanding. The language skills developed will enable the student to communicate effectively with a variety of audiences. Authentic materials will be used in order to maximize the student's exposure to the target language and to model the appropriate use of the language in a range of situations, contexts and, purposes while investigating a variety of themes or subjects. Spanish will be the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in Spanish as well as a wide exposure to the international Spanish community. There is a common syllabus at SL and HL (with literature as an additional component of the HL course).





The Celebration of IB

### GROUP 3: INDIVIDUALS & SOCIETIES

**HISTORY** (4 credits per year. Grades 12. Standard Level and Higher Level options)

History is a two-year course that focuses on 20th Century World History based upon the Diploma Program Course Syllabus. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th Century. The topics and subjects of study selected for this course, including an investigation of the rise and development of democratic states in the twentieth century, their interdependencies, challenges and tensions, will be explored in detail within the context of attempts at peacemaking and peaceful coexistence in international and cultural relations. The students are encouraged to reflect on the role of the historian. Does the historian record history or create it? Can the historian be free of bias in the selection and

interpretation of evidence? Could it be reasonably argued that the individual perception of the historian, despite possible bias, is necessary or even desirable in the interpretation and recording of history? Students who choose the Higher Level (HL) option will be exposed to an additional historical focus on the History of the Americas.

**GEOGRAPHY** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

Geography answers where and why human activities occur across the global. It is a critical study of the human experience and the origins of cultural and economic patterns. Throughout this two-year course, students analyze the relationship between human activities and their impact on the environment. It also encourages the development of international awareness by examining contemporary issues such as poverty, sustainability and resource consumption. As the course progresses, students deepen their understanding of the challenges the world faces by exploring themes such as urbanization and the uneven access to health and food. Students who choose the Higher Level option continue their studies by examining global interactions: our place in a complex and shrinking world. While thinking globally, students act locally to build an awareness of their own responsibility to their community. Supporting this, the fieldwork component of the course will be on a local scale where students collect and analyze data then present their work in a written report.



**Global Politics** (4 credits per year. Grades 11. Standard Level and Higher Level options)

Global Politics explores political concepts such as power, equality, sustainability, and peace in a range of current and contemporary contexts. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity and process, as well as to explore political issues affecting their own lives. This course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. Examples of case studies that students may encounter include: power struggles in the South China Sea, Myanmar and the Rohingya crisis, nuclear North Korea, Russian annexation of Crimea, the Syrian civil war, ongoing effects of the Rwandan genocide.



## GROUP 4: SCIENCES

### **BIOLOGY** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

IB Biology is a two-year course of study designed to provide students with an understanding of the important underlying biological themes through a focus on acquiring a body of factual knowledge. Four basic biological concepts run through this body of knowledge: the relationship between structure and function; the theme of universality versus diversity; the occurrence of equilibrium within living and non-living systems; and, evolution as an underlying concept for understanding life on Earth. Students will become knowledgeable about the ideas and concepts fundamental to biology and will be challenged to think about how biology and emerging biological technologies exist within a global context.

Laboratory work forms an integral part of the course.

### **CHEMISTRY** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

IB Chemistry is an experimental science that combines academic study with the acquisition and development of practical and investigational skills. This two-year course aims to balance the needs of a content-oriented syllabus with the development of the critical-thinking skills required by the experimental scientist. The course reflects the need to ensure that the qualifications will be met for students wishing to enter university study in the sciences; it will also develop students' investigational skills in the use of the scientific method, involving the formation, testing and modification of a hypothesis through observation and measurement, under the controlled conditions of an experiment. The course will also allow students to develop their problem-solving and analytical skills, as well as provide opportunities for students to become more aware of the moral, ethical, social, economic and environmental implications of using science and technology.

Laboratory work forms an integral part of the course.



Science Students Visiting the Vancouver Aquarium

### **PHYSICS** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

The purpose of this two-year course is to provide students with an understanding of both the theoretical and practical nature of physics and to increase facility in the use of mathematics, which is the language of physics. This course will provide students with the opportunity to explore physics as it was developed historically from about Galileo's time up to the present. A key objective is to challenge students to think about how physical principles have been applied to construct and alter the material world to suit our needs. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown. Students will also explore the international context within which physics exists and examine issues from more than one side.

Laboratory work forms an integral part of this course.



## GROUP 5: MATHEMATICS

### **MATHEMATICS: ANALYSIS & APPROACHES** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

IB Mathematics Analysis & Approaches contains a broad range of mathematical concepts and caters to students who anticipate a need for a sound mathematical background in preparation for future studies in subjects that have significant mathematical content, such as chemistry, economics, geography, psychology and business administration. The nature of the subject is such that the curriculum focuses on the introduction of important mathematical concepts through the development of mathematical techniques. The majority of concepts are included because they underpin important mathematical processes. In many cases, concepts are included because they are essential to any further study in mathematics. Students taking this course are expected to possess a ready knowledge of basic concepts and to be equipped with the skills needed to apply mathematical techniques correctly. Students who choose the HL option in mathematics will delve deeper into complex mathematical problems and topics such as matrices, vectors, statistics and calculus.

### **MATHEMATICS: APPLICATIONS & INTERPRETATION** (4 credits per year. Grades 11 & 12. Standard Level)

IB Mathematics Applications & Interpretation places an emphasis on analytical approaches to mathematics. The largest section of the course is statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. Its intent is to allow students to learn through inquiry and investigation. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.



## GROUP 6: THE ARTS

**VISUAL ARTS** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art. The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a



Grade 8 Students at Grouse Mountain during the Grade retreat

critical and intensely personal view of themselves in relation to the world (IBO).

IB Visual Arts 11 and 12 is a two-year course where the students work with a variety of materials and concepts, exploring their own art making practice and developing an understanding of other art forms and artists. Emphasis will be on expanding student understanding of communication in the arts, developing a body of work that is personally meaningful and understanding how art production reflects both their own and others' worlds, ideas and experiences. A sketchbook is mandatory for recording ideas, process work, art criticism, visual explorations, as well as the further development of technical skills. Field trips to galleries and/or artists' studios are a part of the curriculum.



## THE DIPLOMA PROGRAMME CORE

**CREATIVITY, ACTIVITY AND SERVICE** (4 credits per year. Grades 11 & 12.)

Creativity Activity Service (CAS) is the heart of the IB Diploma Programme. CAS enables students to enhance their personal and interpersonal development through experimental learning from September of Year 1 to March of Year 2. In CAS, **Creativity** encompasses participation in the fine and performing arts, as well as other experiences that involve creative thinking; **Activity** involves physical exertion that contributes to a healthy lifestyle; and **Service** and service learning encompasses the unpaid, voluntary efforts that have benefits for both the student and others. This core component provides an important counterbalance to the academic requirements of the Diploma Programme, as a strong CAS programme should be both challenging and enjoyable; CAS is a personal journey of self-discovery.

CAS is available only to Diploma Programme candidates.

**EXTENDED ESSAY** (4 credits per year. Grades 11 & 12.)

The Extended Essay is a core component of the IB Diploma; it is an in-depth study of a focused topic chosen from one of the student's six chosen Diploma Programme. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing of approximately 4,000 words, in which ideas

and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The extended essay is externally assessed by examiners around the world using common and subject specific criteria.

The Extended Essay is available only to Diploma Programme candidates.

**THEORY OF KNOWLEDGE** (4 credits per year. Grades 11 & 12.)

Theory of Knowledge (TOK) is a two-year course that is central to the philosophy of the International Baccalaureate Diploma Programme; it is a core requirement for all Diploma candidates. In the TOK classroom, emphasis is placed not on what one knows, but on how one knows, and on the role that knowledge plays in an increasingly global and technological society. Both students and their teacher must be willing to reflect critically on the diverse ways of knowing (perception, language, emotion and reason) and on the varied but interconnected areas of knowledge (Mathematics, Natural Science, Human Sciences, the Arts, History, and Ethics). With thoughtful inquiry as its foundation, TOK is composed almost entirely of questions, 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. A specific aim of TOK is to enable students to appreciate the multiplicity of cultural and historical perspectives and to challenge and broaden their global understanding.



# District Programs & Academies

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# District Programs & Academies

Please see the Secondary School Enhanced Program Opportunities Booklet for 2021-2022 available on our NVSD web page: <http://www.sd44.ca/ProgramsServices/EnhancedPrograms/Pages/default.aspx>

## ALTERNATE CREDIT OPPORTUNITIES

### *External Course*

Students can receive graduation credit for successfully completing certain external courses which have been approved by the Ministry of Education, Skills and Training. External courses have been approved in the following areas:

- Music
- Dance, Speech and Effective Communications (through Trinity College: London)
- Post Secondary Courses
- Languages
- Sports: Athlete, Coach, Officials
- Youth Development Programs: Air, Army and Sea Cadets, 4-H Program, Guides, Scouts
- Industrial and Occupational Programs: Tourism, Wood Products, First Aid, Lifesaving, Computer
- Certification, ICBC Driver Education, Private Pilot's License
- Check Ministry website for detailed information ([www.bced.gov.bc.ca/policy/policies/earning\\_credit\\_through.htm](http://www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm))



Art Students at the Gordon Smith



## **North Vancouver School District Academies**

Our highly specialized academies enhance the curriculum for students by providing learning environments that concentrate on a focused skill set. Students work towards graduation while accelerating their knowledge and development in an area of interest that can form a foundation for future lifestyles and careers.

### ***Artists for Kids Studio Art Academy***

Located at Carson Graham Secondary, Grades 10-12

Develops students as artists and prepares them for post-secondary studies through studio, classroom, and off-site teaching, multi-media portfolio development, and opportunities to learn from visiting artists.

### ***Basketball Academy***

Located at Handsworth Secondary , Mountainside Secondary and Seycove Secondary , Grades 8-12

In partnership with Basketball BC, the academy, offers exceptional coaches who develop student skills both on and off the court. Students improve their basketball skills, enhance overall fitness, and become leaders and strong team members.

### ***Dance Academy***

Located at Windsor Secondary, Grades 8-12

In partnership with Seymour Dance, the academy offers students the ability to pursue their commitment to dance while remaining connected to their local high school and fulfilling academic requirements towards graduation.

### ***Digital Media Academy***

Located at Argyle Secondary, Grades 11-12

An enriched, two-year Grade 11 and 12 program providing access to a broad and useful range of skills and knowledge in digital arts, project management, and problem-solving.



Science students at Science World





Students at the BC Mining Museum

### ***Field Hockey Academy***

Located at Sutherland Secondary, Grades 8-12

In partnership with Field Hockey BC, the academy provides students the opportunity to hone their field hockey skills, enhance overall fitness and learn valuable leadership skills.

### ***Hockey Skills Academy***

Located at Windsor Secondary, Grades 8-12

In partnership with N/C Hockey Group, the academy offers an opportunity for students to improve their hockey skills and knowledge through additional training, both on and off the ice, while balancing their secondary studies.

### ***Soccer Academy***

Located at Windsor Secondary, Grades 8-12

In partnership with the North Shore Girls' Soccer Club, the academy is an opportunity for students to improve their soccer skills and earn PE credit while balancing their secondary studies. The program includes weight training, cross-sport training, and fitness testing, as well as other Physical Education activities.

### ***Volleyball Academy***

Located at Sutherland Secondary School and Mountainside Secondary School , Grades 8-12

In partnership with Volleyball Canada, this unique program hones volleyball skills at both the elite and recreational levels.

### ***Robotics, Mechatronics & Digital Fabrication (RMD) Academy***

The North Vancouver School District is pleased to partner with Zen Maker Lab to offer this STEAM Academy (Science Technology, Engineering, Art, and Mathematics) for students in Grades 10-12. Students will engage in learning opportunities that require the use of innovative technology, collaboration, and problem-solving skills involving math, science, and engineering principles.

Upon successful completion, students will receive a B.C. Ministry of Education grade-level credit for Robotics. Students may also have the opportunity to participate in Work Experience through local placements.



## ***Young Entrepreneur Leadership Launchpad***

The Young Entrepreneurship and Leadership Launchpad (YELL) provides students with the keys to success in business; wide scope of business in a real-world setting.

Students earn course credits toward graduation while working with teachers and business and community leaders to design a student-led business. The course connects students with some of the top entrepreneurial talent in the lower mainland and students will compete in a Venture Challenge in the spring.

YELL will be hosted at Handsworth Secondary School, Sutherland Secondary School and Windsor Secondary School, for students with an interest in business or who have an entrepreneurial spirit. The course will run outside of the regular timetable on Monday evenings for 2 1/2 hours. The course is split into three semesters; Business Accelerator, Idea Incubator and a Venture Challenge. In January, students will break into mentorship groups, working towards the "Venture Presentation Night," where they will share their business ideas.

This course brings together the school, the community and our primary business partners: Rattan Bagga, CEO of Jiva Orangics; Amit Sandhu, CEO of Ampri Group; and Punit Dhillon, co-founder, President and CEO of OncoSec Medical. This is an opportunity to participate in a diverse program offered by the district and our partners.



Marketing Students operating the Eagle's Nest (School Store)



Senior Girls Volleyball



# North Vancouver Online Learning

North Vancouver Online Learning (NVOL) offers a variety of academic and elective courses from Grade 8-12. We are proud of our ability to provide over 2600 students and adult learners on the North Shore and across BC with a flexible, personalized pathway to completing a BC Dogwood Graduation Diploma or an Adult Dogwood Graduation Diploma.

Our continuous registration process, and 'anywhere, anytime' asynchronous instructional model, allow students to combine online courses with their regular, in-person courses at mainstream schools. This flexibility allows students to take additional courses or adjust their schedules to meet the demands of athletic programs or part time work schedules. We also support both youth and adults who have not yet graduated or require additional courses for post secondary entrance.

We offer a "blended" approach to online learning by providing students with regular access to our North Vancouver Online Learning Centres. Our main NVOL Centre is located at Mountainside Secondary School in North Vancouver. We also have NVOL Centres located at our mainstream secondary schools. These centres are open by appointment in 2020-21 to allow students to access face-to-face academic support, attend tutorials, and write unit tests and exams.

Some of you may have noticed that our program has a new name this year - The North Vancouver Online Learning Program (formerly the North Vancouver Distributed Learning School). This name change, along with a new logo, are part of a rebranding process for our program this fall.

A fresh new look and an expansion of our course offerings will be a focus for the 2020-21 school year! Starting this fall, we are offering 7 NEW courses, including 4 for \*French Immersion Students:

Term 1 (September Start):

1. Social Justice 12
2. Philosophy 12
3. Apprenticeship Mathematics 12
4. Explorations en sciences humaines et sociales 11\*

Term 2 (November Start):

1. Français langue 10\*
2. Sciences naturelles 10\*
3. Français langue 12\*

At North Vancouver Online Learning, our amazing staff are committed to making a student's online learning experience personalized, engaging, and successful!

For more information please visit the [NVOS website](#)



# Grade 8 Courses

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# Grade 8 at Carson Graham

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**To the future Grade 8s students of Carson Graham,**

I would like to be the first person to say Hello and welcome as you embark on the next chapter of your education and lives'. As a fellow Carson student, I along with the rest of the Eagles are excited for you as you take the leap into high school. At Carson Graham, you will certainly find a number of rich and diverse academic courses, however, we also have a wide range of extracurricular opportunities. Carson Graham is known and takes pride in showcasing our athletic, music, fine-arts, drama, community service and the variety of clubs available for students. I have confidence that whatever your interests, at Carson you will find something to love and other people who share your passion.

As a 5-year student of Carson Graham, the best decision I made was to follow my passions and join clubs and teams that were of interest to me. Following my interests of athletics and community service, I was never short of opportunities at Carson. The next few years of your lives will be what you make of them, I implore you to take chances and even step out of your comfort zone to join clubs, teams and simply try new things. High school will be over before you know it, and the things you will regret are missed opportunities.

As an International bachelorette world school, our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect. Carson is filled with people who want to help you to do your best and are there to support you. Whether its teachers, coaches, or other students there will always be someone around to lend you a hand or help you as you learn and grow.

Once you step into Carson your journey as an Eagle will begin. We truly look forward to you joining us, getting engaged and being a member of our learning community. Welcome to the Eagle's den!

Oscar Ryan

Grad Council Co-President 2020-2021



# Grade 8 Courses

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All grade 8-10 students at Carson Graham as part of the International Baccalaureate Middle Years Program.

Grade 8 students are enrolled in a minimum of 8 courses over the course the year.

Language & Literature Year 3

Individual & Society Year 3

Science Year 3

Mathematics Year 3

Physical & Health Education Year 3

\*A Language Acquisition Year 3 course

Design Year 3 Rotation

- Digital Literacy Year 3

- Textiles Year 3

- Woodwork Year 3

Fine Arts Year 3 Rotation

- Arts Education Music Year 3

- Arts Education Drama Year 3

- Arts Education Visual Arts Year 3

## Grade 8 Course Descriptions

### ***Language & Literature Year 3 - MEM--08IB***

Students will explore the writing process through a variety of means: journal entries, expository paragraphs, narrative stories, dramatic scripts, poetic forms, notes and letters. Students will also investigate a variety of literary forms and genres: short stories, poetry, novels (historical and contemporary) and mythology. Oral skills will be enhanced through a variety of formal and informal discussions, debates, speeches and dramatic presentations. The course also includes: research skills, vocabulary building, spelling rules, parts of speech, sentence types and punctuation.



### **Individual & Society Year 3 - MSS--08IB**

This curriculum focuses on world civilizations from the 7th century to 1750. This course is framed by both Curricular and the Core Competencies of Communication, Thinking and Personal and Social. By the end of Individuals and Societies Year 3, students are expected to know the social, political and economic systems and structures of societies, including at least one indigenous civilizations, scientific and technological innovations, the exchange of ideas, goods and the arts by different civilizations. In addition, students will examine exploration, expansion and colonization, as well as changes in population and living standards. The Big Ideas that students will be examining are:

- Contacts and conflicts between peoples stimulated significant cultural, social, political change.
- Human and environmental factors shape changes in population and living standards
- Exploration, expansion, and colonization had varying consequences for different groups
- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established tradition

### **Science Year 3 - MSC--08IB**

Through the MYP framework, students will start to develop the skills and attitudes necessary to become scientists. Students will discover three key concepts underlying many scientific processes: systems, relationships, and change, while developing an understanding of the following topics: cell theory, photosynthesis and respiration, the immune system, kinetic molecular theory, atomic theory (protons, neutrons, electrons, leptons and quarks!), light and radiation, plate tectonics and First Peoples knowledge of local geological formations and events.

Throughout this course, students will get the opportunity to show off their learning in many ways. They will show their knowledge and understanding of the key concepts through individual as well as group assignments, whether it be through written assessments or research projects. They will develop lab skills through inquiring and designing scientific investigations, and learning methods for collecting, processing and evaluating data in order to draw their own conclusions. They will reflect on the impacts of science on our world; as they discover that science has ethical, economic, cultural and environmental impacts.



Grade 8 Retreat at Grouse Mountain





The Ukulele Club

### ***Mathematics Year 3 - MMA--08IB***

Mathematics 8 is a course that bridges the arithmetic from Elementary School with the curriculum that will form the core of Senior Mathematics. This course will introduce students to developing the ability to conjecture, reason logically, employ quantitative and spatial information, and apply a variety of mathematical methods to solve problems and make decisions confidently and independently.

### ***Physical & Health Education Year 3 - MPHE--08IB***

At Carson Graham, PHE students learn about their physical, emotional, and mental health with the goal of building lifelong participation in physical activity. Key concepts that are explored are change, communication, development, and relationships. The focus of PHE 8 is to build a positive mindset around participation and

health and build relationships with peers. Students are also introduced to creating personal fitness goals, building fitness plans, and reflecting on their performance. Students will develop physical literacy through a variety of physical activities, such as team games, individual and dual activities, gymnastics, dance and fitness. Health topics include: relationships, sexual health and decision making, and substance use.

### ***Language Acquisition Year 3 - French - MFR--08IB***

This course is designed for building the basics in the French language and create some skills for simple conversations as well as skills useful for getting around French speaking countries. There is also a focus on culture in the French speaking world with an IB lens and getting a snapshot of some practices where French is spoken. The course will develop simple reading, listening, writing and speaking skills in assessments and classroom activities.



### ***Language Acquisition Year 3 - Spanish - MSP-08-IB***

This course is part of a three-year comprehensive MYP program that can extend Spanish language learning to Grade 12. The course will focus on extensive classroom use of high-frequency Spanish to learn personal expression and communication, as well as exploration of both Hispanic and home cultures. We will participate in class discussions, storytelling and a variety of cultural activities to develop confidence in acquiring the language.

### ***Language Acquisition year 3 - First Nations - XAT-08FNI***

This course is a study of the aboriginal language of the Squamish people. The Squamish Nation is a distinct First Nation with a unique Language and culture. The expectations of language and of Squamish societal understandings become increasingly complex with each grade level and students will focus on cultural elements to learn the Squamish language. Students will learn the alphabet and the proper pronunciation of letters and simple sight words, as well as the names of traditional territories. Students will focus on cultural elements to learn the Squamish language. This will include: learning the history of the land and the people, understanding protocols for celebrations and ceremonies, and the sharing of stories and legends. A comparison to other Aboriginal languages and cultures is included. Students will be encouraged to write Squamish words and practice conversation skills in class. As an elective, this course would also serve to educate non-Squamish students through a Squamish world view as expressed through its distinct language. This course is open to all students.



Students participating in the Terry Fox Run





Students participating in the Election BC Student Vote

Word, PowerPoint, and basic elements fo Adobe Photoshop.

### ***Design Years 3 - Digital Literacy -***

This course (INT8) develops practical computer skills and teaches software use while applying elements of the Design Cycle, which is at the heart of the Technology component for the Middle Years Programme. Students will approach software-specific design challenges by investigating a design problem, designing an appropriate solution to that problem, planning an effective method to put their solution into practice, creating their solution based upon their plan and evaluating their solution to ensure it has appropriately addressed the design problem. True to the creative process, students will be encouraged to evaluate their work at all stages and to accept design failure as a necessary step to achieve a successful design solution. Projects throughout the course will be supported by teacher-lead demonstrations, sequentially more complex assignments and student experimentation, and will focus on Microsoft

### ***Design Year 3 - Woodwork - MADW-08-IB***

The Design and Wood Technology 8 course is an investigation into the multiple fields of technical education. Students will be introduced to common technical skills such as hand and machines tools use and attitudes towards working safely. Through use of the IB Design Cycle, students will learn in a hands-on, practical setting. The intention of Design and Technology 8 is for students to use their newly acquired skills to investigate technical problems, brainstorm possible solutions and build solutions to those identified needs. Students will be using a variety of procedures to work with wood, plastic and metal in this introductory course.

Supplemental Fee: \$10.00



### **Design Year 3 - Textiles IB - MADT-08-IB**

The aim of Home Economics 8 is to provide students with experience in the area of Textiles. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creative processes. These will include the following: sewing basics and the creation of a simple textile item. In this course, students will be introduced to the IB Design Cycle (Investigate, Plan, Create, and Evaluate). Students will begin to develop the knowledge, skills, and curiosity in order to address design challenges concerning project creation. All students begin to work through the Design Cycle and document their work in their Design Folder.

Supplemental Fee: \$10.00

### **Arts Years 3 - Music - MMU--08IB**

This is a music course that explores aspects of guitar performance, notation, composition, history, and technology. Students in this course will learn skills in open chords, strumming, notation, and composition. A variety of repertoire will be studied. Students will develop their skills in guided group practice, as well as individual and group work. Students in this class are encouraged to bring their own material to work on in class, so long as their in class assignments are attended to first. Students are also encouraged to bring guitar relevant songs to the instructor's attention that can then be shared with the class. Supplemental Fee \$35



Mr Ireland cooking pancakes for Santa's Breakfast

### **Arts Year 3 - Drama - MDR--08IB**

The duration of Theatre Company (Drama) 8 is one school term. This course is part of the grade 8 rotation for electives and includes a basic introduction to drama and theatre arts. Emphasis will be placed on recognizing the value of one's own ideas and the importance of working together. This is an experiential course, so punctuality and participation are fundamental parts of success. Beginning performance skills will be developed through trust activities, theatre games, and improvisation. Non-verbal communication through movement, script creation, and storytelling are the topics for the larger drama units. Students can expect to gain self-confidence by sharing their voices and thoughts in a safe, caring and fun environment.



### **Arts Year 3 - Visual Arts - MVA--08IB**

Art 8 enables students to develop curiosity, interest and enjoyment in their own creativity and that of others. The course explores two major units of work and will cover a variety of techniques and materials. These could include drawing, print making, painting and sculpture/ceramics. Students will be introduced to the language of art through examining the elements and principles of design. Images are central to the Visual Arts program. Students will perceive, respond, create and communicate through imagery. Students will respond to images in the way they reflect personal, social, cultural and historical contexts. All students will work in their Developmental Workbook on a weekly basis, exploring the creative process, documenting this process with images, and reflecting on personal discoveries. This is a course of approximately 40 hours that will be delivered in one term of the school year.

Supplemental Fee: \$10.00

### **Arts Year 3 - Beginner Concert Band - MMU--08BBI**

This is a year-long course that runs outside the timetable. This course is intended for students who appreciate music and would like to learn a concert band instrument (flute, clarinet, saxophone, trumpet, trombone, tuba, bass guitar or percussion). Students will learn how to read music, how to play with the proper posture, embouchure, hand position, and other fundamental musicianship skills. Prior musical experience is not required, however students with prior musical skills, such as playing piano, will progress quickly. The Beginning Band students will have the opportunity to participate at the Loon Lake Music Retreat in January. Students will spend three days and two nights at the beautiful Loon Lake Retreat Centre in Maple Ridge learning music with other professional musicians.



Virtual Remembrance Day Ceremony Filming



### **Arts Year 3 - Concert Band - MMU--08CBI**

This is a year-long course that runs inside the timetable. The concert band instrumentation is flute, clarinet, oboe, bass clarinet, bassoon, saxophone, trumpet, French horn, trombone, euphonium, tuba, bass guitar or percussion only, however guitarists and other instrumentalists may take this course to try band, with the intention of switching to a band instrument fairly soon. Fun and challenging music, from a variety of genres, will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. The Concert Band 8 students will have the opportunity to participate at the Loon Lake Music Retreat in January. Students will spend three days and two nights at the beautiful Loon Lake Retreat Centre in Maple Ridge learning music with other professional musicians. Supplemental Fee: \$35

### **Arts Year 3 - Concert Choir - MMU--08CCI**

This course will cover a wide range of choral repertoire from traditional to contemporary literature. Students will learn proper singing techniques, sight singing skills as well as music theory. No less than two concerns are part of this course. Uniform is mandatory. The supplemental fee allows the instructors to enhance and reinforce the regular curriculum through workshops with guest clinicians, as well as performances at festivals and concerts.

This class takes place in addition to all required courses and takes place outside of the regular timetable. Supplemental Fee: \$35

### **Arts Year 3 - Vocal Jazz - MMU--08VJI**

This course is for students committed to the study of jazz and who wish to explore challenging repertoire within the vocal jazz idiom. The course will cover some jazz theory and history. Beginning improvisation and solos are part of this course. Students must be enrolled in Concert Choir to participate in Jazz Choir. Jazz Choir takes place outside of the timetable. Uniform is mandatory. The supplemental fee allows the instructor to enhance and reinforce the regular curriculum through workshops with guest clinicians, as well as performances at Festivals and concerts. Taken outside of the timetable in addition to the eight core Grade 8 courses.

Supplemental Fee: \$35



The Improv Team performing during Improv completion



### **Arts Year 3 - Jazz Band - MMU--08JBI**

Jazz Band is open to students in grade 8 to 12 who are also in Concert Band courses. In any given year, Carson Graham will have up to three jazz bands at three levels of difficulty (typically Junior, Intermediate, and Senior Jazz Band). Students are placed into the appropriate level of Jazz Band depending on the experience.

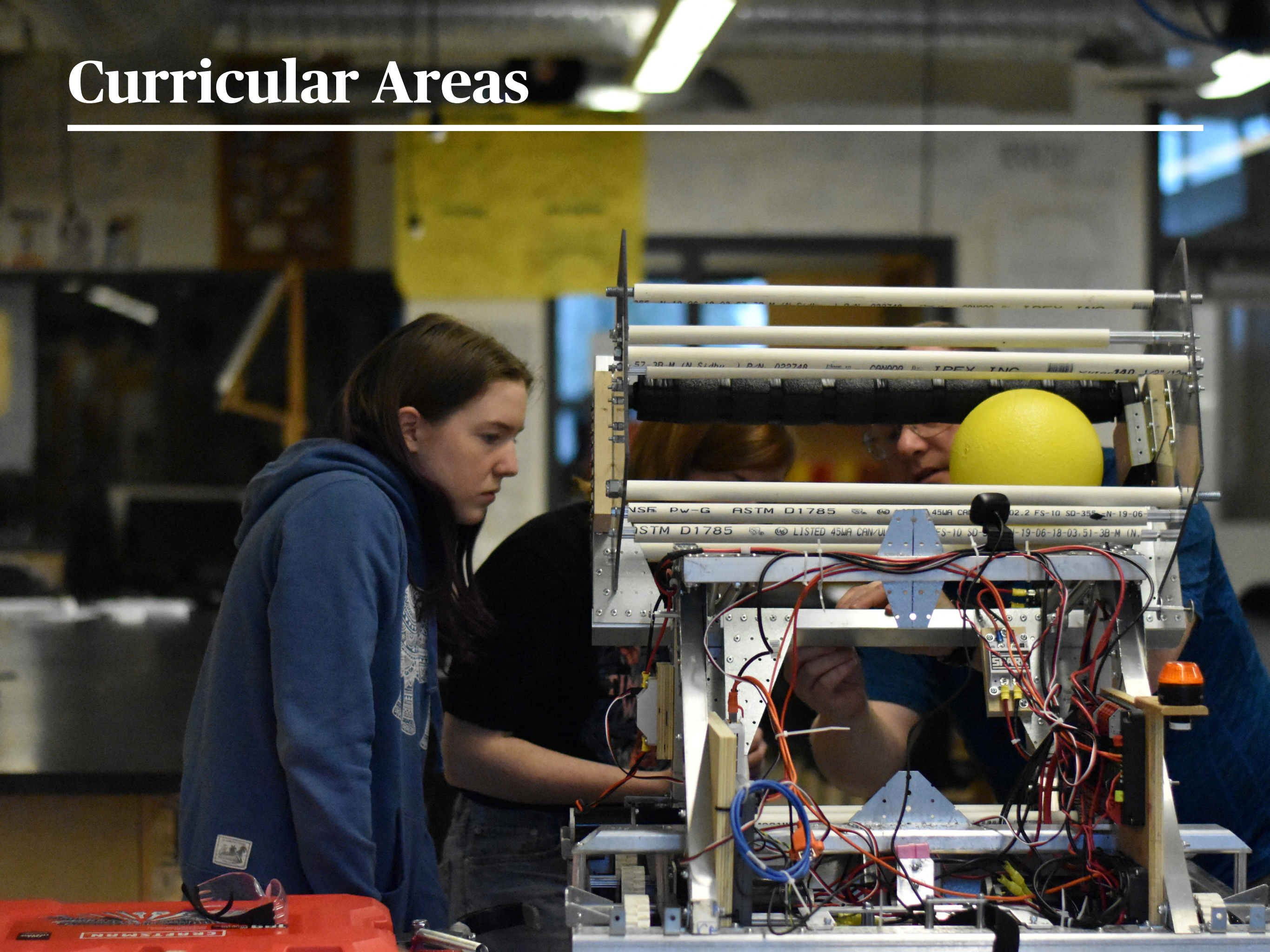


Jazz Band Students performing during the NVSD Jazz Festival



# Curricular Areas

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# Career Education

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## **CAREER CENTER**

Career Center is located in **C104** beside the Library.

[John Grant](#), Work Experience Teacher.

[Website](#)

[Holly Castle](#), Work Experience Facilitator.

604-903-3555 ext 803123

## **WORK EXPERIENCE/CAREER PLANNING**

The Careers Office is a valuable resource for students interested in career planning, and work experience opportunities.

Work Experience is an elective course, and is available for students in Grades 10, 11, and 12.

The course requirement entails participation in 100 hours of work over the course of the year. Work may take place during school hours, during spring break, summer break or after school. The Work Experience Teacher and Work Experience Facilitator will work with students individually, and in small groups to assist students with choosing and obtaining relevant and meaningful placements.

Work experience hours may be earned through paid employment, if the area of employment is directly related to the student's focus area. Paid employment hours must be discussed and approved prior to the commencement of the work.

Students in grades 10 to 12 wishing to participate in Work Experience should indicate **MWEX-2A**, or **MWEX-2B** (if they have already taken 2A) in the electives space on their course request sheet.

The Work Experience team work collaboratively with students, parents, and businesses to maximize student opportunities in career exploration; providing volunteer opportunities; securing work experience placements; refining student's employability skills and resume building, all while exploring possible careers post-secondary.

## **CAREER DEVELOPMENT PROGRAMS**

Carson Graham Secondary offer these career development courses:

- Work Experience 12A and 12B
- Youth Work in Trades
- Youth Train in Trades



Career Fair



## **WORK EXPERIENCE 12A & 12B (4 credits each)**

These courses are designed to provide students with focused learning objectives in preparing for a safe work placement. Students develop the necessary skills to secure and maintain a job in the area of their interest. Through work experience, students have the opportunity to observe and practice employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. A work placement may include hands-on work experience in a business, career mentoring with a professional, or volunteering with various organizations. The 100 hours may include more than one placement.

## **YOUTH WORK IN TRADES**

The Youth Work in Trades program is a career-training program that provides students with the opportunity to begin their apprenticeship training while attending high school. There are over 150 apprenticeship trades in British Columbia. The Industry Training Authority (ITA) is the provincial organization that oversees apprenticeship training, and more information can be found on the ITA website [www.itabc.ca](http://www.itabc.ca).

In order to qualify, a student must be 15 years of age or older; working in a paid, part time position in a certifiable trade, while under the supervision of a qualified worker; and registered with the ITA as a Secondary School Apprentice (SSA).

The student will receive 4 credits towards graduation for every 120 hours completed on the job site, to a maximum of 16 credits or 480 hours. Four credits will be given for each of the Secondary School Apprenticeship, defined as 11A, 11B, 12A, & 12B. On-the-job hours completed in high school will be applied to the total hours needed to complete an apprenticeship. Apprenticeship hours can be completed in a number of ways including after school, weekends, holidays, or in cases where it can be accommodated in the school timetable, during school time.

If the student completes a minimum of 480 hours while in high school, and obtains a C+ average in their grade 12 year, and is still in an apprenticeship 6 months after graduation, they are eligible to apply to the Ministry of Education for the Secondary School Apprenticeship Scholarship valued at \$1,000 to help cover the cost of technical training after graduation. Additional information on apprenticeships can be found on the Industry Training Authority website: [www.itabc.ca](http://www.itabc.ca)



Career Fair



## **YOUTH TRAIN IN TRADES**

Youth Train in Trades is an industry-training program for high school students. Through an Accelerated Credit Enrolment in Industry Training (ACE IT) program, students can take courses that will give them credit towards both high school graduation and completion of an apprenticeship or Industry Training Program, also referred to as dual credit. Youth Train in Trades programs are developed and offered as partnerships between school districts and post-secondary institutions, and classes are often taught by a college instructor or a trades certified

High school teacher using college or industry developed curriculum. Local employers also contribute to the development of Youth Train in Trades programs, and students whom complete these programs typically have very good success rates in finding employment.

Students who successfully complete a Youth Train in Trades program will receive credit for at least level one of the technical training (in-class) component of the Industry Training Program. Through work experience placements, that are usually part of the program, students receive credit towards the on the job component of their training as well. That means students can have a significant head start on their post-secondary education by the time they finish high school - as well as gaining practical and in-demand skills.

Enrolment in the Youth Train in Trades program is free; however, students may be required to cover the cost for tools or other items specific to working in a specific industry.



Students participating with RCMP Liaisons in Tug-of-War



# Science Courses

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## General Program Description

Science and scientific literacy play a key role in educating you today for the world you will live in tomorrow. Science courses develop your abilities to think critically, solve problems, and make ethical decisions; to communicate your questions, express your opinions, and challenge your ideas in a scientifically literate way; and to exercise an awareness of your role as an ecologically literate citizen, engaged and competent in meeting the responsibilities of caring for living things and the planet.

Scientifically literate citizens are able to use scientific evidence, as well as their knowledge from other areas of learning, to develop their own views, discuss and debate, and make informed decisions in their daily lives and about broader issues, while maintaining their curiosity and wonder about the natural world.

Science courses include content from biology, chemistry, physics, earth and space sciences, anatomy and physiology, and environmental science.

## SCIENCE 8 (Year 3)

Through the MYP framework, students will start to develop the skills and attitudes necessary to become scientists. Students will discover three key concepts underlying many scientific processes: systems, relationships, and change, while developing an understanding of the following topics: cell theory, photosynthesis and respiration, the immune system, kinetic molecular theory, atomic theory (protons, neutrons, electrons, leptons and quarks!), light and radiation, plate tectonics and First Peoples knowledge of local geological formations and events.

Throughout this course, students will get the opportunity to show off their learning in many ways. They will show their knowledge and understanding of the key concepts through individual as well as group assignments, whether it be through written assessments or

research projects. They will develop lab skills through inquiring and designing scientific investigations, and learning methods for collecting, processing and evaluating data in order to draw their own conclusions. They will reflect on the impacts of science on our world; as they discover that science has ethical, economic, cultural and environmental impacts.

## SCIENCE 9 (Year 4)

Students will continue to build on the scientific attitudes and the skills they met in Science 8. Students will delve deeper into three key concepts underlying many scientific processes: systems, relationships, and change, while developing an understanding of the following topics: cellular reproduction, the structure of the atom, the periodic table, electricity, and the interconnections of the four spheres (Atmosphere, Hydrosphere, Biosphere and Geosphere).

Throughout this course, students will get the opportunity to show off their learning in many ways. They will show their knowledge and understanding of the key concepts with individual and group assignments, whether it be through written assessments or research projects. They will further develop lab skills through inquiring and designing scientific investigations, and continue learning methods for collecting, processing and evaluating data in order to draw their own conclusions. Students will continue to reflect on the impacts of science on our world, whether these impacts are ethical, social, economic, or environmental.



## **SCIENCE 10 (Year 5) 4 credits**

Continuing from Science 9, students will keep building the skills and attitudes they will require for our senior science courses. Students will study connections of the three key concepts underlying many scientific processes: systems, relationships, and change, while developing an understanding of the following topics: Conservation of energy and transformation and the affect on living things, DNA and the diversity of living things, Energy change with respect to chemical reactions and the formation of the Universe through investigating the Big Bang theory. Students will have the opportunity to participate in an interdisciplinary learning project that focuses on the Human Interactions, energy use and how it affects environmental sustainability.

Throughout this course, students will show evidence of their learning in many ways. They will show their knowledge and understanding of the key concepts with both individual and group assignments, whether these are written assessments or research projects. They will further develop lab skills through inquiring and designing scientific investigations, and learn more sophisticated methods for collecting, processing and evaluating data in order to draw their own conclusions. Throughout the course they will continue to reflect on the impacts of science on our world, be it: ethical, social, economic, political, cultural, or environmental impacts.

## **CHEMISTRY 11 4 credits**

Chemistry 11 provides students with basic concepts required for future chemistry courses. The course is theory based with a strong emphasis on quantitative aspects. A strong background in math is recommended. Key concepts include: lab skills, writing chemical equations, the mole, predicting amounts in chemical reactions, atomic structure, chemical bonding and organic chemistry.



Anatomy & Physiology 12 Students conducting a fetal pig dissection



## **EARTH SCIENCE 11 4 credits**

Earth Science 11 is an introductory course designed to explore the diverse aspects of Earth and Space Science, offering applications to the real world. Earth Science topics include climate change, rocks and minerals, plate tectonics, volcanoes, earthquakes, ocean and weather sciences, fossils, and the history of life on Earth. This course uses hands-on samples to look at some of these aspects, with a focus on local perspectives. Astronomy topics include planets and the Solar System, stars, galaxies, and deep space objects such as quasars and black holes. If you enjoy learning about our planet and its place in space, this course would be an interesting way to obtain a Grade 11 science course credit toward graduation. If you are possibly considering Geology or Geoscience as an academic career or vocation, then this course is an excellent introduction to the sciences of the Earth.

## **LIFE SCIENCES 11 4 credits**



Science Nature Walk



Grade 10 Science students working on electric circuits

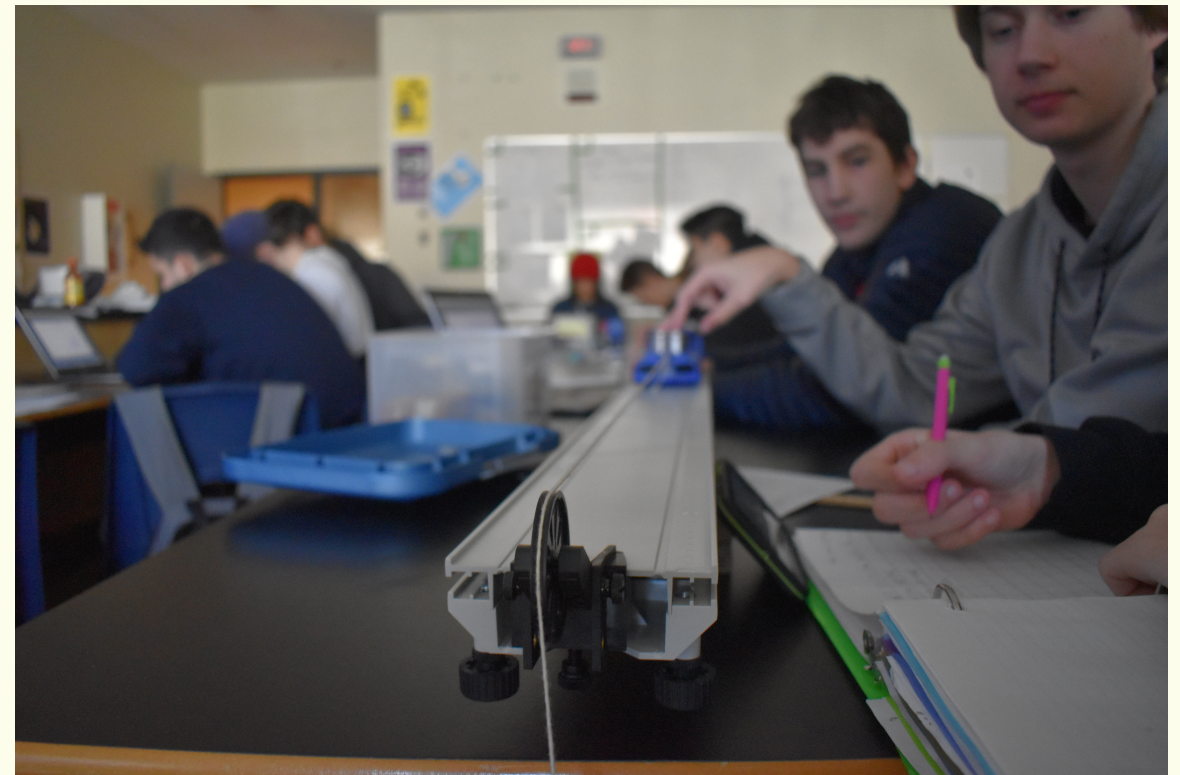
Life Sciences 11 will introduce you to the living world within and around you. We will explore the origin, evolution and diversity of life. We will focus on local organisms from all three domains, and the interrelationships between organisms through the lenses of western science and First Peoples knowledge and understanding. This course presents the study of Biology as an open and growing field of challenging problems awaiting solutions. Classroom activities include microscopic use, bacterial cultures, dissections, life drawings (some live specimens) and design labs. The Big Ideas of this curriculum are: Life is a result of interactions at the molecular and cellular levels, Evolution occurs at the population level, and Organisms are grouped based on common characteristics.



## PHYSICS 11 4 credits

Physics 11 is an introductory physics course, where students meet many core physics concepts with a focus on mechanics (motion and Newton's Laws), electric circuits and wave phenomena. As well as introducing fundamental physics knowledge, the goal of this course is to teach students basic science and transferable skills. These skills include critical thinking and problem solving skills, the skills to collect and interpret data and design good experiments. All this will be done through a combination of hands-on learning and physical experiments, "thought experiments", and problem solving sessions. Students will be expected to work both independently and in groups. By the end of this course students will be expected to:

- Show a broad understanding of introductory physics



Science students working on Physics



Physics 12 students

concepts.

- Solve physics problems in familiar and unfamiliar situations.
- Collect, process, and interpret data.
- Draw valid conclusions from data.

Physics is a science of logic and Mathematics is the language of logic. Thus, Mathematics is a deeply ingrained part of physics, and students who struggle in math may find that they also struggle in physics class. A recommended co-requisite is Pre-Calculus 11 and some students may find that they must put extra effort into improving algebra skills in order to find success in this course. More information about this course can be found at: <https://curriculum.gov.bc.ca/curriculum/science/11/physics>





## **ANATOMY AND PHYSIOLOGY 12 4 credits**

This course is intended for students who have a high level of interest in the biological sciences. Students should excel at biology and enjoy examining living systems. Anatomy and Physiology 12 focuses on three big ideas: homeostasis and physiological processes, DNA processes, Gene expression and the interaction between genes and the environment, Cellular organization, and the complex interrelationships between human organ systems. This course fosters student interest in understanding by looking at the processes that define living systems, most specifically the human body. Laboratory skills are practiced in both hypothetical and practical applications. Dissection may be used to examine organ systems. It is highly recommended that student have taken either Chemistry 11 or Life Sciences 11 before registering for this course.

## **CHEMISTRY 12 4 credits**

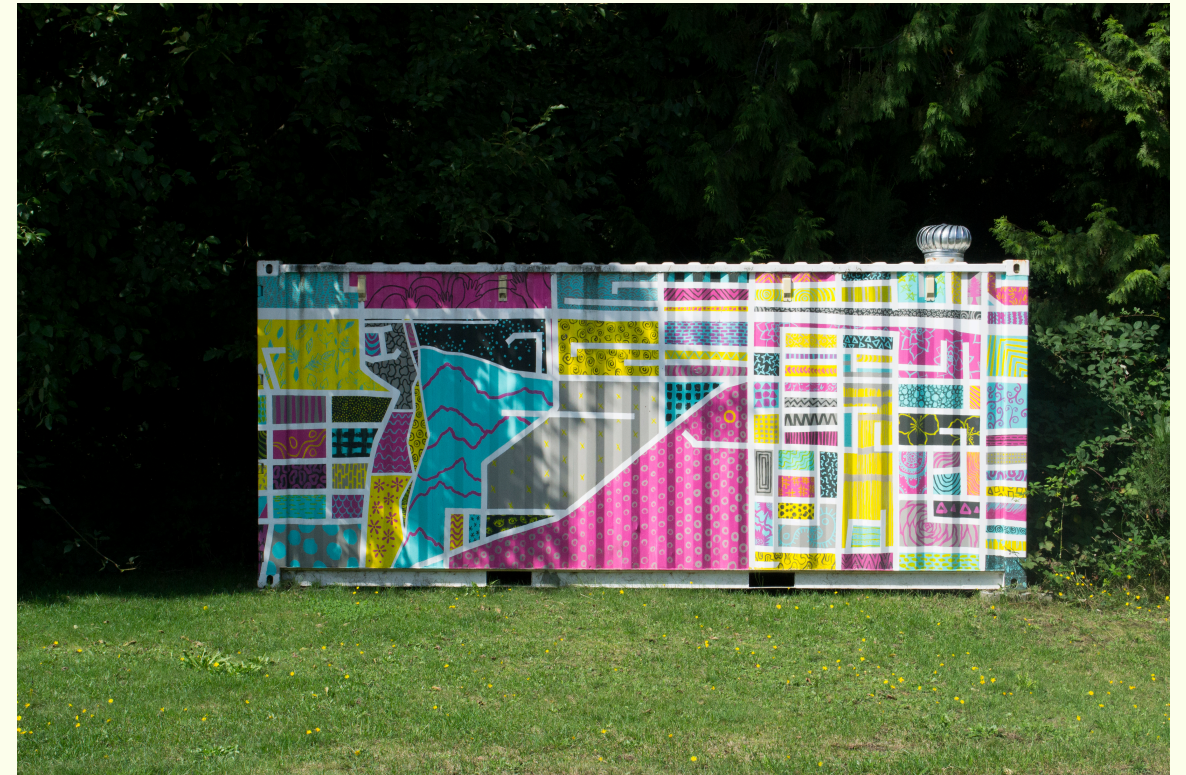
Chemistry 12 extends the concepts of Chemistry 11 and helps to prepare students for post-secondary studies in the field of chemistry. This course looks at the various applications of chemical equilibrium including solubility, acids plus bases and electrochemistry. Lab work will accompany the chemical theory and quantitative aspects of the course. A strong foundation in Chemistry 11 is highly recommended.







Lunch with a scientist.



Art project on our Emergency Container

## **GEOLOGY 12 4 credits**

This inquiry-based course is for students interested in the science of the Earth - rocks, resources, and dinosaurs. It is open to all grade 11 and grade 12 students, and expands on the geology units taught in Earth Science 11. This course prepares students for university courses in Geology, Geophysics, Palaeontology, Volcanology, and the oil and mining resource industry. Using a scientific approach, geological evidence is interpreted to tell the story of the history of the Earth. The following topics are covered in the course: Earth's Minerals, Rocks, and Resources, Time and the Fossil Record, Plate Tectonics and Seismology, Surface Processes and Erosion, and Planetary Geology. If you enjoy hands-on experiences, outdoor field exploration, storytelling and critical thinking, then this course is for you.

## **PHYSICS 12 4 credits**

Through a combination of thought experiments, demonstrations, hands-on learning and lab experiments, this course will focus on building a student's critical thinking and problem-solving skills. Students will explore topics such as relative motion, the postulates of special relativity, circular motion, gravitation, electrostatics, and electromagnetism. It is encouraged that students taking Physics 12 have already successfully completed Physics 11 (or similar) course. Students that struggled in Physics 11 have historically found Physics 12 even more challenging. More information about this course can be found at: <https://curriculum.gov.bc.ca/curriculum/science/12/physics>



## IB SCIENCE CERTIFICATE OPTIONS

BC Ministry students may apply to study 1-3 courses for certificate. At certain post-secondary institutions students who achieve a final score of 5, 6, or 7 may receive university transfer credit (students must research the transfer credit policy of their university-of-choice).

### **BIOLOGY** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

IB Biology is a two-year course of study designed to provide students with an understanding of the important underlying biological themes through a focus on acquiring a body of factual knowledge. Four basic biological concepts run through this body of knowledge: the relationship between structure and function; the theme of universality versus diversity; the occurrence of equilibrium within living and non-living systems; and, evolution as an underlying concept for understanding life on Earth. Students will become knowledgeable about the ideas and concepts fundamental to biology and will be challenged to think about how biology and emerging biological technologies exist within a global context.

Laboratory work forms an integral part of the course.

### **CHEMISTRY** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

IB Chemistry is an experimental science that combines academic study with the acquisition and development of practical and investigational skills. This two-year course aims to balance the needs of a content-oriented syllabus with the development of the critical-thinking skills required by the experimental scientist. The course reflects the need to ensure that the qualifications will be met for students wishing to enter university study in the sciences; it will also develop students' investigational skills in the use of the scientific method, involving the formation, testing and modification of a hypothesis through observation and measurement, under the controlled conditions of an experiment. The course will also allow students to develop their problem-solving and analytical skills, as well as provide opportunities for students to become more aware of the moral, ethical, social, economic and environmental implications of using science and technology.

Laboratory work forms an integral part of the course.

### **PHYSICS** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

The purpose of this two-year course is to provide students with an understanding of both the theoretical and practical nature of physics and to increase facility in the use of mathematics, which is the language of physics. This course will provide students with the opportunity to explore physics as it was developed historically from about Galileo's time up to the present. A key objective is to challenge students to think about how physical principles have been applied to construct and alter the material world to suit our needs. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. These concerns have become more prominent as our power over the environment has grown. Students will also explore the international context within which physics exists and examine issues from more than one side.

Laboratory work forms an integral part of this course.



# Physical & Health Education Courses



Grade 8 Boys Rugby

## **PHYSICAL AND HEALTH EDUCATION 8**

At Carson Graham, PHE students learn about their physical, emotional, and mental health with the goal of building lifelong participation in physical activity. Key concepts that are explored are change, communication, development, and relationships. The focus of PHE 8 is to build a positive mindset around participation and health and build relationships with peers. Students are also introduced to creating personal fitness goals, building fitness plans, and reflecting on their performance. Students will develop physical literacy through a variety of physical activities, such as team games, individual and dual activities, gymnastics, dance and fitness. Health

topics include: relationships, sexual health and decision making, and substance use awareness.

## **PHYSICAL AND HEALTH EDUCATION 9**

At Carson Graham, PHE students learn about their physical, emotional, and mental health with the goal of building lifelong participation in physical activity. The key concepts of change, communication, development, and relationships will be explored within new contexts. In PHE 9 students will continue to create personal fitness goals, build fitness plans, and reflect on their performance. Students will continue to develop physical literacy through a variety of physical activities, such as team games, individual and dual activities, gymnastics, dance and fitness. Health topics include: mental health and sexual health.

## **PHYSICAL AND HEALTH EDUCATION: DANCE 9**

This course offers a basic introduction to dance. No experience necessary. Students are introduced to the fundamental skills of ballet, lyrical jazz, hip hop, tap dancing and Broadway jazz. Students will also have the opportunity to create their own original choreography in a fun, energetic and supportive environment. In addition, students participate in bi-monthly fitness training. Health topics happen each term. Health topics may include: mental health, healthy relationships, anti-bullying, sexual health, nutrition, and substance abuse. Supplemental Fee: \$20.00.



## **PHYSICAL AND HEALTH EDUCATION 10**

The Grade 10 Physical and Health Education classes build upon the skills, knowledge, and concepts learned in PHE 8 and 9. As well, PHE 10 introduces students to more complex skills and concepts. These classes are taught in a co-ed setting with units including activities which further reinforce the development of movement education, active living, mental health and well-being and personal and social responsibility. Students will create more in-depth personal goals and fitness plans as fitness is an integral part of all activities. Health topics include: digital media literacy, nutrition and emergency response.

### **PHYSICAL AND HEALTH EDUCATION: DANCE 10**

This course is designed for the intermediate dancer and requires some previous knowledge of dance. Students will continue their studies of hip hop, jazz, tap, and ballet, as well as choreography projects. Students will also explore new themes and cultures from around the world. In addition, students participate in monthly fitness training. Health topics happen each term. Health topics may include: mental health, healthy relationships, anti-bullying, sexual health, nutrition, and substance abuse. Supplemental Fee: \$20.00.

### **PHYSICAL AND HEALTH EDUCATION: FITNESS AND CONDITIONING 10**

This course is an introduction to the Strength and Conditioning program at Carson Graham. The main focus of this course is that personal fitness can be maintained and improved through regular participation in physical activities. The key concepts explored are change, communication, development, and relationships. Students will be taught gym safety and fundamental techniques and principles of weight lifting, as well as improving other aspects of fitness, including core strength and agility. Students will apply this knowledge to learn how to develop personal fitness goals and effective workout plans. Health topics include: relationships, nutrition, and substance use awareness.

Course Fee: \$35 This fee will cover the cost to bring experts in alternate fitness activities. Past sessions have included Boxing technique, Tae Kwon Do, Yoga, and sports nutrition.



Fitness and Conditioning Classes





Cross-Country Runner

activities at different intensity levels. As well as, following proper training guidelines and techniques can help us reach our health and fitness goals. Students will review gym safety and fundamental techniques and principles of weight lifting, as well as improving other aspects of fitness, including core strength, cardiovascular endurance, and agility. This course will progress from the Conditioning 10 course and will give students the opportunity to adapt workouts to achieve personal fitness goals. Students will be able to choose a variety of exercise techniques, including weightlifting, plyometric, agility, and endurance exercises. Upon successful completion of this course, students will have the required knowledge to safely and efficiently construct their own workout programs to meet their own fitness goals independently.

Course Fee: \$35 - This fee will cover the cost to bring experts in alternate fitness activities. Past sessions have included Boxing

## **DANCE TECHNIQUE AND PERFORMANCE 11**

Senior dance students build on their previous knowledge and skills acquired in dance 10. Students will spend more time focused on the dance genre of their choice. They will showcase their achievements at public performances in school and outside of the school. Particular performances may include school assemblies, music concerts, flash mobs, dance videos, dance recitals and/or dance competitions. Opportunities for dance tours may also be available. Dance performance is the most fun of all the dance classes at Carson. It is a studio full of keen and enthusiastic students who share a love of music and dance.

## **FITNESS AND CONDITIONING 11**

This course is a continuation to the Strength and Conditioning 10 class at Carson Graham. The main focus of this course is how our personal fitness can be maintained or enhanced through participation in a variety of



Grade 8 Volleyball



## **ACTIVE LIVING 11**

This course will explore the big ideas that physical activity is an important part of overall health and well-being and that finding enjoyable recreational activities can motivate people to participate more regularly in physical activity. Students participate in a wide range of individual sports, team sports, and recreational activities to achieve these curricular goals. This course will include field trips to explore the recreational activities available in the community. Potential field trips include: yoga, pitch and putt golf, bowling, hiking, skating, boxing, snow tubing, and rock climbing. Students will also be involved in the planning and organization of class activities. There will be an emphasis on participation, fair play, effort, and leadership in this course.

Course Fee: \$100 - This fee will cover the cost of outside activities.

## **DANCE TECHNIQUE AND PERFORMANCE 12**

Senior dance students build on their previous knowledge and skills acquired in dance 11. Students will spend more time focused on the dance genre of their choice. They will showcase their achievements at public performances in school and outside of the school. Particular performances may include school assemblies, music concerts, flash mobs, dance videos, dance recitals and/or dance competitions. Opportunities for dance tours may also be available. Dance performance is the most fun of all the dance classes at Carson. It is a studio full of keen and enthusiastic students who share a love of music and dance.

## **FITNESS AND CONDITIONING 12**

This course is a continuation to the Strength and Conditioning 10 class at Carson Graham. The main focus of this course is how our personal fitness can be maintained or enhanced through participation in a variety of activities at different intensity levels. As well as, following proper training guidelines and techniques can help us reach our health and fitness goals. Students will review gym safety and fundamental techniques and principles of weight lifting, as well as improving other aspects of fitness, including core strength, cardiovascular endurance, and agility. This course will progress from the Conditioning 10 course and will give students the opportunity to adapt workouts to achieve personal fitness goals. Students will be able to choose a variety of exercise techniques, including weightlifting, plyometric, agility, and endurance exercises. Upon successful completion of this course, students will have the required knowledge to safely and efficiently construct their own workout programs to meet their own fitness goals independently.

Course Fee: \$35 - This fee will cover the cost to bring experts in alternate fitness activities. Past sessions have included Boxing technique, Tae Kwon Do, Yoga, sports nutrition



## ACTIVE LIVING 12

This course will explore the big ideas that physical activity is an important part of overall health and well-being and that finding enjoyable recreational activities can motivate people to participate more regularly in physical activity. Students participate in a wide range of individual sports, team sports, and recreational activities to achieve these curricular goals. This course will include field trips to explore the recreational activities available in the community. Potential field trips include: yoga, pitch and putt golf, bowling, hiking, skating, boxing, snow tubing, and rock climbing. Students will also be involved in the planning and organization of class activities. There will be an emphasis on participation, fair play, effort, and leadership in this course.

Course Fee: \$100 - This fee will cover the cost of outside activities.



Grad Skate



# Individual & Societies Courses (Social Studies)

## General Course Description

The general goals of Social Studies are the development of thinking and communication skills through the study of various aspects of history, geography, and culture. Students examine major patterns of conflict, change, cooperation, and development while, above all, reflecting on the historical importance of various peoples' attempts to be endowed with rights and respect while also improving society overall. Key skills for emphasis include written and oral communication, critical thinking, personal development, and social responsibility. These skills and content are ever-relevant in the modern world in various ways as active citizenship requires individuals to create and analyze arguments about a variety of local and world affairs. Furthermore, various occupations and industries depend upon knowledge and understanding of the content and patterns embedded within the disciplines of geography, law, history, and psychology; these include: the entertainment industry (TV, film, literature, and gaming); the business world (marketing, product-development, law, and entrepreneurship); and the building and resource industries (architecture, urban planning, and resource-management) to name a few.

## Individuals and Societies Year 3 (Social Studies 8)

This curriculum focuses on world civilizations from the 7<sup>th</sup> century to 1750. This course is framed by both Curricular and the Core

Competencies of Communication, Thinking and Personal and Social. By the end of Individuals and Societies Year 3, students are expected to know the social, political and economic systems and structures of societies, including at least one indigenous civilizations, scientific and technological innovations, the exchange of ideas, goods and the arts by different civilizations. In addition, students will examine exploration, expansion and colonization, as well as changes in population and living standards. The Big Ideas that students will be examining are:

- Contacts and conflicts between peoples stimulated significant cultural, social, political change.
- Human and environmental factors shape changes in population and living standards
- Exploration, expansion, and colonization had varying consequences for different groups
- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established tradition





Community Initiative Students participating in the Relay for Life

## Individuals and Societies Year 4 (Social Studies 9)

Individuals and Societies 9 Curriculum focuses on world civilizations, including Canada from 1750-1919. This course is framed by both Curricular and Core Competencies of Communication, Thinking and Personal and Social. By the end of Individuals and Societies Year 4, students are expected to know about political, social, economic and technological revolutions, the continuing effects of imperialism and colonialism on Indigenous peoples in Canada and around the world. The course also will critically examine the discriminatory policies of the Canadian government. Students will also learn about global demographics, migration and immigration, nationalism, the development of the modern state, including Canada, conflicts, both local, regional and global. Canada's physiographic features and geological processes will also be addressed. The Big Ideas that students will be examining are:

- Emerging ideas and ideologies profoundly influence societies and events.
- The physical environment influences the nature of political, social, and economic change.
- Disparities in power alter the balance of relationships between individuals and between societies
- Collective identity is constructed and can change over time.

## Individuals and Societies Year 5 (Social Studies 10) 4 credits

Individuals and Societies 10 curriculum focuses on the study of Canada and the World from 1919 to present. Topics of study will include the development, structure and function of Canadian political institutions and government including First Peoples governance, political ideologies. In addition, students will examine the changing concepts of Canadian identity, both locally and internationally through domestic conflict and cooperation, political and economic development and impacts on the environment. Students will critically examine the discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, Truth and Reconciliation and internments. The Big Ideas in Individuals and Societies Year 5 are:

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities
- The development of political institutions is influenced by economic, social, ideological, and geographic factors
- Worldviews lead to different perspectives and ideas about developments in Canadian society
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society



### **Explorations in Social Studies 11** 4 credits

This course is a survey course, but one that will focus on issues and trends of the 21st century. While each unit will begin with a review of the historical context of the issues or trends, the primary focus will be on current and topical issues that are impacting our world. Topics will include, among others: rapid industrialization, urbanization, and economic growth caused by the Russian and Chinese Communist Revolutions, the refugee crisis along with past and current genocides, and innovations for a sustainable future with the incorporation of new technology and artificial intelligence. Students interested in this course must be motivated to bring their own ideas and passions as well as a willingness to research and discover.

### **20th Century History 12** 4 credits

This course will focus on the history of the 20th Century including the rise and rule of authoritarian regimes, civil wars, independence movements and revolutions. Global conflicts including World War I, World War II, and the Cold War will also be covered. Human rights movements including those of Indigenous peoples, as well religious, ethnic and or cultural conflicts including genocide, will be explored including the impacts of migrations, movements and territorial boundaries. Interdependence, international cooperation, social and cultural development including mass consumption and production of communication and transportation technologies are also studied during this course.

### **Comparative Cultures 12** 4 credits

This course will focus on the themes of definitions of culture and how these have changed over time including the elements of culture and cultural expression, interactions and exchange between cultures and the natural environment. In addition there will be an

examination of conflict and conflict resolution within and between cultures, the systems of power, authority and governance and what role value and belief systems play in the development of culture.

### **Contemporary Indigenous Studies 12** 4 credits

This course will focus on the varied identities and worldviews of Indigenous peoples, and the importance of the interconnection of family relationships, language, culture and the land. There will be a further exploration of factors that sustain and challenge the identities and worldviews of Indigenous peoples including building an understanding of colonial impacts and the resilience and survival of Indigenous peoples. Students will gain an understanding of the process and issues involved in the development of community partnerships and economic opportunities. This course further examines the responses to inequities in the relationships of indigenous peoples with governments in Canada and globally. Students will have the opportunity to develop an understanding of the Truth and Reconciliation process in Canada and around the world.

### **Genocide Studies 12** 4 credits

This course will focus on the origins and development of the term 'genocide' and the economic, political, social and cultural conditions of genocide. Students will study the characteristics, stages and strategies to commit genocide by focusing on acts of mass violence and atrocities in different global regions. An analysis of the uses of technology to promote and carry out genocide will also be covered. Students will learn about the recognition and responses to genocide including the controversies regarding denial and attempts to minimize the scope of genocides globally. Students will examine the evidence used to demonstrate the scale and nature of genocide and how this is influenced and impacted by international law.



## **Human Geography 12** 4 credits

This course examines where and why human activities occur across the global. It is a critical study of the human experience and the origins of cultural and economic patterns. Students analyze the relationship between human activities and their impact on the environment. It also encourages the development of international awareness by examining contemporary issues such as poverty, sustainability and resource consumption. As the course progresses, students deepen their understanding of the challenges the world faces by exploring themes such as urbanization and the uneven access to health and food. While thinking globally, students act locally to build an awareness of their own responsibility to their community. Supporting this, the fieldwork component of the course will be on a local scale where students collect and analyze data then present their work in a written report. This course runs simultaneously with IB Geography 11 with its content, pace and assessment. Students can continue on with this course in Grade 12 as a Certificate course, thereby earning 4 more credits and possible university credit. Please see the teachers for details.

*Supplemental Fee \$60*

## **Law Studies 12** 4 credits

This course focuses on the key areas of law including criminal, civil and family law. Students will learn about the foundations of Canadian law, including the structures and powers of the federal and provincial courts and administrative tribunals. The course examines the Constitution of Canada and the Canadian Charter of Rights and Freedoms. Students will have the opportunity to learn about legislation concerning First Peoples, the role of the judiciary as a constitutional check, the correctional system, laws regarding children and youth. This course also studies legal resources and services and the structures and roles of global dispute resolutions agencies.

## **Physical Geography 12** 4 credits

This course will focus on the many interactions that are found in the world around us. The ever increasing impact of humanity on the global environment and the way that the planet influences human structures will be one of the main areas of study. We will also study global systems such as weather, climate, and the way that they affect the living environment. We will explore plate tectonics, earthquakes, tsunamis, tornadoes, hurricanes and other natural disasters. Planet earth is an interconnected system and Geography 12 will investigate the interconnected nature of the globe using the inquiry process.



## **Psychology 12** 4 credits

*\*Please note that this course does not fulfill the Grade 11/12 Social Studies requirement as it is a locally developed course.*

Psychology 12 is a course that provides students with an understanding of mental processes and human behaviour. Through the exploration of basic concepts in modern psychology, this course offers a general overview of the five major psychological domains: methods, neuroscience, cognitive, social, and developmental. This course has been designed to help students recognize the key role that psychology plays in contemporary affairs of humankind. Students will learn to critically think about human behaviour and communicate ideas about associated behavioral complexities. As students develop greater awareness of their relationship to oneself and others through psychological frameworks, they will have opportunities to explore various topics including: the historical roots of psychology, personality, neuroscience, mindfulness, development, sensation, perception, learning, memory, intelligence, emotion, stress, motivation, social psychology and psychological disorders.



Orange Day Assembly

## **Political Studies 12** 4 credits

Political Studies 12 explores political concepts such as power, equality, sustainability, and peace in a range of current and contemporary contexts. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity and process, as well as to explore political issues affecting their own lives. This course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. Examples of case studies that students may encounter include: power struggles in the South China Sea, Myanmar and the Rohingya crisis, nuclear North Korea, Russian annexation of Crimea, the Syrian civil war, ongoing effects of the Rwandan genocide.



## IB SENIOR INDIVIDUALS & SOCIETIES CERTIFICATE OPTIONS

BC Ministry students may apply to study 1-3 courses for certificate. At certain post-secondary institutions students who achieve a final score of 5, 6, or 7 may receive university transfer credit (students must research the transfer credit policy of their university-of-choice).

### **HISTORY** (4 credits per year. Grades 12. Standard Level and Higher Level options)

History is a two-year course that focuses on 20th Century World History based upon the Diploma Program Course Syllabus. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th Century. The topics and subjects of study selected for this course, including an investigation of the rise and development of democratic states in the twentieth century, their interdependencies, challenges and tensions, will be explored in detail within the context of attempts at peacemaking and peaceful coexistence in international and cultural relations. The students are encouraged to reflect on the role of the historian. Does the historian record history or create it? Can the historian be free of bias in the selection and interpretation of evidence? Could it be reasonably argued that the individual perception of the historian, despite possible bias, is necessary or even desirable in the interpretation and recording of history? Students who choose the Higher Level (HL) option will be exposed to an additional historical focus on the History of the Americas.

### **GEOGRAPHY** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

Geography answers where and why human activities occur across the global. It is a critical study of the human experience and the origins of cultural and economic patterns. Throughout this two-year course, students analyze the relationship between human activities and their impact on the environment. It also encourages the development of international awareness by examining contemporary issues such as poverty, sustainability and resource consumption. As the course progresses, students deepen their understanding of the challenges the world faces by exploring themes such as urbanization and the uneven access to health and food. Students who choose the Higher Level option continue their studies by examining global interactions: our place in a complex and shrinking world. While thinking globally, students act locally to build an awareness of their own responsibility to their community. Supporting this, the fieldwork component of the course will be on a local scale where students collect and analyze data then present their work in a written report.



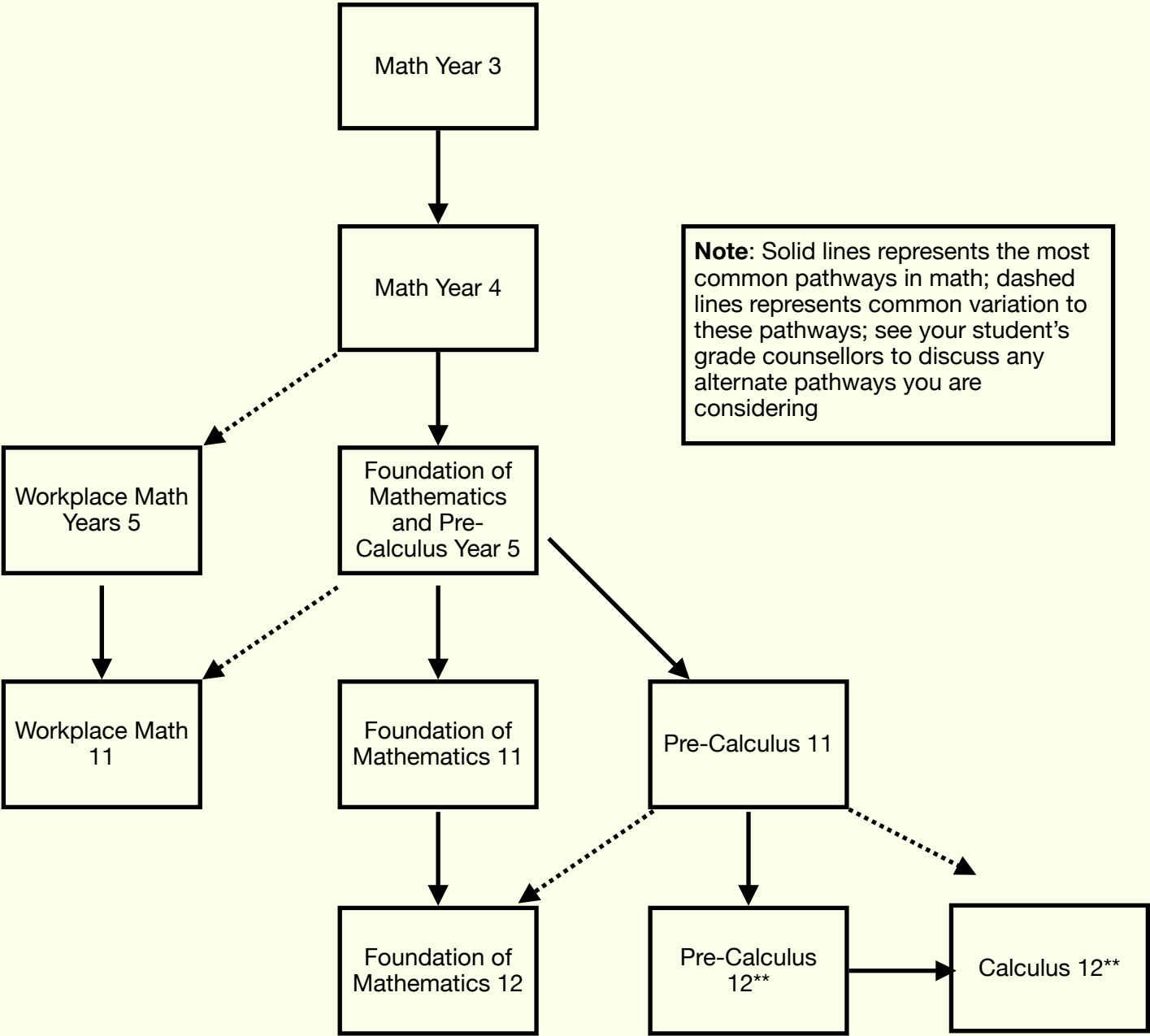
**Global Politics** (4 credits per year. Grades 11. Standard Level and Higher Level options)

Global Politics explores political concepts such as power, equality, sustainability, and peace in a range of current and contemporary contexts. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity and process, as well as to explore political issues affecting their own lives. This course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. Examples of case studies that students may encounter include: power struggles in the South China Sea, Myanmar and the Rohingya crisis, nuclear North Korea, Russian annexation of Crimea, the Syrian civil war, ongoing effects of the Rwandan genocide.



# Mathematics Courses

Math Department Flow Chart



\*\* = commonly taking co-currently in grade 12

## Mathematics Year 3

Mathematics Year 3 is a course that bridges the arithmetic from Elementary School with the curriculum that will form the core of Senior Mathematics. This course will introduce students to developing the ability to conjecture, reason logically, employ quantitative and spatial information, and apply a variety of mathematical methods to solve problems and make decisions confidently and independently.

## Mathematics Year 3

Mathematics Year 4 is a course that prepares students to become numerate. This course will assist students to develop the ability to conjecture, reason logically, employ quantitative and spatial information, and apply a variety of mathematical methods to solve problems and make decisions confidently and independently.

## Mathematics 10 : WORKPLACE MATH 4 credits

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for the entry into the majority of trades and for direct entry into the work force. Topics include understanding and apply the metric and imperial systems to the measurement of 2-D and 3-D objects, geometry, trigonometry, and the fundamentals of income, spending and debt. At the end of this course, students are prepared to take Apprenticeship and Workplace Mathematics 11.



## **Mathematics 10: FOUNDATIONS OF MATHEMATICS AND PRE CALCULUS** 4 credits

This course is designed to provide students with mathematical understandings and critical thinking skills identified for post secondary studies in both the arts and sciences. Topics include applying trigonometric ratios to right triangles, arithmetic sequences, powers involving integral exponents, prime factorization, polynomials, linear relations, system of linear equations, function notation and financial literacy.

## **Mathematics 10 ENRICHED: FOUNDATIONS OF MATHEMATICS AND PRE CALCULUS** 4 credits

This course is designed for those students intending to enroll in the IB Diploma Program in grade 11 or for those intending to take higher level Math courses, including Calculus 12. It will provide students with mathematical understandings and critical thinking skills identified for post-secondary studies in both the arts and sciences. Topics include those surface area and volume of 3-D objects, applying trigonometric ratios to right triangles, irrational numbers, powers involving integral and rational exponents, polynomials, coordinate geometry with linear relations, system of linear equations, and function notation. In addition to covering the Math 10 curriculum, students will be provided with enrichment opportunities.

## **MATHEMATICS 11: WORKPLACE** 4 credits

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include: Financial Literacy, Rates of Change, Probability and Statistics, Interpreting Graphs and 3-D Objects.



Choir Trip



## **MATHEMATICS 11: FOUNDATIONS** 4 credits

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for post secondary studies in programs that do not require the study of theoretical calculus. Topics include: measurement, geometry, logical reasoning, statistics, relations and functions, and a mathematical research project.

## **PRE-CALCULUS 11** 4 credits

The Pre-Calculus 11 course is designed to provide students with the mathematical understanding and critical thinking skills identified for entry to university level mathematics, science, engineering, or other mathematically intensive fields of study. Topics include: Radicals, Solving Quadratic Equations, Analyzing Quadratic Function, Graphing Inequalities & Systems of Equations, Trigonometry, Rational Expressions & Equations, Absolute Value & Reciprocal Functions, and Exponential Functions and Financial Literacy.

## **MATHEMATICS 12: FOUNDATIONS** 4 credits

This course 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, relations and functions, probability, and a mathematics research project.

## **MATHEMATICS 12: PRE-CALCULUS** 4 credits

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into post secondary programs that require the study of theoretical calculus. Topics include: trigonometry, relations and functions, permutations, combinations and binomial theorem.

## **MATHEMATICS 12: CALCULUS** 4 credits

This course is designed to develop students ability to conjecture, reason logically, employ quantitative and spatial information, and apply a variety of mathematical methods to solve problems and make decisions confidently and independently. Students taking this course will be prepared for first year calculus at a post-secondary institute. Topics include: limits, continuity, derivatives, integrals, differential equations, mathematical modeling and applications of derivatives and integrals.



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## IB SENIOR MATHEMATICS CERTIFICATE OPTIONS

BC Ministry students may apply to study 1-3 courses for certificate. At certain post-secondary institutions students who achieve a final score of 5, 6, or 7 may receive university transfer credit (students must research the transfer credit policy of their university-of-choice).

### **MATHEMATICS: ANALYSIS & APPROACHES** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

IB Mathematics Analysis & Approaches contains a broad range of mathematical concepts and caters to students who anticipate a need for a sound mathematical background in preparation for future studies in subjects that have significant mathematical content, such as chemistry, economics, geography, psychology and business administration. The nature of the subject is such that the curriculum focuses on the introduction of important mathematical concepts through the development of mathematical techniques. The majority of concepts are included because they underpin important mathematical processes. In many cases, concepts are included because they are essential to any further study in mathematics. Students taking this course are expected to possess a ready knowledge of basic concepts and to be equipped with the skills needed to apply mathematical techniques correctly. Students who choose the HL option in mathematics will delve deeper into complex mathematical problems and topics such as matrices, vectors, statistics and calculus.

### **MATHEMATICS: APPLICATIONS & INTERPRETATION** (4 credits per year. Grades 11 & 12. Standard Level)

IB Mathematics Applications & Interpretation places an emphasis on analytical approaches to mathematics. The largest section of the course is statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. Its intent is to allow students to learn through inquiry and investigation. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.



# Leadership and Community Courses

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## **Community Initiatives and Leadership 10 4 credits**

The Community Initiatives and Leadership 10 course incorporates foundational elements of the MYP Programme and framework of learning which encourages students to become creative, critical and reflective thinkers. In this hands on, experiential course, students will be encouraged to identify, develop and refine their own positive leadership styles through student led initiatives that focus on bringing about positive change by implementing their own initiatives. The intent of this course is to provide students with a better understanding of their community, their place in the community and their responsibility as citizens and leaders. Students will be working with Community partners such as the City, United Way, Harvest Project and Covenant House. Students will also participate in team building field trips.



# Language & Literature Courses

## **Language & Literature Year 3 / English Language Arts 8**

Students will explore the writing process through a variety of means: journal entries, expository paragraphs, narrative stories, dramatic scripts, poetic forms, notes and letters. Students will also investigate a variety of literary forms and genres: short stories, poetry, novels (historical and contemporary) and mythology. Oral skills will be enhanced through a variety of formal and informal discussions, debates, speeches and dramatic presentations. The course also includes: research skills, vocabulary building, spelling rules, parts of speech, sentence types and punctuation.

## **Language & Literature Year 4 / English Language Arts 9**

English 9 explores a variety of writing styles and places emphasis on the importance of literature. Throughout the school year, students review paragraph writing and focus on the expository (compare and contrast) essay format. The mechanics of grammar, such as advanced comma use, the semicolon, colon, and transitions are taught and strengthened through writing. Critical thinking is encouraged through the examination of specific literary genres and the production of creative writing. The importance of structure is stressed in the writing of a business letter and the usage of proper letter formatting and composition. Various genres of literature are studied, including short stories, novels, poetry and drama.

## **Language & Literature Year 5 / English Language Arts (Literary Studies & Composition) 10** 4 credits

Language and Literature 10 is comprised of literary studies, media studies and composition. This course is designed to engage students in the study of both traditional literature and other forms of media, as well as to support them in their development of written and oral communication. Language and Literature 10 allows students to delve more deeply into literature as they explore specific themes, periods, authors, and areas of the world through literary works in a variety of media. Students will:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens, developing balance and broadening their understanding of themselves within the world
- develop higher-level thinking and learning skills
- critically examine varied structures, forms, and styles of compositions
- build writing competencies (drafting, reflecting, and revising)
- increase the ability to present ideas orally and visually
- engage in the critical process of questioning, exploring, and sampling



## English Language Arts (Literary Studies) 11 4 credits

Literary Studies 11 allows students to delve deeply into literature. Students explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion. Students increase their literacy skills through close reading of appropriately challenging texts. They enhance their development of the English Language Arts curricular competencies, both expressive and receptive, expand their development as educated global citizens, develop balance and broaden their understanding of themselves and the world while further developing higher-level thinking and learning skills.



Student Performance during coffee house

## English Studies 12 4 credits

How does literature engender meaningful connection between self, text and world? What is the relationship like between individuals and society in various contexts? How do we construct identity? How have authors explored these questions through literature? In this course, we will explore these questions by looking at how texts are socially, culturally, geographically, and historically constructed, as well as how language shapes and influences the ideas we share. We will read, discuss and create texts in a variety of genres, and learn to pose our own big questions through class discussion and individual inquiry. In a student-centred and dynamic environment, students will demonstrate their understanding by producing texts in a variety of genres and participating in class discussion, both to build upon their previous understanding and to help them continue to develop and enrich their English language skills, preparing them for success in their post-secondary endeavours.



Student Performance during coffee house



## Creative Writing 11/ 12 4 credits

Creative Writing 11/12 is designed for students who are interested in using writing for self-expression and various creative purposes. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes. Creative Writing 11/12 invites students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing. Throughout the term, writers will have a chance to work in a variety of genres, including short stories, screenplays, poetry, flash fiction, memoir, and creative non-fiction.



Chess Competition in our Agora



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## **IB SENIOR LANGUAGE & LITERATURE CERTIFICATE OPTIONS**

BC Ministry students may apply to study 1-3 courses for certificate. At certain post-secondary institutions students who achieve a final score of 5, 6, or 7 may receive university transfer credit (students must research the transfer credit policy of their university-of-choice).

### **ENGLISH LANGUAGE & LITERATURE** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

English A: Language and Literature is a two-year course that introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.



# English Language Learner Course

## **BRITISH COLUMBIA CULTURE 10 - 12**

This course develops the ELL student's ability to analyze and think deeply about the nature of human societies and our relationship to the environment; it is recommended for students who are Expanding and Consolidating English speakers. ELL students will engage in activities that improve the essential English skills necessary for active citizenship: reading, writing, viewing, representing, listening, and speaking.

This is a credit course.

## **ENGLISH FOR LANGUAGE LEARNERS 8 - 12**

ELL provides needed extra time in small classes to support students with their learning of English; this class is recommended for Beginning, Developing and Expanding English Language Learners. In these classes, students work to develop their reading, writing and oral language skills. The objective of these classes is to sufficiently improve students' English to allow them to move to Language Strategies 10 and BC Culture 10 or grade level English. Teachers will evaluate and report on development in a variety of ways in order to recommend next placement.

This is a non credit course.

## **ELL SEMINAR 8 -12**

This course is designed to enable Indirect Consolidating ELL students to extend and advance their use of strategies and skills in the four main areas of listening, speaking, reading, and writing. It focusses on extending and advancing the strategies needed to communicate across all curricula. It is run concurrently with Language Strategies 10-12/mainstream Language and Literature classes.

This is a non credit course.

## **LANGUAGE STRATEGIES 10 - 12**

This course is recommended for Expanding and Consolidating ELL students. It is designed to facilitate the transition of ELL students to mainstream English classes by extending the strategies and skills in the three main language areas of reading, writing and oral language. Students will look at how language is used differently depending on culture; at the diversity of ideas and identities; and at how language is used to enable growth, communication, and academic success. This is a credit course.

# Language Acquisition Courses

## General Program Description

The study of languages provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. Teaching and learning in the language acquisition subject group is organized into six phases. The phases represent a developmental continuum. Depending on students' prior language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

By the end of the MYP language acquisition course, students should be empowered for success in further formal study of languages. The knowledge, skills and attitudes that students develop in language acquisition courses provide a meaningful foundation for these further studies and the world of work in global economies and international business.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages

- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.



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## French Courses

### FRENCH 8

This course is designed for building the basics in the French language and create some skills for simple conversations as well as skills useful for getting around French speaking countries. There is also a focus on culture in the French speaking world with an IB lens and getting a snapshot of some practices where French is spoken. The course will develop simple reading, listening, writing and speaking skills in assessments and classroom activities.

### FRENCH 9

This course is designed to build upon the basics of French skills and give students more skills to communicate their ideas and opinions in French. Students will study themes that are relevant to real world issues and topics are presented so that students are able to create their own opinions and communicate them while thinking critically with their responses. The course will develop detailed reading, listening, writing and speaking skills in assessments and classroom activities.

### FRENCH 10

This course is a continuation of previous years in French and it will build on the skills from previous years. Units of study will focus on topics that are relevant to students and they are meant to grow more critical thinking skills when responding to a variety of topics.

The course will continue to refine students' reading, listening, writing and speaking skills in assessments and classroom activities.



Student performance during Santa's Breakfast.

## **FRENCH 11** 4 credits

This course is a continuation of the skills developed from previous years in French, focusing more on the context of ideas and using French in authentic situations. Both written and oral work will be used to analyze current events and look at the influence of French media. Units will focus on a variety of issues using relevant themes and literary classics to show a variety of representations of the French language. Students will be evaluated based on the four strands of language learning and develop communication skills for discussions and personal responses to texts. This course has a common school-based Final Exam.

## **FRENCH 12** 4 credits

The emphasis of this senior language course will be on presenting Francophone culture through film across the francophone world. Themes of study and films will focus on different French speaking areas around the world and have students respond to a variety of topics that promote critical thinking and the world citizen. Each unit will focus on a representation of French and culture in different French speaking countries around the globe. The approach to language learning in this course will allow students to explore different francophone cultures across the world, discuss relevant global issues, and continue to improve communication skills in the French. After successfully completing this course, students will have actively engaged with historical, social and cultural issues.

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## **Spanish Courses**

### **SPANISH 8**

This course is part of a three-year comprehensive MYP program that can extend Spanish language learning to Grade 12. The course will focus on extensive classroom use of high-frequency Spanish to learn personal expression and communication, as well as exploration of both Hispanic and home cultures. We will participate in class discussions, storytelling and a variety of cultural activities to develop confidence in acquiring the language.

### **SPANISH 9**

In this second year of the MYP Spanish program, we extend and enrich Spanish language learning development toward more complex texts and experiences. The course continues to focus on extensive classroom use of high-frequency Spanish to further develop personal expression and communication skills and confidence, as well as exploration of both Hispanic and home cultures. We will participate in class discussions, storytelling and a variety of cultural activities to continue the development of confidence in acquiring the language.





Halloween Costume Contest

## **SPANISH 10** 4 credits

In this third year of the MYP Spanish program, we extend and enrich Spanish language learning development toward more complex texts and experiences. The course continues to focus on extensive classroom use of high-frequency Spanish to further develop personal expression and communication skills and confidence, as well as exploration of both Hispanic and home cultures. We will participate in class discussions, storytelling and a variety of cultural activities to continue the development of confidence in acquiring the language.

## **INTRODUCTORY SPANISH 11** 4 credits

This is an introductory course in Spanish language and culture for students in Grades 10, 11 and 12. Student evaluation is based on speaking and listening, reading and writing, with an emphasis on everyday oral communications. Note: This is an accelerated course, combining Spanish 9 and 10 into one year.

This course has a common school-based Final Exam.

## **SPANISH 11** 4 credits

This is an intensive Spanish course, which continues to stress the communicative approach. Students will explore everyday communications in Spanish, including the past tense. Student evaluation is based on speaking, listening, reading and writing, with the emphasis on reading and writing.

This course has a common school-based Final Exam.



Student Cadets standing at attention during Remembrance Day Ceremony

## **SPANISH 12** 4 credits

This course is designed to follow Spanish 11 smoothly along the grammatical and functional sequence. Strategies for developing listening, speaking, reading, and writing skills further help build student confidence, competence and accuracy in Spanish.

This course has a common school-based Final Exam.

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## **Squamish Language Courses**

### **SQUAMISH LANGUAGE 8-12** (4 credits for grade 10-12 course)

This course is a study of the aboriginal language of the Squamish people. The Squamish Nation is a distinct First Nation with a unique Language and culture. The expectations of language and of Squamish societal understandings become increasingly complex with each grade level and students will focus on cultural elements to learn the Squamish language. Students will learn the alphabet and the proper pronunciation of letters and simple sight words, as well as the names of traditional territories. Students will focus on cultural elements to learn the Squamish language. This will include: learning the history of the land and the people, understanding protocols for celebrations and ceremonies, and the sharing of stories and legends. A comparison to other Aboriginal languages and cultures is included. Students will be encouraged to write Squamish words and practice conversation skills in class. As an elective, this course would also serve to educate non-Squamish students through a Squamish world view as expressed through its distinct language. This course is open to all students.



Grade 8 students at Grouse Mountain during the Grade 8 Retreat



## IB SENIOR LANGUAGE ACQUISITION CERTIFICATE OPTIONS

BC Ministry students may apply to study 1-3 courses for certificate. At certain post-secondary institutions students who achieve a final score of 5, 6, or 7 may receive university transfer credit (students must research the transfer credit policy of their university-of-choice).

### **FRENCH B** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

French B is a two-year course that aims to develop the students' linguistic competence and intercultural understanding. The language skills developed will enable the student to communicate effectively with a variety of audiences. Authentic materials will be used in order to maximize the student's exposure to the target language and to model the appropriate use of the language in a range of situations, contexts and, purposes while investigating a variety of themes or subjects. French will be the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in French as well as a wide exposure to the international Francophone community. There is a common syllabus at SL and HL (with literature as an additional component of the HL course).

### **SPANISH ab initio** (4 credits per year. Grades 11 & 12. Standard Level)

Spanish ab initio (SL) is a two-year course that has been designed for students who do not have any prior knowledge of the language but wish to study Spanish as their Language B. The language ab initio course is organized into three themes; individual and society, leisure and work, and urban and rural environment. Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

### **SPANISH B** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

Spanish B is a two-year course that aims to develop the students' linguistic competence and intercultural understanding. The language skills developed will enable the student to communicate effectively with a variety of audiences. Authentic materials will be used in order to maximize the student's exposure to the target language and to model the appropriate use of the language in a range of situations, contexts and, purposes while investigating a variety of themes or subjects. Spanish will be the main language of communication in the class between the teacher and the student, as well as among the students themselves. This course gives the student the opportunity to reach a high degree of competency in Spanish as well as a wide exposure to the international Spanish community. There is a common syllabus at SL and HL (with literature as an additional component of the HL course).

# Music Courses

Hello and thank you for visiting Carson Graham's Music Program.

We're delighted that you're here. If you are a prospective student, this is the space to find out everything you need to know about our music program.

The Carson Graham Music Department is a big, diverse program, with many opportunities to get involved with an award-winning program. Within the music department, we give you the experience of an inclusive program where students are empowered to strive towards excellence. There is always a place for you to discover and reap the benefits of learning this language towards creating beautiful art. These classes open up the world through travel and connecting with like-minded people abroad.

Please check out our music educators bio's to get to know this team that will guide you through your time here at Carson Graham.

**Frank Lee** is the choral director at Carson Graham Secondary School for the past five years. He spent the previous seventeen years as the choral and instrumental director at Seycove Secondary School in North Vancouver. His past ensemble was honoured with the distinction of Youth Choir of the World at the International Choral Festival, Kathaumixw, in 2007. In 2009 his Chorale was named top choir at the Canadian National Choral Festival and had their solo debut concert in 2011 at Carnegie Hall. Last year, his vocal jazz ensemble won the Surrey International Jazz Festival and has been featured in Western Canada and Washington State.

Frank received his undergraduate music degree from the University of Victoria studying trombone with Ian McDougall. He has recently finished his graduate studies in choral conducting, under Dr. Graeme Langager, at the University of British Columbia. He is sought after as a clinician across Canada and Washington State. Frank has served as the chair for the BCMEA Honour Vocal Jazz Ensemble, Kiwanis Vocal Jazz Festival and is currently serving on the National Musicfest Committee, Canadian Rocky Mountain Music Festival Advisory Committee and Canada West Music Festival Committee.







**Elliot Lo** is the Director of Guitar and Strings at Carson Graham, and has been working in the Music Department of the school since 2016. He graduated from Capilano college in 2011, with a Bachelor of Music in the Education Stream of Jazz Studies. He received his Bachelor of Education from UBC in 2014, and began

teaching at Carson Graham shortly thereafter in 2016. In his time at Carson, Elliot has primarily focused on building and expanding the guitar program, growing it to include four blocks of guitar at the Beginner, Intermediate, and Senior level. He also introduced biannual guitar showcases to allow his students to demonstrate and celebrate the skills they learned in his courses.

Mr. Lo also puts his jazz background to use teaching Jazz Band Red and Jazz Band Black, which comprise two different levels of jazz studies. He works with the other members of the Music Department to put together collaborative music events such as their annual winter concert, fundraising efforts such as One Night Only, and music festivals and tours.

**Kevin Yang** holds a master's degree in music education from the University of British Columbia. He has over 18 years of professional musical experience as a music educator and performer.

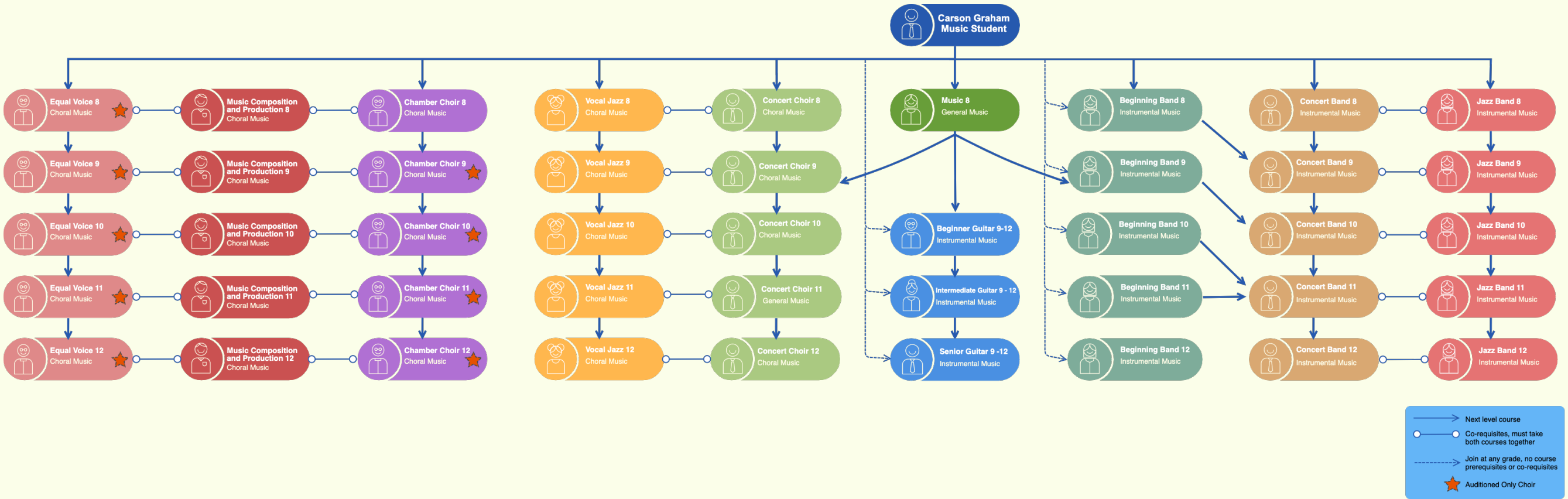
Kevin began his teaching career by developing a grade 8 to 12 music program at Nisga'a Elementary Secondary School in Gitlaxt'aamiks (New Aiyansh), B.C, instructing woodwind, brass, and percussion instruments in band classes, teaching keyboard in piano classes, and teaching guitar in general music classes. He then went on to serve as a music teacher for a K-4 music program at Woodland Park Elementary School and H.T. Thrift Elementary School in Surrey where he taught Orff instruments and elementary classroom music.

Kevin now serves as the Director of Bands at Carson Graham Secondary School. It is his ninth year with the Carson Graham Music Program. The program has grown exponentially from the four music classes that he took over to today's twenty-one classes. Under his direction and guidance, his concert bands and jazz bands have placed gold and silver standings at the Whistler Con Brio Music Festival and were invited to the Nationals MusicFest Canada. Kevin's bands also toured and performed in Victoria, Banff, Seattle, Anaheim, and Beijing, China.

As a performing musician, Kevin has been a tuba player and percussionist with the Lynn Valley Black Bear Band and a tuba player with the Sea to Sky Wind Ensemble. He also serves as the Assistant Director for the LV Black Bear Band under Maestro Robert McLeod.



# Music Courses Chart





## CHORAL MUSIC

### CONCERT CHOIR & VOCAL JAZZ OVERVIEW

The Concert Choirs and Vocal Jazz Choirs are performance-based courses designed to give students the opportunity to derive educational experiences from participating in a choral ensemble. Through performance in an ensemble, students shape and refine their ideas and integrate their knowledge and attitudes with their technical skills. Students develop musicianship, incorporating technical competence, music literacy and artistry. Through participation in the rehearsal and performance process, students can gain confidence, self-esteem, and a sense of commitment to a team, and the self discipline needed to succeed in all subject areas.



#### CONCERT CHOIR 8/9/10/11/12 4 credits

This course will cover a wide range of choral repertoire from traditional to contemporary literature. Students will learn proper singing technique, sight singing skills as well as music theory. No less

than two concerts are part of this course. Uniform is mandatory. The supplemental fee allows the instructor to enhance and reinforce the regular curriculum through workshops with guest clinicians, as well as performances at festivals and concerts. *This class takes place in addition to all required courses and takes place outside. Course Fee \$35*

#### EQUAL VOICE CHOIR 8/9/10/11/12 4 credits

Equal Voice Choir is an auditioned advanced choral experience for students interested in developing their vocal abilities and increasing their knowledge of musical theory. Students will expand their repertoire to include many diverse and challenging works of music. Uniform is mandatory. This course is by audition only -do not self-select. Students should select Concert Choir on their course selection sheet and know they will automatically be moved into Equal Voice Choir if the audition is successful. Auditions and or consultation with the Music Director are held in May of the previous school year. *Course Fee \$35*

#### CHAMBER CHOIR 8/9/10/11/12 4 credits

Chamber Choir is an auditioned advanced choral experience for students interested in developing their vocal abilities and increasing their knowledge of musical theory. Students will expand their repertoire to include many diverse and challenging works of music. Uniform is mandatory. This course is by audition only -do not self-select. Students should select Concert Choir on their course selection sheet and know they will automatically be moved into Chamber Choir if the audition is successful. Auditions and or consultation with the Music Director are held in May of the previous school year. *Course Fee \$35*



### **VOCAL JAZZ 8/9/10/11/12** 4 credits

This course is for students committed to the study of jazz and who wish to explore challenging repertoire within the vocal jazz idiom. The course will cover some jazz theory and history. Beginning improvisation and solos are part of this course. Students must be enrolled in Concert Choir to participate in Jazz Choir. Jazz Choir takes place outside of the timetable. Uniform is mandatory. The supplemental fee allows the instructor to enhance and reinforce the regular curriculum through workshops with guest clinicians, as well as performances at Festivals and concerts. *Taken outside of the timetable in addition to the eight core Grade 8 courses.*  
*Course Fee: \$35*



*Vocal Jazz at Rocky Mountain Music Festival*



### **MUSIC COMPOSITION AND PRODUCTION 8/9/10/11/12** 4 credits

This course is a requirement to take along side of Chamber Choir and Equal Voice Chamber Choir. Students will dive deeper developing their music theory skills to have a better understanding of the compositions that they currently are studying. It will also have an emphasis of the music production side where students will understand and learn the business side of creating a music concert. They will be working with members of the industry to explore the ins and outs of this field. Students will have a better understanding of what is available as a career in this industry. *Course Fee: \$20*



## GENERAL MUSIC

### MUSIC 8 (Arts Rotation)

This is a music course that explores aspects of guitar performance, notation, composition, history, and technology. Students in this course will learn skills in open chords, strumming, standard and tab notation, and composition. A variety of repertoire will be studied. Students will develop their skills in guided group practice, as well as individual and group work. *Course Fee \$35*

## INSTRUMENTAL MUSIC

### BEGINNING BAND & CONCERT BAND OVERVIEW

The Beginning Band and the Concert Bands are performance-based courses designed to give students the opportunity to develop educational experiences by participating and performing in a band ensemble. Musically, students will study ensemble skills such as intonation, blend, and technical facility. Emphasis will be placed on developing rhythmic accuracy and sight-reading skills. In addition, the proper musical phrasing and interpretation of various styles of concert band music will be studied. Socially, through the vehicle of music, students will also learn the significance of celebrating every success, however small or big, the necessity of collaborating with other musicians, and most importantly, the comradery and community that students feel and create in our Carson Graham music family.





## **BEGINNER BAND 8/9/10/11/12** 4 credits

This course is intended for students who appreciate music and would like to learn a concert band instrument (flute, clarinet, saxophone, trumpet, trombone, tuba, bass guitar or percussion). Students will learn how to read music, how to play with the proper posture, embouchure, hand position, and other fundamental musicianship skills. Prior musical experience is not required, however students with prior musical skills, such as playing piano, will progress quickly. The Beginning Band students will have the opportunity to participate at the Loon Lake Music Retreat in January. Students will spend three days and two nights at the beautiful Loon Lake Retreat Centre in Maple Ridge learning music with other professional musicians. This is a year-long course that meets outside the timetable. *Course Fee \$35*



Concert Band 8 | Recording Session 2020

## **CONCERT BAND 8/9/10/11/12** 4 credits

It is a continuation of the band program. Students must have a minimum of two years of band experience (either at the elementary school or secondary school level), or have demonstrated a level of musical ability on their instrument to be in this course. Challenging music, from a variety of genres, will be performed. Students will continue to build on their technical facility, tone production, musicality, music theory skills, and listening skills. This is a year-long course. *Course Fee: \$35*



Concert Band 10 | Winter Concert 2017



## JAZZ BAND OVERVIEW

Jazz Band is open to students in grade 8 to 12 who are also in Concert Band courses. In any given year, Carson Graham will have up to two jazz bands at two levels of difficulty (typically Junior, and Senior Jazz Band). Students are placed into the appropriate level of Jazz Band depending on the experience.

### JAZZ BAND RED 8/9 4 credits

Jazz Band Red is a course that explores fundamental concepts of the jazz canon. These include concepts of swing 8th notes, ensemble performance, history, improvisation, and style. This course

is designed to be paired with the student also taking a large ensemble. Students in this

course will learn skills in major and minor scales, modes, intonation, and 12 bar blues. A variety of repertoire will be studied. Students will develop their skills in guided group practice, as well as individual and section work. This is a year-long course. *Course Fee: \$35*



Jazz Band Performance



Jazz Band Performance

### JAZZ BAND BLACK 10/11/12 4 credits

Jazz Band Black is a music course that explores advanced concepts of the jazz canon. These include swing 8th notes, ensemble performance, history, improvisation, and style. This course is designed to be paired with the student also taking a large ensemble. Students in this course will learn skills in playing in all 12 keys, major and minor scales, modes, intonation, and 12 bar blues. A variety of repertoire will be studied. Students will develop their skills in guided group practice, as well as individual and section work. This is a year-long course. *Course Fee: \$35*



## GUITAR OVERVIEW

The guitar ensembles are skill development based courses designed to give students the opportunity to derive educational experiences from learning a variety of repertoire on the guitar. Through performance and practice in an ensemble, students shape and refine their ideas and integrate their knowledge and attitudes with their technical skills. Students develop musicianship, incorporating technical competence, music literacy and artistry. Through participation in the rehearsal and performance process, students can gain confidence, self-esteem, and a sense of commitment to a team, and the self discipline needed to succeed in all subject areas.



Guitar Performance

### **BEGINNER GUITAR 9/10/11/12** 4 Credits

Beginner Guitar is a music course that explores aspects of guitar performance, notation, composition, and technology. Students in this course will learn skills in open chords, strumming, notation, and composition. A variety of repertoire will be studied. Students will develop their skills in guided group practice, as well as individual and group work. *Course Fee \$35*

### **INTERMEDIATE GUITAR 9/10/11/12** 4 Credits

Intermediate Guitar is an elective course that explores aspects of guitar performance, notation, composition, and technology. Students in this course will expand on their music and guitar knowledge learned in Fine Arts 8 and beginner guitar. Students will develop skills in open and barre chords, strumming, finger picking, notation, improvisation and recording. A variety of repertoire will be studied. Students will develop their skills in guided group practice, as well as individual and group work. *Course Fee \$35*

### **SENIOR GUITAR 11/12** 4 Credits

Senior Guitar is an elective course that explores aspects of guitar performance, notation, composition, and technology. Students in this course will learn skills in open and barre chords, advanced auxiliary voicings, strumming, finger picking, notation, improvisation, altered tunings, and recording. A variety of repertoire will be studied. Students will develop their skills in guided group practice, as well as individual and group work. *Course Fee \$35*



# Visual Arts Courses

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## GENERAL PROGRAM DESCRIPTION

The Visual Arts Program at Carson Graham Secondary has no shortage of inspiration as the school is set among the mountains of North Vancouver, along the multicultural corridor of Lonsdale Avenue and just above the shores of Burrard Inlet. The school setting combined with the endless intellectual curiosity and concerns of our world, provide our students with a never ending source of artistic inspiration and sensory wonder.

At Carson Graham, an IB International School, the visual arts play a vital role in our school community. The IB learner attributes of every student being an open-minded inquirer, who takes risks and is reflective in their artistic pursuit thrive in our arts programs. We offer a comprehensive program with courses such as Drawing and Painting, Ceramics, Digital Photography, and Film Photography. We work collaboratively with Artists for Kids and Gordon Smith Art Gallery and are involved in their programs and tours. We often host visiting local artists and frequently focus on the artwork of the Squamish and Tsleil-Waututh nations.

The introductory courses of Studio Art 8 familiarize students with the formal vocabulary of Art by teaching and exploring its elements and principles and allow experimentation with many materials. Then Grade 9 and 10 2D and 3D classes explore a wide variety of media such as pencil, ink, acrylic, watercolour, printmaking, collage, paper mache and clay and work on image development. Concepts such as identity, sense of place, and social justice issues are incorporated as well as big ideas such as "Why do we have Art in our world?"

Drawing and Painting 11/12 bring students together to create striking compositions, learn to manipulate materials and images, and produce 2 dimensional artwork that speaks about our relationship with ourselves, each other and our world and the artists who inspire us.

In Ceramics and Sculpture 11/12, students explore 3 dimensional mediums such as clay, paper, wire and wood. The concept of art vs craft is explored and

students create works that can be functional or not. We have 6 pottery wheels where students can try their hand at throwing clay and many historical and contemporary artists are introduced to inspire practice.

### Photography 10/11/12

In our comprehensive photography program which immerses students in the world of digital and film photography. Students learn the fundamentals of photography including key lighting techniques, photoshop, and darkroom skills. Photography students will be able to work with professional quality DSLR cameras. Carson Graham is very lucky to have a functional darkroom where students learn the art of film photography production.

Being an IB school, senior students can opt to take the Visual Art Diploma program. During grade 11 and 12, students work on studying and comparing artists across different cultures, time periods, and mediums, develop a comprehensive process portfolio that leads them to create works that will be in a final exhibition. Students develop a thematic body of work for the exhibition and it is evaluated by IB examiners. Many of these students continue on to further develop portfolios that are used for post-secondary application.

Carson Graham's Visual Art program is highly regarded and it is a constantly growing entity always striving for excellence. We are fiercely proud of our students and the amazing work they produce.

## VISUAL ARTS

### VISUAL ARTS 8 (Fine Arts Rotation)

Art 8 enables students to develop curiosity, interest and enjoyment in their own creativity and that of others. The course explores two major units of work and will cover a variety of techniques and materials. These could include drawing, print making, painting and sculpture/ ceramics. Students will be introduced to the language of art through examining the elements and principles of design. Images are central to the Visual Arts program. Students will perceive, respond, create and communicate through imagery. Students will respond to images in the way they reflect personal, social, cultural and historical contexts. All students will work in their Developmental Workbook on a weekly basis, exploring the creative process, documenting this process with images, and reflecting on personal discoveries. This is a course of approximately 40 hours that will be delivered in one term of the school year.

*Supplemental Fee: \$10.00*

### VISUAL ARTS 9 (semester)

Art Design 9 enables students to continue to develop curiosity, interest and enjoyment in their own creativity and that of others. They will be encouraged to take risks in their artistic expression. This semester course explores four major units of work and will cover a variety of techniques and materials. These will include image development strategies through an examination of artists' works through time, image making, drawing, painting, printmaking and ceramics. Students will develop language introduced in Grade 8 by further examining the elements and principles of design. Images are central to the Visual Arts program. Students will perceive, respond to, create and communicate through imagery. Students will respond to images in the way they reflect personal, social, cultural and historical contexts. All students will work in their Developmental Workbook on a weekly basis, exploring the creative process, documenting this process with images, and reflecting on what they have personally discovered. Students who choose this course need to choose another semester course to pair with it.

*Supplemental Fee: \$20.00*



IB Art Exhibition



**STUDIO ARTS 2D 10 (DRAWING AND PAINTING) 2 credits**

2D Visual Art 10 is a semester, 2 credit course that meets both provincial learning outcomes and IB MYP Arts aims and objectives. Students will explore a variety of art processes to further develop the language of art, explore personally meaningful images and the world around them. Images are central to the Visual Art Design 10 program. Students will perceive, respond to, create and communicate through images. All students will work in their Developmental Workbook on a weekly basis, exploring the creative process, documenting this process with images, and reflecting on what they have personally discovered. This course encourages students to develop skills in the processes they are most passionate about while encouraging a curiosity and interest in many 2D art forms.

*Supplemental Fee: \$20.00*

**STUDIO ARTS 2D 11 (DRAWING and PAINTING) 4 credits**

Drawing and Painting 11 is an intensive drawing and painting course.

Students should have basic drawing ability or some previous art course experience. A variety of media will be explored, including pencil, conte, water soluble graphite, charcoal, pastel, tempera, water colour, and acrylics. Art history will be a component of the course. Students will experiment with a number of artistic styles and will complete an independent assignment at the end of the term.

*Supplemental Fee: \$25.00*

**STUDIO ARTS 2D 12 (DRAWING and PAINTING) 4 credits**

Drawing and Painting 12 is a continuation of Drawing and Painting 11. Students will explore a variety of media and artistic styles and will continue to develop their art history knowledge. Students may be given more independence in this course, in terms of assignments.

*Supplemental Fee: \$25.00*



Choir Performances during Remembrance Day

## **PHOTOGRAPHY 10** 2 credits

This is a beginner course in digital photography. The course will cover basic principles of image development along with the historical contributions of various innovative photographers and processes. Each student will learn the fundamentals of basic digital camera functions, image composition and basic Photoshop manipulation.

*Supplemental Fee: \$20.00*

## **PHOTOGRAPHY 11** 4 credits

This is an intermediate course in digital photography as well as black and white photography. The course will cover basic principles along with the historical development of the photographic process. Each student will learn the fundamentals of a 35mm camera, as well as film development and print production. Since this is a studio-based course, the student will be engaged in image-making most of the time. Principles of composition as well as studio lighting are some of the other areas covered.

*Supplemental Fee: \$40.00*



Film Students

## **PHOTOGRAPHY 12** 4 credits

This is an advanced course in digital and black and white still photography. The course will cover advanced image composition, conceptual, and personal expression along with complex darkroom procedures. The aim of the course is for the student to produce a portfolio of finished photographs showing a range of technical mastery and a personal statement.

*Supplemental Fee: \$40.00*





Senior Boys Soccer Team

### **MEDIA ARTS 10-12 (YEARBOOK) 4 credits**

This course focuses on creating the school's yearbook. It is the responsibility of the students in this course to find creative solutions towards producing a book that reflects and celebrates the diversity of the students and school community. This course covers basic photography, page design, marketing, journalism and creative writing. In the yearbook journalism class, students are responsible for attending events, games, shows and concerts. The majority of the "gathering" of data, reports, interviews and photos from these events will need to be done outside of class time. In-class time is allocated towards marketing initiatives, creative writing and using InDesign to create and input content into the book itself.

### **ARTISTS FOR KIDS STUDIO ART ACADEMY 12 4 credits**

<http://www3.gordonsmithgallery.ca/Artists4Kids/Programs/AFKstudioartacademy/Pages/default.aspx>

Students in the AFK Academy develop skills and attitudes to broaden their options, encourage their success in post-secondary art studies and open the door to careers in the arts. Through the development of a personal portfolio each year, students gain increasing confidence in their abilities as artists. In-depth exploration of drawing and painting, printmaking and sculpture enable the creation of work for annual year-end exhibitions. Through studio/classroom work, visits to artists' studios and postsecondary institutions, students gain a better understanding of the role and commitment required to be a successful artist. Exposure to a variety of artists each year enrich the studio activities.

Supplemental fees are applicable for NVSD Academies.

## **Media Arts: Film 10**

Film 10 provides opportunities for students to develop and strengthen the knowledge, skills, and attitudes they need in order to respond to and create film and television works. Through collaborative and project-based work, students will gain practical experience in some of the industry areas, such as analyzing film and television, technical and media literacy, creating storyboards, writing screenplays, editing, and production. Students will create scripts, storyboards, the year will culminate in the creation of a short advertisement. Film assignments will be presented at lunch viewings and Carson Graham Film Festival.

\$75.00 for supplemental materials.

## **Film Production 11 - 12**

Film Production 12 is a continuation of Film 11. Through various projects, students will strengthen their ability to evoke meaning in their work, putting a stronger emphasis on story, character development, and plot. Students will explore more deeply the post-production and distribution aspects of film. They will participate in community film projects and will help plan the Carson Graham Film Festival. Students will produce longer original films. Students will have the opportunity to write, act, edit, film, and direct to create the short film. Students will have the opportunity to explore their own interests and passions in project-based work. Students will also explore animation, special effects, and advanced editing procedures, such as color correction and enhancement. Employment and post-secondary options in the film and television industry will be explored.

\$75.00 for supplemental materials.



### **STUDIO ARTS 3D 10 (CERAMICS) 2 credits**

3D Visual Art 10 is a semester, 2 credit course that meets both provincial learning outcomes and IB MYP Arts aims and objectives. Students will learn the basic art vocabulary of elements and principles of art as it applies to ceramics. They will learn the stages of clay and be introduced to clay tools and processes. Hand building techniques of slab, coil and pinch will be employed to create a variety of projects that help the student know and understand the history of ceramics, be introduced to a variety of ceramic artists and galleries, develop their clay skills, have opportunities to explore their creativity and reflect upon their work. They will have an opportunity to try out the wheel and explore techniques with glazed and non-glazed finishes. There may also be some opportunities to experiment with other sculptural materials and mixed media.

*Supplemental Fee: \$20.00*

### **STUDIO ARTS 3D 11 (CERAMICS) 4 credits**

Ceramics 11 introduces the basics of clay hand building techniques, glazing, and throwing on the wheel. Projects assigned include simple slab, coil, pinch constructions, and wheel throwing demonstrations. Ceramics 12 develops the above skills through progressively more challenging projects. A variety of finishing and firing techniques will also be explored. Ceramics 12 will further these skills through projects of the student's choice and provides, if needed, the opportunity for students to develop portfolio presentations and post- secondary applications.

*Supplemental Fee: \$25.00*

### **STUDIO ARTS 3D 12 (CERAMICS) 4 credits**

Ceramics 11 introduces the basics of clay hand building techniques, glazing, and throwing on the wheel. Projects assigned include simple slab, coil, pinch constructions, and wheel throwing demonstrations. Ceramics 12 develops the above skills through progressively more challenging projects. A variety of finishing and firing techniques will also be explored. Ceramics 12 will further these skills through projects of the student's choice and provides, if needed, the opportunity for students to develop portfolio presentations and post- secondary applications. *Supplemental Fee: \$25.00*



Senior Art Class

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## **IB SENIOR VISUAL ARTS CERTIFICATE OPTIONS**

BC Ministry students may apply to study 1-3 courses for certificate. At certain post-secondary institutions students who achieve a final score of 5, 6, or 7 may receive university transfer credit (students must research the transfer credit policy of their university-of-choice).

### **GROUP 6: THE ARTS**

**VISUAL ARTS** (4 credits per year. Grades 11 & 12. Standard Level and Higher Level options)

The impulse to make art is common to all people. From earliest times, human beings have displayed a fundamental need to create and communicate personal and cultural meaning through art. The process involved in the study and production of visual arts is central to developing capable, inquiring and knowledgeable young people, and encourages students to locate their ideas within international contexts. Engagement in the arts promotes a sense of identity and makes a unique contribution to the lifelong learning of each student. Study of visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world (IBO).

IB Visual Arts 11 and 12 is a two-year course where the students work with a variety of materials and concepts, exploring their own art making practice and developing an understanding of other art forms and artists. Emphasis will be on expanding student understanding of communication in the arts, developing a body of work that is personally meaningful and understanding how art production reflects both their own and others' worlds, ideas and experiences. A sketchbook is mandatory for recording ideas, process work, art criticism, visual explorations, as well as the further development of technical skills. Field trips to galleries and/or artists' studios are a part of the curriculum.



# Drama Courses

## DRAMA

### DRAMA 8 (Arts Rotation)

The duration of Theatre Company (Drama) 8 is one school term. This course is part of the grade 8 rotation for electives and includes a

basic introduction to drama and theatre arts. Emphasis will be placed on recognizing the value of one's own ideas and the importance of working together. This is an experiential course, so punctuality and participation are fundamental parts of success. Beginning performance skills will be developed through trust activities, theatre games, and improvisation. Non-verbal communication through movement, script creation, and storytelling are the topics for the larger drama units. Students can expect to gain self-confidence by sharing their voices and thoughts in a safe, caring and fun environment.

### DRAMA 9 (Semester)

This course is one semester in duration. In this active elective course, you will explore the role of the actor and develop greater confidence in your performance skills. This course is an



Senior Drama

extension of the concepts introduced in Theatre Company (Drama) 8 and is experiential in nature, so punctuality and participation are important for success. Unit topics include improvisation, character development, speeches, masks, story structure, and storytelling. Students will have the opportunity to write, perform, and direct their own work for the class. Opportunities for public performance will be explored toward the end of the semester. Extracurricular hours will be required for evening public performances.

### DRAMA 10 (Semester)

This course is a one semester comprehensive theatre class. It will focus on the individual actor's development of voice and body for communication and self-expression. The actor will practice techniques in stage presence, listening, focus, character building and script analysis. There is an expectation for public performance at the grade 10 level and opportunities for both lunchtime and evening performances will be explored. Extracurricular hours may be required for additional rehearsal or performances. Units of study for Theatre Company 10 are improvisation, scene study, character study, social justice, scriptwriting and directing.

## **DRAMA 11** 4 credits

Drama 11 is a yearlong class of theatre performance skills which build on work from Drama 9, 10, and includes an introduction to theatre technology. This course focuses on the development of acting skills through audition, scene study, and production methods. Students will be expected to participate in public performances in a variety of acting or technical roles. Performance opportunities range from lunchtime shows, school ceremonies, visiting feeder schools, 'busking' or guerilla theatre, festival entries, to multi-show runs in the evenings. Students should expect to engage in script study, playwriting, line memorization and some extracurricular hours to rehearse, build, and perform shows as we approach performance dates.

## **DRAMA 12** 4 credits

Drama 12 is a yearlong continuation class of theatre performance skills which build on work from Drama 9, 10, and 11. This course focuses on the development of acting skills through audition, scene study, and production methods. Students will be expected to participate in public performances in a variety of acting or technical roles. Performance opportunities range from lunchtime shows, school ceremonies, visiting feeder schools, 'busking' or guerilla theatre, festival entries, to multi-show runs in the evenings. Students should expect to engage in script study, playwriting, line memorization and some extracurricular hours to rehearse, build, and perform shows as we approach performance dates.

## **THEATRE COMPANY 10-12 (IMPROVISATION)** 4 credits

This course specializes in improvised theatre techniques. It occurs outside the timetable on Tuesdays from 3-5pm. Students will focus on three areas in order to gain a wide variety of skills: short form improvisation, long form improvisation and the five events of the Canadian Improv Games. Each term, there will be a public performance in the Carson theatre and parents, friends and family are invited to watch.



Persian New Year Celebration



# Design Courses

## COMPUTER STUDIES

### **DESIGN YEAR 3: DIGITAL LITERACY Included in grade 8 Technology Rotation**

This course (INT8) develops practical computer skills and teaches software use while applying elements of the Design Cycle, which is at the heart of the Technology component for the Middle Years Programme. Students will approach software-specific design challenges by investigating a design problem, designing an appropriate solution to that problem, planning an effective method to put their solution into practice, creating their solution based upon their plan and evaluating their solution to ensure it has appropriately addressed the design problem. True to the creative process, students will be encouraged to evaluate their work at all stages and to accept design failure as a necessary step to achieve a successful design solution. Projects throughout the course will be supported by teacher-lead demonstrations, sequentially more complex assignments and student experimentation, and will focus on Microsoft Word, PowerPoint, and basic elements of Adobe Photoshop.

### **DESIGN YEAR 4: INFORMATION AND COMMUNICATION TECHNOLOGY**

Information Technology 9 (INT9) is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. Information Technology 9 builds on the practical

computer skills introduced in INT8. A deeper appreciation of the Design Cycle allows students to apply the approach to more complex software-specific design challenges. As in INT8, students will be encouraged to evaluate their work at all stages and to accept design failure as a necessary step to achieve a successful design solution. Projects throughout the course will be supported by teacher-lead demonstrations, sequentially more complex assignments and student experimentation, and will focus on the same basic applications of Adobe Photoshop, Adobe Illustrator, Adobe Flash, GarageBand and iMovie.

### **DESIGN YEAR 5: INFO TECH ADST- COMPUTER STUDIES 2 credits**

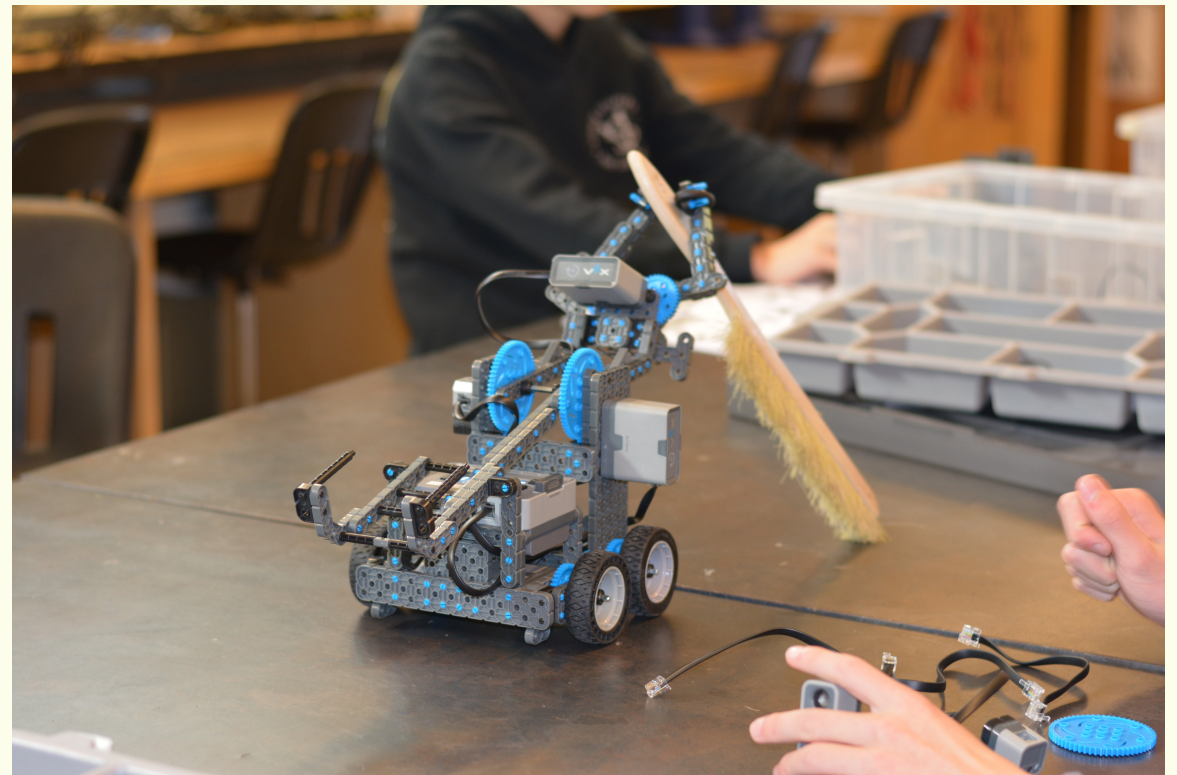
Information Technology 10 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. Information Technology 10 builds on the practical computer skills introduced in INT 8 and INT 9. A deepening understanding of The Design Cycle allows students to further develop as inquirers. As in INT 8 and INT 9, they will be given the opportunity to reflect upon their role as learners. During the course, students enhance their repertoire of technology options essential to our modern world.

## **COMPUTER PROGRAMMING 11** 4 credits

This course involves programming as well as digital multimedia. Students will use programs like Visual Basic, C++, Java and Macromedia Flash to create advanced executable programs, arcade games, robotics, websites and multimedia presentations. Students will learn the basics in Photoshop, cartooning using Flash, and three dimensional animations using a program called Blender.

## **COMPUTER PROGRAMMING 12** 4 credits

This course is designed for those students who wish to continue their studies and expand on their knowledge from Computer Programming 11. This course typically runs simultaneously with Computer Programming 11. Students may continue to work with programs from Computer Programming 11 or be given a chance to explore programs they did not have an opportunity to learn. Students will also be given opportunities to present ideas and lessons on computer technology to the class.



Senior Engineering Students

## **HOME ECONOMICS**

### **DESIGN YEAR 3- TEXTILES 8 (HOME ECONOMICS 8)** Included in Grade 8 Technology Rotation

The aim of Home Economics 8 is to provide students with experience in the area of Textiles. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creative processes. These will include the following: sewing basics and the creation of a simple textile item. In this course, students will be introduced to the IB Design Cycle (Investigate, Plan, Create, and Evaluate). Students will begin to develop the knowledge, skills, and curiosity in order to address design challenges concerning project creation. All students begin to work through the Design Cycle and document their work in their Design Folder.



## DESIGN YEAR 4- TEXTILES 9

Textile Arts 9 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Textile Arts 9 is to build on the concepts introduced in Home Economics 8. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creative processes. These will include several of the following: sewing basics, use of commercial patterns, sewing instruction techniques, and textile art projects. In this course students will continue to utilize the Design Cycle and Design Folders to address design challenges. Designs will allow student to explore concepts, ideas, and issues that have both a local and global significance.

*Supplemental Fee: \$15.00.*

## DESIGN YEAR 5- TEXTILES 10 *2 credits*

Textiles 10 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Textile Arts 10 is to build on the concepts introduced in Textiles 9. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creative processes. These will include several of the following: sewing basics, use of commercial patterns, sewing instruction techniques, and textile art projects. Students will plan and choose the projects they want to create.

In this course, students will continue to utilize the IB Technology Design Cycle and their Design Folders in order to address design challenges in Textile Arts. These designs will allow students to explore concepts ideas and issues that have both a local and global significance.

*Note: students are responsible for purchasing all fabric, notions, patterns, wool, needles, and other supplies required for major projects.*

*Supplemental fee: \$15.00*



Students weaving





Senior Textile students

## **TEXTILES 11** 4 credits

This course is designed for senior students who have taken Textile 9, 10 or Textile Arts Fashion Sewing for Beginners 11. Using the creative process, students will continue to advance their skills in completing a variety of clothing basics while exploring the properties and care of various natural and manufactured fibers. Students will explore the influence of fashion and textile choices, including socio-economics, media influences and global and environmental considerations. Students will have the opportunity to plan and choose their own projects.

*Note: Students are responsible for purchasing all fabric, notions, patterns, wool, needles, and other supplies required for major projects.*

*Supplemental Fee: \$30.00*

## **TEXTILES 12** 4 credits

This course is designed for senior students who have taken Textiles. In this course students will be adding difficult fabrics and advanced sewing skills to their repertoire of abilities. They will learn to apply the principles of design to plan a wardrobe that reflects their personality. Students will be planning and choosing their own projects. Career opportunities will also be explored.

*Note: Students are responsible for purchasing all fabric, notions, patterns, wool, needles, and other supplies required for major projects.*

*Supplemental Fee: \$30.00*



Senior Band Performance



## DESIGN YEAR 4- FOOD STUDIES 9

Foods And Nutrition 9 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Foods and Nutrition 9 is to introduce concepts in the area of foods and nutrition. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creativity. These will include several of the following: kitchen safety and sanitation, kitchen basics, role of common ingredients in food preparation, use of appropriate cooking techniques to produce healthy dishes, nutrition and other contributing factors to health, use of Canada's Food Guide to healthy Eating to plan and create simple nutritious food, identification and explanation of nutrient functions, identification and comparisons of ingredients and the nutritional value in commercial food products, factors that influence personal food choices. In this course, students will continue to utilize the IB Technology Design Cycle and their Design Folders in order to address design challenges concerning recipe creation in Foods and Nutrition. These designs will allow students to explore concepts ideas and issues that have both a local and global significance.

*Supplemental Fee: \$25 .00*

## DESIGN YEAR 5- ADST FOOD STUDIES 10 2 credits

Food Studies 10 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Food Studies 10 is to build on the concepts introduced in Foods and Nutrition 9. The course explores multiple units of work and will



Food Studies Class

cover a wide variety of skills, knowledge, and creativity. These will include several of the following: kitchen safety and sanitation, kitchen basics, role of common ingredients in food preparation, use of appropriate cooking techniques to produce healthy dishes, nutrition and other contributing factors to health, use of Canada's Food Guide to Healthy Eating to plan and create simple nutritious food, identification and explanation of nutrient functions, identification and comparisons of ingredients, the nutritional value in commercial food products and factors that influence personal food choices. In this course, students will continue to utilize the IB Technology Design Cycle and their Design Folders in order to address design challenges concerning recipe creation and planning labs. These designs will allow students to explore concepts ideas and issues that have both a local and global significance.

*Supplemental fee: \$25.00*

## **FOOD STUDIES 11** 4 credits

In Food Studies 11, students will have meal and recipe design opportunities using components of recipe development and modification, including ingredients, functions, proportions, temperatures, and preparation methods. Students will also study issues involved with food security, including causes and impacts of food recalls, and factors involved in the creation of international, regional, and First Peoples food guides. The ethics of cultural appropriation, food labelling roles and responsibilities of Canadian government agencies and food companies, as well as food promotion and marketing strategies roles and responsibilities of Canadian government agencies and food companies are also included in the course.

*Supplemental Fee: \$50.00*



Senior Drama Production of Fake News



Senior Drama Production of Fake News

## **FOOD STUDIES 12** 4 credits

In Food Studies 12, students will experience complex meal and recipe design opportunities, components of multi-course meal development and preparation, and food justice in the local and global community. Other topics in the course include legislation, regulations, and agencies that influence food safety and food production, factors involved in regional and/or national food policies, perspectives in indigenous food sovereignty, ethics of cultural appropriation, and nutrition and health claims and how they change over time. Also included are the nature and development of food philosophies by individuals and groups, future career options in food service and production, and interpersonal and consultation skills.

*Supplemental Fee: \$50.00*



## WOOD AND ENGINEERING

### DESIGN YEAR 3- WOODWORK 8

Included in grade 8  
Technology Rotation

The Design and Wood Technology 8 course is an investigation into the multiple fields of technical education. Students will be introduced to common technical skills such as hand and machines tools use and attitudes towards working safely. Through use of the IB Design Cycle, students will learn in a hands-on, practical setting. The intention of Design and Technology 8 is for students to use their newly acquired skills to investigate technical problems, brainstorm possible solutions and build solutions to those identified needs. Students will be using a variety of procedures to work with wood, plastic and metal in this introductory course. *Supplemental Fee: \$10.00*



Woodwork Class

### DESIGN YEAR 4- WOODWORK 9

Design and Wood Technology 9 is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Design and Technology 9 is to build on the concepts introduced in Design and Technology 8. The incorporation of designing as a central activity is a feature of Design & Technology that separates it from the traditional concept of the other applied skills courses. The emphasis, in Design & Technology 9 will be on developing transferable skills and investigating design problems within the context of real world applications. Through the integration of subjects such as Mathematics, Science and Art and by developing methods of documenting and presenting ideas [eg. following the design cycle and recording the processes of investigation, research, design, creation and evaluation in the IB design folder] students will exercise the many technical skills they have in a practical hands-on setting. A major outcome of Design and Technology 9 is "Technological Literacy"- knowledge of terms, concepts, principles, materials, and processes of technology. Design and Technology 9 will integrate the school curriculum and school resources in student - centered, open - ended, problem - solving activities. Above all, Design and Technology 9 will begin the task of helping students acquire the skill set they will need to help adjust successfully to rapid technological developments that will characterize their world.

*Supplemental Fee: \$40.00*

## **DESIGN YEAR 5- ADST WOODWORK 10** 2 credits

Design and Wood Technology 10 is a 2 credit semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. The aim of Design and Technology 10 is to build on the concepts introduced in Design and Technology 8 and Design & Technology 9. The incorporation of designing as a central activity is a feature of Design and Technology 10 that separates it from the traditional concept of the others. Through an inquiry based approach and critical thinking, students in this course will analyze design problems and creatively resolve real life design challenges.

This course will develop attributes of the learner profile which facilitate open creative thinking and reflectivity.

*Supplemental Fee: \$40.00*

## **WOODWORK 11** 4 credits

Woodwork 11 is intended to further develop skills learned in Design and Technology 9 and 10. Students will design and complete their own project, they will be introduced to various methods of joinery. Topics covered will include: safe shop and tool usage, tool identification, wood theory, measurement, and project design. This course builds the necessary skills for entry into Carpentry and Joinery 12: Furniture Construction.

*Supplemental Fee: \$60.00*

## **WOODWORK 12** 4 credits

Woodwork 12 is intended to further develop skills learned in Woodwork 11: Furniture. Students will be encouraged to design their own project involving various methods of joinery. Topics covered will include: safe shop and tool usage, tool identification, wood theory, measurement, project design, and future career options.

*Supplemental Fee: \$60.00*



Community Initiative Sleep Out





Halloween Pumpkin Contest

## **ADST 9 - General Explorations (Modules) - Engineering Year 4**

This is a semester course that meets both provincial learning outcomes and IB MYP Technology aims and objectives. This course encourages students to develop design skills and technical skills through an applied science and engineering perspective. Students will use the design cycle to investigate an engineering problem, plan a solution to the problem, create and use an evaluation of the students' design. To overcome these engineering challenges, students will work collaboratively to overcome their assigned task.

This course will also give students the opportunity to learn a variety of technical skills such as drafting and design, fabrication using various material and technical processes to create a multitude of various projects. Through direct instruction, student based inquiry and hands on project based learning, students will engage in solving various technical solutions to technical challenges.

*Supplemental Fee: \$45.00*

## **TECHNOLOGY EXPLORATIONS 10 - Engineering Year 5 - 2 credits**

This is a semester course that meets both provincial learning outcomes and IB MYP Technology and objectives. This course builds upon the design and problem solving skills developed in Electronics and Robotics 9. Further study into the cycle of design and how it can be used to problem solve from an engineering perspective will be the concentrated focus of this course. To overcome these engineering challenges, students will work collaboratively to overcome their assigned task. This course will also give students further opportunities to build upon knowledge of technical skills such as drafting and design, fabrication using various materials and technical processes to create a multitude of various projects. Through direct instruction, student based inquiry and hands on project based learning, students will engage in solving various technical solutions to technical challenges.



## **ENGINEERING 11** *4 credits*

The Engineering 11 course develops upon skills, attitudes and theories developed in earlier grades. Engineering 11 is an applied theory class where students are presented with a design problem and asked to develop a solution using scientific and engineering principles. Students will need to be able to demonstrate teamwork and initiative in this collaborative class. Students will use the design cycle to develop their projects. Student's projects may include robotics, super mileage vehicle design, fabrication and testing, as well as smaller design projects. Course fees will go toward enhancing the student's educational experience beyond the normal core course curriculum.

*Supplemental Fee \$50.00*



Student in the Marker Lab



Engineering Competition

## **ENGINEERING 12** *4 credits*

The Engineering 12 course builds upon skills, attitudes and theories developed in earlier grades. Engineering 12 is an applied theory class where students are presented with a design problem and asked to develop a solution using scientific and engineering principles. Students will need to be able to demonstrate teamwork and initiative in this collaborative class. Students will use the design cycle to develop their projects. Student's projects may include solar power vehicles, ROV (underwater robot design), fabrication and testing as well as smaller design projects. Course fees will go toward enhancing the student's educational experience beyond the normal core course curriculum.

*Supplemental Fee \$50.00*



## **DRAFTING and DESIGN (ARCHITECTURE) 11/12** 4 credits

Students develop skills in 2D and 3D digital drawing (CAD) for the purpose of architectural design, product design, and mechanical design. This course investigates the role and impact of architectural form, space, and structure in local and global settings. Also explored are skills in digital animation and game environment design. Designs are transferred to real world projects through scaled modelling, portfolio making, CNC machining, and 3D printing.

*Supplemental Fee: \$30.00*

## **BUSINESS EDUCATION**



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## **MARKETING 11** 4 credits

This course has been designed to give students a practical introduction to Marketing for both consumers and potential business entrepreneurs. Students will gain an understanding of strategic marketing, the 4P's of marketing: product, pricing, promotion, and place and the 3C's of marketing: competition, company, and consumer. Attention will be given to the economic, competitive, political, and legal forces that affect marketing. This course provides an excellent opportunity for all students to gain an understanding of marketing.

## **Economics 12** 4 credits

This course will focus on developing understandings of economic thought before Adam Smith, including the classical theories of value, growth and distribution. Students will have the opportunity to learn about classical economic thought on money, banking and economic policy. Marxist economics and neoclassical economics including the role of the markets, Keynesian theory of money, investment and cycles, neoclassical synthesis will be covered. Contemporary economic thought and behavioral economics will also be examined. Economics 12 is a Grade 12 academic Business course and does not satisfy the Social Studies graduation requirement.