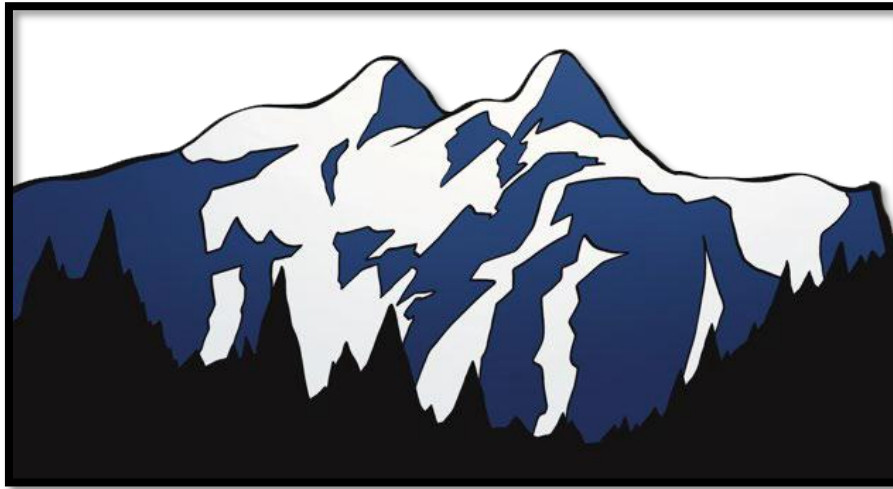


# HANDSWORTH SECONDARY SCHOOL



## COURSE PROGRAMMING GUIDE

Artwork  
Anna Stirban  
Class of 2027



## **2026-2027 Course Planning Guide**

### **École Secondaire Handsworth Secondary School**

1033 Handsworth Road, North Vancouver,  
B.C., V7R 2A7 Telephone: 604-903-3600

<https://www.sd44.ca/school/handsworth/>

## MISSION STATEMENT

*The Handsworth community develops empowered, innovative, and compassionate learners who serve and lead with curiosity and integrity.*

## SCHOOL VALUE STATEMENTS

*As a Community, Handsworth is committed to the following values:*

*We are INCLUSIVE.*

*We are RESILIENT.*

*We BELONG.*

Handsworth Secondary would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, upon whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory.



# TABLE OF CONTENTS



<a href="#"><u>Introduction</u></a> .....	5
<a href="#"><u>Programming Information</u></a> .....	6
<a href="#"><u>Indigenous Focused Grad Requirement Update</u></a> .....	7
<a href="#"><u>Message from Student Council</u></a> .....	8
<a href="#"><u>Grade 8 Overview</u></a> .....	9
<a href="#"><u>Grade 8 Required Courses</u></a> .....	10
<a href="#"><u>Grade 8 Electives</u></a> .....	13
<a href="#"><u>French Immersion Program</u></a> .....	18
<a href="#"><u>Performing Arts: Dance</u></a> .....	25
<a href="#"><u>Performing Arts: Drama</u></a> .....	31
<a href="#"><u>Media Arts</u></a> .....	39
<a href="#"><u>Computer Science</u></a> .....	41
<a href="#"><u>Performing Arts: Music</u></a> .....	49
<a href="#"><u>Visual Arts</u></a> .....	56
<a href="#"><u>English Language Arts</u></a> .....	65
<a href="#"><u>Modern Languages</u></a> .....	71
<a href="#"><u>Business Education</u></a> .....	75
<a href="#"><u>Career Education</u></a> .....	80
<a href="#"><u>Leadership</u></a> .....	83
<a href="#"><u>Mathematics</u></a> .....	84
<a href="#"><u>Physical &amp; Health Education</u></a> .....	90
<a href="#"><u>Science</u></a> .....	95
<a href="#"><u>Social Studies</u></a> .....	101
<a href="#"><u>English Language Learners</u></a> .....	107
<a href="#"><u>Applied Skills</u></a> .....	109
<a href="#"><u>Learning Services Support Programs</u></a> .....	117
<a href="#"><u>Advanced Placement</u></a> .....	118
<a href="#"><u>Advance Placement Self-Study Exams</u></a> .....	124
<a href="#"><u>North Vancouver Online School</u></a> .....	125
<a href="#"><u>Academies</u></a> .....	127

**ALL completed & signed course request sheets must be handed into the  
Main Office by Monday, February 23rd, 2026**



January 2026

Dear Students,

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

As you design your year, you are encouraged to:

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

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

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

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

We are excited to work with you to fulfill educational aspirations!

The Handsworth Administrative Team



# WELCOME TO HANDSWORTH SECONDARY



School Website: <https://www.sd44.ca/school/handsworth/>

## 2026-2027 GRADE COUNSELLORS & GRADE ADMINISTRATORS:

<u>Grade</u>	<u>Counsellor</u>	<u>Email</u>
Grade 8	R. Renwick & J. Aw-Yong	<a href="mailto:renwick@sd44.ca">renwick@sd44.ca</a> & <a href="mailto:jawyong@sd44.ca">jawyong@sd44.ca</a>
Grade 9	B. Pather & D. Cadman	<a href="mailto:bpath@sd44.ca">bpath@sd44.ca</a> & <a href="mailto:dcadman@sd44.ca">dcadman@sd44.ca</a>
Grade 10	C. Higgins & J. Aw-Yong	<a href="mailto:chiggins@sd44.ca">chiggins@sd44.ca</a> & <a href="mailto:jawyong@sd44.ca">jawyong@sd44.ca</a>
Grade 11	J. Clay & J. D. Cadman	<a href="mailto:jclay@sd44.ca">jclay@sd44.ca</a> & <a href="mailto:dcadman@sd44.ca">dcadman@sd44.ca</a>
Grade 12	D. Craik & C. Hungle	<a href="mailto:dcraik@sd44.ca">dcraik@sd44.ca</a> & <a href="mailto:chungle@sd44.ca">chungle@sd44.ca</a>

**COURSE PROGRAMMING** - Students should check post-secondary institute entrance requirements and program specific requirements in advance of making their course requests. For detailed information about programming visit [Handsworth Course Programming Page](#)

## PARENT PROGRAMMING PRESENTATIONS:

**Wednesday, February 4th, 2026** (Parents/Guardians Only)

- Current grade 8s, entering Grade 9: 5:30pm – 6:30pm in Theatre
- Current Grade 9s, entering Grade 10: 5:30pm – 6:30pm in Grand Commons
- Current Grade 10s, entering Grade 11: 7:00pm – 8:00pm in Grand Commons
- Current grade 11s, entering Grade 12: 7:00pm – 8:00pm in Theatre

**Thursday, February 5th, 2026** (Parents/Guardians Only)

- Current Grade 7s, entering Grade: Optional Tour: 5:15pm
- Presentation @ 6:00pm In the Theatre

**Enhanced Programs Night: Wednesday, January 14th, 2026 6:30pm @ Carson Graham Secondary**

Visit the North Vancouver School District Website for More Info  
Or contact [academies@sd44.ca](mailto:academies@sd44.ca)

## STUDENT PROGRAMMING PRESENTATIONS:

**February 2<sup>nd</sup> – 5<sup>th</sup>**

Mandatory Grade Assemblies for current Grade 8s-11s  
Tutorial Times (8:30am) In Theatre

## Counsellor Class Follow-Up Visits:

**February 9<sup>th</sup> – 12<sup>th</sup>**

Counsellor visits to classes for student course programming. During these sessions, students will learn about curricular requirements at each grade level and courses offered to meet those requirements.

## Course Request Entry:

**February 6<sup>th</sup> – 20<sup>th</sup>** (at home) All grade 8 -11 students will complete course request entries at

home using the MyEd Student Portal between. **Completed & signed course request sheets are to be handed into the Main Office by Monday, February 23rd, 2026.**

**February 23 – 25<sup>th</sup>** (at school)

Students can get support with course request entry in school if needed. They will be called down if they were not able to complete at home. **Completed & signed course request sheets are to be handed into the Main Office by Monday, February 23rd, 2026.**



## Updated Indigenous-focused Graduation Requirement (Effective 2023/2024)

As part of the Province of British Columbia's commitments to Truth, Reconciliation, and Anti-Racism, the Ministry of Education and Child Care has updated the BC Graduation Program requirements. Moving forward, the Ministry is implementing an Indigenous- focused graduation requirement for all students in British Columbia.

The change requires that all students complete at least one 4-credit course with an Indigenous focus prior to graduation. It does not change the number of credits required for graduation which remains at 80.

To ensure that Handsworth's current grade 10 and 11 students will meet the new graduation requirement, Handsworth will be running Social Studies and English courses next year that each meet this requirement. The three course options being offered at Handsworth next year are:

- English First Peoples: Literary Studies & Writing 11
- English First Peoples 12
- BC First Peoples 12

BC First Peoples 12 has been a staple at Handsworth for many years, and current grade 11 students who are already enrolled in this course for this school year will have their graduation requirement satisfied.

Current grade 11 students who are not taking BC First Peoples 12 during their grade 11 year will need to either select English First Peoples 12 or BC First Peoples 12 on their course request form for their grade 12 year.

For current grade 10 students, they may elect to satisfy their requirement in grade 11 with English First Peoples 11 or BC First Peoples 12 or complete it the following year in grade 12 with either English First Peoples 12, or BC First Peoples 12.



## A Message from Student Council

**Dear Handsworth Royals,**

Course selection can seem like a scary time. You're stuck between deciding to explore different paths or sticking to the one you're on. As your Student Council Presidents, we want to share some of the things we learned through high school as we prepare to go out into the world and as you prepare to continue your high school journey.

High school is a time of discovery and growth. Every year, you face new challenges that push you to become a better version of yourself. There is no right path, and that's why high school can seem so daunting; your future is uncertain, and there is pressure to make the perfect choice. Well, we are here to tell you that that choice doesn't exist.

Each of us took a different path in high school. Some of us enjoy art and dance while others are exhilarated by the idea of putting on a play. Some of us want to pursue science and others are more interested in humanities. What unites us as presidents is precisely that: our different strengths fused with our common goal of improving the school. Through Student Council, we have made deep connections with peers and staff alike. Whether it's through our cultural celebrations, or our universal ones, we are always focused on inclusivity, diversity, and unity. But as a council, it's also our responsibility to tackle challenges that students face, and it's truly through these difficulties that we grow as people, and as a community.

It took us a long time to get to where we are, but it was a journey we wouldn't trade for anything. We found that no matter what mistakes we thought we made, no matter what decisions we thought were the wrong ones, we still survived and became better because of it. Growth and change are different for everyone. It could be joining a club, trying something you've never done before, playing on a team, picking up a new skill or even creating a space for yourself and others. The important thing is to trust yourself. Don't be afraid of who you are, don't be afraid to explore everything this school has to offer, and don't be afraid of uncertainty. Choose to evolve from it and see the future as something to be seized. There is meaning in everything you do, and these memories will be ones you look back on fondly.

As graduating students, we want you to remember that high school is a time for exploring your identity, navigating challenges, celebrating successes, and following passions. So, as you continue on your high school journey, don't forget to enjoy the moments with your friends, the connections with your teachers, and the excitement of all the things to come. Your future is yours to seize.

We wish you the best on your journey.

Sogol Kazimi, Hy Pollock, and Charlie Lernout, your 2025-2026 Student Council Presidents.



## Grade 8 Course Information

Handsworth Secondary offers both an English language and French Immersion programs. Student course selections are determined by which program a student is participating in.

All Grade 8s in the English Program and the French Immersion Program are required to take the following courses:

Grade 8 English Program	Grade 8 French Immersion Program
Humanities 8: English	English Language Arts 8
Humanities 8: Social Studies	Sciences humaines 8
French 8	FrançaisLangue 8
Science 8	Sciences naturelles 8
Mathematics 8	Mathematics 8
Physical & Health Education 8	Éducation physique 8
<i>And two of the following electives:</i>	<i>And two of the following electives:</i>
<b>Explorer Rotation A:</b> Drama / Industrial Education / Sustainability Textiles	<b>Explorer Rotation A:</b> Drama / Industrial Education / Sustainability Textiles
<b>Explorer Rotation B:</b> Visual Arts / Dance, Music & Movement / Tech Education & Business	<b>Explorer Rotation B:</b> Visual Arts / Dance, Music & Movement / Tech Education & Business
Concert Band 8	Concert Band 8
Strings 8	Strings 8
Choir 8 (optional - can be taken as a 9th course)	Choir 8 (optional - can be taken as a 9th course)



## Grade 8 Required Courses

### ***Humanities 8 (English program)***

Humanities 8 is an integrated approach to studying English and Social Studies. The course includes complete coverage of both the English Language Arts 8 and Social Studies 8 curricula while emphasizing common elements between the two based on human patterns and themes. Major units include the study of geography, history, and culture as well as those involving the acquisition of language arts skills through the practice of written and oral communication and the study of literature - including novels, short stories, myths, and poetry.

### ***English Language Arts 8 (French Immersion Program)***

English Language Arts 8 provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about ideas. Major units involve the acquisition of language arts skills through the practice of written and oral communication and the study of literature - including novels, short stories, myths, and poetry.

### ***French 8***

French 8 is an exciting introductory course for Core French students. It focuses on the exploration of basic French, Francophone culture, and communication skills development. Students will have access to many different resources including the *Discovering French Nouveau Bleu* textbook, online resources and other texts.

### ***Sciences Humaines 8 (French Immersion program)***

This course focuses on how ideas and stories of different societies have shaped cultures and landscapes throughout the world. Projects aiming to link the past with the present allow students to identify historical patterns in their everyday world. We cover units based in Western Europe, the Middle East, Asia and the Americas between 600 and 1750. The curriculum is developed around the following big ideas: contacts between the New and Old World, exploration, and demographic and environmental changes. Strong emphasis

is placed in the first half of the year on improving reading comprehension, enriching one's vocabulary, and on developing note-taking skills.

### ***Français Langue 8 (French Immersion program)***

This course is taught entirely in French as part of the Immersion Program. Through a variety of communicative strategies and resources, the students develop all four language skills: writing, speaking, reading, and listening. The writing aspect includes a variety of texts such as expressive, narrative, informational, and argumentative texts, and presentations. Emphasis is on grammar and vocabulary enrichment. The literature component is taught partly in relation to the Social Studies curriculum and explores various cultural backgrounds through the study of indigenous peoples, novels, legends, and short stories or plays. The students will also gain confidence by participating in meaningful interactive activities, such as role plays, in-class discussions, and audio recordings in collaboration with the Francophone community.

### ***Science 8***

Science 8 is an introduction to four disciplines: Biology, Chemistry, Physics, and Earth Science. Students learn proper laboratory procedures and equipment use and develop observation and analysis skills in this lab-oriented course. Topics covered include Processes of Science, Kinetic Molecular Theory, Atomic Theory, Plate Tectonics, Waves and Optics, Cells and Immune System. Science 8 assesses the six curricular competencies that are the foundational skills of all Science courses.

### ***Mathematics 8***

Topics include perfect squares and cubes, square and cube roots, percents, financial literacy, proportional reasoning, operations with fractions, discrete linear relations and expressions, two-step equations, 3-D Object Geometry (Nets, surface area, volume), Pythagorean Theorem, central tendency, and theoretical probabilities.

A scientific calculator is recommended but not necessary as there is an emphasis placed on developing number skills with fractions and decimals.

### ***Sciences Naturelles 8 (French Immersion program)***

Science 8 is an introduction to four disciplines: Biology, Chemistry, Physics, and Earth Science. Students learn proper laboratory procedures and equipment use and develop observation and analysis skills in this lab-oriented course. Topics covered include Processes of Science, Kinetic Molecular Theory, Atomic Theory, Plate Tectonics, Waves and Optics, Cells and Immune System.

### ***Physical and Health Education 8***

Physical and Health Education 8 is designed to develop the student's holistic understanding of health and well-being. Students in PHE 8 will participate in different types of physical activities, sports and games. This activity-based play allows students to develop knowledge, skills and the mindset to remain physically active and healthy over their lifetimes. In addition, there is an added focus on the non-physical aspects of social and mental well-being, individuality, and overall health.

### ***Éducation physique et santé 8***

Éducation physique et santé 8 is taught in French and designed to develop the student's holistic understanding of health and well-being. Students will participate in different types of physical activities, sports and games. This activity-based play allows students to develop knowledge, skills and the mindset to remain physically active and healthy over their lifetimes. Students also explore other aspects of social and mental well-being, such as healthy decision-making, self-esteem, relationships, and nutrition.



## Grade 8 Elective Course Options

Students are provided the opportunity to explore various areas of study at the Grade 8 level. The goal is to expose students to a wide variety of learning opportunities and experiences. Students will be able to take both the Explorer Rotations A and B (a sampler of 3 courses in each rotation). If students are selecting Band 8 or Strings 8 as an elective they will choose only one of Rotation A **OR** B.

### *Grade 8 Explorer Rotation A*

Explorer Rotation A
Industrial Education
Sustainability & Textiles
Drama

#### ***Industrial Education 8 Woodwork and Robotics***

**Robotics:** Robots are used every day to make our lives easier. For example, robots can be used to wash our clothes, vacuuming our homes, and manufacture many of the goods we enjoy. Robots can even help us explore and chart the unknown! This exciting hands-on based course seeks to answer the question “what is a robot”. We will explore how artificial intelligence (AI) is used today and the ethics surrounding its use. The students will have the opportunity to build a user-controlled robot and may even be introduced to electronics! **Woodwork:** Woodwork 8 examines the historical and current contexts of woodworking. Students will develop the skills to identify characteristics, and properties of a variety of woods, both manufactured and natural, and explore elements of plans and drawings, woodworking techniques, and options for reuse of wood and wood products.

### ***Sustainability & Textiles 8***

In Sustainability & Textiles 8, students may explore a range of topics relating to textiles and/or foods, including: fast fashion, upcycling, hand sewing, handicrafts, food and textile waste, food systems, and carbon footprints. Students will engage in a variety of hands-on activities as well as consider environmental impacts of these industries on local and global communities. Topics and projects may vary based on teacher, class interest, and availability of supplies.

### ***Drama 8***

In Drama, students will participate in drama games, scene work, and dance/movement routines. In a supportive and respectful environment, students perform a wide variety of characters in front of peers in order to build their confidence and public speaking skills. The core focus of this course is engaging as a collaborative ensemble and supportive audience.

### **Grade 8 Explorer Rotation B**

Explorer Rotation B
Visual Arts
Dance, Music & Movement
Technology & Business

### ***Visual Arts 8***

In Art, students develop their creative skills through drawing, painting, printmaking, sculpting and design projects. Many materials are provided such as quality drawing papers and pencils, graphic pens, tempera paints, and prismacolor pencils. Students are guided to see the world from an artistic point of view and enhance their perception. They will draw from observation and are encouraged to create original designs and to use their imagination. Students are also exposed to the many career paths in today's art world.

*\$20.00 is charged for supplementary art materials.*

### ***Technology & Business 8***

Technology & Business 8 fuses the worlds of computational thinking with entrepreneurship and marketing by investigating modern day practices in and around our lives. Besides introducing students to the world of business and computer science, the aim of the course is to provide students with a solid foundation of the technology found in schools and the workplace to that ensure that students are prepared for life in the digital age.

Through the lens of business, students will examine characteristics of entrepreneurial activity, recognition of a market need and identification of target market, development of a product or service, including its features and benefits, forms of advertising and marketing that can influence a potential customer or buyer, differences between consumer wants and needs, and the role of money management in financing an idea or developing a product. From the realm of computer science, students will be introduced to coding through the programming language Snap!—a visual, block based, drop-and-drag, web browser (JavaScript) programming language used in the TEALS curriculum. This project-based learning environment will teach kids coding essentials while creating assorted puzzles, animation and game projects.

### ***Dance, Music and Movement 8***

This fun class provides students with an introduction to the Handsworth Dance Program. Classes focus on hip hop, group movement, stretching, warm up games, community building, body percussion, musical theatre and analysis of professional dancers. Students will increase their sense of rhythm, musical timing, flexibility and coordination. Students will consider what makes an engaging performance. Welcome to the community of Handsworth Dance!

---

### ***Junior Blue Concert Band 8***

This class is intended for Grade 8 students from the elementary band program as well as those who have previous experience on another instrument (such as piano, classical guitar, strings, etc.), but are beginners to

the Band Program. In addition to scheduled large group classes, the group occasionally meets throughout the semester in specialty sectionals. Students self-organize and rehearse in small groups ("chamber ensemble"). Extra-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided at the beginning of the course.

*\$40.00 for supplementary materials.*

### **Junior Gold Concert Band**

The Junior Gold Concert Band is intended for advanced grade 8 students as well as Grade 9 Band musicians who have completed the Blue Concert Band class or similar studies on a concert band instrument. In addition to scheduled large group classes, the group occasionally meets throughout the semester in specialty sectionals. Students self-organize and rehearse in small groups ("chamber ensemble"). Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided at the beginning of the course.

*\$40.00 for supplementary materials*

### **Strings 8**

Grade 8 students have the opportunity to be part of the renowned String Orchestra at Handsworth. They continue to develop performing skills and work together in cooperation as a group that includes the opportunity to audition for the more advanced level Strings. Instruments include the violin, viola, cello and string bass. Classical guitarists and harpists with music reading ability are welcome to join. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Students will be involved in continued improvement of their string instrument skills. Developing an understanding of music theory and history at an appropriate grade level is an important component leading to success in music making. Strings 8 students typically advance to Strings 9 in the following year.

*\$20.00 for supplementary materials*

### **Junior Gold Jazz Band 8/9**

This class offers Grade 8 students (or first-time jazz grade 9s) the opportunity to learn jazz. It is for students who have never played in a jazz band before. A jazz band is made up of a horn section, (saxophones, trumpets, and trombones), and a rhythm section, (guitar, piano, bass, vibraphone, drum set and percussion). The alto, tenor, and baritone saxophone players at Handsworth are typically students who play sax, flute, clarinet, or bass clarinet as their first concert band instrument. Sax players in jazz band will need to be able to "double" on flute or clarinet as they progress to the higher-level ensembles. French horn players usually play trumpet in the jazz band. Baritone horn players play trombone and tuba players play bass trombone. The rhythm section instruments can be played by anyone with guitar, piano, bass, or percussion skills, or by those students wishing to develop such abilities. Jazz Band is taken concurrently with Concert Band (or Strings) each year. Students receive an introduction to improvisation. The Gold Jazz Band program includes participation in a music festival as well as a music tour. A uniform is required.

*\$40.00 for supplementary materials*

### **Choir 8**

This course encompasses a wide range of repertoire including contemporary, African, American spiritual and pop music. Students will: sing harmonies, perform solos, develop their vocal technique, learn music theory, and acquire music reading skills. Students participate in live performances including choral festivals, evening concerts as well as local and international tours. This class will be scheduled outside the timetable as a 9th course. A uniform is required.

*\$40.00 for supplementary materials*

### **Learning Assistance 8**

This course supports student organizational skills, study skills, test taking, assignment completion and communication with teachers. Learning Assistance supports students with Ministry-identified learning differences. Students work independently and with their teacher to support and develop skills in order to become independent, self-directed advocates. Depending on

their needs, students may use class time to work on learning strategies or to complete work for their academic courses.

Learning Assistance support is recommended by the School Based Resource Team and is implemented only with parental approval. Prior to receiving support, a student typically has had other interventions, including but not limited to differentiated instruction and universal & targeted classroom adaptations. Learning Assistance may be taken in lieu of other elective choices, or sometimes in place of French 8.



## **French Immersion Courses**

### **General Program Description**

The objectives of the French Immersion Program are to provide an opportunity for students to achieve a functional competency in the oral and written use of the French language, and to familiarize students with the culture of Francophone communities in Canada and throughout the world.

Students in French Immersion must complete a total of 13 courses in French with a combination of core and optional courses. At the core of the program are *Français langue* from grades 8 to 12 and *Sciences humaines* in grades 8 to 11. Electives such as *Sciences naturelles*, *Éducation physique et santé*, and *Éducation au choix de carrières et de vie 10* can be taken to meet the required 13 courses. Upon the successful completion of 13 courses in the program and the *Évaluation de littératie de la 12<sup>e</sup> année – Français langue seconde-immersion*, French Immersion students will earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a *Diplôme de fin d'études secondaires en Colombie-Britannique*.

As a bilingual school, Handsworth offers an extensive collection of French resources. The teaching staff encourages students to participate in a number of co-curricular activities in French, thus giving them opportunities to hone their linguistic skills in more natural environments.

## Handsworth French Immersion Program Checklist:

### Handsworth Required French Courses

All French Immersion students must take the following French courses:

- Français langue 8 and 9
- Sciences humaines 8 and 9
- Sciences naturelles 8 and 9
- Éducation physique et santé 8
- Français langue 10\*\*
- Sciences humaines et sociales 10\*\*
- Sciences naturelles 10\*\*
- Français langue 11 (Must take a minimum of one of the following courses)
  - Français langue 11: Communication orale
  - Français langue 11 : Études du cinéma et de la littérature francophones\*\*
  - Français langue 11 : Médias et communication numérique\* (Only available through NVOL)
- Français langue 12\*\*
- Senior-level *Sciences humaines et sociales* course (Must take a minimum of one of the following courses)
  - Histoire 12
  - Explorations en sciences humaines et sociales 11\* (Only available through NVOL)
  - Peuples autochtones de la Colombie-Britannique 12\* (Only available through NVOL)

### Optional French Courses

French Immersion students must complete a *minimum of three optional courses in French*. At least one of these optional courses must be at the Grade 10, 11 or 12 level. Optional French courses *may* include:

- Éducation au choix de carrière et de vie 10\*\*
- Langue et culture de la francophonie 11\*

\*These courses are only offered remotely through [North Vancouver Online Learning](#)

\*\*In addition to being offered in-person at Handsworth, these courses are offered remotely through [North Vancouver Online Learning](#)

### ***Français Langue 8***

Through a variety of communicative strategies and resources, the students in this course develop all four language skills: writing, speaking, reading, and listening. The writing aspect includes a variety of texts such as expressive, narrative, informational, and argumentative texts, and presentations. Emphasis is on grammar and vocabulary enrichment. The literature explores various cultural backgrounds through the study of novels, legends, short stories, and plays. The students will also gain confidence by participating in meaningful interactive activities, such as role plays, in-class discussions, and theatre workshops in collaboration with the Francophone community.

### ***Français Langue 9***

This course will continue to build on the skills learned in Français Langue 8. Units centred on current events, novel studies, film, fables, and public speaking will help students develop skills including synthesis and analysis, critical thinking, and comparison of different points of view. As well, emphasis will be placed on writing strategies and improving vocabulary within communicative activities.

### ***Français Langue 10***

Students in this course will continue to build on the skills gained in Français Langue 9, with the goal of becoming more confident and independent writers and speakers. Units will focus on short stories, a novel study, film, and poetry. Students will focus on analyzing character development, studying thematic and poetic elements, and understanding the socio-cultural-historical connection between a literary work and the author's background. Emphasis will also still be placed on writing strategies and broadening vocabulary skills.

### ***Études du cinéma et de la littérature francophones 11***

This *Français Langue Seconde - Immersion 11* option is designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. Students will discover cinematographic and

literary works from different eras, cultures, styles, and genres throughout units centred on short films, a novel, a play, and a full-length film. In addition, students will develop their ability to analyze, interpret, and reflect to better appreciate cinematographic and literary works from the French-speaking world. By studying a variety of texts, students will acquire knowledge of Francophone culture, which will contribute to the development of their identity.

### ***Communication Orale 11***

This *Français Langue Seconde - Immersion 11* option is designed to encourage students to refine and expand their communication skills, and to develop confidence as French speakers. The course provides students with opportunities to explore original texts through Francophone songs, films, podcasts, and documentaries, as well as to create, write, and share their own texts. Through the processes of drafting, reflection and revising, students will build a body of work for a range of language situations. Activities include discussions, vocabulary games, theatrical skits, and debates wherein students also develop their active listening skills. This course typically concludes in a fun and memorable way with the performance of short plays based on literary classics.

### ***Français Langue 12***

*Français Langue 12* is required to receive a bilingual diploma. The objective of this course is to help students to integrate and enhance the linguistic competencies and cultural knowledge acquired during past learning experiences. *Français Langue 12* will enable students to gain an overview of the various factors that shape their bilingual identity while acquiring knowledge of Francophone culture, thus contributing to the development of their identity. It offers opportunities for students to deepen their knowledge of themselves and others in a changing world. The course will encourage students to use critical and creative thinking to analyze various communication situations and refine their communication skills in diverse contexts to achieve their personal and career objectives.

### ***Education Physique et Santé 8***

Éducation physique et santé 8 is taught in French and designed to develop the student's holistic understanding of health and well-being. Students will participate in different types of physical activities, sports and games, developing the knowledge, skills, strategies, and mindset to remain physically active and healthy over their lifetimes. Students also develop leadership skills and well-being strategies to support their personal growth and development. Additionally, students explore other aspects of social and mental well-being, such as healthy decision-making, relationships, and nutrition.

### ***Sciences Naturelles 8***

Science 8 is an introduction to four disciplines: Biology, Chemistry, Physics, and Earth Science. Students learn proper Laboratory Procedure and Equipment use and develop Observation and Analysis skills in this lab-oriented course. Topics are explored through the Curricular Competencies of Science and include Processes of Science, Kinetic Molecular Theory, Atomic Theory, Plate Tectonics, Waves and Optics, Cells and Immune System.

### ***Sciences Naturelles 9***

Science 9 continues the study of Biology, Chemistry, Physics, and Earth Science. Observation and analysis are skills developed in this lab-oriented course. Topics covered include cell division and reproduction, the periodic table, elements and compounds, electricity, matter cycles, and sustainability with a focus on First People's knowledge.

### ***Sciences Naturelles 10***

*Science 10 is the science of transformation!* Science 10 extends knowledge of Biology, Chemistry, and Physics with the addition of Space Science. Observation and analysis are skills developed in this lab-oriented course. Topics include genetics, diversity, chemical reactions, energy transformation during motion, local and global impacts of energy from technology, nuclear energy, and the formation of the universe. Science 10 prepares students for grade 11 Science courses.

### ***Sciences Humaines 8***

This course focuses on how ideas and stories of different societies have shaped cultures and landscapes throughout the world. Projects aiming to link the past with the present will allow students to identify historical patterns in their everyday world. We will be doing units based in Western Europe, the Middle East, Asia and the Americas between 600 and 1750. The curriculum is developed around the following big ideas: contacts between the different societies, exploration, and demographic and environmental changes. Strong emphasis is placed in the first half of the year on improving literacy skills, enriching one's vocabulary, and developing note-taking skills.

### ***Sciences Humaines 9***

This course focuses on the movement to a democratic and industrial world in Europe and its expansion in North America between 1750 and 1900. The relationships between Indigenous people, the settlers, and the colonial government in national, regional and local contexts will also be studied. Students will also gain a greater understanding of the foundation of political and economic institutions through the study of several revolutions such as the French, the American and the Industrial Revolutions. Emphasis is also placed on the development of research strategies, critical reading skills, and argumentative writing.

### ***Sciences Humaines 10***

Sciences Humaines 10 builds on the skills, processes, and themes introduced and developed in earlier Sciences Humaines classes to develop students as active and responsible Canadian and global citizens. This course will reinforce the following critical thinking skills: gathering information from various sources; analyzing and interpreting sources; presenting and justifying positions on issues; and making informed decisions. The course will focus on 20th century conflicts, events and forces that have shaped modern Canadian politics, political systems and contemporary Canadian identity. Indigenous culture, governance and histories are also explored.

### ***Histoire du 20ième siècle 12***

This course is offered to French Immersion students in grades 11 and 12, and provides them with a grade 12 level credit for the Humanities. Called *Twentieth Century World History* in English, this course covers the world wars, the rise and rule of authoritarian regimes in places such as Germany, Italy, China and the Soviet Union, and the study of the ideologies that informed them. Different human rights movements and migrations will also be examined, as well as the intervention of international organizations in different crises. The course will make extensive use of different media like documentary and narrative films, newspaper articles, statistics, maps, art, and other primary source documents to better understand different perspectives on events.

### ***Éducation au choix de carrière et de vie 10***

This course provides opportunities for students to consider a variety of internal and external factors as they plan for making career-life choices. Students develop greater self-awareness and explore various postsecondary options suitable to their profile. Students also develop financial literacy and planning skills, practice applying for jobs, learn about their rights and responsibilities as a worker, and explore community involvement opportunities. Additionally, they will develop strategies to support themselves in maintaining a healthy work-life balance.



## Performing Arts: Dance

### **General Program Description**

The Fine Arts Department is very proud of the ongoing success of the Dance Program. Dance at Handsworth is a one of a kind with its strong emphasis on student choreography. By following their interests and passion, our dancers have the opportunity to see their creations come to life under the tutelage of their dance teachers. This sense of ownership inspires the younger generations of dancers. Our bi-annual “Hands Up” productions are performed by all the dancers in the program and are primarily choreographed by students for students.

The Dance Program offers a variety of multi grade classes, each focusing on different dance styles reflecting the dancers’ preferences. THERE IS A DANCE CLASS FOR EVERYONE. Whether you are new to dance and looking to learn the basics, or you are a trained dancer with years of experience, there is a class for you. Our crew classes emphasize hip hop and street dance styles and there is no experience necessary. Our Just Dance classes introduce dancers to the various styles of dance and there is no experience necessary. Our Squad classes are designed for intermediate dancers and our Studio classes are designed for advanced dancers. Both of these classes focus on jazz, lyrical, contemporary and hip hop. Previous dance training is necessary to be successful in Squad and Studio courses. For placement in Squad and Studio classes, students need to complete a consultation with the teacher.

Squad Dance Co. (grade 9-12)	Studio Dance Co. (grade 10-12)
Dance 9	Dance Foundation 10
Dance Foundation 10	Physical & Health Education 10 - Dance
Physical & Health Education 10 - Dance	Dance Choreography 11
Dance Choreography 11	Dance Technique & Performance 11
Dance Technique & Performance 11	Dance Technique & Performance 12
Dance Technique & Performance 12	Dance Choreography 12
Dance Choreography 12	

Junior Dance Crew (grade 9-10)	Senior Crew (grade 11-12)
Dance 9	Dance Choreography 11
Dance Foundation 10	Dance Technique & Performance 11
Physical & Health Education 10 - Dance	Dance Technique & Performance 12
	Dance Choreography 12

Grade 10-12
Dance Foundation 10
Physical & Health Education 10 - Dance
Dance Choreography 11
Dance Technique & Performance 11
Dance Technique & Performance 12
Dance Choreography 12

Dance 9



## DANCE CLASSES OFFERED

### ***Dance 9***

Dance 9 provides students with opportunities to experience, understand, and value the art of dance through technical and performance skills. Students will be immersed in jazz, contemporary dance, and hip hop. The basic elements of choreographing will be introduced to promote self-advocacy, confidence, and creativity. As a dancer in Dance 9, students will have the opportunity to be a part of Handsworth's vibrant performing arts community! Come have fun creating dances to your favourite music and learning to dance in a dynamic and safe environment! No previous dance experience necessary.

### ***Just Dance! (10-12)***

This class is designed for all students in Grade 10-12 who have no previous dance experience or are at a beginner to intermediate level. This class focuses on dance and movement as a source of joy, self-expression, and fitness. Students have the opportunity to learn a variety of dance styles. Students will receive the appropriate credit for their grade level.

### ***Junior Crew (9-10)***

Students in Grade 9-10 can register for this class if they are interested in learning mostly hip hop & open style (popular choreography). No previous dance experience necessary!

### ***Senior Crew (11-12)***

Students in Grade 11-12 can register for this class if they are interested in learning mostly hip hop, animation, popping & locking, and open style (popular choreography), while being introduced to other street dance styles and techniques along the way. No previous dance experience necessary!

### ***Squad (9-12)***

This intermediate-level class is meant for students with previous dance experience looking to develop their dance technique and performance skills in a more challenging environment. Compositional skills are also developed. The emphasis is placed on jazz, lyrical, contemporary, and hip-hop dance

techniques. Placement into Squad will be based on a one-on-one consultation with the dance teachers and the student's ability level both technically and artistically.

### ***Studio (9-12)***

This advanced-level class is meant for students with previous dance experience looking to develop their dance technique and performance skills in a more challenging environment. Compositional & choreographic skills are an integral part of this class. The emphasis is placed on jazz, lyrical, contemporary, and hip-hop dance techniques as well as choreographing. Placement into Studio will be based on a one-on-one consultation with the dance teachers and the student's ability level both technically and artistically.

### ***Physical and Health Education 10: Dance***

Grade 10 students have the option to choose PHE Dance 10 for their PHE credit! This option is for students who wish to focus on dance, get fit through fun dance combos and participate in the bi-annual "Hands Up" dance performances. Dance technique and performance skills are embodied and developed while dancers have the option to choose which dance class suits their interest and level of experience. Dancers will collaborate through critical reflection, creative co-operation, and the exchange of ideas. An emphasis will be placed on promoting healthy living habits. Students will engage in learning activities designed to improve their understanding of the components of a healthy life – their relationships with others, their own emotional and mental health, and the effects of health upon our society.

### ***Dance Foundations 10***

This course is intended for Grade 10 students who already have their Physical and Health Education 10 credit and looking to take a dance course. For students who wish to focus on dance, while getting fit through fun dance combos and choreographies. Different types of dance will be explored depending the class the student is in. This course will explore unique ways of exploring our identity and sense of belonging, while expressing ourselves through dance.

### ***Dance Technique & Performance 11***

This class is for the students who want to enhance their technique and performance skills in a variety of dance styles, further and expand their knowledge about dancing as an art form. Dancers will collaborate through critical reflection, creative co-operation, and the exchange of ideas.

Depending if the student is in a Just Dance, Squad, Studio or Sr. Crew, the delivery of the content will vary based on the dance class, but similar curricular competencies will be at the forefront of each class.

### ***Dance Technique & Performance 12***

An opportunity for students who wish to continue performing at a more advanced level in various dance styles. Students will learn more extensively about dance history and dance critique to open up their minds to the diversity the dance world has to offer since aesthetic experiences have the power to transform our perspective. Throughout the year, dancers will develop perseverance, resilience, and risk taking. Depending if the student is in a Just Dance, Squad, Studio or Sr. Crew, the delivery of the content will vary based on the dance class, but similar curricular competencies will be at the forefront of each class.

### ***Dance Choreography 11***

Students who have developed their skills in various dance forms and are ready to take on more of a leadership role may register for this course. They will be required to perform as well as lead small and/or large group choreographies for in-school performances. Student choreographers will learn how to create innovative pieces using various choreographic skills and methods. Choreographers will learn to make purposeful artistic choices to create and communicate meaning using various elements of dance and compositional skills. Students desiring to enrol in Dance Choreography 11 must speak with the dance teachers to discuss the student's readiness to take on the responsibilities of this course and previous dance experience is required.

### ***Dance Choreography 12***

Well-seasoned dancers who would like the challenge in choreographing are invited to pursue their creative abilities in this area. They will learn to

choreograph and teach choreographies performed in-school. This class will require the student to create more advanced choreographies and to take on a leadership role in the dance program while communicating their artistic intent and meaning through their work. Choreographers will need to collaborate through critical reflection, creative co-operation, and the exchange of ideas to create innovative choreography. An emphasis will also be placed on music editing and production tasks. Students desiring to enroll in Dance Choreography 12 must speak with the dance teachers to discuss the student's readiness to take on the responsibilities of this course and previous dance experience is required.



## Performing Arts: Drama

### General Program Description

The Handsworth Drama and Theatre courses foster community-building, personal and social awareness, agency, and excellence in stage production. Students develop their performance, production, and leadership skills as ways to discover their potential as creators and storytellers. Throughout the school year, students will have the opportunities to workshop, create, design, rehearse, perform, and present in Handsworth Theatre. All Drama 9-12 course options are summarized in the chart below.

<b>COURSE CHART</b>	<b>DRAMA 9</b>	<b>DRAMA 10</b>	<b>DRAMA 11</b>	<b>DRAMA 12</b>
<b>STAGE THEATRE</b> (Acting & Creating Focus)	Introduction to Stage 9 Acting & Tech	Acting Theatre Company 10	Acting Theatre Company 11	Directing & Script Development 12
<b>MUSICAL THEATRE</b> (Acting, Singing & Movement)	Musical Theatre 9	Musical Theatre 10	Musical Theatre 11	Musical Theatre 12
<b>IMPROVISATION</b> (Improvising Focus)	Improvisation 9	Improvisation 10	Improvisation 11	Improvisation 12
<b>THEATRE PRODUCTION</b> (Tech Focus)	Introduction to Stage 9 Acting & Tech	Theatre Production Tech 10	Theatre Production Tech 11	Theatre Production Tech 12
<b>LEADERSHIP WITH DIVERSE LEARNERS</b>			Leadership with Diverse Learners 11	Leadership with Diverse Learners 12

## GRADE 9 OPTIONS:

### ***Drama 9: Introduction to Stage 9 (Acting and Tech)***

This course is an introduction to stage and performance course, which aims to develop teamwork skills, confidence, and creativity. Students will engage in drama games, staging exercises, tech activities, vocal and physical warm ups, character-development, play-building and play analysis. The core focus of this course is giving and receiving positive and constructive feedback, problem solving, and strengthening collaboration and communication skills. Students will explore and perform scripted scenes, and original ensemble creations. Students will have an opportunity to perform and/or to serve as Techies at Handsworth Theatre. Everyone is welcome in Drama 9!

### **Drama 9: Musical Theatre**

Musical Theatre 9 is an introductory performance course, which aims to develop teamwork skills, build confidence, and boost creativity. Students will engage in theatre games, vocal and physical warm-ups, musical theatre workshops, and musical performances. This course explores acting, singing, and movement. Students will study the history of the genre, study iconic musicals, and participate in both solo and ensemble performances. Students will have an opportunity to perform musical scenes for live evening audiences at Handsworth Theatre. Everyone is welcome to Musical Theatre 9.

### ***Drama 9: Improvisation 9***

Improvisation 9 is an introductory performance course, which aims to develop teamwork skills, confidence, and creativity. Students will engage in drama games, vocal and physical warm ups, and character-development exercises. The core focus of this course is giving and receiving positive and constructive feedback, problem solving, and strengthening collaboration and communication skills. Students will explore and develop improvisation skills, and they will share and perform non-scripted scenes, and original ensemble creations. Students will have an opportunity to perform at Handsworth Theatre. Everyone is welcome to Improvisation 9.

## **GRADE 10 OPTIONS**

### ***Drama 10: Acting Theatre Company 10***

Acting Theatre Company 10 is an exploratory performance course, which aims to develop teamwork skills, confidence, and creativity. Students engage in a wide range of acting exercises, body and voice training, experimental character development work, script analysis work, and scene and monologue performances. The core aim of the course is for actors to take performance risks, to perform characters authentically, and to create original materials through researching social issues. Students will have several opportunities to perform at Handsworth Theatre, such as two person scenes, monologues, original collective scene creations, and the annual mainstage play. Everyone is welcome in Drama 10!

### **Drama 10: Musical Theatre 10**

Musical Theatre 10 is an exploratory performance course, which aims to develop teamwork skills, build confidence, and boost creativity. This course is the opportunity for students to explore their passion for putting it all together: singing, acting, and movement. Working with song, text and choreography from contemporary musical theatre, students will perform in a variety of pieces appropriate for their age and ability. The focus is working collectively as an ensemble towards a musical production or revue. There will be several optional field trips to professional musical theatre productions, and guest speakers from the industry (actors, singers, directors, or choreographers). Everyone is welcome to Musical Theatre 10.

### ***Drama 10: Improvisation 10***

Improvisation 10 is an exploratory performance course, which aims for students to develop teamwork skills, confidence, and creativity. In this course students rely solely on their body and voice, work as a team, and act out vivid characters and engaging stories. Students engage in drama games, vocal and physical warm ups, and character-development exercises. The focus of this course is giving and receiving positive and constructive feedback, problem solving, and strengthening collaboration and

communication skills. Students explore and develop improvisation skills and share and perform non-scripted scenes, and original ensemble creations. Students will have an opportunity to perform presentations at Handsworth Theatre. Everyone is welcome to Improvisation 10.

### ***Theatre Production 10: Tech 10***

Tech 10 students are members of the Handsworth Theatre Tech Team. This course is an introduction to stagecraft, which may include theatre history, stages, rigging, sound, make-up, costumes, props, set construction, and lighting. Much of the course is laboratory in nature, which allows students to develop and to apply the practical skills of stagecraft. Students in this course must be able to work independently on the technical components related to the school productions and events at Handsworth Theatre. Students are required to be available for regular out-of-class and evening rehearsals and performances. Due to the independent and time-intensive natures of this course, students are required to meet with the instructor beforehand to register for this course.

**Prerequisite:** *Interview with the Instructor (See David Beare for an interview).*

## **GRADE 11 OPTIONS**

### ***Drama 11: Acting Theatre Company 11***

Acting Theatre Company 11 expands on the skills developed in Drama 10. Students continue to be engaged in a wide range of acting exercises, body and voice training, experimental character development work, script analysis work, and scene and monologue performances. The core aim of the course is for actors to take performance risks, to perform characters authentically, and to create original materials through researching social issues. Students will have several opportunities to perform at Handsworth Theatre, such as two person scenes, monologues, original collective scene creations, and the annual mainstage play.

### ***Drama 11: Musical Theatre 11***

Musical Theatre 11 is an immersive performance course, which aims to develop teamwork skills, build confidence, and boost creativity. This course

is the opportunity for students to explore their passion for putting it all together: singing, acting, and movement. Working with song, text and choreography from contemporary musical theatre, students will perform in a variety of pieces appropriate for their age and ability. The focus is working collectively as an ensemble towards a musical production or revue. There will be several optional field trips to professional musical theatre productions, and guest speakers from the industry (actors, singers, directors, or choreographers). Everyone is welcome to Musical Theatre 11.

### ***Drama 11: Improvisation 11***

Improvisation 11 is an extending performance course, which aims for students to develop teamwork skills, confidence, and creativity. In this course students rely solely on their body and voice, work as a team, and act out vivid characters and engaging stories. Students engage in drama games, vocal and physical warm ups, and character-development exercises. The focus of this course is giving and receiving positive and constructive feedback, problem solving, and strengthening collaboration and communication skills. Students explore and develop improvisation skills and share and perform non-scripted scenes, and original ensemble creations. Students will have an opportunity to perform presentations at Handsworth Theatre. Everyone is welcome to Improvisation 11.

### ***Theatre Production 11: Tech Team***

Tech 11 students are members of the Handsworth Theatre Tech Team. Theatre Production 11 is a continuation of Theatre Production 10. This course is an exploration of stagecraft, which may include theatre history, stages, rigging, sound, make-up, costumes, props, set construction, and lighting. Much of the course is laboratory in nature, which allows students to develop and to apply the practical skills of stagecraft. Students in this course must be able to work independently on the technical components related to the school productions and events at Handsworth Theatre. Students are required to be available for regular out-of-class and evening rehearsals and performances. Due to the independent and time-intensive nature of this course, students are required to meet with the instructor beforehand to register for this course. Due to the independent and time-intensive natures of this course, new students who have not taken Theatre

Production 10 are required to meet with the instructor beforehand to register for this course. **Prerequisite:** *Interview with the Instructor (See David Beare for an interview).*

### ***Drama 11: Leadership With Diverse Learners 11***

The drama program is looking for natural leaders who are interested in working with diverse learners. This is NOT an acting course -- NO drama or acting experience is required. This is a PASSION course for school leaders to be creative, serve, and lead diverse learners in their performances. Leaders and diverse learners work together to participate in various low-risk drama activities, and to explore various artistic mediums, such as drama, art, music, film, and others to be shared with the community. Overall, this course aims to reach passionate youth leaders who are looking to showcase their leadership skills by engaging in a creative process to foster youth agency and to advocate for a more diverse learning community. For more information, feel free to reach out to David Beare in the drama office.

## **GRADE 12 OPTIONS**

### ***Drama 12: Directing and Script Development 12***

Directing and Script Development 12 students will expand on the skills developed in Drama 10 and Drama 11. Working with peers in scene and monologue performances, students develop their leadership skills to envision, direct, write, and perform live theatre performances. Students enrolled in this course are also required to sign up for an additional work period in order to direct younger peers in a different block. Throughout the school year, students develop their directing, play-developing, and acting skills. The core aim of the course is for student leaders to present their original mainstage play production at Handsworth Theatre.

### **Drama 12: Musical Theatre 12**

Musical Theatre 10 is an intensive performative and leadership course in which students lead peers to develop teamwork skills, build confidence, and boost creativity while working towards a final production. This course

is a further exploration of the dramatic, vocal and movement skills needed to create and share Musical Theatre works. The focus is working collectively as an ensemble towards to a musical production or revue. There will be several optional field trips to professional musical theatre productions, and guest speakers from the industry (actors, singers, directors, or choreographers). Be prepared to sing, dance, and perform at Handsworth Theatre!

### ***Drama 12: Improvisation 12***

Improvisation 12 is a leadership course, which aims for students to develop leadership skills, as well as to develop teamwork skills, confidence, and creativity. In this course, students lead peers to rely solely on their body and voice, to work as a team, and to act out vivid characters and engaging stories. Students lead drama games, vocal and physical warm ups, and character-development exercises. Students serve as role-models to give and receive positive and constructive feedback, problem solve, and strengthen collaboration and communication skills. Students explore and develop improvisation skills and share and perform non-scripted scenes, and original ensemble creations. Students will have an opportunity to perform presentations at Handsworth Theatre. Everyone is welcome to Improvisation 12.

### ***Theatre Production 12: Tech Team***

Tech 12 students are members and leaders of the Handsworth Theatre Tech Team. Theatre Production 12 is a continuation of Theatre Production 10 and 11. Much of the course will continue to be laboratory in nature, allowing students to develop and to apply the practical skills of stagecraft. Students in this course must be able to work independently on the technical components related to the school productions at Handsworth. Students are required to be available for regular out-of-class and evening rehearsals and performances. The core aim of Theatre Production 12 is for students take on leadership roles, including serving as the head stage manager of their department, and leading the cast and crew through the rehearsal and performance process. Due to the independent, leadership, and time-intensive natures of this course, students who have not taken Theatre Production 10 or 11 are required to meet with the instructor beforehand to register for this course.

**Prerequisite:** *Interview with the Instructor (See David Beare for an interview).*

### ***Drama 12 Leadership With Diverse Learners 12***

The drama program is looking for natural leaders who are interested in working with diverse learners. This is NOT an acting course -- NO drama or acting experience is required. This is a PASSION course for school leaders to be creative, serve, and lead diverse learners in their performances. Leaders and diverse learners work together to participate in various low-risk drama activities, and to explore various artistic mediums, such as drama, art, music, film, and others to be shared with the community. Overall, this course aims to reach passionate youth leaders who are looking to showcase their leadership skills by engaging in a creative process to foster youth agency and to advocate for a more diverse learning community. For more information, feel free to reach out to David Beare in the drama office.



## Media Arts

### ***Photography 10***

This course delves into the art of digital and film photography. Students will develop essential skills in camera operation, focusing on composition, lighting, digital editing, darkroom printing, and alternative photographic practices. They will be guided through the process, parameters, and challenges that arise when working with light-sensitive media. Throughout the course, students will study the works of significant photographers, both historic and contemporary. Students will have access to camera and equipment loans through the Media Arts Department. *\$55 for supplementary materials (including film, notebook, photographic paper, and printer inks).*

### ***Photography 11/12***

This course delves into the art of digital and film photography. Students will develop essential skills in camera operation, focusing on composition, lighting, digital editing, darkroom printing, and alternative photographic practices. They will be guided through the process, parameters, and challenges that arise when working with light-sensitive media. Throughout the course, students will study the works of significant photographers, both historic and contemporary. Students will have access to camera and equipment loans through the Media Arts Department. Photography 10 is not a prerequisite.

Students who have completed Photography 10 or 11 will engage with more intricate and refined photographic settings, techniques, themes, and image processing. Utilizing a range of traditional and digital media technologies, students will craft a portfolio that mirrors their distinctive, creative, and personal expression. This level expects students to exhibit increased independence and proactivity in their photographic work. Opportunities will be provided for students to explore their individual interests and passions through project-based assignments. *\$55 for supplementary materials (including film, notebook, photographic paper, and printer inks)*

### ***Drama 11: Film-making 11***

Film & TV 11/12, students will develop essential skills in video storytelling and editing to produce high-quality short films. This course explores the fundamentals of filmmaking, covering writing, directing, producing, storyboarding, shooting, editing, audio mixing, and lighting. Students will be guided through the production process using industry- standard software and equipment. Additionally, they will gain practical knowledge in project management, media analysis, digital literacy, and copyright laws. Film projects will be showcased at the annual Handsworth Film Festival. Students will have access to camera and equipment loans through the Media Arts Department.

### ***Drama 12: Film-making 12***

Film & TV 12 students, who have completed Drama: Film & TV 11, will further develop their technical, conceptual, and aesthetic knowledge of filmmaking. They will enhance their ability to convey meaning in their work, with a stronger emphasis on story, character development, and plot. Students are expected to be more independent and proactive at this level, with opportunities to explore their own interests and passions through project-based work.

*\$45 for supplementary materials (including a props budget, poster printing, and a custom film t-shirt)*



## Computer Science

### General Program Description

Everybody in this country should have a basic understanding of how everyday technology works. Especially when considering that 90% of Canadian households have a smart phone and 89% are connected to the internet (According to the CRTC, and the Communication Services of Canadian Households Report). By 2025, it is projected that over 88% of all Canadians will have a smartphone as both younger children and older seniors' adoption rates have been steadily increasing year over year.

Software (coding courses) Development courses teach students how to approach projects by way of incremental and iterative design processes that embraces logical (stepwise) thinking like a computer. Learning how to program a computer teaches students how to breakdown complicated problems into simple (algorithms) steps that a machine can follow. Hardware (engineering) specialist courses focus on understanding how devices work, components are made and are put together. Spatial acuity and material awareness skills underpin these projects. Media Design and Development courses enrich students' understanding of art, technology, and culture. Students will develop the software and design skills needed to be successful in technology and creative industries.

Just as learning English has become compulsory in today's education system, the day will come, not far off from today, where the learning of a second language (coding) will be mandatory too. Computers are everywhere. Every industry has been turned on its head (impacted) by the technology it uses and the software that commands it.

Everyone depends on technology to bank, communicate, travel, entertain, and learn, but the majority of the population does not know how that technology works. It is not good enough to be exposed to technology as all jobs in the future will require some understanding of how to build, operate

and maintain it. The fact is that there are not enough people who are trained and have the skills necessary in today's job markets. Currently 1 million of the best jobs may go unfilled in North America (recruiting overseas) as there are not enough skilled people (locally) to fill them.

The reality is that you do not need to be a genius to know how to operate the technology we use, just determined. The Computer Science Majors of today will revolutionize our world tomorrow. Together, Let's Build Stuff...and Make Tomorrow Happen...

## Course Descriptions

### ***Information and Communication Technology 9***

This course looks at the technology in and around our lives. The aim is to provide students a solid foundation of the technology found in schools and the workplace as well as to introduce students to the world of programming and engineering.

Students will be introduced to coding through the programming language Snap! — a visual, block based, drop-and-drag, browser (JavaScript) programming language. Snap! allows for the creation of amazing projects through its intuitive UI/UX that promotes algorithmic thinking and design processes. While this project-based learning environment teaches kids coding essentials, students will only remember the awe from the projects created.

At the end of each segment students will be given the opportunity to transfer the knowledge learned by building and then programming a variety of machines that students design (hardware projects and modular components include: drones, Finch & Hummingbird kits, VEX Robotics, Arduino, Micro-bit and Raspberry Pi technologies).

Interwoven throughout the year, to prepare students for life in the digital age, students will examine topics such as internet use, cloud technologies, social media, cyber ethics, digital literacy, desktop publishing, the full suite of Microsoft products and a number of online applications.

This course is designed to help anyone become familiar with technology and learn to code no matter the level of experience. No experience or pre-requisite required.

### ***Web Development 10***

One of the most powerful tools of the 21st century is the internet as it has influenced everyone, in all walks of life, in every corner of the world. The intention of this course is to provide a solid understanding of how this marvelous wonder works. Web Development 10 explores the internet from the perspective of an everyday user (front-end) and deals with technologies that are used on and/or embedded in a website. Web Development 10 is a survey course, allowing students to try a little bit of everything from media design to hard core coding.

Students will be introduced to the art of website creation through powerful Content Management Systems (WordPress and Microsoft SharePoint). Next, students will be exposed to a variety of professional desktop and web-based resources, tools and applications in order to learn how to create and manipulate web content (text, sound, pictures and video). The journey will continue into the realm of coding (HTML, CSS, JavaScript—the official languages of the web) allowing next-level development (Content Management System customization or website creation from scratch). By the end of the course students will have created several fully functioning websites embedded with artifacts created along the way. Throughout the course students will learn to differentiate amongst a variety of web elements based on structure, content, style, design, functionality, features and interactivity.

Web Development 10 is the natural next step for students who are interested in computers and technology, but are unsure if they are interested in more design theory or software development. Web Development 10 is the perfect fit for a student who wants to continue forward on a technological path. No experience or pre-requisite required.

## ***Computer Studies 10***

Computer Studies 10 (Web Dev Version 2.0 - Sister Course of Web Development 10) explores web development from the perspective of a technician (back-end). Computer Studies 10 is a coding-centric course and focuses on the development of websites from scratch using HTML and CSS. HTML, CSS and JavaScript together represent the web—the builder, the artist and the wizard. If HTML represents the foundation or framework of every website. Then CSS gives the website its beauty or artistic characteristics. Whereas JavaScript brings the magic, allowing users to interact with the web. Other topics covered in the course include the internet, hardware, software, networking, security and artificial intelligence.

Computer Studies 10 is the natural next step for students who are university bound and interested in pursuing either the AP CSP or AP CSA courses. No experience or pre-requisite required - just a love for technology, an interest in exploring its roots and figuring out what makes it tick!

## ***Computer Science 11***

Taking Web Development to the next level with an in-depth look at JavaScript. While coding is the focus of this course and JavaScript the primary language, the journey begins with Vanilla JavaScript before exploring its connection to other client-side and server-side technologies.

The year begins with exposing students to a variety of professional online resources (interactive IDE, videos libraries and communities) intended to enrich a student's understanding of essential programming concepts, constructs and syntax while embracing coding and formatting conventions. Students will learn to modify existing code, predict the effects of code and develop programs to meet a specific purpose.

The year ends with the DOM (Document Object Model) and use of Libraries (like JQuery). Central to client-side applications and the creation of beautiful front-end (UI / UX) experiences as JavaScript lives inside a webpage. Finally, server side (back-end) applications will be explored through use of various runtime environments (like Node.js).

Computer Science 11 is the natural next step for students who are university bound. Computer Science 11 lays a strong foundation for the AP CSP and AP CSA courses. No experience or pre-requisite required - just a love for technology and a willingness to work hard!

### ***Computer Science 12***

Java, used by over 9 million programmers, is the most popular language used in the industry by professionals due to its power and versatility. Java's ability to create a multitude of real-world applications and provide a secure career is why Java is the focus of this course.

In this course, students will learn intermediate and advanced programming structures and constructs like: Top-Down Design Theory, Modular (Functional) Programming, Object-Oriented Programming, Abstraction, UI/UX development (JFrame & Terminal Designs), Iterative & Incremental Project Management and the use of Program Managers to say a few. To meet these goals, students will be exposed to a variety of professional online resources (interactive IDE, videos libraries and communities) to enrich their learning. By the end of the course students will learn to decompose problems and create algorithms for the purpose of developing programs to meet a client's needs.

The end of the year will focus on the application of modular programming through programmable devices (Phidgets, Raspberry Pi's, ADA Fruit's Electric Playground, BirdBrain's Hummingbird & VEX EDR Robotic kits et al.). Students will be given the opportunity to pursue specific projects based on interests.

Students taking this course are recommended to complete Computer Information Systems 11 or Computer Programming 11.

Beyond the above exploration, students in CIS 12 who have unveiled their future career path can pursue specific certifications that are required in their field of interest. For example: most entry level IT jobs require the A+ certification for its employees; a computer technician can earn a Dell Technician Certification Level 1 to start; interested in telecommunication,

then a CISCO certification might be right for you; interested in managing Apple devices for a company requires then check out the Jamf certification. Regardless of the path taken in IT, there will be several certifications that you will need to earn to get your foot in the door.

No experience or pre-requisite required - just a curiosity in problem solving, a willingness to troubleshoot difficult situations and a desire to study for “the test” to earn certifications required in your field.

### ***AP Computer Science Principles (Survey Course: Technology)***

The Computer Science Principles course takes a different approach to the study of technology. This intellectual survey course takes an intensive, fast-paced, cross-disciplinary approach and tests a student’s overall academic aptitude (reading, writing, mathematics, scientific discovery, coding and research) in regard to technology. Put another way, AP CSP is a humanities course with a focus on technology. Looking at AP CSP through a technological lens, students will learn about the underlying principles of how computing, technology and innovation affect our world. The course covers a broad range of foundational topics such as digital information, the internet, algorithms, big data, digital privacy and cyber security as well as the societal & ethical impacts made by those innovations. With regards to programming, only the fundamentals are covered. The App Lab (Based on JavaScript with Text or Block-Based functionality) programming environment is used in APCSP due to its ability to reinforce algorithmic thinking and design processes. APCSP is a directed study course (code.org) with a heavy emphasis on research and peer review.

The purpose of this course is for students to demonstrate their overall academic aptitude or suitability to university life. This course is geared for individuals pursuing any science degree who have an interest in technology to those individuals pursuing a degree in computer science or engineering.

The course is meant to be the equivalent of a first-semester university or college course in Computer Science. Students taking this course are recommended to complete Computer Information Systems 12 or Computer

Programming 12 or have equivalent programming experience with JavaScript or Java. Upon completion of AP Computer Science Principles (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities.

*Optional AP Exam Fee \$160*

### ***AP Computer Science A Course (Advanced Java)***

The AP Computer Science A is a coding centric course that takes a fast paced, in-depth look of computer programming by covering both the fundamentals and a selection of advanced topics. The Object-Oriented Programming Language Java will be used to take students through the lens of designing computer programs that solve academic problems. By the end of the course students will have an understanding of what computer programming at the university level entails.

The purpose of this course is for students to demonstrate their level of technical skill and interest in pursuing a career in the field of technology. This course is geared towards individuals pursuing a degree in applied sciences, computer science or engineering.

The course is meant to be the equivalent of a first-semester university or college course in Computer Science. Students taking this course are recommended to have completed Computer Science 11, Computer Science 12 or have equivalent programming experience with an equivalent language like JavaScript or Python. Upon completion of AP Computer Science Principles (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities.

*Optional AP Exam Fee \$160*

### ***Media Design 11/12***

This course introduces students to the concepts, methods, and techniques of digital media design. Utilizing real-world design challenges, this project-based course integrates computer applications, visual art theories, and marketing

strategies. Students will apply the design thinking process to create digital media projects for various audiences and visual communication purposes.

This course is designed to educate students about the ever-changing digital world and provide hands-on experience with industry-standard software and equipment. Students will explore creative and technical strategies in the fields of graphic design, video production, animation, photography, and web development. They will develop fundamental skills in Adobe Photoshop, Illustrator, Lightroom, After Effects, Premiere Pro, and InDesign.

Media Design 12 students who have completed Media Design 11 will continue refining their aesthetic sensibility and technical skills through diverse design opportunities. They will expand their knowledge of industry-standard software and explore new digital media tools. Students will work independently to create a personal portfolio.

*\$35 for supplementary materials (including sketchbook, photographic paper and printer ink)*

### ***Digital Media Development 10-12 (Yearbook)***

Digital Media Development 10-12 (Yearbook) is a deadline-driven course where students create, design, and publish the school yearbook. Upon entering the class, students are expected to be organized, motivated, and possess strong time management skills. The yearbook is created using various digital tools, including Adobe InDesign, Photoshop, Lightroom, and Illustrator. Throughout the course, students will gain experience in one or more of the following areas: layout design, desktop publishing, journalism, copywriting, digital photography, marketing, and graphic arts.

This course fosters students' development as writers, photographers, and editors while providing real-world skills in project management, digital literacy, teamwork, and the design cycle. Students will establish personal and team goals, meet deadlines, communicate effectively, and critically evaluate their own work as well as that of others. To succeed in the course, all students must make valuable contributions to the creation of the yearbook.

This course is offered during the regular timetable. While most work will take place during class, students will occasionally be expected to attend school activities to capture photographs or gather information for use in the yearbook. For more information, please contact Ms. Desfossés.



## **Performing Arts: Music**

### **General Program Description**

The Music department at Handsworth is a very active place with rehearsals happening throughout each day, before and after hours, by our award-winning students and ensembles. The teachers make great efforts to provide the students with a rich experience in music and musical activities. These include frequent performances, festival attendance, local tours such as Whistler and Sun Peaks, and major tours such as New York, Cuba, and Italy. It is a comprehensive program of four Concert Bands, three String Orchestras, three Jazz Bands, and one Choir. Some special performances we have had include The Senior Wind Ensemble performing at the UBC Chan Centre for the Performing Arts, and the Senior Jazz Band playing at the TD Vancouver International Jazz Festival Youth Showcase.

Every year Handsworth music students have the opportunity to audition for Provincial Honour Music groups and our school has been well represented in these ensembles. The North Vancouver Secondary Honour Band and Strings perform every second year with Vancouver Symphony players on stage at the Orpheum.

A great variety of music is chosen to challenge and engage the students from classical to contemporary, as well as jazz, and pop. Small ensembles and self-directed jazz combos are encouraged and promoted.

## **Music Courses**

### ***Junior Blue Concert Band 8***

This class is intended for Grade 8 students from the elementary band program as well as those who have previous experience on another instrument (such as piano, classical guitar, strings, etc.), but are beginners to the Band Program. In addition to scheduled large group classes, the group occasionally meets throughout the semester in specialty sectionals. Students self-organize and rehearse in small groups ("chamber ensemble"). Extra-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided at the beginning of the course.

*\$40.00 for supplementary materials*

### ***Junior Gold Concert Band***

The Junior Gold Concert Band is intended for advanced grade 8 students as well as Grade 9 Band musicians who have completed the Blue Concert Band class or similar studies on a concert band instrument. In addition to scheduled large group classes, the group occasionally meets throughout the semester in specialty sectionals. Students self-organize and rehearse in small groups ("chamber ensemble"). Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided at the beginning of the course.

*\$40.00 for supplementary materials*

### ***Strings 8***

Grade 8 students can be part of the renowned String Orchestra at Handsworth. They continue to develop performing skills and work together in cooperation as a group that includes the opportunity to audition for the more advanced level Strings. Instruments include the violin,

viola, cello and string bass. Classical guitarists and harpists with music reading ability are welcome to join. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Students will be involved in continued improvement of their string instrument skills.

Developing an understanding of music theory and history at an appropriate grade level is a key component leading to success in music making. Strings 8 students typically advance to Strings 9 in the following year.

*\$20.00 for supplementary materials*

### ***Junior Gold Jazz Band 8 (9s)***

This class offers Grade 8 students (or first-time jazz grade 9s) the opportunity to learn jazz. It is for students who have never played in a jazz band before. A jazz band is made up of a horn section (saxophones, trumpets, and trombones), and a rhythm section (guitar, piano, bass, vibraphone, drum set and percussion). The alto, tenor, and baritone saxophone players at Handsworth are typically students who play sax, flute, clarinet, or bass clarinet as their concert band instrument. French horn players from the concert band usually play trumpet in the jazz band. Baritone horn players play trombone and tuba players play bass trombone. The rhythm section instruments can be played by anyone with guitar, piano, bass, or percussion skills, or by those students wishing to develop such abilities. Jazz Band is taken concurrently with Concert Band (or Strings) each year. Students receive an introduction to improvisation. The Gold Jazz Band program includes participation in a music festival as well as a music tour. A uniform is required.

*\$40.00 for supplementary materials*

### ***Choir 8 to 12***

This course encompasses a wide range of repertoire including Contemporary, African, American Spiritual and Pop music. Students will: sing harmonies, perform solos, develop their vocal technique, learn music theory, and acquire music reading skills. Students participate in live performances including choral festivals, evening concerts as well as local and international performance tours. This class will be scheduled outside the timetable as a 9th course and runs throughout the school year. A uniform is required.

*\$40.00 for supplementary materials*

### ***Intermediate Concert Band***

This Concert Band class is intended for advanced grade 9 students as well as grade 10 students who have come through the program in grades 8 and 9 or who have equivalent proficiency on a concert band instrument. In addition to scheduled large group classes, the group occasionally meets throughout the semester in specialty sectionals. Students self-organize and rehearse as a small group (“chamber ensemble”). Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. There is a uniform requirement. A band tour is offered for this ensemble every year. (Grade 10 beginners with music experience may be welcomed subject to agreement by the teacher).

*\$40.00 for supplementary materials*

### ***Senior Band 11/12***

(Grade 11 & 12 beginners with music experience may be included, subject to an interview with the teacher)

The Senior Band or ‘Senior Wind Ensemble’ performs at a top high school level, just below university caliber. In addition to scheduled large group classes, the players occasionally meet throughout the semester in specialty sectionals. Students self-organize and rehearse as a small group (“chamber ensemble”). Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. There is a uniform requirement. There is the opportunity of a major band tour every second year (grade 11 or 12). Past tours include trips to Cuba in 2017, Italy in 2019 and this year to Spain and Portugal.

*\$40.00 for supplementary materials*

### ***Intermediate Jazz Band 9/10***

This class offers Grade 9 and 10 students the opportunity to continue jazz at a higher level. The Intermediate Jazz Band is for students who have already played in a jazz band or students who have never played in a jazz band before but are advanced players of a concert band instrument. A jazz band is a team made up of a horn section: saxes, trumpets, and trombones, and a rhythm section: guitar, piano, bass, vibraphone, drums, and percussion. The alto,

tenor, and baritone saxes at Handsworth are typically students that play sax, flute, clarinet, or bass clarinet as their first instrument. French horn players usually play trumpet or trombone in the jazz band. Baritone horn players play trombone, and tuba players play bass trombone. The rhythm section instruments can be played by anyone with guitar, piano, bass, or percussion skills, or by those students wishing to develop such abilities. Jazz Band is taken concurrently with Concert Band (Strings or Choir ) each year. Select “Jazz Band” on your course selection form as a 9th course. The Intermediate Jazz Band program includes participation in a music festival as well as a music tour.

*\$40.00 for supplementary materials*

### ***Senior Jazz Band 11/12***

Senior Jazz Band offers Grade 11 and 12 students a very challenging exposure to the Big Band Jazz idiom. Solo playing and improvisation will be expected from all members. Those who elect this course are expected to be concurrently taking Senior Wind Ensemble (with exceptions for Strings and Choir students) at Handsworth. Extra individual practice above that required for Concert Band is expected as is attendance at co-curricular sectionals, full rehearsals, and all performances. Fundamentals of jazz theory are covered. Individual evaluations take place during the year. There is a uniform requirement. The group attends a local music festival and there is an opportunity for group travel each year.

*\$40.00 for supplementary materials*

### ***Senior Strings 11 & 12***

Senior Strings 11 & 12 is offered for students who wish to advance their musicianship skills on orchestral stringed instruments. The Handsworth Senior Strings has an emphasis on professional level diverse repertoire. Student-instigated musical leadership, developing independent advanced ensemble skills, expressive skills, and a high degree of self-critique will be cultivated. Instruments include the violin, cello, and string bass. Experienced classical guitarists, harpists and pianists must audition before admission. Emphasis is also placed on the enjoyment of music making with friends in a

safe and caring environment. Students will be involved in continued mastery of their string instrument skills, develop performing skills, and work together in cooperation in a group including the opportunity for trips and concerts. Some concentration may be placed on self-directed music composition, small ensemble performances, history studies, and alternative strings music.

*\$20.00 for supplementary materials*

### ***Strings 10***

Students in Grade 10 are mainly part of the Strings 9/10 Orchestra, while some students may join the Senior Strings group. Students will work for continued mastery of their orchestral stringed instrument skills as they progress to more advanced levels of playing. Developing performing skills and working together in cooperation in a group are stressed. Students will have the opportunity to audition for the Senior Strings if seats are available. Instruments include the violin, viola, cello, and string bass. Experienced classical guitarists, pianists and harpists are welcome and must audition before admission. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Developing mastery of music theory and history at an appropriate grade level is an important component leading to success in music making. Music of all styles and genres is explored, to enhance professional ensemble skills. Typically, Strings 10 students advance into Senior Strings 11.

*\$20.00 for supplementary materials*

### ***Strings 9***

Students in Grade 9 are mainly part of the Strings 9/10 Orchestra. Students will be involved in continued mastery of their orchestral stringed instrument skills as they progress to more advanced levels of playing. Developing performing skills and working in cooperation are stressed. Students will have the opportunity to audition for the most advanced performing ensemble, the Handsworth Senior Strings if seats are available. Instruments include the violin, viola, cello, and string bass. Experienced classical guitarists, pianists and harpists are welcome and must audition before admission. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Developing mastery of music theory and history at an

appropriate grade level is an important component leading to success in music making. Music of all styles and genres is explored.

*\$20.00 for supplementary materials*



## Visual Arts

### GENERAL COURSE DESCRIPTION

We are very lucky at Handsworth to work and live in an inspiring and natural environment. Visual arts students are able to look out the window and explore the school grounds to brainstorm, collaborate, and experience a unique landscape filled with textures, smells, and visual wonder.

Our programs offer a wide-reaching range of material, intellectual, and applicable skills for students to learn and thrive in the visual arts. We are able to work together to create applied design projects, ensemble sculpture, personalized journals, and everything in between.

Courses like Graphic Arts 11/12 give students both hands-on approaches to image development, and digital exploration of the world of contemporary design. Likewise, Studio Arts 3D allows students to manipulate materials and create objects and experiences that occupy the third dimension.

Studio Arts 2D brings students together to create striking compositions, learn to manipulate materials, and produce two-dimensional artwork that speaks about our relationship with the world and that of the artists who inspire us. Handsworth also offers an industry focused digital arts 10/11/12 program that immerses students in the world of photography. We are very lucky to have a functional darkroom where students learn the art of photography from the ground up, as well as a digital computer lab and many professional-quality DSLR cameras to shoot and edit digital photographs.

We heartily encourage students to work together to learn and create works collaboratively that allow for students to learn from each other and from our Visual Arts educators.

We engage students in real-world applications like designing for the school play (e.g., posters, t-shirts), creating logos, building props, and exploring issues in social justice and visual problem solving. Students also have the

opportunity to develop observation and technical skills using a range of media, explore various materials, and build art and design portfolios.

It is a pleasure to teach in such a diverse and rewarding field. We are fiercely proud of the artwork that our students are producing through experimentation and exploration of our resources here at Handsworth.

### **Visual Arts Courses**

Please note – none of the Handsworth Visual Arts Courses have a pre-requisite. You can take any Handsworth Art Department Courses regardless of experience!

#### ***Visual Arts 8***

In Visual Arts 8, students develop their creative skills through drawing, painting, printmaking, sculpting, and design projects. Many materials are provided such as quality drawing papers and pencils, graphic pens, artist-quality acrylic paints and coloured pencils, and clay. Students are guided to see the world from an artistic point of view and enhance their perception. They will draw from observation and are encouraged to create original designs and to use their imagination. Students are also exposed to the many career paths in today's art world, and the diverse practices of many contemporary artists working globally.

*\$20.00 for supplementary art materials.*

#### ***Visual Arts 9***

Art 9 is a survey/foundations course that is an introduction to advanced courses. Skills in drawing, painting, design, ceramics and printmaking will be explored in more detail than in Visual Arts 8. Further exploration of the elements and principles of art and design will be incorporated into projects and guide how students compose their works. Originality will be emphasized, and the history of art and visual culture will be integrated into projects. Visual Arts 9 prepares students for senior art courses but is not a pre-requisite for other Art courses in grades 10-12. No pre-requisites.

*\$30.00 for supplementary art materials*

### ***Art Studio 10***

Art 10 is a survey/foundations course that builds upon skills and strategies learned in Art 8 and Art 9. More advanced skills in drawing, painting, design, ceramics and printmaking will be incorporated into the course. Potential mediums of exploration include pastel, watercolour, graphite, charcoal, art sticks, relief and intaglio printmaking, acrylic, pen and ink, and clay. The elements and principles of art and design will be explored in art assignments, and originality will be emphasized. Art history, visual culture and the importance of process will be incorporated into projects. Art Studio 10 allows students to immerse more fully in their practice as developing artists. No pre-requisites.

*\$30.00 for supplementary art materials*

### ***Studio Arts 2D 10***

This course is designed to develop students' ability to work with 2D mediums with drawing and painting as a focus. Pencil, charcoal, ink, conte crayon, graphic markers, chalk pastels, oil pastels, watercolour and acrylic paints are examples of the mediums used. Composition and design principles will be applied to subject matter such as still life, portraiture, landscapes, and abstraction. Projects will typically be inspired by art-historical and contemporary movements and innovative 2D artists from various periods and cultural backgrounds. Development of creative and artistic processes will be emphasized, as this skill prepares students for post-secondary art studies. No pre-requisites.

*\$40.00 for supplementary materials (including high-quality paints and paper)*

### ***Studio Arts 2D 11/12***

This course helps students to develop skills toward a more competent and independent level. Observational drawing skills are emphasized and abstraction plays a greater part in student work. Students will learn to develop their own imagery using various creative processes as well as create compositions for their artwork. More varied materials such as oil sticks,

experimental printmaking, and surfaces beyond paper will be explored. Students will research and study artists and movements from a range of backgrounds and periods and will develop the ability to critique artworks. No pre-requisites. NOTE: If you need to develop a portfolio for university or art school, this course is imperative.

*\$40.00 for supplementary materials (including printmaking materials, paper, high-quality paint)*

### ***Studio Arts 3D 10 (Ceramics & Sculpture)***

In Studio Arts 3D 10, students will develop sculptural skills and understanding of visual culture as these relate to three-dimensional media. Techniques will include hand-building methods in clay such as coil and slab construction, wire and papier-mâché sculpture, mold-making and casting processes used in industry, surface development methods, and design elements and principles. Projects will focus on considerations for audience, artistic influences, exhibition and documentation of the design process. Studying visual culture will include knowledge of artists, artworks, and movements in ceramics and sculpture across a variety of contexts and time periods.

*\$40.00 for supplementary art materials (including clay, glaze, underglaze, sculpture materials)*

### ***Studio Arts 3D 11/12 (Ceramics & Sculpture)***

This course is an advanced extension of Art Studio 3D 10. Students will develop skills to a more professional level. Portfolio pieces, necessary for acceptance to Post-Secondary Art Institutions, can be developed. Self-directed study is encouraged during the second part of the year. Students will use clay, plaster, wood, fabric, and other exciting materials. Students working at the senior level will be expected to complete work at a sophisticated level based on demonstrations and skills learned in class.

*\$40.00 for supplementary art materials (including clay, glaze, underglaze, sculpture materials)*

### ***Art Studio 11/12***

In this course, students engage in a variety of art- and image-development processes and strategies. Students will paint, sculpt, draw, create print editions, and explore a variety of artists and movements that inform and inspire art practice. Students in Art Studio 11/12 will be well-prepared to develop portfolios, and understand the role of artists throughout history, and as contemporary innovators in society. This is a great course to take to explore art-making, art history, and contemporary practice that is cutting edge and always changing. New forms of personal imagery and ideas will be encouraged and incorporated into the course. This is a great course for students who want to work with a variety of materials and processes.

No pre-requisites.

*\$40.00 for supplementary materials (including paint, canvas, printmaking materials, clay, glaze)*

### ***Graphic Arts 11/12***

In Graphic Arts 11/12, students develop and apply design skills to solve real-world and creative design challenges. The course focuses primarily on digital media, using industry-standard tools such as Adobe Illustrator, Photoshop, and InDesign, while also introducing traditional techniques like screen printing, markers, and collage. Through a focus on design principles, the creative process, and visual storytelling, students will produce a variety of graphic artworks, including logos, posters, illustrations, zines, and graphic fiction.

Projects are designed to simulate professional graphic design workflows, encouraging students to think critically, experiment with techniques, and refine their visual communication skills. Working individually and collaboratively, students will develop portfolios that showcase their ability to conceptualize, design, and execute projects that are both functional and visually impactful.

Graphic Arts 12 students, who have completed Graphic Arts 11, will further develop their technical, conceptual, and aesthetic knowledge of graphic design. They will enhance their proficiency using industry-standard software and experiment with innovative graphic art techniques. Students are expected to show increased independence and proactivity at this level, with opportunities to explore

their own interests and passions through project-based work.

No pre-requisites.

*\$35.00 for supplementary materials (including sketchbook, printer inks, and paper)*

### ***Advanced Placement Art & Design Courses:***

Please note that the AP Art & Design program is a *very* rigorous, intense program that requires much work to be completed outside of class time. The program is offered after school on Wednesdays from September to mid-May. This program is designed for students who are already very well-versed in art and design processes and materials. Previous art experience is highly recommended. Self-direction, organization, and professionalism are necessary for success in these courses.

### ***AP Studio Art: Drawing***

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets an international standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. The AP Drawing course is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that will be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works will be expected to demonstrate drawing competence. Students are expected to complete the AP Drawing portfolio by submitting a collection of 15 images of their process from the year (digital images of their pieces and experiments). Students investigate one inquiry question of their choosing and create work around that idea for the year. Students are recommended to have previous art experience to take this course.

This is a college-level program where students will have portfolios evaluated in the USA in May. Students who receive a holistic score of 5/5 from the AP Board will receive a university transfer credit that equates a first-year course in drawing, and counts toward a bachelor's degree. There is college-level

accountability, skill, and self-direction and motivation that is necessary to succeed in the program.

This specific course is offered outside of the regular timetable in an x-block. This class will be scheduled outside the timetable as a means to accommodate those students who wish to engage in a deep exploration of practice, experimentation and revision of inquiry-based art outside of their regular school schedule or as an additional course complimenting their regularly scheduled courses. Students will meet one day after school each week and once a week during lunch for the *entire* school year to allow students access to teachers and materials in both semesters. Mr. Bogen for more information.

*\$100.00 for supplementary materials (including a good quality sketchbook, paint, paper, and printer ink); \$160 Exam Fee for portfolio evaluation by the Advanced Placement Board in the United States. Students who score highly enough with the AP Board will receive 3 university credits, applicable to post-secondary institutions.*

### ***AP 2-D Art & Design Portfolio***

The AP 2D Art & Design course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to address two-dimensional (2-D) design issues. Students are asked to demonstrate mastery of 2-D design through many two-dimensional mediums and processes, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and printmaking. Students will be expected to complete the AP 2D Art & Design portfolio by submitting a collection of 15 images of their process from the year (digital images of their pieces and experiments). Students investigate one inquiry question of their choosing and create work around that idea for the year.

Students are recommended to have previous art and design experience to take this course.

This is a college-level program where students will have portfolios evaluated in the USA in May. Students who receive a holistic score of 5/5 from the AP Board will receive a university transfer credit that equates a first-year course in design and counts toward a bachelor's degree. There is college-level accountability, skill, and self-direction and motivation that is necessary to succeed in the program.

This specific course is offered outside of the regular timetable in an x-block. This class will be scheduled outside the timetable as a means to accommodate those students who wish to engage in a deep exploration of practice, experimentation and revision of inquiry-based art outside of their regular school schedule or as an additional course complimenting their regularly scheduled courses. Students will meet one day after school each week and once a week during lunch for the *entire* school year to allow students access to teachers and materials in both semesters. Mr. Bogen for more information.

*\$100.00 for supplementary materials (including a good quality sketchbook and inkjet ink); \$160 AP Exam Fee for portfolio evaluation by the Advanced Placement Board in the United States. Students who score highly enough with the AP Board will receive 3 university credits, applicable to post-secondary institutions.*

### ***AP 3-D Design Portfolio***

The AP 3D Design course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to address three-dimensional (3-D) design issues. Students are asked to demonstrate mastery of 3-D design through many three-dimensional mediums and processes (like clay, wire, paper, fabric, fashion/clothing, cardboard, wood, etc.). Students will be expected to complete the AP 3D

Design portfolio by submitting a collection of 15 images of their process from the year (digital images of their pieces and experiments). Students investigate one inquiry question of their choosing and create work around that idea for the year. Students are recommended to have previous art experience to take this course.

This is a college-level program where students will have portfolios evaluated in the USA in May. Students who receive a holistic score of 5/5 from the AP Board will receive a university transfer credit that equates a first-year course in 3D design and counts toward a bachelor's degree. There is college-level accountability, skill, and self-direction and motivation that is necessary to succeed in the program.

This specific course is offered outside of the regular timetable in an x-block. This class will be scheduled outside the timetable as a means to accommodate those students who wish to engage in a deep exploration of practice, experimentation and revision of inquiry-based art outside of their regular school schedule or as an additional course complimenting their regularly scheduled courses. *Students will meet one day after school each week and once a week during lunch for the entire school year to allow students access to teachers and materials in both semesters – this is dependent on school timetable for 24/25.* Please contact Mr. Bogen for more information.

*\$100.00 for supplementary materials (including a good quality sketchbook and inkjet ink); \$160 AP Exam Fee for portfolio evaluation by the Advanced Placement Board in the United States. Students who score highly enough with the AP Board will receive 3 university credits, applicable to post-secondary institutions.*



## English Language Arts

### General Program Description

The general goals of English are to foster the enjoyment of literature and further the development of critical thinking and communication skills. These 21<sup>st</sup> century skills are applicable to our modern world in various ways including forms of entertainment, various aspects of the professional world, and in active citizenship. As students make their way through high school English, they will explore and reflect on the complexity of life. By doing so, they will become more understanding human beings and develop a greater awareness of themselves and the world around them.

### Course Descriptions:

#### ***Humanities 8***

Humanities 8 is an integrated approach to studying English and Social Studies. The course includes complete coverage of both the English Language Arts 8 and Social Studies 8 curricula while emphasizing common elements between the two based on human patterns and themes. Major units include the study of geography, history, and culture as well as those involving the acquisition of language arts skills through the practice of written and oral communication and the study of literature - including novels, short stories, myths, and poetry.

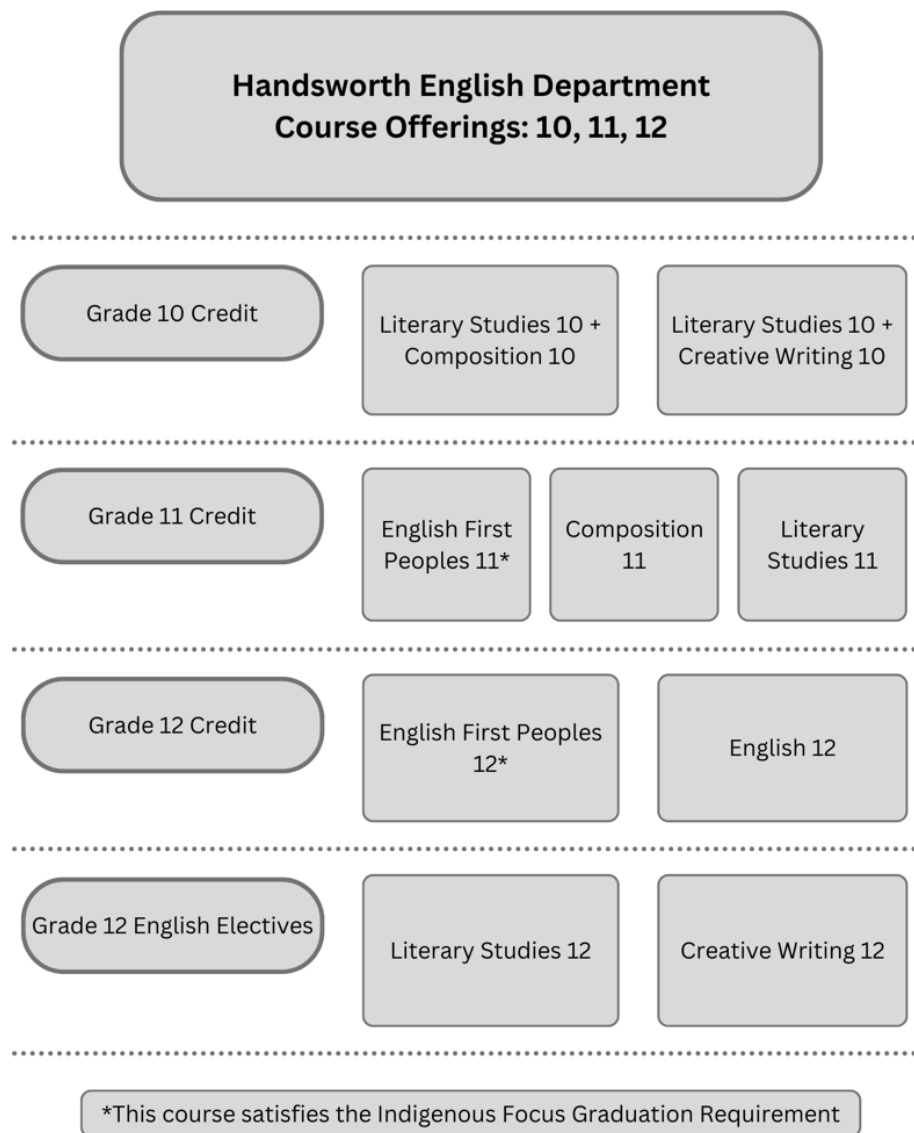
#### ***English Language Arts 8***

English Language Arts 8 provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about ideas. Major units involve the acquisition of language arts skills through the practice of written and oral communication and the study of literature - including novels, short stories, myths, and poetry.

#### ***English Language Arts 9***

English 9 builds on the skills developed in English 8. Students will explore connections between informational, story, multimodal, and poetry texts.

Through writing, discussion, and creative projects, students will learn how to apply appropriate strategies to comprehend various texts and guide inquiry while developing critical thinking skills. Emphasis will be placed on developing an awareness and appreciation of the diversity within society, including First Peoples, and how varying situations and perspectives are represented in texts. Students will continue to develop their paragraph and creative writing skills and will be introduced to the expository essay format. There will be continued focus on how to refine texts to improve their clarity, effectiveness, and impact.



## **Grade 10 English Credit Options:**

### ***Literary Studies and Composition 10***

Literary Studies allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students will have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They may write persuasive, synthesis, or narrative pieces. This class will also develop their craft through processes of drafting, reflecting, and revising.

### ***Literary Studies and Creative Writing 10***

Literary Studies allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works. Students will plan, develop, and create coherent, purposeful compositions. The focus in this course includes various creative forms of writing such as fiction and narrative essay writing, and, to a lesser extent, writing forms such as persuasive and synthesis responses.

## **Grade 11 English Credit Options:**

### ***English First Peoples 11 (EFP 11) Literary Studies + Writing 11***

Within a classroom community grounded by the First People's Principles of Learning, this English 11 course provides students with the opportunity to explore a diverse sample of contemporary Indigenous literature and practice writing for self-expression and communication in a variety of contexts. Students delve deeply into modern Indigenous literature in a range of media to explore various themes, authors, and topics. The texts examined provide a foundation for students to think critically and creatively as they explore and strengthen their oral and written communication. This course satisfies both an English 11 credit as well as the graduation requirement for a course with an Indigenous Focus.

### ***Composition 11***

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study non-fiction and fiction compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to study, create, and write original and authentic pieces for a range of purposes and audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations.

### ***Literary Studies 11***

Literary Studies 11 balances a study of literature and other media (including non-fiction) with developing academic writing skills in preparation for post-secondary studies and for life-long learning. Students will work on improving their writing, speaking, and presentation skills through close reading of a variety of genres: a novel, short stories, poetry, non-fiction, and drama. The course will continue to expand students' development as educated global citizens; help students to develop balance and broaden their understanding of themselves and the world; and further develop higher-level thinking and learning skills. The major goals of the course are for students to be able to read for enjoyment and to achieve personal goals and to develop strong writing and communications skills to prepare them for whatever future they may choose.

### **Grade 12 English Credit Options:**

All students are required to take either *English First Peoples 12* or *English Studies 12* to meet graduation requirements.

### ***English First Peoples 12 (EFP 12)***

Within a classroom community grounded by the First People's Principles of Learning, this English 12 course provides students with the opportunity to explore a diverse sample of contemporary Indigenous literature and practice writing for self-expression and communication in a variety of contexts. Students delve deeply into modern Indigenous literature in a range

of media to explore various themes, authors, and topics. The texts examined provide a foundation for students to think critically and creatively as they explore and strengthen their oral and written communication. This course satisfies both an English 12 credit as well as the graduation requirement for a course with an Indigenous Focus.

### ***English Studies 12***

In this course, students will participate in an in-depth study of literary and non-fiction texts, including those from the perspective of Canada's First Peoples. While exploring thematic elements and stylistic techniques, students will engage in critical, creative, and reflective practices. As they explore a variety of purposes and audiences in meaningful formal writing activities, students will improve the clarity, impact, and effectiveness of their writing.

### **Grade 12 English Elective Courses:**

#### ***Creative Writing 12***

Creative Writing 12 is a course where students will ask big questions about themselves, others, and the larger world. In this course, students will refine their creative voice and written output skills through presentations, workshops, and creative writing assignments. While class workshops and discussions will look at the work of professional writers, the focus of this course will be to create an individual writing portfolio while concurrently exploring new writing forms, techniques, styles, and methods. As they move through this course, students will develop their editorial skills by practicing giving and receiving respectful feedback. In the end, students will be more confident in sharing and publishing their creative works. Students who take this course should be prepared to be imaginative, be reflective, and to think outside the box! This course is open to all students in grade 11 or 12.

#### ***Literary Studies 12***

Literary Studies 12 is a course for those wishing to explore English literature from its very beginnings. Students will examine work from a range of authors - including those who are familiar to high school students such as

Shakespeare and those who might be less familiar such as Chaucer, Milton, Keats, and T.S. Eliot. The course will begin with the deep, historical roots of English literature and move toward the works of the modern and diverse literary community. Students will have endless opportunities to use their critical thinking skills to engage with the written word as they investigate the origins of literature, through discussion, debate, and creative exercises. Throughout, they are bound to find common ground with people of the past and present alike. Questions about the nature of existence - and about love and life - have transcended the ages through text. It is through the study of literature that students are able to connect with the wisdom of previous generations while asking broader questions about who they are in relation to present and future peoples.



## Modern Languages

### General Program Information

#### Core French

Welcome / Bienvenue to the Core French program! We offer a variety of engaging courses for students at all levels. Our courses provide opportunities for students to learn how to communicate in French, as well as to explore Francophone culture.

#### Spanish

Welcome / Bienvenidos to the Spanish program! Our courses offer students at all grade levels (9-12) the unique opportunity to explore Hispanic culture, in addition to learning the elements of the language. We will still offer a Beginners Spanish course for students in Grades 10, 11 and 12 (BSP11), with possible follow up courses in Grades 11 and 12. The classes are designed for beginner to intermediate levels of skill and language ability, with the language of instruction being both in Spanish and English. See below for more information about each of the courses offered.

**\*Universities are looking for students with a well-rounded educational portfolio. Although not required for entrance, taking a language course through the Grade 12 level is highly recommended.**

### Modern Languages Courses

#### *French 8*

French 8 is an exciting introductory course for Core French students. It focuses on the exploration of basic French, Francophone culture, and communication skills development. Students will have access to many different resources including the *Discovering French Nouveau Bleu* textbook, online resources, and other texts.

### ***French 9***

French 9 continues the study of Core French begun in French 8. Students will have access to many different resources including the *Discovering French Nouveau Blanc* textbook, online resources, and other texts. Language elements are reviewed and expanded, and vocabulary is enriched through authentic Francophone texts, songs, stories, videos, and experiences. Students will continue to expand their knowledge of Francophone culture and develop their communication skills.

### ***French 10***

French 10 offers Core French students a third year of French language development. Students will have access to many different resources including the *Discovering French Nouveau Blanc* textbook, online resources, and other texts. Language elements are reviewed and expanded, and vocabulary is enriched through authentic Francophone texts, songs, stories, videos, and experiences. Students will continue to expand their knowledge of Francophone culture and develop their communication skills.

### ***French 11***

French 11 offers students a comprehensive Core French course that builds on their language development and communicative skill development from French 8-10. Students will have access to many different resources including the *Discovering French Nouveau Rouge textbook*, online resources, and other texts. Language elements are reviewed and expanded, and vocabulary is enriched through authentic Francophone texts, songs, stories, videos and experiences. Students will continue to expand their knowledge of Francophone culture and develop their communication skills.

### ***French 12***

French 12 provides Core French students a unique fifth year of French language development. This academic elective course offers students the opportunity to explore language and culture through discussions, compositions, literature, research and continued communicative skill development. This course builds on the language and cultural

understandings that were acquired in French 8-11.

### ***Spanish 9***

This introductory course in Spanish is designed for students in Grade 9. While working with the En Español 1 program, students will learn basic grammar such as the present tense, adjectives, and sentence structure. Students will also be able to practice basic conversation skills where the focus is speaking about family, friends, and hobbies. In addition, students will have the opportunity to explore in greater depth Hispanic culture from around the world, such as traditions, customs, and celebrations. Upon successful completion, students will continue to Spanish 10.

### ***Spanish 10***

This is the follow-up course to Spanish 9! Students are supported in their development of basic communication skills in Spanish. Students will continue their use of En Español 1, where they will work on sentence structure and conversation building, as well as their exploration of Hispanic culture. Upon successful completion, students will continue to Spanish 11.

### **Beginning Spanish 11**

This introductory level Spanish course has been developed for senior students in grade 10, 11 or 12. While working with the En Español 1 program students will learn basic grammar such as the present tense, future tense, adjectives, interrogative pronouns, etc. Students will also be able to practice basic conversation skills where the focus is on speaking about family, school, friends, and hobbies. In addition, students will have the opportunity to explore Hispanic culture from around the world, such as traditions, customs, and celebrations. This is a faster-paced course that covers more content than Spanish 9 and 10. Upon successful completion, students will continue to Spanish 11.

### ***Spanish 11***

Spanish 11 is a continuation of either Spanish 10 or Beginning Spanish 11. Students will begin to expand their ability to use Spanish in real-world situations such as travelling to foreign destinations, exploring Hispanic

cultures (ie: market day in Oaxaca, Mexico) and talking about past experiences. Students will expand their grammar knowledge through real life, everyday vocabulary used to communicate realistic situations. Students will be given many opportunities to build their confidence with their listening comprehension and verbal skills. Upon successful completion, students will continue to Spanish 12.

### ***Spanish 12***

Spanish 12 is a continuation of the En Español 2 program begun in Spanish 11. At this level, students will continue to expand their vocabulary and grammar knowledge by focusing ever-growing attention on listening comprehension and conversational skills. All of this is learned in the context of real-life scenarios: going to the beach with friends, telling your siblings what chores to do, shopping in Spain, planning for post-graduation, etc. Be amazed at how good your Spanish skills are after three or four years!



## Business Education

### General Program Description

Business is everywhere! Join us to get a head start on a career in the exciting, challenging world of business.

The Business Education Department at Handsworth offers a range of courses for students in Grades 9-12 that provide students with an understanding of what is happening in the world around them. These courses will expose students to a variety of subjects and will help students prepare for college and university business programs.

Students are able to explore a broad range of business topics including: economics, business basics, marketing, business ethics, personal finance, accounting, entrepreneurship, and more.

By teaching high school students the different subjects in business, they learn the intricacies of business and start to explore their business interests at a young age. Aside from using innovative educational content, we invite successful business-people and professionals to share their knowledge with the students, allowing students to connect theory with practice with the students, allowing students to connect theory with practice.

### Business Education Courses

#### ***Entrepreneurship & Marketing 9***

Entrepreneurship and Marketing 9 is an introduction to the world of business. This course introduces student to the basics of entrepreneurship and marketing, the history of business, corporate social responsibility, ethics, as well as community relations and the role of social entrepreneurship within First Nations communities. Students will explore current events to further develop their understating of course material.

### ***Entrepreneurship & Financial Literacy 10***

Entrepreneurship & Financial Literacy 10 continues to look at the world of Business while engaging with research and empathetic observation (may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings). Basic business concepts will be applied to help explain what is happening in the world around us. Students will cover a variety of topics including finance, economics, marketing, budgeting, invention vs. innovation, and ethics (of cultural appropriation and barriers that diverse groups of entrepreneurs' experience). Students will have the opportunity to develop a business plan and learn to become an entrepreneur and build on their understanding of the global markets.

### ***Marketing & Promotion 11***

Students will look at the role of marketing and the ways that marketing and promotion are used to persuade the public to buy a good or service. Students will learn how to design a Marketing Plan, the necessity and power of advertising, how to market at the different stages of the product life cycle, challenges of doing business across borders, the importance of E-Commerce, marketing to diverse target markets, social marketing and ethical marketing (including the ethics of cultural appropriation). Students will look at the marketing and promotion involved with sports teams, the tourism industry, and other marketing giants. Students will learn to work with various AI tools to create dynamic marketing campaigns and presentations.

### ***E-Commerce & Marketing 12***

Students will explore the evolution of e-commerce and its significant role in our economy. Local and global e-commerce environments will be examined as we analyze what makes a successful marketing campaign, whether online or in-store. Students will explore how the Internet has become an essential component of a company's advertising strategy, with a focus on leveraging our digital habits, such as the widespread use of YouTube, smartphones, and other technologies. Additionally, the course will emphasize inclusivity by examining how e-commerce can serve diverse communities and promote

equitable access to digital opportunities. Indigenous perspectives on digital commerce and entrepreneurship will also be integrated into the curriculum, allowing students to explore how technology and business practices intersect with Indigenous ways of knowing and cultural values. Through real-life case studies, students will learn how to build a business in the digital landscape, while a study of various AI applications will provide cutting-edge tools to work more efficiently and effectively.

### ***Accounting 11***

This course introduces students to basic accounting concepts: from accounting principles and concepts, such as, balance sheets, t-accounts, transaction analysis, revenue and expense accounts, income statements, and ledgers to applying these concepts to “real world” projects. Students will also gain knowledge of how services and products can be designed through consultation and collaboration. This course will also provide students with employment skills at the entry level. Students are also introduced to the use of Excel.

### ***Accounting 12***

Accounting 12 continues with the accounting skills learned in Accounting 11 (Accounting 11 is a required prerequisite). This course generates the understanding of the adjustment process, adjusting entries and the worksheet, preparing for New Fiscal Years, adjusting for depreciation, accounting for cash receipts, cash payments, and controls for cash, along with knowing, the cash flow statement a how to manage a spreadsheet for cash flow. Students will also gain financial literacy skills to promote the financial well-being of both individuals and businesses. This course will also provide students with employment skills at the entry level and knowledge of first year University Accounting courses. Students are also introduced to the use of Excel.

### ***Economics 12***

Economics 12 will provide students with a practical background in Economics including both microeconomics and macroeconomics. Why do people behave the way that they do? How do we allocate scarce resources? Why are gas prices so high? How does the value of the

Canadian dollar impact our life? Why do we care about interest rates? Students will learn the appropriate tools to measure and evaluate economic activity and its impact, learning to analyze different economic scenarios and identify potential issues and outcomes. This will include looking at the Canadian Economic system and identifying how it operates including the principles behind government and social policies. Students will look at local and global trends and how Canada is impacted by different economic policies. This course is a great introduction to Economics for students planning to study Economics at the University level.

### ***AP Microeconomics***

The purpose of the AP Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of Supply and Demand, Factor Markets, Market Structures, Costs of Production and how the government can intervene to promote greater efficiency and equity in the economy.

Particular emphasis is placed upon building economic theory at the university level in order to create a solid theoretical base for further economic inquiry. This course is meant to be the equivalent of a first semester college or university course in Microeconomics and is a great introduction for students planning to study Economics at the University level.

Students will write the AP Exam in May and will receive their Exam mark in the summer. *AP Exam Fee \$160*

## ***YELL (Young Entrepreneurship and Leadership Launchpad)***

YELL provides students with a thorough understanding of how to apply entrepreneurial thinking to future studies, launching a business or entering the workforce post-secondary. Students interested in technology, entrepreneurship and innovation and those curious about how to put their ideas into action will benefit from the skills taught in this course as they prepare for lifelong success.

### **Why YELL?**

- Students earn course credits for Entrepreneurship 12.
- Work with teachers, business and community leaders and a mentor to design a student-led business concept.
- Connect with other business minded students and share ideas.
- Compete in a Venture Challenge to present their ideas to real-world investors and business leaders in the spring.

The course runs outside of the regular timetable after school for 2.5 hours and is divided into three terms: Business Accelerator, Idea Incubator and a Venture Challenge. The course runs on Tuesdays, 3:30pm – 6:00pm at Handsworth and on Mondays, 3:30pm – 6:00 pm at Sutherland.

Students interested in signing up for YELL must complete an external application which will be available online in February.

For more information about the YELL program: [www.yellcanada.org](http://www.yellcanada.org)

If you would like to find out more about this great program, please contact Mrs. Johnson.

Contact:

Sheri Johnson

Handsworth Secondary

School [sjohnson@sd44.ca](mailto:sjohnson@sd44.ca)



## Careers Education

### ***Careers 8***

Career Education 8 provides an opportunity for students to begin thinking about their future. Careers 8 is not about identifying a set career but rather reflecting on current strengths and interests, surveying values, identifying learning preferences, and setting goals. Students will learn the importance of volunteering and understand the influence of curriculum choices and activities on a variety of career paths. This course will be delivered throughout the year in the form of group work shops and assemblies.

### ***Careers 9***

The Careers 9 curriculum is delivered through both large group assemblies and smaller group activities throughout the school year. Students will participate in Take Our Kids to Work Day in November. Students will also participate in a Junior Achievement workshop. Lastly, students will participate in a workshop on the value of volunteering.

### ***Career Life Education 10***

Career Life Education helps students prepare to be lifelong learners who can adapt to changing career opportunities. Through activities and course assignments students discover that successful career and education paths require planning, evaluating and adapting. Students also explore how a network of family, friends, and community members can support and broaden their career awareness and options.

Career Life Education 10 applies to all students. Students must complete Career Life Education 10 in order to satisfy graduation requirements.

### ***Career Life Connections 12 & Capstone Project***

Career Life Connections 12 and the Capstone Project require students to reflect on their knowledge and abilities, and to plan for life after graduation.

Students will begin to learn about this course in Career Life Education 10. Students will participate in a variety of activities, mandatory meetings, and complete assignments outside of the regular timetable to support the curriculum and the development of the Capstone Project.

All students must complete mandatory assignments, 30 hours paid or unpaid work experience, and the Capstone Project and presentation to complete the course. This is a graduation requirement.

### **WORK EXPERIENCE and APPRENTICESHIPS**

The primary goal of Work Experience and Apprenticeships is to help students prepare for the transition from Handsworth Secondary to the world of work. Students have the opportunity to observe and practice the employability skills required in today's workplace as well as technical and applied skills relating to specific occupations or industries.

Other goals include helping students to:

- Connect what is learned in the classroom with the world of work.
- Find out if a specific career is really what they think it is.
- Develop job readiness skills for specific occupations and careers.
- Understand the similarities and differences in behaviour standards between the workplace and school.
- Build their resumes and skills to help open up other employment opportunities.
- Gain a variety of experiences and build their "basket of skills."

Placements can include traditional work sites, seasonal events...the opportunities are endless.

### ***Work Experience 12A***

Work Experience helps students prepare for the transition from secondary school to the world of work or further education and training. During Grade 11 and/or 12, students are placed with local employers in positions that align with their interests and future career goals. The community becomes the classroom where students gain experience in the workplace and are provided

with a frame of reference to review or revise their career goals. Work experience is comprised of pre-placement classroom activities combined with 90 hours at a community worksite.

### ***Work Experience 12B***

Students who have completed Work Experience 12A and want to continue to try new opportunities can enroll in Work Experience 12B. Students are able to build on what they learned in 12A and complete an additional 90 hours of Work Experience in the community.

### **Youth Work in Trades**

Thinking of a Career in the Trades? Want to start earning hours towards an Apprenticeship? Want to earn money while earning credits towards graduation?

The Youth Work in Trades program is a career program that provides students with the opportunity to begin their apprenticeship training while attending high school. The student will receive four credits towards graduation for every 120 hours completed on the job site, in a paid, supervised position, to a maximum of sixteen credits or 480 hours. Apprenticeship hours can be completed in a number of ways including after school, weekends, holidays, or where it can be accommodated in the school timetable, during school time.

Trades currently in demand: Carpenters, Construction Millwrights, Cooks, Electricians, Heavy Duty Mechanics, Heavy Equipment Operators, Painters & Decorators, Plumbers, Sprinkler System Installers, Steamfitters & Pipe-fitters and Welders.

For more information, visit [www.skilledtradesbc.ca](http://www.skilledtradesbc.ca)



## Leadership

### LEADERSHIP 11/12

This course is aimed at highly motivated, involved students who wish to develop their leadership skills while working with the greater Handsworth community. This class will help students understand the basic concepts of pro-active leadership and how to effectively use these skills. Leadership 11/12 will provide opportunities for students take on mentorship roles at Handsworth, elementary schools, and in the school community. A critical component of this course is planning and implementing the Handsworth Grade 8 Retreat. Leadership 11/12 students are expected to design and conduct all activities for the two-day retreat, both at Handsworth and at the Cheakamus Outdoor Centre. *As the retreat occurs in September, leadership students are expected to be available in May/June of the previous school year to begin the planning process.* Leadership 11/12 provides senior Handsworth students the opportunity to help younger children in North Vancouver, bridge the gap between elementary and high school, put their mark on the Grade 8 Retreat, and enhance the student experience at Handsworth.

### ***Athletic Leadership 11/12***

Athletic Leadership 11/12 is a Handsworth specific course designed for highly motivated students who wish to enhance their leadership skills while working within the Handsworth Athletic Program. Students will be part of a Student Athletic Department that will work closely with the Handsworth Athletic Coordinator, as well as coaches and athletes to enhance the athletic opportunities for Handsworth students. Athletic Leadership students will support varsity teams, promote student athlete recognition, coordinate and help with sport officiating, organize and run intramural programs and promote school athletics and events. Students are expected to be available for numerous athletic events which occur outside the regular school day.



## Mathematics

### General Program Description

There are a variety of Math courses offered at Handsworth. The main goals of all Mathematics courses offered in BC are based on the curricular competencies of:

- Communicating & representing;
- Reasoning & modelling;
- Understanding & solving;
- Connecting and reflecting.

For more information on course content, curricular competencies and “Big Ideas” see ‘Building Student Success – BC’s New Curriculum’.

Students should consider their interests, both current and future when choosing a pathway after grade 9. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

Grade 8 – All students are enrolled in Math 8.

Grade 9 – Students will follow Math 8 with Math 9.

Grade 10 – At the grade 10 level, there are 2 distinct pathways offered.

→ Workplace Math 10 will lead to Workplace Math 11.

→ Foundations & Pre-Calculus 10 will lead to either Foundations 11 or Pre-Calculus 11.

Grade 11 – At the grade 11 level, there are 3 distinct pathways offered.

→ Workplace 11

→ Foundations 11

→ Pre-Calculus 11.

This is the last year mathematics is required for graduation.

Grade 12 – At the grade 12 level, there are 4 elective math courses

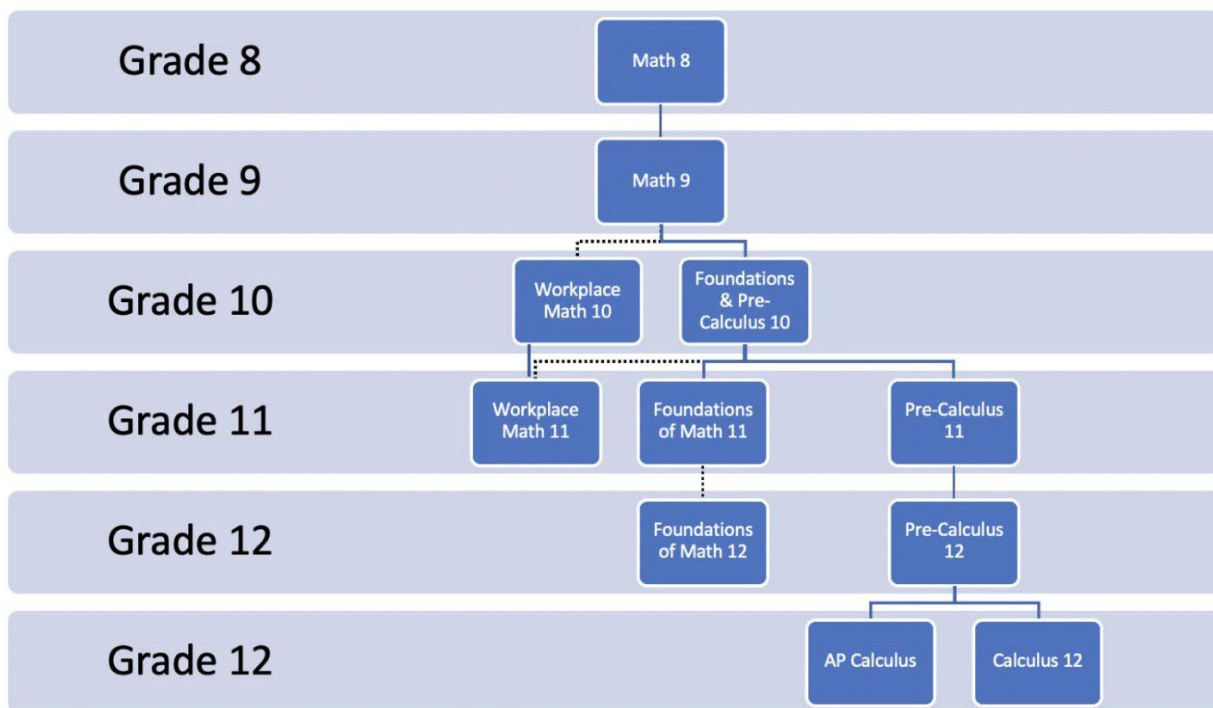
offered. Students should continue in the pathway they chose in Grade 11

And take Foundations 12 or Pre-Calculus 12. In addition, students enrolled in Pre-Calculus 12 can concurrently or sequentially take Calculus 12 or AP Calculus 12.

## NOTE ON THE USE OF CALCULATORS

Any student who is unable to perform arithmetic calculations and algebraic operations with accuracy and reasonable speed is at a significant disadvantage in the study and application of mathematics. The use of calculators makes the performance of complicated calculations less tedious but does not lessen the need for students to understand which concepts and operations are needed to solve a problem, to make sensible estimates, and to analyze their results.

### **Math Courses Flow Chart**



#### **Note:**

- Solid lines represent the most common pathways
- Dashed lines represent common variations to these path ways
- See the grade counselor to discuss any alternate pathways

## Math Courses

### ***Mathematics 8***

Topics include perfect squares and cubes, square and cube roots, percents, financial literacy, proportional reasoning, operations with fractions, discrete linear relations and expressions, two-step equations, 3-D Object Geometry (Nets, surface area, volume), Pythagorean Theorem, central tendency and theoretical probabilities.

A scientific calculator is recommended but not necessary as there is an emphasis placed on developing number skills with fractions and decimals.

### ***Mathematics 9***

Topics include operations with rational numbers, exponents and exponent laws, operations with polynomials, two variable linear relations, multi-step one variable relations, spatial proportional reasoning, statistics in society and financial literacy. Scientific calculators are required.

### ***Workplace Mathematics 10***

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce.

Topics include graphing, primary trigonometric ratios, metric and imperial measurement and conversions, surface area, volume, central tendency, experimental probability, and financial literacy of gross and net pay. This course leads to Workplace Mathematics 11

*NOTE: Students with a mark of “emerging” are strongly encouraged to take this course.*

### ***Foundation of Mathematics and Pre-Calculus 10***

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary studies in mathematics. Topics include operations on powers with integral exponents, prime factorization, functions and relations, linear functions, arithmetic sequences, systems of linear equations, multiplication of polynomial expressions, polynomials factoring, primary trigonometric ratios,

financial literacy of gross and net pay. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. Scientific calculators are required.

*NOTE: Proficiency in Math 9 will help student's be successful in this course. A minimum mark of "developing" in Mathematics 9 is very strongly recommended.*

### ***Workplace Mathematics 11***

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry in the workforce.

Topics include financial literacy of personal investments, loans, and budgeting; rate of change; probability and statistics in different contexts; interpreting graphs; and geometry of 3D objects including angles, views, and scale diagrams.

*NOTE: Students who took Workplace Math 10 or students who earned 55% or lower in Foundations & Pre-Calculus 10 are strongly encouraged to take this course.*

### ***Foundation of Mathematics 11***

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include: forms of mathematical reasoning; angle relationships; graphical analysis of linear inequalities; quadratic functions; systems of equations; optimization; applications of statistics; scale models; and financial literacy of compound interest, investments, and loans.

### ***Pre-Calculus 11***

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for post-secondary studies in programs that require the study of mathematics and calculus (eg: Business, Science, Math, and Engineering). Topics include: real number system; powers with rational exponents; radical operations and equations; polynomial factoring; rational expressions and equations; quadratic functions and equations; linear and quadratic inequalities; trigonometry of non-right

triangles and angles in standard position; and financial literacy of compound interest, investments, and loans.

*NOTE: A minimum mark of C+ in Foundations and Pre-Calculus 10 is strongly recommended. A Texas Instruments TI-83/84/85 calculator is highly recommended for the course.*

### ***Foundations of Mathematics 12***

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary studies in the arts or the humanities. Topics include: geometric explorations of constructions; conics; fractals; graphical representations of polynomial logarithmic, exponential, and sinusoidal functions; regression analysis of these functions; combinatorics; odds, probability and expected value; and financial planning.

*NOTE: A minimum mark of C+ in Foundations of Math 11 or Pre-Calculus 11 is very strongly recommended.*

### ***Pre-Calculus 12***

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into math based post-secondary programs that require the study of calculus (eg: Business, Science, Math, or Engineering). Topics include: transformations of functions; exponential functions and equations; geometric sequences and series; logarithmic functions and equations; polynomial functions and equations; rational functions; and trigonometric functions, equations and identities.

*NOTE: A minimum mark of C+ in Pre-Calculus 11 is very strongly recommended. A Texas Instruments TI-83/84/85 calculator is highly recommended for the course.*

## ***Calculus 12***

This course is recommended for students interested in taking post-secondary calculus or pursuing careers in many diverse disciplines such as the biological and physical sciences, mathematics, business, and engineering. Its purpose is to make the transition from high school calculus to technical school, college, or university calculus less extreme.

Topics in Calculus include: limits and continuity; and differentiation and integration of algebraic, exponential, trigonometric and logarithmic functions. Practical applications of these skills as they apply to business, physics and statistics are also pursued. Students enrolling in this course must also be taking Pre-Calculus 12 or have previously completed Pre-Calculus 12.

*NOTE: A minimum mark of a B in Pre-Calculus 11 is very strongly recommended. A Texas Instruments TI-83/84/85 calculator is highly recommended for the course.*

## ***AP Calculus – AB***

An advanced placement course in Mathematics consisting of work in Calculus and related topics comparable to courses in colleges and universities. It is expected that students who take AP Calculus will be taking calculus at the university level. Topics covered in this course are similar to the ones in Calculus 12 but are covered more in depth and at a faster pace. AP Calculus is intended for students who have already completed and found success in Pre-Calculus 12 (preferred mark is an A), and who have good knowledge of content and skills from Pre-Calculus 11 & 12.

The AP Calculus - AB examination is written in early May. If a student achieves a score of 4 or 5 on the AP exam, they may be granted credit at some colleges and universities.

***A Texas Instruments TI-83/84/85/86/89 graphing calculator is required for the course.***

*NOTES: There is a \$160 fee to write the AP Calculus exam.*

*AP Calculus is intended for students who have already completed the Pre-Calculus 12 course, preferably with a minimum mark of an A.*



## Physical and Health Education

### Physical and Health Education Courses

#### ***Physical and Health Education 8***

Physical and Health Education 8 is designed to develop the student's holistic understanding of health and well-being. Students in PHE 8 will participate in different types of physical activities, sports and games. This activity-based play allows students to develop knowledge, skills and the mindset to remain physically active and healthy over their lifetimes providing the benefits of a healthy lifestyle. In addition to activity, there is an added focus on the non-physical aspects of social and mental well-being, individuality, and overall health.

#### ***Physical and Health Education 9***

Physical and Health Education 9 continues to develop the student's holistic understanding of health and well-being. Students in PHE 9 will participate in physical activities, sports and games designed to further reinforce the development of movement education, active living, as well as personal health and social responsibility. Students will engage in learning activities designed to improve their understanding of the components of a healthy lifestyle and their understanding of mental health.

#### ***Physical and Health Education 10***

Physical and Health Education 10 is the culminating year of our junior PHE program at Handsworth. Students in PHE 10 will continue to participate in different types of both indoor and outdoor physical activities, sports and games. This activity-based play reinforces the development of movement education and active living. Students improve upon the skills and techniques learned in the earlier grades while also learning more complex skills and concepts. While continuing to improve upon their own physical literacy, PHE 10 students will also focus on their own personal fitness and well-being. They will begin to understand fitness from the point of view of their own

strengths, weaknesses and personal preferences. Finally, students will engage in learning activities designed to improve their understanding of the components of a healthy life – their relationships with others, their own emotional and mental health, and the effects of health upon our society.

### ***Physical and Health Education 10: Mindful Fitness***

The Physical and Health Education 10: Mindful Fitness offers students a unique opportunity to focus on their personal fitness journey while building lifelong skills for physical and mental well-being. This course emphasizes functional fitness, yoga, stretching, and meditation, allowing students to explore various approaches to improving strength, flexibility, and mindfulness. Students will set and track personal fitness goals, developing a deeper understanding of how their physical activity choices support overall health. In alignment with the BC PHE 10 curriculum, the course will also explore the connections between physical activity, mental health, and personal growth. This course empowers students to build positive relationships with themselves, others, and the broader school environment. This course is a good fit for students who would like to improve their personal fitness in a fitness class outside the traditional gymnasium experience.

### ***Physical and Health Education 10: Dance***

Grade 10 students have the option to choose PHE Dance 10 for their PHE credit! This option is for students who wish to focus on dance, get fit through fun dance combos and participate in the bi-annual "Hands Up" dance performances. Dance technique and performance skills are embodied and developed while dancers have the option to choose which dance class suits their interest and level of experience. Dancers will collaborate through critical reflection, creative co-operation, and the exchange of ideas. An emphasis will be placed on promoting healthy living habits. Students will engage in learning activities designed to improve their understanding of the components of a healthy life – their relationships with others, their own emotional and mental health, and the effects of health upon our society.

### ***Physical and Health Education 10: Strength and Conditioning***

The Physical and Health Education 10: Strength and Conditioning course is primarily a resistance training class that focuses on improvements in physical

function. Students will learn to use a training plan and set goals to develop strength, speed, and power. The goal is to ensure a safe whole-body individualized training regime with an emphasis on athleticism. This class is challenging work that demands desire and commitment. The opportunity to enhance your fitness within the course is a privilege and an excellent opportunity for any highly motivated student. The course will also touch on additional areas of fitness such as recovery, goal setting, physiology, nutrition, and basic training principles. This course is a good fit for student-athletes looking to improve physical performance or students who would like to improve how they feel about their body and their personal fitness.

### ***Active Living 11/12***

Active Living 11 is an extension of the junior PHE program. Like junior PHE, students will participate in activities which further reinforce the development of movement education, active living and personal and social responsibility. As well, there is an added focus on the non-physical aspects of activity—finding recreational activities that can be enjoyed beyond the classroom, developing good safety practices to ensure lifelong participation in physical activity and overall good health and well-being. Please note that there is a fee associated with some off-campus events. Students are responsible for transportation to and from events.

### ***Fitness and Conditioning 11/12***

The Fitness and Conditioning 11/12 course is an extension of Physical and Health Education 10: Strength and Conditioning. Students can continue with their physical development. Students can strive for individualized goals regarding improvement in physical fitness and performance. Fitness and Conditioning 11/12 is a physically and mentally demanding course that offers earned rewards for the highly motivated.

### ***Fitness and Conditioning 11/12: Early Morning (X-Block)***

This course is a continuation to the Strength and Conditioning 10 class. The 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 that can

help us reach our health and fitness goals. Students will review gym safety and fundamental techniques and principles of weightlifting, as well as improving other aspects of fitness, including core strength, cardiovascular endurance, and agility. This course will progress from the Strength and Conditioning 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.

This specific course, “Early Morning F&C”, is offered outside of the regular timetable, operating on a Day 1 or 2 schedule. It is offered in this manner to accommodate those students who wish to engage in a fitness course outside of regular school timetable or as an additional course complimenting their regularly scheduled courses.

### ***Fitness and Conditioning 10/11/12 – Female-Identifying***

The Strength/Fitness and Conditioning 10/11/12 – Female Identifying-specific course is primarily a resistance training class that focuses on improvements in physical function. Students will learn to use a training plan and set goals to develop strength, speed, and power. The goal is to ensure a safe whole-body individualized training regime with an emphasis on athleticism. This class is challenging work that demands desire and commitment. The opportunity to enhance your fitness within the course is a privilege and an excellent opportunity for any highly motivated student. The course will also touch on additional areas of fitness such as recovery, goal setting, physiology, nutrition, and basic training principles. This course is a good fit for student- athletes looking to improve physical performance in students who would like to improve how they feel about their body and their fitness. The female identifying Strength/Fitness and Conditioning 10/11/12 - block is designed to cater to female identifying students who wish to build confidence in a gym setting and creates a safe environment for them to work on their personal fitness.

## Outdoor Education 11/12

Outdoor Education 11/12 empowers students to become active, responsible members of their community while developing lifelong outdoor and leadership skills. Through year-round excursions on land, snow, and water, students gain hands-on experience that promotes physical well-being, resilience, and environmental stewardship.

Throughout the course, students will build skills in the following areas:

- Outdoor recreation
- Personal health and well-being
- Leadership and teamwork
- Environmental stewardship

Some course activities and field trips involve costs related to venues, guides, and transportation. A detailed budget will be shared with students and their parents/guardians during a course overview meeting. A supplementary fee will be assessed for optional—but highly recommended—field experiences (approx. \$700).



## Science

### **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.

### **Science Courses**

#### ***Science 8***

Science 8 is an introduction to four disciplines: Biology, Chemistry, Physics, and Earth Science. Students learn proper laboratory procedures and equipment use, and develop observation and analysis skills in this lab-oriented course. Topics covered include Processes of Science, Kinetic Molecular Theory, Atomic Theory, Plate Tectonics, Waves and Optics, Cells and Immune System. Science 8 assesses the six curricular competencies that are the foundational skills of all Science courses.

#### ***Science 9***

Science 9 continues the study of Biology, Chemistry, Physics, and Earth Science. Observation and analysis are skills developed in this lab-oriented course. Topics covered include cell division and reproduction, the

periodic table, elements and compounds, electricity, matter cycles, and sustainability with a focus on First People's knowledge.

### ***Science 10***

Science 10 is the science of transformation and conservation. Science 10 extends knowledge of Biology, Chemistry, and Physics with the addition of Space Science.

Observation and analysis are skills developed in this lab-oriented course. Topics include genetics, diversity, chemical reactions, energy transformation during motion, local and global impacts of energy from technology, nuclear energy, and the formation of the universe. Science 10 prepares students for grade 11 Science courses.

### ***Life Sciences 11***

Life Sciences 11 provides students with a fundamental understanding of important biological concepts, including cell biology, evolution, and taxonomy. Students will investigate both living and non-living organisms, such as viruses, bacteria, protists, plants and animals (simple to complex). Microscopic analyses and dissections will be used to help students gain a better understanding of how living organisms evolved and are related to one another. It is *strongly* recommended that students planning on taking Anatomy and Physiology 12 and/or post-secondary studies in Biology, enroll in Life Sciences 11.

### ***Anatomy and Physiology 12***

Anatomy and Physiology 12 is an introductory physiology course, focusing on human cell biology and body systems. This is a *rigorous* class which covers critical topics, including biochemistry, cell biology, and human physiology of major body systems. Anatomy and Physiology 12 is an aggressively paced course where students will be expected to understand several critical metabolic systems (i.e., protein synthesis, DNA replication, action potentials, etc.) along with understanding how human bodies strive to maintain homeostasis. Dissections may be used to supplement student understanding of human organ systems, such as pig hearts, kidneys and fetal pigs. Students will benefit from completing Chemistry 11 and Life Sciences 11 prior to taking this course.

### ***Physics 11***

Physics 11 includes kinematics, dynamics, energy, circuits, and waves. Kinematics is the study of motion, while dynamics is the study of the forces that cause motion. Energy takes many forms and is always conserved. The circuits unit will explore the rules of series and parallel circuits. Lastly, the waves unit investigates phenomena such as light and sound. Students will develop critical thinking skills through solving problems in familiar and unfamiliar situations. Students will also build skills in observation, measurement and analysis through hands on laboratory experiments.

### ***Physics 12***

Physics 12 is an algebra-based course geared towards those students interested in the fundamental understanding of physical phenomena. The three disciplines covered are Newtonian Mechanics, Electromagnetism, and Relativity. In Newtonian Mechanics students will explore 2-D momentum, circular motion, gravitation and equilibrium. From Electromagnetism students will study electrostatics, electricity, and magnetism. In relativity, students will learn about Einstein's theory of Special Relativity. Students will develop critical thinking skills through solving problems in familiar and unfamiliar situations. Students will also build skills in observation, measurement and analysis through hands on laboratory experiments. Students are expected to be competent in every concept of the Physics 11 course in order to succeed in Physics 12.

### **AP Physics 1 Course Description:**

Prerequisite: Science 10 (a grade of 86% or higher is strongly recommended)

AP Physics 1 is a college-level introductory physics course for students who are interested in developing a strong foundation in kinematics, dynamics, energy, and fluid mechanics. Through a combination of theoretical learning, hands-on experiments, and data analysis, students will develop a deep understanding of physics. The course emphasizes critical thinking, problem-solving, and the application of physics principles to real-world situations.

AP Physics 1 students will have the option of writing the AP exam in the Spring of 2026, and may receive credit for a first-year general physics course if they achieve a score of 4 or 5 (on a 5-point scale), depending upon the college or university they attend. Simply taking AP Physics and achieving a high grade will not be sufficient for earning post-secondary credit; the AP exam must be taken to do so.

Optional AP Exam Fee: \$160.00

### **AP Physics 2 Course Description:**

Prerequisite: AP Physics 1 or Physics 11 (a grade of 86% or higher is strongly recommended)

AP Physics 2 is an algebra-based course designed to deepen students' understanding of the physical world. This course covers topics in thermodynamics, electricity and magnetism, and quantum mechanics. Emphasis will be placed on problem-solving, scientific reasoning, and experimentation, with students developing skills in data analysis, critical thinking, and mathematical modeling.

AP Physics 2 students will have the option of writing the AP exam in the Spring of 2026, and may receive credit for a first-year general physics course if they achieve a score of 4 or 5 (on a 5-point scale), depending upon the college or university they attend. Simply taking AP Physics and achieving a high grade will not be sufficient for earning post-secondary credit; the AP exam must be taken to do so.

Optional AP Exam Fee: \$160.00

### ***Environmental Science 12***

This Ministry approved course satisfies science graduation requirements. This course is open to students in grades 11 or 12. Environmental Science 12 looks at key areas and ideas that will shape the future of our Earth. The

course explores four big ideas, all looking at how human actions affect the environment we live in: Water - 100% necessary for life. How do our human actions affect the quality of water and its ability to sustain life? How do our human activities (like industry, travel, etc...) affect our global climate and impact climate change? Sustainable land use is essential to feed and house our growing population. The final topic in this course is to look at how sustainable living supports the well-being of self, community and the Earth. Students will have the opportunity to explore these topics from a local and personal lens, considering personal and community responsibilities that will shape future ecosystems.

### ***Chemistry 11***

Chemistry 11 extends the student's knowledge of chemistry concepts, further developing laboratory skills and techniques. The course is centred around the mathematical concept of the mole, with applications to chemical reactions, solutions and concentrations, and a brief introduction to molecular arrangements and organic chemistry. Time is spent on laboratory experiments, developing skills in observation, measurement, analysis and reporting techniques. This course requires confidence with mathematical calculations. Students are expected to be competent in every concept of the Chemistry 11 course in order to succeed in Chemistry 12.

### ***Chemistry 12***

Chemistry 12 builds on the concepts learned in Chemistry 11. Students apply the mole calculation skills used throughout the Chemistry 11 course. Topics include reaction kinetics, chemical equilibrium, solubility, acid-base chemistry, oxidation and reduction. Course topics are presented with real life applications. Skill development continues in experimental analysis and formal report writing. Students are expected to elaborate on understandings using Chemistry 12 content-specific language. Students are recommended to have completed the Chemistry 11 course with a C+ or higher and must have complete confidence with the mathematical applications of the mole concept.

*Prerequisite: Chemistry 11 (a grade of 86% or higher is strongly recommended)*

*The advanced placement course in chemistry prepares students for both the rigor and conceptual complexity of a first-year general chemistry course at the post-secondary level. AP Chemistry begins by extending students' knowledge and understanding of atomic theory, chemical bonding, and intermolecular interactions first explored in Chemistry 11. As a result, students taking AP Chemistry must arrive on the first day of class having the mathematical, conceptual, and experimental competencies covered in Chemistry 11. The remainder of the AP Chemistry curriculum includes topics very similar to those covered in the regular Chemistry 12 course, only with a greater emphasis on the mathematical relationships associated with thermodynamics, reaction kinetics, equilibrium, and electrochemistry.*

*AP Chemistry students will have the option of writing the AP exam in the Spring of 2026, and may receive credit for a first-year general chemistry course if they achieve a score of 4 or 5 (on a 5-point scale), depending upon the college or university they attend. Simply taking AP Chemistry and achieving a high grade will not be sufficient for earning post-secondary credit; the AP exam must be taken to do so.*

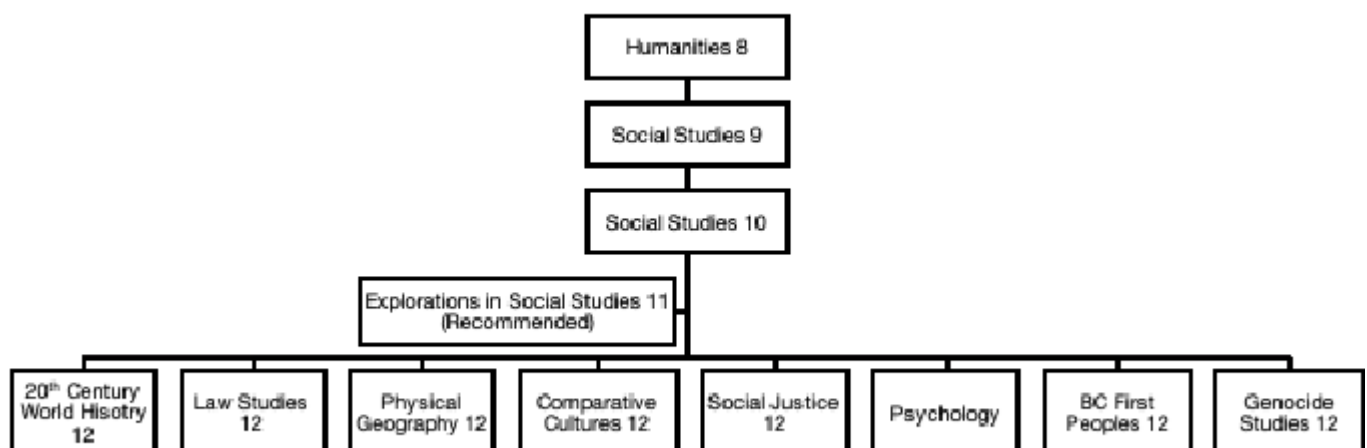
*Optional AP Exam Fee: \$160.00*



## 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.



## Social Studies Courses

### ***Humanities 8***

Humanities 8 is an integrated approach to English 8 and Social Studies 8. The course includes complete coverage of both the English 8 and Social Studies 8 curricula while emphasizing common elements between the two based on human themes and processes. Major units include the study of geography, history, and culture as well as those involving the acquisition of language arts skills through the practice of written and oral communication and the study of literature--including novels, short stories, myths, and poetry.

### ***Social Studies 9***

Social Studies 9 is designed to develop student's growth as creative and knowledgeable Canadians and world citizens. It is an inquiry process that offers students the opportunity to develop, reinforce and expand upon geographical and historical knowledge, and skills that were introduced in Humanities 8. The critical thinking skills introduced will allow for the gathering of information from various sources; analyzing and interpreting resources; presenting and justifying a position on issues; decision-making; and working cooperatively with others. The Social Studies 9 curriculum includes current events, social issues and philosophies that influenced the development of democracies in Europe and North America from the 18th to 20th centuries.

### ***Social Studies 10***

Social Studies 10 will build on the skills, processes, and themes introduced and developed in earlier Social Studies and Humanities classes to develop students as active and responsible Canadian and Global citizens. The critical thinking skills reinforced will allow for information gathering from various sources; analyzing and interpreting resources; presenting and justifying positions on issues; and informed decision making. Through exploration of Indigenous culture and histories, 20th century conflicts, events and forces Social Studies 10 will focus on the development of modern Canadian politics, political systems, and the modern Canada Identity.

### ***Explorations in Social Studies 11***

Explorations in Social Studies 11 may explore elements of Law, Social Justice, Twentieth Century World History, Government, Human and Physical Geography. In doing so, students will get the chance to sample aspects of the senior Social Studies electives that they may wish to pursue the following year. *This is a recommended course for all grade 11 students.*

### ***Psychology 12***

Psychology 12 is a course about human nature. Students will try to unravel some of the mysteries of why people behave, think, and feel as they do. Course content includes psychological theories, adolescent development, personality and abnormal psychology. Students will be encouraged to further their critical thinking skills in the evaluation of psychological theories and issues. Class participation and the development of research skills play a large role in student success in this course.

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

### ***20th Century World History 12***

History 12 is an interesting, academic elective that provides a comprehensive study of the major events of the 20th Century. From the close of WW1 through the inter war years of Boom and Bust, WW II and the Cold War era of Nukes and proxy wars such as Vietnam, to the post-Cold War new world order, we'll look at how those events continue to impact our 21st century world today. Our investigation will not be limited to North America and Europe, but will also include Asia, Africa, the Middle East, and Latin America. This provocative course allows students to discuss and debate past and current affairs alongside providing future opportunities to link history to life-long learning as they embark on the next chapter of their life's journey.

### ***Physical Geography 12***

Geography 12 is a practical course that offers students a closer look at the systems that affect our planet. The course will combine concepts related to physical geography, human geography, and may also explore urban studies.

Thus, we will examine a variety of global concepts: weather and atmospheric science; climate change and its impacts on Canada and the rest of the world; weathering and the formation of the earth's crust; and earthquakes and their associated phenomenon. Students will learn how human populations affect the earth and its interconnected systems. Case studies pertaining to natural resource management, environmental sustainability, city design and land use will allow students to gain a better understanding of the world and our place in it. Walking field studies and a variety of media and film will be used in this course.

### ***Social Justice 12***

This student-directed course provides students the opportunity to explore social justice movements and act on the issues that matter to them. Social movements that may be investigated include: basic human rights, Indigenous rights, civil rights, eco-justice, gender and equity, LGBT2Q+ equality, and issues of globalization and unequal development. As well as inquiring into historical and contemporary social justice movements that continue to shape our world, students put their learning into practice. Throughout the year, students analyze different methods of creating social change and test out these methods by collaboratively creating a social justice campaign of their own. Whether it is many small campaigns focusing on different issues, or one larger project, this elective provides students with the vocabulary and theory to create meaningful change in their current and future communities.

### ***Law Studies 12***

Law Studies 12 introduces students to the basics of Canadian Law: our judicial system, court procedure, criminal law, civil law, and youth law. During the year, students will be exposed to several famous cases, prominent guest speakers, and student debates. Involvement is essential as actual cases, and discussions are frequently utilized to provoke thought.

### ***Comparative Cultures 12***

Comparative Cultures 12 is a course that allows students to learn about daily life and society in ancient times. Our focus civilizations include the ancient Mayans, Romans, and Japanese. During these units, we cover topics such as:

- geography and history;
- religion and belief;
- social structure;
- government and power;
- daily life (including gender roles, jobs, past times, and beauty).

As we learn about these topics, we compare these cultures to each other and our own modern society in an effort to recognize patterns of human behaviour. We reflect on the degree to which people in the ancient and modern world have had freedom to express themselves as individuals and make choices about their lives. We also evaluate the degree to which societies share or limit power. Overall, we reflect upon the values and nature of various cultures and time-periods.

### ***BC First Peoples 12***

BC First Peoples 12 explores the richness and diversity of BC's numerous First Nations cultures. Through a multidisciplinary field, students will examine important historical, cultural, social and political realities that have and continue to impact the lives of Aboriginal peoples in Canada. Guest artists, field trips and authentic teaching and learning methods are used for enrichment whenever possible. On completion of the course, students will have gained valuable cultural knowledge for themselves and excellent preparation for university level anthropology and social science studies.

### ***Genocide Studies 11/12***

Discover the psychological underpinnings that drive seemingly ordinary individuals to commit unthinkable acts. This thought-provoking course offers insights into the human condition, investigating the motives behind historical genocides.

Armenian Genocide: Explore the tragic events of the early 20th century, unraveling the historical context that led to widespread devastation.

Holocaust: Delve into the horrors of Nazi ideology and its impact on millions during one of history's most infamous genocides.

Rwandan Genocide: Examine the complexities of ethnic tensions and international intervention during the Rwandan tragedy.

Cambodian Genocide: Analyze the Khmer Rouge regime's brutal rule and the factors behind the mass extermination of Cambodian citizens.  
Cultural Genocide in Canada: Shine a light on the often-overlooked atrocities against Indigenous peoples, exploring the enduring effects on their communities.

Bridge the gap between historical atrocities and present-day challenges. This course draws parallels, fostering a nuanced understanding of how the past continues to shape our world. Engage in discussions that encourage critical thinking and empathy, exploring the relevance of Genocide Studies in addressing contemporary issues.

Challenge Perspectives: Uncover the untold stories that challenge preconceptions about human behavior.

Critical Thinking Skills: Develop crucial skills for navigating a complex and interconnected world.

Empathy and Understanding: Foster a deeper understanding of historical and current injustices, empowering students to make a difference.

Enroll now in Genocide Studies and embark on a journey beyond textbooks. This course promises to empower students with the knowledge to shape a more compassionate and just future.



## **English Language Learners Course Descriptions**

### ***English Language Learners Course Descriptions***

#### ***ELL Beginner 8-12 (English for Language Learners)***

This is the foundation course for ELL or International students in the beginning or developing phases of English language learning. This course focuses on building social and academic vocabulary, improving grammar, developing sentence and paragraph structure, and improving speaking and listening skills. This course can be taken by ELL or International students at any grade level. Upon completion of this course, an individual assessment is done by the ELL specialist to determine the next placement for each student.

#### ***ELL Intermediate 8-12 (English for Language Learners)***

This course is for ELL or International students in the expanding phase of English language learning. This course continues the focus on building social and academic vocabulary, improving grammar, developing sentence and paragraph structure, and improving speaking and listening skills. This course also includes novel studies and literary units to help students bridge to the regular English classroom. Upon completion of this course, an individual assessment is done by the ELL specialist to determine the next placement for each student.

#### ***Language Strategies 10-12***

This course is designed to enable ELL or International students to learn strategies and extend skills in the four main language areas of reading, writing, listening, and speaking. Designed for expanding and consolidating language learners, this course provides opportunities to acquire and practice the strategies necessary for successful reading and writing across the curriculum. Students will explore how language is used to enable growth, communication, and academic success.

### ***ELL Seminar 8-12***

This lunch time seminar is designed to provide language support for consolidating language learners who no longer require a direct block of ELL support. This seminar focuses on extending language skills and strategies for academic success and creating a community of learners. Upon completion of this course, an individual assessment is done by the ELL specialist to determine the next placement for each student.



## Applied Skills

### Applied Skills Courses

#### ***Industrial Education 8***

Robotics: Robots are used every day to make our lives easier. For example, robots can be used to wash our clothes, vacuuming our homes, and manufacture many of the goods we enjoy. Robots can even help us explore and chart the unknown! This exciting hands-on based course seeks to answer the question “what is a robot”. We will explore how artificial intelligence (AI) is used today and the ethics surrounding its use. The students will have the opportunity to build a user-controlled robot and may even be introduced to electronics! *Woodwork*: Woodwork 8 examines the historical and current contexts of woodworking. Students will develop the skills to identify characteristics, and properties of a variety of woods, both manufactured and natural, and explore elements of plans and drawings, woodworking techniques, and options for reuse of wood and wood products.

#### ***Sustainability & Textiles 8***

In Sustainability & Textiles 8, students explore a range of topics relating to textiles including: hand sewing, handicrafts, fast fashion, upcycling, textile waste, and carbon footprints. Students will engage in a variety of hands-on activities as well as consider environmental impacts of these industries on local and global communities. Topics and projects may vary based on teacher, class interest, and availability of supplies.

#### ***Technology & Business 8***

Technology & Business 8 fuses the worlds of computational thinking with entrepreneurship and marketing by investigating modern day practices in and around our lives. Besides introducing students to the world of business and computer science, the aim of the course is to provide students with a solid foundation of the technology found in schools and the workplace to that ensure that students are prepared for life in the digital age.

Through the lens of business, students will examine characteristics of

entrepreneurial activity, recognition of a market need and identification of target market, development of a product or service, including its features and benefits, forms of advertising and marketing that can influence a potential customer or buyer, differences between consumer wants and needs, and the role of money management in financing an idea or developing a product. From the realm of computer science, students will be introduced to coding through the programming language Snap!—a visual, block based, drop-and-drag, web browser (JavaScript) programming language used in the TEALS curriculum. This project-based learning environment will teach kids coding essentials while creating assorted puzzle, animation and game projects.

### **Textiles 9**

Do you like working with your hands? Are you interested in learning to sew? Do you love fashion? If so, Textiles may be right for you! In this course, you will learn the basics of hand-sewing and machine-sewing to create a number of projects, from tote bags to clothing to plushies! Emphasis is placed on the learning process and self-reflection rather than solely on the finished product. You'll discover how to follow a sewing pattern, learn about different fabrics, as well as explore social, environmental, and ethical impacts of the textile industry. Best of all, projects are chosen based on YOUR unique sewing level and interests. What do you want to make next?

*Supplemental course fee of \$40.*

### **Textiles 10**

Do you like working with your hands? Are you interested in learning to sew? Do you love fashion? If so, Textiles may be right for you! In this course, you will learn the basics of hand-sewing and machine-sewing to create a number of projects, from tote bags to clothing to plushies! Emphasis is placed on the learning process and self-reflection rather than solely on the finished product. You'll discover how to follow a sewing pattern, learn about different fabrics, as well as explore social, environmental, and ethical impacts of the textile industry. Best of all, projects are chosen based on YOUR unique sewing level and interests. What do you want to make next?

*Supplemental course fee of \$40.*

## **Textiles 11**

Do you love designing and making things? Are you thinking about a career in fashion? Do you want to improve your sewing skills, or learn how to use a sewing machine? If so, Textiles 11/12 may be right for you! In this course, you will build upon skills in hand-sewing and machine-sewing to create a number of projects, from duffel bags to prom dresses to plushies! It is recommended, but not required, that students have completed Textiles 9 or 10. Emphasis is placed on the learning process and self-reflection rather than solely on the finished product. You'll enhance your knowledge of patterns, sewing techniques, pattern-making, fabrics and fibres, and the textiles industry. Best of all, projects are chosen based on YOUR unique sewing level and interests. What do you want to make next?

*Supplemental course fee of \$40.*

## **Textiles 12**

Do you love designing and making things? Are you thinking about a career in fashion? Do you want to improve your sewing skills, or learn how to use a sewing machine? If so, Textiles 11/12 may be right for you! In this course, you will build upon skills in hand-sewing and machine-sewing to create a number of projects, from duffel bags to prom dresses to plushies! It is recommended, but not required, that students have completed Textiles 9 or 10. Emphasis is placed on the learning process and self-reflection rather than solely on the finished product. You'll enhance your knowledge of patterns, sewing techniques, pattern-making, fabrics and fibres, and the textiles industry. Best of all, projects are chosen based on YOUR unique sewing level and interests. What do you want to make next?

*Supplemental course fee of \$40.*

## **Foods Studies 9**

Are you interested in food and cooking? Consider taking Food Studies! In this introductory course, students will explore a range of topics such as components of meal preparation (ingredients, techniques, equipment),

kitchen and food safety, nutrition, food labelling, recipe design, meal planning, and food science. This course may challenge students with lots of teamwork and responsibility. Students will gain the confidence necessary to make empowered food choices and cook delicious meals from scratch.

*Supplemental course fee of \$80.*

### ***Foods Studies 10***

In Food Studies 10, students will use design cycle principles to explore the practical and theoretical elements of food. Students will explore the components of meal preparation (ingredients, techniques, equipment), kitchen and food safety, nutrition, food labelling, economic and environmental factors that influence food choices, food systems, cultural food practices, First Peoples traditional foods, recipe design, and meal planning. Students will gain the confidence necessary to make empowered food choices and cook delicious meals from scratch.

*Supplemental course fee of \$80.*

### ***Foods Studies 11***

In Food Studies 11, students will use design cycle principles to explore the practical and theoretical elements of food. Students will explore the components of meal preparation (ingredients, techniques, equipment), kitchen and food safety, food labelling, food marketing, economic and environmental factors that influence food choices, food guides, First Peoples traditional foods, cultural appropriation, recipe design, and meal planning. Students will gain the confidence necessary to make empowered food choices and cook delicious meals from scratch.

*Supplemental course fee of \$85.*

### ***Foods Studies 12***

In Food Studies 12, students will use design cycle principles to explore the practical and theoretical elements of food. Students will explore the components of meal preparation (ingredients, techniques, equipment), kitchen and food safety, nutrition, economic and environmental factors that influence food choices, food systems and security, food justice and

sovereignty, cultural appropriation, food policy, and multi-course meals. Students will gain the confidence necessary to make empowered food choices and cook delicious meals from scratch.

*Supplemental course fee of \$85.*

### ***Drafting 9***

Drafting/Design Technology 9 students learn the basic techniques of drafting including orthographic and isometric drawing with an introduction to architectural drafting, design and industrial design. Through design, problem-solving skills are developed while working in a studio environment. With a computer at every station, emphasis will be placed on CAD (computer assisted drafting and design) using Auto Sketch, 3-D Rhino, Sketch Up and Chief Architect software.

*\$20 for supplementary materials*

### ***Drafting 10***

Drafting/Design Technology 10 students continue with the techniques of drafting with more emphasis on 3-D modelling. A project Based Learning methodology is used to have students explore the world of Architecture, Engineering and Industrial Design. With a computer at every station, emphasis will be placed on CAD (computer assisted drafting and design) using Auto Sketch, 3-D Rhino, Sketch Up and Chief Architect software.

*\$20 for supplementary materials*

### ***Drafting 11***

Drafting/ Design Technology 11 is a studio course which concentrates on both architectural design and engineering presentation techniques. The basic “Principles and Elements of Design” are introduced. Emphasis will be placed on CAD (Computer Assisted Design) using AutoCad2018, Chief Architect and 3-D Rhino6. Students are encouraged to explore the use of new technology including multi-media and 3-D imaging. Students will further develop their problem-solving skills and critical thinking skills while working both individually and in small groups. Completion of Drafting 10 would be an asset.

*\$25 for supplementary materials*

### ***Drafting 12***

Drafting/Design Technology 12 students will work on more advanced design projects that will include model making and the production of working drawings. Real world applications of design principles are emphasized. This is a studio course where students work on a major project incorporating both design principles and concepts with the use of technology. Students will work exclusively on computers using AutoCad2018, Revit, AC360, Chief Architect and Rhino6. Completion of Drafting 11 would be an asset.

*\$25 for supplementary materials*

### ***Woodwork 9***

Woodwork 9 is an introduction to the technology of woodworking. Through project construction, students will learn various methods of machine tool use, joinery, and finishing techniques. Students will also be introduced to the process of design as all students will model their projects using 3D CAD on the computer prior to construction. The safe and proper use of wood shop power tools is stressed throughout the course. The successful completion of Woodwork 9 is recommended prior to Woodwork 10.

*\$50.00 for supplementary materials*

### ***Woodwork 10***

Woodwork 10 is intended for students wishing to further their studies in woodworking. This course is suitable for students who have successfully completed Woodwork 9 or for grade 10 students who wish to take Woodwork 11. Skills and techniques learned in Woodwork 9 will be developed with project work. Emphasis on the Design Process will be explored, with all students modelling their projects in 3D CAD prior to construction. *Guitar building can start during the second half of this course based on student knowledge and experience.*

*\$60.00\* for supplementary materials*

*\*Cost can vary depending on quality and configuration of guitar components.*

### ***Woodwork 11***

Students will continue to explore the craft of cabinetmaking. Students may take on a self-directed project of their own choosing. In the past several

years, many students have shown great interest in guitar building as a project selection. This project is not mandatory and is dependent on student interest and skill level. Woodwork 10 is not a prerequisite, but is strongly recommended.

*\$60\* for supplementary materials*

*\*Cost can vary depending on the selection of project.*

## **Woodwork 12**

Directed studies - Students will choose an emphasis in cabinetmaking, construction, or finishing. The instructor and student come together to plan out the years project(s).

Project and wood selection are determined based on experience and skill.

*\$60\* for supplementary materials*

*\*Cost can vary depending on the selection of project.*

## **Electronics, and Robotics 9**

Electronics, and Robotics 9 is an introductory course which challenges students to explore various aspects of electronics and robotics in a hands-on fashion. We will investigate the use of tools, materials, and processes with an emphasis on safety and sustainability. Throughout the course students will have the opportunity to design, build, and test a variety of electronic and robotic projects. Some potential projects include an LED blinky and battle bots!

*\$30.00 for supplementary materials*

## **Power Technology 9**

Power Technology 9 is a course which challenges students to explore various aspects of energy and power generation. In this course, students will learn about small engines, basic metal working skills, and have the opportunity to design projects that converts various forms of energy in a fun, hands-on environment. Some past projects include air boats, 2 and 4-stroke engine repairs, as well as electric motors. Safe work practices and environmental sustainability will be stressed.

*\$30.00 for supplementary materials*

## **Power Technology 10**

Power Technology 10 builds on the skills learned in Power Technology 9 however Power Technology 9 is not a prerequisite. In this hands-on based course, students will learn about small engines, basic metal work skills, as well as have the opportunity to design projects that convert various forms of energy. Throughout this course, students will develop problem solving strategies by troubleshooting various power-generation devices. Safe work practices and environment sustainability will be stressed.

*\$30.00 for supplementary materials*

### ***Engineering 11***

Engineering 11 is a course designed to introduce the students to Engineering principles of design and problem solving in a hands-on fashion. The students will have the opportunity to explore various branches of engineering through the design, building, and testing of various projects with an emphasis on sustainability and environmental awareness. Potential topics include workplace safety, precision measurement, technical sketching and drawing, CNC machining, and the application of metalwork, woodwork, and electronics to solve various exciting design challenges!

*\$30.00 for supplementary material.*



## **Learning Services Support Programs**

### **Learning Assistance Centre (LAC) 8 - 12**

This is a program for students in Grades 8 to 12 who need individual or personalized support with academic learning and improving their organizational and/or study skills. Students' progress in regular classes may be monitored, and teachers & counsellors are consulted about class adaptations. Students are referred to the LAC program by teachers and counselors through the School Based Resource Team (SBRT) and in consultation with parents.

### **Learning Skills Support Centre (LSC) 8 - 12**

The Learning Skills Support Centre (LSC) program is designed to provide students with support in academic skills and with support in skills that promote independent living through work experience, recreational activities, and focused practical skills. Students are referred to the LSC program by the elementary school and/or the Handsworth SBRT and in consultation with parents.

### **Choices 8 - 12**

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



## Advanced Placement

### **General Program Description**

Students enrolled in Advanced Placement courses get a feel for the rigors of college/university level studies within the support of a high school environment. Students taking AP courses demonstrate to post-secondary admissions officers that they have sought out an educational experience that will prepare them for success at college/university and beyond.

Each AP course concludes with optional a college/university level exam developed and scored by post-secondary faculty and experienced AP teachers. The exception to these exams is within the Studio Art stream, which requires the submission of a portfolio of their work. The AP organization charges a fee of \$160.00, to be paid by the student, for each exam.

Students who are successful in AP courses are able to enroll directly into the second-year course at the post-secondary institution they attend, subject to the policies of that institution.

For more information about Advanced Placement go to:

<http://apcentral.collegeboard.com/home>

### ***AP Computer Science Principles (Survey Course: Technology)***

The Computer Science Principles course takes a different approach to the study of technology. This intellectual survey course takes an intensive, fast-paced, cross-disciplinary approach and tests a student's overall academic aptitude (reading, writing, mathematics, scientific discovery, coding and research) in regard to technology. Put another way, AP CSP is a humanities course with a focus on technology. Looking at AP CSP through a technological lens, students will learn about the underlying principles of how computing, technology and innovation affect our world. The course covers a broad range of foundational topics such as digital information, the internet, algorithms, big data, digital privacy and cyber security as well as the societal & ethical impacts made by those innovations. With regards to programming, only the fundamentals are covered. The App Lab (Based on JavaScript with Text or Block-Based functionality) programming environment is used in APCSP due to its ability to reinforce algorithmic thinking and design processes. APCSP is a

directed study course (code.org) with a heavy emphasis on research and peer review.

The purpose of this course is for students to demonstrate their overall academic aptitude or suitability to university life. This course is geared for individuals pursuing any science degree who have an interest in technology to those individuals pursuing a degree in computer science or engineering.

The course is meant to be the equivalent of a first-semester university or college course in Computer Science. Students taking this course are recommended to complete Computer Information Systems 12 or Computer Programming 12 or have equivalent programming experience with JavaScript or Java. Upon completion of AP Computer Science Principles (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities.

*Optional AP Exam Fee \$160*

### ***AP Computer Science A Course (Advanced Java)***

The AP Computer Science A is a coding centric course that takes a fast paced, in-depth look of computer programming by covering both the fundamentals and a selection of advanced topics. The Object-Oriented Programming Language Java will be used to take students through the lens of designing computer programs that solve academic problems. By the end of the course students will have an understanding wrt what computer programming at the university level entails.

The purpose of this course is for students to demonstrate their level of technical skill and interest in pursuing a career in the field of technology. This course is geared towards individuals pursuing a degree in applied sciences, computer science or engineering.

The course is meant to be the equivalent of a first-semester university or college course in Computer Science. Students taking this course are recommended to have completed Computer Science 11, Computer Science

12 or have equivalent programming experience with an equivalent language like JavaScript or Python. Upon completion of AP Computer Science Principles (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities.

*Optional AP Exam Fee \$160*

### ***AP Studio Art: Drawing***

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. The AP Drawing course is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that will be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works will be expected to demonstrate drawing competence. Students will be expected to complete the AP Drawing portfolio by submitting a collection of 15 images of their process from the year (digital images of their pieces and experiments). Students investigate one inquiry question of their choosing and create work around that idea for the year. Students are recommended to have previous art experience to take this course.

*\$50.00 for supplementary materials (including a good quality sketchbook, paint, paper, and printer ink); \$160 Exam Fee for portfolio evaluation by the Advanced Placement Board in the United States. Students who score highly enough with the AP Board will receive 3 university credits, applicable to post-secondary institutions.*

### ***AP 2-D Art & Design Portfolio***

The AP 2D Art & Design course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to

address two-dimensional (2-D) design issues. Students are asked to demonstrate mastery of 2-D design through many two-dimensional mediums and processes, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting, and printmaking. Students will be expected to complete the AP 2D Art & Design portfolio by submitting a collection of 15 images of their process from the year (digital images of their pieces and experiments). Students investigate one inquiry question of their choosing and create work around that idea for the year. Students are recommended to have previous art and design experience to take this course.

*\$50.00 for supplementary materials (including a good quality sketchbook and inkjet ink); \$160 AP Exam Fee for portfolio evaluation by the Advanced Placement Board in the United States. Students who score highly enough with the AP Board will receive 3 university credits, applicable to post-secondary institutions.*

### ***AP 3-D Art & Design Portfolio***

The AP 3D Art & Design course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to address three-dimensional (3-D) design issues. Students are asked to demonstrate mastery of 3-D design through many three-dimensional mediums and processes (like clay, wire, paper, fabric, fashion/clothing, cardboard, wood, etc.). Students will be expected to complete the AP 3D Design portfolio by submitting a collection of 15 images of their process from the year (digital images of their pieces and experiments). Students investigate one inquiry question of their choosing and create work around that idea for the year. Students are recommended to have previous art experience to take this course.

*\$50.00 for supplementary materials (including a good quality sketchbook and inkjet ink); \$160 AP Exam Fee for portfolio evaluation by the Advanced Placement Board in the United States. Students who score highly enough with*

*the AP Board will receive 3 university credits, applicable to post-secondary institutions.*

### ***AP Calculus AB***

*An advanced placement course in Mathematics consisting of work in Calculus and related topics comparable to courses in colleges and universities. It is expected that students who take AP Calculus will be taking calculus at the university level. Topics covered in this course are similar to the ones in Calculus 12 but are covered more in depth and at a faster pace. AP Calculus is intended for students who have already completed and found success in Pre-Calculus 12 (preferred mark is an A), and who have good knowledge of content and skills from Pre-Calculus 11 & 12.*

The AP Calculus - AB examination is written in early May. If a student achieves a score of 4 or 5 on the AP exam, they may be granted credit at some colleges and universities.

*AP Exam Fee \$160*

### ***AP Microeconomics 12***

The purpose of the AP Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of Supply and Demand, Factor Markets, Market Structures, Costs of Production and how the government can intervene to promote greater efficiency and equity in the economy. Particular emphasis is placed upon building economic theory at the university level in order to create a solid theoretical base for further economic inquiry. This course is meant to be the equivalent of a first semester college or university course in Microeconomics and is a great introduction for students planning to study Economics at the University level. Students will write the AP Exam in May and will receive their Exam mark in the summer.

*AP Exam Fee \$160*

## AP Chemistry Description for Course Programming

*Prerequisite: Chemistry 11 (a grade of 80% or higher is strongly recommended)*

*The advanced placement course in chemistry prepares students for both the rigor and conceptual complexity of a first-year general chemistry course at the post-secondary level. AP Chemistry begins by extending students' knowledge and understanding of atomic theory, chemical bonding, and intermolecular interactions first explored in Chemistry 11. As a result, students taking AP Chemistry must arrive on the first day of class having the mathematical, conceptual, and experimental competencies covered in Chemistry 11. The remainder of the AP Chemistry curriculum includes topics very similar to those covered in the regular Chemistry 12 course, only with a greater emphasis on the mathematical relationships associated with thermodynamics, reaction kinetics, equilibrium, and electrochemistry.*

*AP Chemistry students will have the option of writing the AP exam in the Spring of 2026, and may receive credit for a first-year general chemistry course if they achieve a score of 4 or 5 (on a 5-point scale), depending upon the college or university they attend. Simply taking AP Chemistry and achieving a high grade will not be sufficient for earning post-secondary credit; the AP exam must be taken to do so.*

*Optional AP Exam Fee: \$160.00*



## Advance Placement Self-Study Exams

In addition to the AP courses offered at Handsworth, we offer examination services for 'self-study' students (those completing AP courses outside of Handsworth) or those wishing to challenge an AP exam for university credit.

Registration for the May exams occurs in September and October, registration details will be updated on the Exams page of the Handsworth website. The cost of the self-study exams is \$270 (to cover the cost of administration and invigilation).

The exams offered will vary with interest, a minimum of 5 students is required to offer the exam. Traditionally the following exams will be offered:

- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Chinese Language & Culture
- AP Computer Science A
- AP Computer Science Principles
- AP English Language & Composition
- AP French Language & Culture
- AP Macroeconomics
- AP Microeconomics
- AP Physics 1: Algebra-Based
- AP Psychology
- AP Statistic



## ONLINE LEARNING (NVOL)



# North Vancouver Online Learning

### WHAT ARE ONLINE LEARNING COURSES?

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

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

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

### WHAT MAKES FOR A SUCCESSFUL ONLINE STUDENT?

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

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

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

Successful online students are:

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

PARENTS NEED TO:

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

For a list of the NVSD OL courses please visit the website:

<https://www.sd44.ca/school/onlinelearning/Pages/default.aspx>

*Important: Students who wish to enroll in online courses are responsible for registering for the courses with the North Vancouver Online School. Please be sure to download and complete the application form the NVOL link above. Forms need to be submitted to your grade counsellor for signature and approval.*

**ALL completed & signed course request sheets must be handed into the Main Office by Monday, February 23rd, 2026**



## Academies



Highly specialized academies offered through the North Vancouver School District enhance the overall student experience by providing learning environments that concentrate on a focal skill set.

Students work towards graduation while accelerating their knowledge and skill development in an area of interest that can form a foundation for successful post-graduation pursuits. In some cases, it is possible for students to participate in two academies.

For more information, visit the academies website at:

<https://www.sd44.ca/ProgramsServices/Academies/Pages/default.aspx#/=>

Should you have any questions, please contact [academies@sd44.ca](mailto:academies@sd44.ca).

- Artists for Kids Studio Art Academy
- Basketball Academy
- Digital Media Academy
- Digital Media Academy Lite
- Field Hockey Academy
- Hockey Skills Academy
- Rowing Academy
- Soccer Academy
- Volleyball Academy

Enhanced Programs and Academies Information Evening is on:

**Wednesday, January 14<sup>th</sup>, 2026, at Carson Graham Secondary School.**

All are welcome - the open house event starts at 6:30pm.