

# HANDSWORTH

2022-2023



## COURSE SELECTION GUIDE

**École Secondaire  
Handsworth Secondary School  
2022-2023 Course Planning Guide**

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Telephone: 604-903-3600

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

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Cover Art by Grade 12 Student, Sophia Filsoofi

## MISSION STATEMENT

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

## MISSION

*Handsworth's mission is to maximize the potential of all students' human endeavours intellectual, cultural, social, aesthetic, creative, and physical. We encourage students to understand the relevance of their education within a larger social and global context. We believe in developing self-esteem, emotional well-being, a respect for others, a desire for life-long learning, and a strong career awareness in a climate that promotes responsible learning.*

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.



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ÉCOLE SECONDAIRE  
**HANDSWORTH**  
SECONDARY SCHOOL



January 2022

Dear Students,

This Course Programming booklet is designed to provide you and your parents with information to plan your school year, and ultimately, your future. You should read this with your goals and aspirations in mind. Whether your goals include university, college, business or vocational school, or employment, wise planning is of critical importance. 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/>

## 2022-2023 GRADE COUNSELLORS

<u>Grade</u>	<u>Counsellor</u>	<u>Email</u>
Grade 8	Mr. D. Craik	<a href="mailto:dcraik@sd44.ca">dcraik@sd44.ca</a>
Grade 9	Ms. T. Infanta	<a href="mailto:tinfanta@sd44.ca">tinfanta@sd44.ca</a>
Grade 10	Ms. J. Wong	<a href="mailto:jawong@sd44.ca">jawong@sd44.ca</a>
Grade 11	Ms. R. Renwick	<a href="mailto:rrenwick@sd44.ca">rrenwick@sd44.ca</a>
Grade 12	Ms. S. Schwegler	<a href="mailto:sschwegler@sd44.ca">sschwegler@sd44.ca</a>

## Course Programming Dates

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

### Parent meetings:

Wednesday, January 26th      Parent Programming evening for students **entering** grades 8 - 10

- Current grade 7s, entering grade 8: 6:00pm online event
- Current grade 8s, entering grade 9: 6:00pm online event
- Current grade 9s, entering grade 10: 6:00pm online event

Thursday, January 27<sup>th</sup>      Parent Programming evening for students **entering** grade 11 & 12

- Current grade 10s, entering grade 11: 6:00pm online event
- Current grade 11s, entering grade 12: 6:00pm online event

Enhanced Programs Information Happening Throughout January  
Visit the North Vancouver School District Website for More Info  
Or contact [academies@sd44.ca](mailto:academies@sd44.ca)

### Counsellor Visits:

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

**Course request sheets are to be handed in by  
Friday, February 25<sup>th</sup>, 2022**



## A Message from Student Council

A warm welcome to our future Royals from the current Student Council Co-Presidents, Kayleigh Stahler, and Alice Kim!

Handsworth Secondary is home to over 1500 students, making it the largest school community on the North Shore. Although that's a daunting number, this means that there are at least 300 other students that are going through the same transition as you.

Both of us have been grade 8s before, so we've felt your anxieties about grades, friends, and getting lost, but I assure you that it's not as scary as it seems right now. Your fellow Royals will be there to help you, just as they helped us.

The transition into high school is huge, and to be honest, it can be tricky sometimes. That's okay though, we are all in this together. The Handsworth community is filled with opportunities, with over 30 diverse clubs and numerous extracurricular activities, we have a place for you no matter your interests. Finally, as you are preparing to embark on this new adventure, we would like to offer some advice as senior students: make these next five years your own. Get involved and try to break out of your comfort zone whenever you're ready, because those are the memories you'll love.

No matter where you come from, you belong in this community and this community belongs to you. There will be difficult moments just as there will be amazing ones. Whether your interests lie in the arts, athletics, or academics, seize your moments at Handsworth and become part of a legacy filled with fantastic leaders and creative minds.

We know that you all have the capacity to accomplish great things. Trust the process.

Sincerely,

*Kayleigh Stahler, and Alice Kim*  
*Handsworth Student Council Co-Presidents 2021-2022*



## Grade 8 Course Information

Handsworth Secondary offers both an English language and French Immersion program. Student course selections are determined by which program student's participant in.

All Grade 8s in the English Program and the French Immersion 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	Français Langue 8
Science 8	Science 8 or Sciences Naturelles 8
Mathematics 8	Mathematics 8
Physical & Health Education 8	PE 8 or Education Physique & Santé En Plein Air 8
Applied Design Skills and Technology	Applied Design Skills and Technology
Careers 8 ( <i>Delivered Off Timetable</i> )	Careers 8 ( <i>Delivered Off Timetable</i> )
<i>And one of the following electives:</i>	<i>And one of the following electives:</i>
Fine Arts 8 (Drama/Art)	Fine Arts 8 (Drama/Art)
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 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 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 the ideas of others. 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. At the start of this course, students learn proper laboratory procedures and equipment use. Observation and analysis are skills developed in this lab-oriented course. Observation and analysis are skills developed in this lab-oriented course. Topics covered include Processes of Science, Cells and Systems, Optics, Kinetic Molecular Theory, Atomic Theory, and Plate Tectonics. A Science Fair Project 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 with 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 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.

### ***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.

### ***Careers 8***

The Careers 8 curriculum is delivered through both large group assemblies and small group activities throughout the school year. Students will take part in a variety of activities and assemblies that will touch on goal setting and executive functioning. Students will also complete interest and skills inventories using myBlueprint.

### ***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

### **Applied Design, Skills and Technology Rotation**

The Applied Design, Skills and Technology rotation includes four courses that run for the one quarter the duration of a typical course. All students take the same 4 courses. The ADST 8 rotation includes:

<b>ADST Rotation</b>
Robotics
Sustainability & Environmental Studies
Technology & Business
Woodwork

Students are provided an opportunity to engage in each of these practical areas of study.

### ***Applied Design, Skills and Technologies 8 Rotation: 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!

### ***Applied Design, Skills and Technologies 8 Rotation: Sustainability & Environmental Studies***

In Sustainability & Environmental Studies 8, students may explore several topics relating to the foods and textiles industries, including food production, sustainability, vegetable gardening, composting, food and textile waste, sewing construction techniques, and upcycling. Students will engage in a

variety of hands-on activities as well as consider environmental impacts of these industries on local and global communities.

### ***Applied Design, Skills and Technologies 8 Rotation: Technology & Business***

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.

### ***Applied Design, Skills and Technologies 8 Rotation: 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.

### ***Fine Arts 8***

This elective is a semester program that includes Visual Arts 8 and Drama 8, each running half the duration of a typical course.

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.*

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.

### ***Music 8 Concert Band (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 year in specialty sectionals. Students self-organize and rehearse as a small group chamber ensemble during the second term. 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*

### ***Music 8 Concert Band Auditioned (Junior Gold Concert Band 8/9)***

The Junior Gold Concert Band is intended for the advanced Grade 8 and Grade 9 Band musicians. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during second term. 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 any one 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 after parental approval. Prior to receiving support, a student typically has had other interventions including but not limited to differentiated instruction and 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*, *Communication artistique 9* and *Éducation au choix de carrières et de vie 10* can be taken to meet the required 13 courses. The recent addition of the *Communication artistique 9* has provided students with further opportunities to improve their oral fluency and to understand how language and culture coexist in different Francophone communities. Upon the successful completion of 13 courses in the program and the *Évaluation de littératie de la 12e 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.

## French Immersion Dogwood Diploma Checklist:

### Required French Courses

All French Immersion students must take the following French courses:

- Français langue 8 and 9
- Français langue 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\*\*
- Sciences humaines 8-10
- Senior level *Sciences humaines et sociales* course
  - Explorations en sciences humaines et sociales 11 (Only available through NVOL) \*\*
  - Histoire 12

### Optional French Courses

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

- Sciences naturelles 8, 9
- Sciences naturelles 10\*\*
- Éducation physique et santé 8
- Éducation artistique (Culture et communication) 9
- Éducation au choix de carrière et de vie 10\*\*
- Éducation au choix de carrière et de vie 12

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

### ***Français Langue 8***

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.

### ***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, novel studies, 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. By

studying a variety of texts, students will acquire knowledge of Francophone culture, which will contribute to the development of their identity. The film component of the course will enable students to discover cinematographic and literary works from different eras, cultures, styles, and genres. In addition, students will develop their ability to analyze, interpret, and reflect to better appreciate cinematographic and literary works from the French-speaking world.

### ***Éducation artistique (Culture et communication) 9***

In this course, students will develop their oral language skills through the exploration of various art forms from the francophone world. Creative arts such as drama, visual arts, movies, TV shows, and music will be used to inspect perspective of self, others, and the world, and varied experiences and cultures in French. Particular emphasis will be on enriching vocabulary to facilitate deeper understanding and more effective communication. The goal is to have fun speaking French, become more confident, and to appreciate the diversity of Canadian and international francophone cultures.

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

This *Français Langue Seconde - Immersion 11* option is designed to encourage students to refine and clarify their communication through practice and revision of French-language texts, with an emphasis on oral communication. The course provides students with opportunities to explore original texts, as well as to create, write, and share their own texts to develop active listening skills. Through processes of drafting, reflection and revising, students will build a body of work for a range of language situations. Over time, they will develop confidence in their oral and written communication skills.

### ***Français Langue 12***

This course is required to receive a bilingual diploma. The objective of this course is to help students to integrate and enhance the linguistic competencies and linguistic 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. It offers

many opportunities for students to deepen their knowledge of themselves and others in a changing world. In addition, students will explore different types and genres of texts, from various sources, that reflect Francophone and First Peoples perspectives. 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.

### ***Éducation Physique en 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.

### ***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 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.

### ***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 1919. 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 institutions through the study of the French, American, and (English) Glorious Revolutions. Emphasis is also placed on the development of research strategies, critical reading skills, and argumentative writing.

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

Sciences Humaines 10 will build 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. 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. Social Studies 10 will

focus on the 20th century conflicts, events and forces that have shaped modern Canadian politics, political systems and the modern Canada Identity. Indigenous culture and histories are also explored. Sciences Humaines 10 is part of the Immersion Program and is taught entirely in French. All four skills (writing, reading, listening, and speaking) are emphasized in the strategies used.

### ***Histoire 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, poetry, art, and other primary source documents to better understand divergent perspectives on events.

### ***Éducation à la vie professionnelle 10:***

This course provides opportunities for students to plan for successful lifelong learning, explore factors that have an impact on future career choices and opportunities, develop financial literacy skills, and cultivate self-awareness and interpersonal skills. Furthermore, students will explore how to cultivate a network to support their career-life awareness and options, and participate in volunteerism as a way to contribute to their community and society. As well, they will develop strategies to support themselves in maintaining a work-life balance to encourage physical and mental health.



## 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



## DIFFERENT 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 (10-12)***

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***

For students who wish to focus on dance, while getting fit through fun dance combos and choreographies. Dance technique and performance skills are embodied and developed in a variety of genres or styles such as contemporary, lyrical, jazz, hip-hop, etc. Dancers will collaborate through critical reflection, creative co-operation, and the exchange of ideas. An emphasis will be placed on promoting healthy living habits such as exercising as lifelong benefits. Come discover the fun in dancing!

### ***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 productions. Students develop their performance, design, production, and leadership skills as ways to discover their potential as creators and storytellers. Students study and engage in a wide range of drama activities and script work. Throughout the school year, students will have the opportunities to workshop, create, rehearse, and perform in the brand-new Handsworth Performing Arts space.

### ***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 to develop public speaking skills. The core focus of this course is engaging as a collaborative ensemble and supportive audience. Students will have an opportunity to perform for their peers in the new Handsworth Performing Arts space.

### ***Drama 9***

Drama 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, character-development, play-building, play analysis, and explore social justice scenes. The core focus of this course is giving and receiving positive and constructive feedback, problem solving, and strengthening collaboration and communication skills. Students will share their Silent Movie creation, perform a one-act play, and create an original ensemble performance. Students will have an opportunity to perform to a live evening audience in the new Handsworth Performing Arts space. Everyone is welcome in Drama 9!

### ***Drama 10 (Theatre Acting)***

Drama 10 students will 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 to develop acting skills and to perform characters' internal and external qualities in an authentic and dynamic manner. Drama 10 students will have several opportunities to perform in the new Handsworth Performing Arts space, such as the two-person scripted scene showcase, monologue and word play showcase, original collective play ensemble presentation, and the annual major school play.

### ***Drama 11: (Theatre Acting)***

Drama 11 students will expand 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 aims of the course is for actors to take performance risks, to perform characters authentically, and to create original materials through researching social issues. Drama 11 students will have several opportunities to perform in the new Handsworth Performing Arts space, such as the one act play, monologue and word play showcase, original collective play ensemble presentation, and the annual major school play.

### ***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 period. Throughout the school year, students develop their directing, play-developing, and acting skills. The core aim of the course is for students to perform their original main stage play production in the new Handsworth Performing Arts space.

### ***Theatre Production 10 (Tech)***

Theatre Production 10 students automatically become a member of the 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 theatre 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 at Handsworth. Students are required to be available for regular out-of-class and evening rehearsals and performances. Due to the independent nature 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).*

### ***Theatre Production 11 (Tech)***

Theatre Production 11 students automatically become a member of the Theatre Tech Team. Theatre Production 11 is a continuation of Theatre Production 10. Much of the course will 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. Due to the independent nature 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).*

### ***Theatre Production 12 (Tech)***

Theatre Production 11 students automatically become a member and possibly leader of the 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 role, 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 nature 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).*



## Media Arts

### ***Drama: Film & TV 11/12 (Film Production)***

In Drama: Film & TV 11/12, students will develop essential skills in video storytelling and professional editing to produce high-quality short films. Students will gain experience in pre-production, production and post-production while learning industry-standard digital programs. This project-based course covers various aspects of filmmaking, including writing, directing, producing, storyboarding, shooting, editing, audio mixing and lighting. Students will acquire practical experience in analyzing film and television, technical and media literacy, project management and copyright laws. Film projects will be presented at the bi-annual Handsworth Film Festival. Students have access to camera and equipment loans through the Media Arts Department.

\$75 for supplementary materials (including props budget, poster printing, custom film t-shirt)

### ***Photography 10***

This course explores the art of digital and film photography. Students will develop essential skills in camera operation with a focus on composition, lighting, digital editing, darkroom printing, and alternative photographic practices. Students will be guided through the process, parameters and issues that arise when working with light-sensitive media. The works of significant photographers, both historic and contemporary, will be studied throughout the course. Students have access to camera and equipment loans through the Media Arts Department.

*\$75 for supplementary materials (including film, sketchbook, photographic paper, and printer inks)*

### ***Photography 11***

This course explores the art of digital and film photography. Students will develop essential skills in camera operation with a focus on composition, lighting, digital editing, darkroom printing, and alternative photographic practices. Students will be guided through the process, parameters and issues that arise when working with light-sensitive media. The works of

significant photographers, both historic and contemporary, will be studied throughout the course. Students have access to camera and equipment loans through the Media Arts Department.

*\$75 for supplementary materials (including film, sketchbook, photographic paper, and printer inks)*

### ***Photography 12***

Photography 12 attempts to build upon the skills and concepts learned in Photography 10/11. Students will work with more complex and refined photographic settings, techniques, themes, and image processing. Using a variety of traditional and digital media technologies, students will develop a portfolio that reflects their unique, creative and personal expression. At the grade 12 level, students are required to be more independent and proactive in their photographic work. Students have access to camera and equipment loans through the Media Arts Department.

*\$75 for supplementary materials (including film, photographic paper, and printer inks)*



## Computer Science

### **General Program Description**

Everybody in this country should learn how to program a computer as it teaches you how to think. The ability to break down complicated problems in to simple steps (that a machine can follow) is a skill that will benefit anyone in every walk of life.

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 to read and write code. It is not good enough to be exposed to technology as all jobs in the future will require some understanding of how to operate 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 code, just determined. Coding is something that is learned, not a perspective that we are born with. The programmers of tomorrow will be the wizards of the future as the skills (magical powers) they possess will revolutionize our world.

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, 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.

Next, the programming language Swift is tackled—Apple’s Swift Playgrounds is found in Apple (IOS App Development) products and used in the Learn to Code curriculum. In this segment of the course, students learn to code through the completion of animated interactive tasks.

At the end of each segment students will be given the opportunity to transfer the knowledge learned by programming machines (modular components include: drones, bots, robotics and raspberry pi).

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. Lessons are fun and interactive, focusing on a suite of guided games and puzzles that teach the foundations of coding. 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. 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. Students will also be able to differentiate amongst a variety of web elements that include structure, content, style, design, functionality and interactivity. No experience or pre-requisite required.

### ***Computer Studies 10***

Computer Studies 10 is the sister course of Web Development 10. The two courses are similar as, at their core, they focus on the development of the internet (web). The main difference lies in the approach to the subject matter. If Web Development 10 explores the topic from the perspective of an everyday user (front-end), then Computer Studies 10 explores the topic from the perspective of a technician (back-end). Computer Studies 10 is a coding-centric course. It focusses on the development of websites from scratch using HTML and CSS, which makes of the foundation and artistic characteristics of the web. Other topics covered in the course include hardware, software, networking and security. Computer Studies 10 is the natural next step for students who have taken other computer courses and want to continue on a technological path. No experience or pre-requisite required - just a love for technology and an interest in exploring its roots, and figuring out what makes it tick!

### ***Computer Programming 11***

Taking Web Development to the next level with HTML, CSS and JavaScript. While coding is the focus of this course, students will learn how these languages fit together to create the front end (UI / UX) of the web. Students will be exposed to a variety of professional online resources (interactive IDE, videos and communities) intended to enrich a student's understanding of essential programming syntax, structures and constructs. Students will learn to modify existing code, predict the effects of code and develop programs to meet a specific purpose.

The end of the year will be career focused as students will have an opportunity to pursue specific projects based on interests ranging from modular programming (robotics, raspberry pi), computer hardware/software installation, mobile app development, networking hardware and of course programming. No experience or pre-requisite required.

### ***Computer Programming 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. Students will be exposed to a variety of professional online resources (interactive IDE, videos 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 be career focused as students will have an opportunity to pursue specific projects based on interests ranging from modular programming (robotics, raspberry pi), computer hardware/software installation, mobile app development, networking hardware and of course programming. Students taking this course are recommended to complete Computer Information Systems 11 or Computer Programming 11.

### ***AP Computer Science Principles***

Students in AP Computer Science Principles will learn about the underlying principles of Computation and IOT (Internet of Things). The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. The computer language used will be App Lab (Based on JavaScript with Text or Block-Based functionality). APCSP is a directed study course (code.org) with a heavy emphasis on research and peer review.

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 \$150*

### ***Media Design 11***

This is a project-based course that blends technology and design. Students will apply the design thinking process to produce projects based on real-world design challenges. Students will work with a variety of digital media including graphic design, animation, photography, videography, and web development. The course places emphasis on software used in the industry; such as, Adobe Photoshop, Illustrator, Lightroom, After Effects, Premiere Pro and InDesign.

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

### ***Media Design 12***

Media Design 12 is a continuation of Media Design 11. Students take Media Design 12 once they have completed the curriculum for Media Design 11. Students will refine their aesthetic sensibility and technical skills through various design opportunities. Students will develop advanced knowledge of industry-standard applications while also exploring new digital media tools. Students will work in an independent manner to create a personal portfolio. *\$35 for supplementary materials (including sketchbook, photographic paper and printer ink)*

### ***Digital Media Development 11/12 (Yearbook)***

Digital Media Development 11/12 (Yearbook) is a deadline-driven and deadline-sensitive course. The primary focus of this course is the completion of Handsworth's Yearbook. Students will work together to create an inclusive and innovative book that records our school's community, memories and events. Throughout this course, students will gain experience in one or more of the following areas: marketing, journalism, publishing techniques, digital photography, page design, writing, and editing. The Yearbook is produced using a variety of digital tools including Adobe InDesign, Photoshop and Illustrator. Students will acquire real-world skills in project management, teamwork, marketing and the design cycle.



## 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. We make a great effort 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. Recent performances 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. Every other year qualified students are invited to play in the District Honour Concert Band or String Orchestra. These district groups have the exceptional opportunity to play with the Vancouver Symphony Orchestra. 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 year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during the second term. 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 8/9***

The Junior Gold Concert Band is intended for the advanced Grade 8 and Grade 9 Band musicians. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during second term. 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 any one 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 tours. This class will be scheduled outside the timetable as a 9th course. A uniform is required.

*\$40.00 for supplementary materials*

### ***Intermediate Concert Band 9/10***

The Intermediate Concert Band is intended for grade 10 students as well as some advanced grade 9's. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during second term. 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 band tour every year. (Grade 10 beginners with music experience are welcome).

*\$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 year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during the second term. 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). The past two tours were to Cuba in 2017 and 2019 to Italy.

*\$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 than the Junior Gold Jazz Band. 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, and drums. The alto, tenor, and baritone saxes at Handsworth are typically students that play sax, flute, clarinet, or bass clarinet as their first instrument. Sax players in jazz band will need to be able to "double" on flute or clarinet as they progress to the higher levels of jazz band. French horn players 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 any one with guitar, piano, bass, percussion skills, or by those students wishing to develop such abilities. Jazz Band is taken concurrently with Concert Band (or Strings) 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 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 three times per 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.

Boasting the most comprehensive visual arts program in the district, we are lucky to offer students experiences with visiting artists like George Rammell and Amy Huestis, prominent community members, and speakers who expose our students to the wide-reaching world of art, design, and media.

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, Art Studio 3D allows students to use their special skills to manipulate materials and create objects and experiences that occupy the third dimension.

Art Studio 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 Media 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 – who have a combined 20-plus years of art education and training.

We engage students in real-world applications like designing for the school play (posters, t-shirts), creating logos, building props, and exploring issues in social justice and visual problem solving. Students also have the opportunity to explore life drawing with live models after school hours to develop drawing skills, materials exploration, and build solid, professional art and design portfolios.

Handsworth offers Advanced Placement art courses in 2D Art and Design, 3-Dimensional Design, and Drawing. These courses are designed for our artists who take their visual studies seriously. They develop a thematic body of work over the course of the year that is evaluated externally by the Advanced Placement board. Handsworth is the only school in North Vancouver that offers Advanced Placement courses in visual arts.

The Handsworth PAC has generously donated funds to allow us to grow our fantastic programs this year, allowing our students more opportunity with materials and equipment.

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**

### ***Visual Art 8***

In Visual Art 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, acrylic paints, clay, 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, and the diverse practices of many contemporary artists working globally.

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

### ***Visual Art 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 construct and compose their works. Originality will be emphasized, and the history of art and material culture will be integrated into projects. Visual Arts 9 prepares students for senior art courses but is not a prerequisite for other art courses in grades 10-12.

*\$30.00 for supplementary materials (including a high-quality sketchbook)*

### ***Visual Arts: Art Studio 10***

Art 10 is a survey/foundation course that builds upon skills and strategies learned in Art 9 or Art 8. (Art 9 is not a prerequisite for this course). More advanced skills in drawing, painting, design, ceramics and printmaking will be incorporated into the course. Materials may include pastels, water colours, graphite, charcoal, prismacolor pencil crayons, linocut printmaking, acrylics, 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 and the importance of art practice will be incorporated into projects. Visual Arts 10 allows students to immerse more fully in their practice as developing artist and makers.

*\$30.00 for supplementary materials (including a high-quality sketchbook)*

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

This course is designed to develop drawing skills, with painting as a focus during the latter part of the year. Pencil, charcoal, ink, conte crayon, graphic markers, chalk pastels, oil pastels, watercolour and acrylic paints are some of the mediums used. Composition and design principles will be applied to still

life, landscape, figure drawing, abstract subject matter, and projects based on art-historical standards. Drawing from observation will be emphasized, as this skill is required for post-secondary art studies. Recognized artists as role models, innovators, and inspiration will be discussed.

*\$40.00 for supplementary materials (including a high-quality sketchbook and watercolour paper)*

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

This course helps students to develop skills toward a more competent and independent level. Observation in drawing skills will be emphasized and abstraction will play a greater part in student work. During the second part of the year, portraiture, figure drawing and personal imagery will be encouraged and the student will be introduced to more varied materials like oil stick, experimental printmaking, and wooden surfaces. Students will research and study several artists and will develop critiquing skills. No prerequisite. NOTE: If you need to develop a portfolio for University or Art School, this course is imperative.

*\$40.00 for supplementary materials (including a good quality sketchbook and oil-based materials)*

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

In Art Studio 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 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 additional and more sophisticated works.

*\$40.00 for supplementary 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.

*\$40.00 for supplementary materials (including a quality, larger sketchbook)*

### ***Graphic Arts 11***

In Graphic Arts 11, students apply drawing and design skills to both hypothetical and actual design problems. Technical and content-based instruction may include: the design principles and design process; digital media (Illustrator, Photoshop, InDesign); conventional media (marker, collage, paint renderings); and traditional printmaking (linocut, screen-printing). These tools, techniques, and knowledge will be applied to graphic artworks such as logos, posters, illustrations, and graphic fiction. Students will complete projects both individually and as members of design teams, much like real world graphic design professionals.

*\$35.00 for supplementary materials (includes a sketchbook and printer inks)*

## ***Graphic Arts 12***

Graphic Arts 12 is an advanced commercial art course in which students will be expected to expand on design skills from the previous courses in a more independent fashion. Students will review the design process and principles of design, allowing them to engage in assignments that are both, client-oriented as well as self-directed. They will use graphic arts media (e.g., traditional printmaking, industry-standard graphic design software, Adobe PhotoShop and Illustrator) to explore meaningful projects that have the potential to affect change. Designing logos and illustrations for the community and the school are examples of such topics. Students will also begin exploring opportunities and career pathways of professional graphic artists.

Strongly recommended pre-requisites: Graphic Arts 11, Art Studio 11 or 12 or Drawing and Painting 11/12

*\$35.00 for supplementary materials (includes a sketchbook and printer inks)*

## ***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); \$150 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); \$150 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.

*\$50.00 for supplementary materials (including a good quality sketchbook and inkjet ink); \$150 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 the enjoyment of literature and the development of thinking and communication skills. These skills and content are ever-relevant in the modern world in various ways including forms of entertainment (via the creation of story and character in TV, film, music, and gaming), in various aspects of the business world (within presentations, marketing, and entrepreneurship), and in active citizenship (creating and analyzing arguments about a variety of local and world affairs).

Understanding rhetorical tools and formats allows us to more actively articulate and engage with ideas. Speaking, listening, and writing are foundational skills that cross curricular boundaries and disciplines. Add to all of this the enjoyment of literature and we become fuller, more understanding human beings as we reflect on ourselves and the world around us.

### **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 the ideas of others. 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.

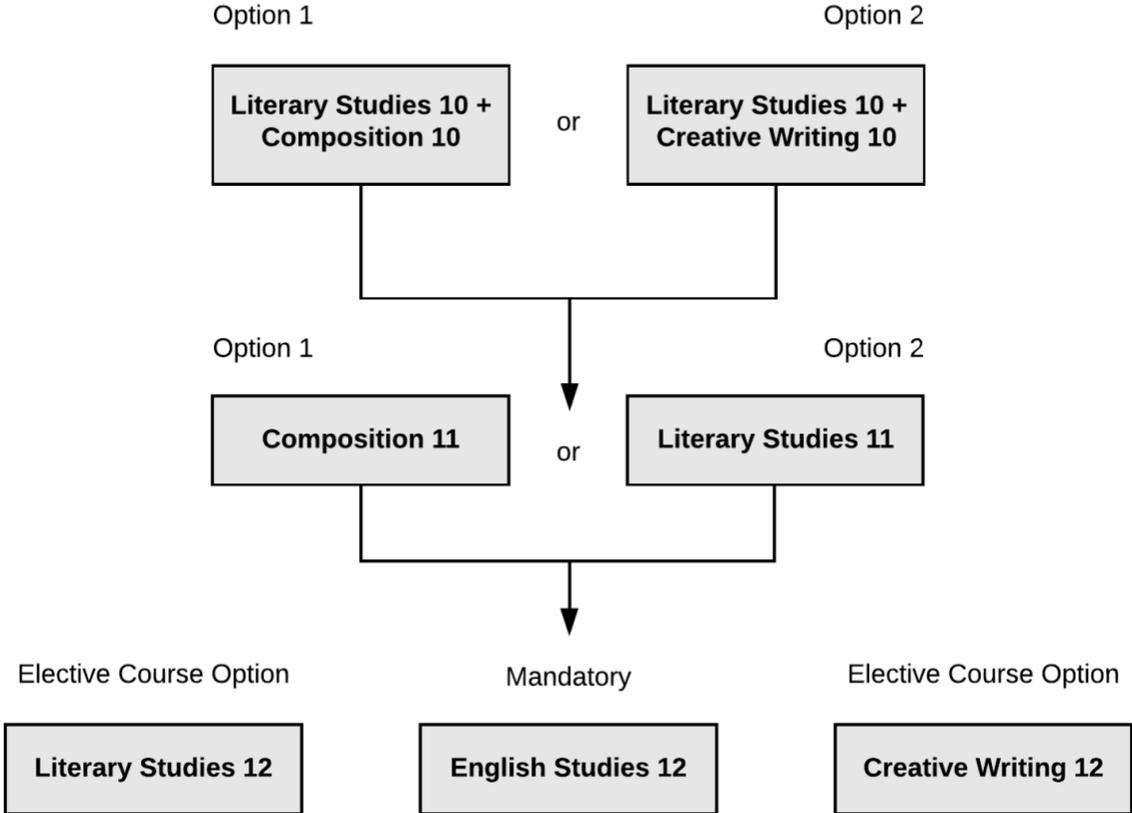
### ***Literary Studies and Composition 10***

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. Students will plan, develop and create coherent, purposeful compositions. The focus in this course includes formal academic writing such as persuasive and synthesis essays, and to a lesser extent, narrative essays.

### ***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.

**Handsworth English Department  
Course Offerings  
Grades 10, 11 & 12**



***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: the 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.

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

**English Studies 12 is a mandatory course for graduation.** 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.

### ***English 12 TP: Theatre and Performance***

English 12 TP covers the same curriculum as English 12 (see English 12 course description) with students who are typically enrolled in a senior theatre, dance or tech production course. It also satisfies the English 12 graduation requirement. Students enrolled in English TP will be heavily involved in a complex theatre-making process, which may involve scriptwriting, choreographing, designing, and stage managing. Over the course of two semesters, students work collaboratively to co-create and perform an original play or an original interpretation of a play. **English 12TP will be scheduled in**

**Semester One to allow for play and community building prior to taking Directing and Script Writing 12, Theatre Production 12, or Dance 12 in Semester 2.** Overall English 12TP provides the opportunity for students to inquire as a learning community and to explore the themes, topics, and connections that organically arise from the students' reading and writing assignments in the English 12 curriculum and the students' collective co-creation. While not required, typically students enrolled in English 12TP are also enrolled in Directing and Script Development 12, Theatre Production 12, or Dance 12.

### ***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!

### ***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 explore Francophone culture in addition to learning the elements of the language. See below for more information about each of the courses offered.

#### Spanish

Welcome / Bienvenidos to the Spanish program! Our courses offer students at all grade level the unique opportunity to explore Hispanic culture in addition to learning the elements of the language. We will be still offering a Beginners' Spanish course for students in Grades 10 and 11 (BSP11), with 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.

### 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 10 Enriched***

French 10 Enriched offers the same curriculum as French 10 with additional opportunities for 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 with more of an emphasis on speaking and listening skills than the Core French 10 program.

### ***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 11 Enriched***

French 11 Enriched offers the same curriculum as French 11 with additional opportunities for language development. This is a comprehensive core French course that builds on students' 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. This class offers more opportunity for listening and speaking skill development than the French 11 course.

### ***French 12***

French 12 provides Core French students a unique fifth year of French language development. This 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. \*Successful completion of this course often provides students with first-year language requirements at many universities.

### ***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 on 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 on 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 on 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 on 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!

\*Successful completion of this course often provides students with first-year language requirements at many universities.



## 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, careers in business, credit, banking, investing, real estate and legendary leaders in the business world. Students will explore current events to further develop their understating of course material. Students may also have an opportunity to participate in an online stock simulation.

### ***Entrepreneurship & Marketing 10***

Entrepreneurship & Marketing 10 continues to look at the World of Business. 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, tourism and ethics. Students will have the opportunity to develop a business plan and learn the ropes of becoming an entrepreneur and how to best secure venture capital.

### ***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 and the importance of E-Commerce. Students will look at the marketing and promotion involved with Sports Teams, the tourism industry and other Marketing Giants.

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

Students will look at the evolution of e-commerce and why it is such an important part of our economy. Local and global e-commerce environments will be explored as we look at what makes a successful marketing campaign, whether it be online or in a store. Students will look at how the Internet has become an important part of a company's advertising campaign. We will look at how companies can take advantage of our obsession with Youtube, smart phones and all things digital.

### ***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 and Simply Accounting.

### ***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 Simply Accounting.

### ***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.

Students will write the AP Exam in May and will receive their Exam mark in the summer. *AP Exam Fee \$150*

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

The 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 life long 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.
- Students planning to attend SFU can apply for SCU credits when entering any faculty

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 Program Courses

#### ***Careers 8***

The Careers 8 curriculum is delivered through both large group assemblies and small group activities throughout the school year. Students will take part in a variety of activities and assemblies that will touch on goal setting and executive functioning. Students will also complete interest and skills inventories using myBlueprint.

#### ***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 and mandatory seminars

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 Train in Trades / 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 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 4 credits towards graduation for every 120 hours completed on the job site, in a paid, supervised position, to a maximum of 16 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 the ITA website at <https://www.itabc.ca/>



## 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.

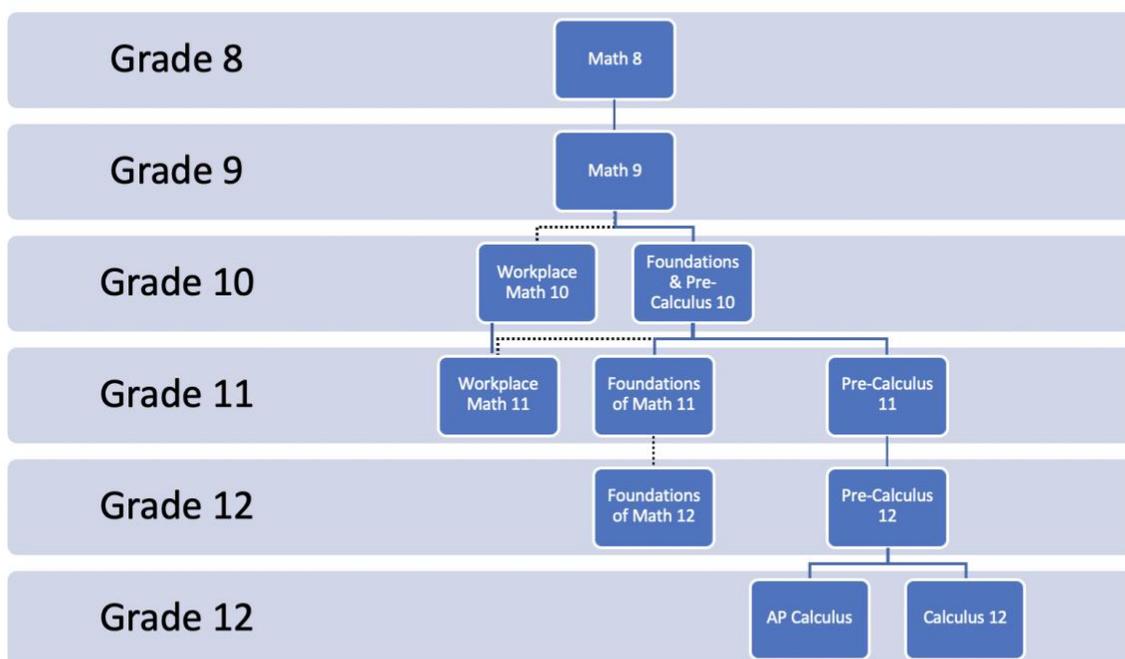
**Grade 11** – At the grade 11 level, there are 3 distinct pathways offered. Workplace 11, Foundations 11 and Pre-Calculus 11. This is the last year mathematics is required for graduation.

**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 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.

*NOTE: Students with a mark of C- or lower in Math 9 are strongly encouraged to take this course.*

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

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in mathematics. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

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. Scientific calculators are required.

*NOTE: A minimum mark of C 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. A Texas Instruments TI-83/84/85 calculator may be recommended for the course.

### ***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. A Texas Instruments TI-83/84/85 calculator is highly recommended for the course.*

### ***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.

The AP Calculus - AB examination will be written in early May. Students who are planning on writing the AP Calculus exam in May must be prepared to put in extra time over and above what is assigned in class. Students in AP

calculus will receive a school mark for AP Calculus even if they do not write the AP Calculus exam in May however, they cannot use a school mark to be granted a university credit. If they achieve a score of 4 or 5 on the AP exam, students may be granted credit at some colleges and universities.

*NOTES: There is a \$150 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: Dance***

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 in a variety of genres or styles such as contemporary, lyrical, jazz, hip hop, etc. Dancers will collaborate through critical reflection, creative co-operation, and the exchange of ideas. An emphasis will be placed on promoting healthy living habits such as exercising as lifelong benefits. Come discover the fun in dancing!

### ***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.

### ***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.

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

The Physical and Health Education 10: Fitness and Conditioning course is primarily a resistance training class that focuses on improvement with physical function. A student works with a training plan and sets goals in an effort to be quicker, faster, and stronger. The goal is safe whole-body improvement with an emphasis on core stability. The class is hard work and demands desire and commitment. The opportunity to individualize your training plan is a benefit to each student. The course will also touch on additional areas of fitness such as nutrition, rest, life skills, goal setting, physiology, and training principles. This course is a good fit for student athletes who want to improve physical function or students who would like to improve how they feel about their body and their fitness.

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

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

### ***Fitness and Conditioning 11/12: Early Morning***

This course is a continuation to the Fitness 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 Conditioning 10 course and will give students the opportunity to adapt workouts to achieve

personal fitness goals. Students will be able to choose a variety of exercise techniques, including weightlifting, plyometric, agility, and endurance exercises. Upon successful completion of this course, students will have the required knowledge to safely and efficiently construct their own workout programs to meet their own fitness goals independently.

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 - Girls***

The Fitness and Conditioning 10/11/12 - Girls course is primarily a resistance training class that focuses on improvement with physical function. A student works with a training plan and sets goals in an effort to be quicker, faster, and stronger. The goal is safe, whole body, improvement with an emphasis on core stability. The class is hard work and demands desire and commitment. The opportunity to individualize your training plan is a benefit to each student. The course will also touch on additional areas of fitness such as nutrition, rest, life skills, goal setting, physiology, and training principles. This course is a good fit for the student athlete who wants to improve physical function or any student who would like to improve how she feels about her body and their fitness. The girls Fitness and Conditioning 10/11/12 - Girls block is a desire to cater more to girls and improve the environment for girls to work on their fitness.



## 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, anatomy and physiology, and environmental science.

### Science Courses

#### ***Science 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.

### ***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! 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***

The 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.

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

Students in grades 11 or 12 are eligible to take this Ministry approved Environmental Science 12 course which 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 mole concept, 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***

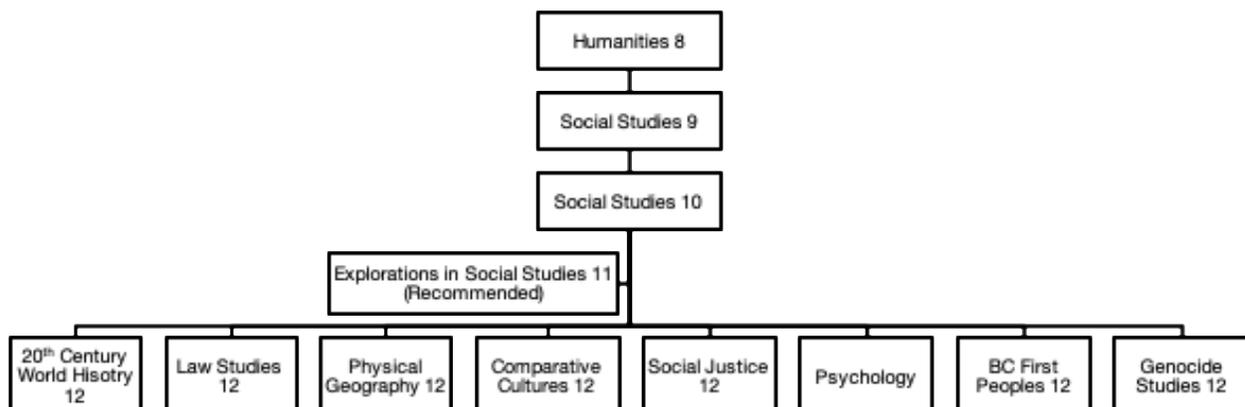
Chemistry 12 builds on the concepts learned in Chemistry 11. Students apply the mole calculation skills used throughout the Chemistry 11 course. Topics include reaction kinetics, chemical equilibrium, solubility, acid-base chemistry, oxidation and reduction. Course topics are presented with real life 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.



## 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*

The purpose of Social Studies 9 is 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 information gathering from various sources; analyzing and interpreting resource; presenting and justifying your position on issues; decision-making; and working cooperatively with others. The Social Studies 9 curriculum includes current events, social issues and philosophies that influence 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. Social Studies 10 will focus on the 20th century conflicts, events and forces that have shaped modern Canadian politics, political systems and the modern Canada Identity. First Nations culture and histories are also explored.

### ***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 along-side 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 take action 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 unique history course as it allows students to immerse themselves in the day-to-day life of people from pre-modern times. We cover topics including: mythology and religious belief; citizenship and

government; social class and status; and gender roles (including ideals, status, and 'heroes'). We also discuss: cultural traditions, entertainment, and past times; art and architecture; and major historical events. Our focus civilizations often include, but are not limited to, Classical Greece, Ancient Rome, Ancient Egypt, the Maya, the Vikings, and Feudal Japan. We compare these to each other and our own modern society as the class defines, evaluates, and reflects upon the nature of civilization. This course may be particularly useful for students who foresee careers in film, business, marketing, gaming, design, etc. as these civilizations continue to inspire entertainment, brands, designs, and trends throughout the modern world.

### ***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 12***

Genocide Studies is an interesting and relatively new course offering at Handsworth. Students will examine atrocities that have had political, social and cultural ramifications. Topics may include the Armenian genocide, Collectivization in the USSR, the Holocaust, Rwandan genocide, cultural genocide, and current problem spots around the world. Students will learn that intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted. Genocides share similarities and targeting groups of people continues to challenge global peace and prosperity.



## English Language Learners

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

This is the foundation course for ELL or International students in the beginning, developing, and expanding 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.

### ***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.

### ***British Columbia Culture***

This locally developed, Board Authorized course, develops the ELL or International student's ability to analyze and think deeply about the nature of human societies and our relationship to the environment and one another. The course will provide students with the reading, writing and oral skills necessary to explore the diverse beliefs, expectations, and values of the modern citizen. BC Culture is recommended for ELL or International students who are expanding and consolidating their English language skills.

### ***ELL Seminar***

This small-group lunch time seminar is designed to provide language support for consolidating and expanding 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

#### ***Applied Design, Skills and Technology Rotation***

The Applied Design, Skills and Technology rotation includes four courses that run for the one quarter the duration of a typical course. All students take the same 4 courses. The ADST 8 rotation includes:

ADST Rotation
Robotics
Sustainability & Environmental Studies
Technology & Business
Woodwork

Students are provided an opportunity to engage in each of these practical areas of study.

#### ***Applied Design, Skills and Technologies 8 Rotation: 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!

#### ***Applied Design, Skills and Technologies 8 Rotation: Sustainability & Environmental Studies***

In Sustainability & Environmental Studies 8, students may explore several topics relating to the foods and textiles industries, including food production, sustainability, vegetable gardening, composting, food and textile waste,

sewing construction techniques, and upcycling. Students will engage in a variety of hands-on activities as well as consider environmental impacts of these industries on local and global communities.

### ***Applied Design, Skills and Technologies 8 Rotation: Technology & Business***

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.

### ***Applied Design, Skills and Technologies 8 Rotation: 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.

### ***Textiles 9***

This course builds upon the skills introduced in ADST 8. Students will learn to apply the design cycle to plan, construct, and reflect on various textile creations. Emphasis is placed on the learning process and self-reflection rather than solely on the finished product. Students will practice following

commercial sewing patterns as well as explore social, environmental, and ethical impacts of the textile industry on local and global communities. Throughout the year, projects are decided upon in consultation with the classroom teacher based on students' individual sewing experience levels.

*Course Fee of \$30*

### ***Textiles 10***

This course builds upon the skills introduced in ADST 8 and Textiles 9. Students will learn to apply the design cycle to plan, construct, and reflect on various textile creations. Emphasis is placed on the learning process and self-reflection rather than solely on the finished product. Students will practice following commercial sewing patterns as well as explore social, environmental, and ethical impacts of the textile industry on local and global communities. Throughout the year, projects are decided upon in consultation with the classroom teacher based on students' individual sewing experience levels.

*Course Fee of \$30*

### ***Textiles 11***

This course is designed to build upon the skills introduced in junior Textiles courses. Students will apply the design cycle to plan, construct, and reflect on various textile creations. Emphasis is placed on the learning process and self-reflection rather than solely on the finished product. Students will follow commercial sewing patterns of increased complexity as well as explore methods for patternmaking from scratch. They will learn about more advanced concepts in fabrics and fibres, and examine social, environmental, and ethical impacts of the textile industry on local and global communities. Throughout the year, projects are decided upon in consultation with the classroom teacher based on students' individual sewing experience levels.

*Course Fee of \$30*

### ***Textiles 12***

This course is designed to build upon the skills introduced in junior Textiles courses. Students will apply the design cycle to plan, construct, and reflect on various textile creations. Emphasis is placed on the learning process and self-

reflection rather than solely on the finished product. Students will follow commercial sewing patterns of increased complexity as well as explore methods for patternmaking from scratch. They will learn about more advanced concepts in fabrics and fibres, and examine social, environmental, and ethical impacts of the textile industry on local and global communities. Throughout the year, projects are decided upon in consultation with the classroom teacher based on students' individual sewing experience levels.  
*Course Fee of \$30*

### ***Foods Studies 9***

In Food Studies 9, students will use design cycle principles to explore the practical and theoretical elements of food. Students will explore the basic components of meal preparation (ingredients, techniques, equipment), kitchen and food safety, nutrition, food labelling, recipe design, and meal planning. Students will gain the confidence necessary to make empowered food choices and cook delicious meals from scratch.

*Fee of \$60 for supplementary material*

### ***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.

*Fee of \$60 for supplementary material*

### ***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.

*Fee of \$65 for supplementary material*

### ***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.

*Fee of \$65 for supplementary material*

### ***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 convert 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 materials*



## Support Programs

### **Learning Assistance (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 program by teachers and counselors through the School Based Resource Team (SBRT) in consultation with parents.

### **Lifeskills Program 8 - 12**

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

### **Choices 8 - 12**

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



## 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 \$150.00, 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 Courses

#### *AP Computer Science Principles*

Students in AP Computer Science Principles will learn about the underlying principles of Computation and IOT (Internet of Things). The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. The computer language used will be App Lab (Based on JavaScript with Text or Block-Based functionality). APCSP is a directed study course (code.org) with a heavy emphasis on research and peer review.

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 \$150*

### ***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); \$150 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); \$150 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); \$150 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. AP Calculus is intended for students who have already completed the Pre-Calculus 12 course, preferably with a minimum mark of an A.

The AP Calculus - AB examination will be written in early May. Students who are planning on writing the AP Calculus exam in May must be prepared to put in extra time over and above what is assigned in class. Students in AP calculus will receive a school mark for AP Calculus even if they do not write the AP Calculus exam in May however, they cannot use a school mark to be granted a university credit. If they achieve a score of 4 or 5 on the AP exam, students may be granted credit at some colleges and universities.

*Optional AP Exam Fee \$150*

### ***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 \$150*



## 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 \$225 (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 Statistics



## NVSD 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

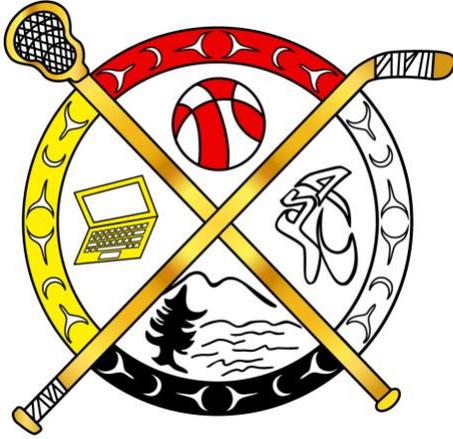
**For a list of the NVSD OL courses please visit the website:**

<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.*



## 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
- Dance Academy
- Digital Media Academy
- Digital Media Academy Lite
- Field Hockey Academy
- Gaming Academy\*\*\*
- Hockey Skills Academy
- Lacrosse Academy
- Robotics Academy
- Rowing Academy\*\*\*
- Soccer Academy
- Volleyball Academy

\*\*\*Proposed – yet to be approved.