

TEMPLETON SECONDARY



Course & Program Information

2021-2022

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APPLIED DESIGN, SKILLS AND TECHNOLOGIES

Introduction to ADST

The ability to design, make, acquire, and apply skills and technologies is important in the world today and key in the education of citizens for the future.

The Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from traditional and First Peoples practice; from the existing disciplines of Business Education, Home Economics and Culinary Arts, Information and Communications Technology, and Technology Education; and from new and emerging fields. It fosters the development of the skills and knowledge that will support students in developing practical, creative, and innovative responses to everyday needs and challenges.

Applied learning is an integral part of all of B.C.'s curricula, through the Curricular Competencies, the "doing" part of the curricula, and through the ADST K-12 curriculum.

Design involves the ability to combine an empathetic understanding of the context of a challenge, creativity in the generation of insights and solutions, and critical thinking for analyzing and fitting solutions to context. To move from design to final product or service requires skills and technology.

In the ADST curriculum, students grow through the use of design thinking principles. This approach helps them gain understanding of how to apply their skills to both finding challenges and solving them in creative ways, using appropriate technologies for the task at hand.

Big Ideas

The Big Ideas are intended to capture a progression of learning through the application of design processes, skills, and technologies.

Grades 9-10

- Applied Design - Social, ethical, and sustainability considerations impact design.
- Applied Skills - Complex tasks require the sequencing of skills.
- Applied Technologies - Complex tasks require different technologies and tools at different stages.

Grades 11-12

- Applied Design - Design for the life cycle includes consideration of social and environmental impacts.
- Applied Skills - Design choices require the evaluation and refinement of skills.
- Applied Technologies - Tools and technologies can be adapted for specific purposes.

Curricular Competencies

The Curricular Competencies are organized under three primary curriculum organizers:

- Applied Design – the phases of the design process, from inception to completion.
- Applied Skills – the skills used to facilitate the design process (e.g., co-operation and collaboration, interview skills, workflow analysis, research skills, task flows).
- Applied Technologies – the skills needed to access technologies that help facilitate design thinking and the design process; these differ according to the area of application (e.g., the technologies used in Home Economics will differ from those in Computer Programming and those in Woodworking).

Business Education

What do most high school graduates say they are studying at post-secondary schools? Many students admit that they are studying business courses. Then why do so few secondary students not prepare themselves by taking these courses in high school?

The most common occupations earning over \$100,000 per year reported by Statistics Canada are: Sales and Marketing Managers, Senior Managers (in finance, communications, production utilities, etc.), Computer and Information Systems occupations, Retail Trade Managers, Financial Auditors and Accountants, and Manufacturing Managers as well as Lawyers and Doctors. How can you get a head start in preparation for these occupations while you are in high school?

Take courses in business such as marketing, accounting, economics, computer keyboarding, data management, and information technology which offer you a greater understanding of the business world. Every person needs to understand contracts, legal documents, warranties, labour laws, income taxes, letter writing, investments, loans, credit, and computer technology. Our business courses will prepare you. What's in your future?

❖ ENTREPRENEURSHIP AND MARKETING 9 or 10

MADEM09/MADEM10

It is the goal of this introductory course to assist students in developing the 21st Century workplace skills necessary to create different types of documents that demonstrate understanding and appropriate use of software features. Students will also develop an introductory understanding of the development processes and software tools involved in the production of 2D documents, digital animation, digital video production, web page files and personal web sites. Students will be introduced to a Design and Development workflow process in order to bring work to completion on time. The skills developed in this course are useful for other courses, such as Planning 10, the world of work, and home computers.

❖ ACCOUNTING 11

MAC--11

This course introduces students to the fundamental principles and procedures of accounting with an emphasis on accounting procedures used in a service business. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business.

Topics include:

- role of accounting in business
- the accounting cycle
- accounting principles
- accounting equation
- relationship between debit and credit entries
- financial decision making using financial documents
- use digital technologies to generate results and support facts

❖ **FINANCIAL ACCOUNTING 12 - Accounting 11 recommended**

MFA--12

This course introduces students to the fundamental principles and procedures of accounting with an emphasis on accounting procedures used in service and merchandising businesses. Students will develop an understanding of the connections between financial analysis, control, and decision making in the management of a business.

Topics include:

- accounting principles and practices
- accounting for inventory
- accounting for payroll
- cash control systems
- personal tax returns
- tax systems for business
- long-term decisions and strategy
- long-term specialized accounting journals
- industry best practices
- career options and opportunities in various accounting sectors
- use digital technologies to generate results and support facts and findings

❖ **MARKETING AND PROMOTION 11**

MMAP-11

Students enrolled in Marketing and Promotion 11 will experience many of the interesting business activities that happen in a retail store: working with cash registers, handling cash, selling, dealing with customers, and buying, storing, and displaying inventory. Students will operate TempMart, our school store, as well as participate in a variety of class activities such as market research, taste tests, and product design and acquisition. Working at TempMart is a course requirement and students will work as part of a team. Each student receives a "pay cheque" for the time they work. Students will hear presentations from wholesalers who wish to sell their products to TempMart and make buying decisions based on those presentations. Students will learn basic marketing skills. This course is useful to all students, especially those who want to enter one of the many marketing careers, take post-secondary business courses, or for those who hope to own their own business someday.

❖ **ENTREPRENEURSHIP 12**

MENT-12

Topics Include:

- recognition of entrepreneurial opportunities
- types of business ventures and social entrepreneurship
- factors that can promote innovation and entrepreneurial success, including networking, product/service knowledge, and market analysis
- characteristics of the global market and local economic trends
- components of starting a small business, including registration and financial considerations
- ways to protect intellectual property; ethics of cultural appropriation and plagiarism
- design for the life cycle; emerging career options for young entrepreneurs
- interpersonal and presentation skills to promote products and/or services and to interact with clients

Home Economics

❖ **FOODS STUDIES 9**

MADFS09

Here is your chance to have fun while learning skills and knowledge you will use for a lifetime! This course provides the opportunity for you to have a wide range of experiences in basic food preparation. Measure ingredients with accuracy. Use the stove and oven safely and confidently. Practice your knife skills and dice, slice, and chop your way to becoming a great cook. We will be cooking over 30 popular and healthy recipes from around the world Caesar Salad with Homemade Croutons, Filipino Style Spaghetti with a Side Salad, Burger with Coleslaw, Taiwanese Bubble Tea, Macaroni and Cheese with Garlicky Panko Topping, Masala Fried Rice with Turmeric Onion Raita, Minty Chip Ice Cream in a Homemade Bowl!

❖ **FOODS STUDIES 10**

MFOOD10

Continue your cooking adventure in Foods 10 - new taste sensations are awaiting you: Dumplings, Stir Fries, Cookies, Quick Breads, Noodle Soups, Smoothie Bowls, Pasta, Frozen Treats, and Beverages. Impress your friends and family with your display of knife skills and food presentation. Recipes prepared will follow the food groups found on Canada's Food Guide!

In addition to the labs, students learn about:

- elements of meal preparation
- relationship between eating practices and mental and physical well-being
- food trends
- simple and complex global food systems and how they affect food choices
- the causes of and consequences of food contamination outbreaks
- First Peoples food protocols

❖ **FOOD STUDIES 11**

MFOOD11

Foods and Nutrition 11 builds on what was learned in Foods and Nutrition 10. It provides the opportunity to learn new techniques and develop a variety of skills while working with and becoming familiar with a wide range of food. You will also participate in the annual gingerbread house competition!

In addition to the labs, students learn about:

- diverse cuisines and cooking methods (ethnic, multicultural and First Peoples)
- artistic elements of the culinary arts
- dietary restrictions and food allergies
- safety in the teaching kitchen
- prevention of pathogens associated with foodborne illness
- B.C. agricultural practices

During a year of Foods 11 you will have a lot of fun, gain tons of knowledge and be more confident in cooking by June! Don't miss this opportunity!

❖ **FOOD STUDIES 12**

MFOOD12

Foods and Nutrition 12 is the most advanced foods course offered at the secondary school level. It builds on all the knowledge and expertise gained in previous courses. This course includes the designing and preparation of food and meals to meet a variety of situations. These could include food for yourself, a family, special diets, celebrations or special occasions. Throughout the year there will be many fun experiences and a lot of cooking! You will also participate in the annual gingerbread house competition.

In addition to the labs, students learn about:

- diverse cuisines and cooking methods (ethnic, multicultural and First Peoples)
- artistic elements of the culinary arts
- substitutions for dietary restrictions and food allergies
- safety in the professional kitchen

Upon completion of this course you will have the knowledge and skills to be a fantastic cook!

❖ **TEXTILES 9**

MADT-09

Do you love to sew? Do you love handmade objects? Do you want to save textile items from the landfill and give it new life? In this introductory course students will learn basic sewing techniques, about the selection and care of natural and manufactured textiles, and how to use a variety of sewing equipment-including the serger. PJ bottoms, hoodies, joggers, t-shirts, simple dresses/skirts are all project options students can choose to make. Students will also have the opportunity to explore textile arts and crafts (crocheting, needle felting, cross-stitching, embroidery, fabric dyeing) and upcycling/restyling.

❖ **TEXTILES 10**

MTXT-10

Think it. Test it. Make it. Share it. Using the fundamental skills learned in Textiles 9 (see above) you will have the opportunity to create beautiful and functional textile items that inspire you. A wide range of materials will be available for use.

Curricular Content:

- design opportunities
- origins, characteristics, and care of natural and manufactured textiles
- hand and machine construction techniques for producing and/or repairing textile items
- First Peoples traditional and current textile knowledge and practices
- strategies for altering patterns and upcycling
- principles of design used in the design of textile items
- environmental factors and ethical factors that influence textile choices and the impact of those choices on local and global communities

❖ **TEXTILES 11**

MTXT-11

Textiles 11 is for students in grade 11 taking Textiles for the first time and for students who have already completed Textiles 10. The selection of topics and projects will all be different.

Explore your creative side. Uncover an appreciation for 'slow fashion.' Make textile items that fit your unique style and needs. In this intermediate course students will have the opportunity to work with more challenging fabrics and sewing techniques. Athleisure wear, party/formal wear, and career wear are all project options students can choose to make. Other topics of exploration will include: elements and principles of design, the influence of advertising and marketing on clothing choice and consumption, and advanced techniques for repurposing/upcycling.

Curricular Content:

- simple textile designs
- physical and chemical properties of fabrics, including technological developments
- strategies for modifying patterns
- techniques for repurposing textile items
- various factors that affect the selection of textile items, including the elements and principles of design and textile functionality
- symbolism and use of symbols in textile prints and designs, including ethics of cultural appropriation
- economical and ethical factors and considerations in textile production and consumption
- influence of marketing and advertising on textile design, choice, and consumption
- design for the life cycle

❖ **TEXTILES 12**

MTXT-12

Are you curious about the beauty and function of all things made from textiles? Do you want to immerse yourself in the many wonderful ways that we all interact with textiles? Textiles 12 is an advanced course in:

- complex textile designs
- relationship between fibre content, fabric type, and textile use
- methods for designing patterns
- textile manipulation techniques
- regulations and agencies that influence production, labelling, and distribution of textile items
- historical uses of textile items and their influence on modern textile use
- First Peoples historical and current textile knowledge and practices
- ethical and environmental issues in the production and marketing of textile items, including cultural appropriation
- forecasting practices and how they are used in the development and creation of textile items
- design for the life cycle
- future career options in textile design, production, and distribution
- interpersonal and consultation skills, including ways to interact with clients

❖ **FASHION INDUSTRY 12**

MFIND12

Do you have a passion for fashion? Is a career in fashion in your future? Fashion Design is an introduction to the knowledge and development of skills necessary for the Canadian fashion industry, which is gaining importance in the world market. The main objective of the course will be the creation of a Fashion Design Portfolio - an entrance requirement to many post-secondary fashion schools.

Curricular Content

- factors involved in fashion design and fashion collections development, including elements and principles of design
- the many uses of fashion in society
- history of fashion and historical influences on current styles
- social and cultural influences on clothing design and choices
- properties of fibres and fabrics employed in clothing and accessory design and construction
- design for the life cycle
- global and local fashion supply chain
- marketing and merchandising strategies and processes for clothing and accessories, including brand development and trendsetting strategies
- legal considerations related to the fashion industry
- ethical and environmental considerations in the production and marketing of fashion, including cultural appropriation
- future career options in the fashion industry
- interpersonal and consultation skills, including ways to interact with clients

❖ **INTERPERSONAL AND FAMILY RELATIONSHIPS 11**

MIAFR11

Are you curious about the relationships in your life and why people do the things they do? If yes, then this is the course for you! Interpersonal and Family Relationships 11 covers many different topics such as relationships between individuals, dating, committed relationships, healthy relationships, communication styles, and problem-solving models. You will also learn to use your critical thinking skills as we examine different theories and research. Discussions, debates and projects such as the 'mock wedding' will help you to understand your personal values and help to further your personal growth.

❖ **CHILD DEVELOPMENT AND CAREGIVING 12**

MCDAC12

Are you interested in Psychology? Do you wonder about how the mind works? If yes, then this is the course for you! Child Development and Caregiving 12 covers many different topics within the field of Psychology such as: social groups, attitudes, conformity, personality types, the brain, mental illness, wellness, stress management, relationships and child development. You will also learn to use your critical thinking skills as we examine different theories and research. Discussions, debates and projects such as 'the baby project' will help you to explore peoples' behaviour and help to grow as a person.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

❖ INFORMATION AND COMMUNICATIONS TECHNOLOGY 9

MADIT09

This course introduces students to the principles of ICT such as drag-and-drop and text-based coding, the binary representation of various data types, including text, sound, pictures, video, and design, development and collaboration in a cloud-based environment. Strategies to manage and maintain personal learning networks, strategies for curating and managing personal digital content, and discussion of current and future impacts of evolving web standards and cloud-based technologies also figure prominently in coursework.

❖ COMPUTER STUDIES 10

MCSTU10

This course invites learners to explore the principles of computational thinking, the history and evolution of computer technology, internet safety and ethics, the risks and rewards associated with big data, multi-device connectivity, and the Internet of Things. By the end of the course, students will have constructed a computer and a network and learned a programming language. The culminating project asks the learner to write a computer program and share this product with others.

❖ COMPUTER PROGRAMMING 11

MCMPR11

This course will build on programming concepts and methodology covered in previous courses. Students will be introduced to several programming languages, which will serve as a foundation for further studies in this area and the IT industry. In this course students will develop a proficiency in the use of high-level programming language. Students are introduced to a workflow process and methodology for problem-solving, planning and creating programs, culminating in the development of programs that use complex procedures to solve advanced problems. Finally, students are introduced to the User Interface and incorporating graphics into computer programs.

❖ COMPUTER PROGRAMMING 12 Programming 11 Recommended

MCMPR12

This course will involve an in-depth study of programming concepts and methodology, and some new topics including methods and arrays. The focus of this course is on the Application Development process. Students develop proficiency in programming to solve complex problems for searching and sorting data and in complex programming functions and troubleshooting strategies. An integral skill for success in Programming developed in this course is the ability to work productively as a lead member of a Development Team. The use of a Design and Development workflow process is another major skill developed in this course.

❖ **MEDIA ARTS 9**

MADMA09

- digital and non-digital media technologies, their distinguishing characteristics and uses
- techniques for organizing ideas to structure information and story through media conventions
- media production skills
- standards-compliant technology
- ethical, moral, legal considerations and regulatory issues
- technical and symbolic elements that can be used in storytelling
- specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples
- specific purposes of media use in the social advocacy of First Peoples in Canada
- influences of digital media in society

❖ **MEDIA DESIGN 10**

MMEDD10

- design opportunities
- media technologies
- techniques for organizing ideas to structure stories or information and to create points of view in images
- media production skills, including
- pre-production
- production
- post-production
- standards-compliant technology
- ethical, moral, and legal considerations, and ethics of cultural appropriation
- technical and symbolic elements that can be used to create representations influenced by points of view, story, genre, and values
- specific features and purposes of media artworks, past and present, to explore multiple viewpoints and to explore the perspectives of First Peoples
- influences of digital and non-digital media in documentation, communication, reporting, and self-expression
- digital citizenship, etiquette, and literacy
- history of design: local, indigenous, regional, and global

❖ **MEDIA DESIGN 11**

MMEDD11

- design opportunities
- media technologies for image development and design
- elements of design
- principles of design
- ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation
- image-development strategies
- personal interpretation of and preferences for selected media artworks
- values, traditions, and the characteristics of various artists, movements, and periods
- balance of aesthetic design with logical reasoning and practical application
- technical, stylistic, symbolic, and cultural influences
- media production through various stages of project development to enhance or change the project
- standards-compliant technology

- key characteristics and artistic styling in media artworks to explore multiple viewpoints and to explore the First Peoples perspectives in Canada
- design for the life cycle
- design presentation skills for potential clients
- appropriate use of technology, including digital citizenship, etiquette, and literacy

❖ **MEDIA DESIGN 12**

MMEDD12

- design opportunities
- media technologies for image development and design and for manipulating selected visual elements
- media production to enhance, alter, or shape the technical elements of a project
- development, maintenance, and evolution of voice in storytelling
- ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation
- image-development strategies and image manipulation in order to create, respond to, or challenge design problems
- role of media design in reflecting, sustaining, and challenging beliefs and traditions
- ways in which content and form influence and are influenced by historical, social, and cultural contexts
- ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century
- developments in media design that incorporate the audience as active participants in the construction and evolution of content
- characteristics and influences of various designers, movements, and periods
- ways to use elements of design and principles of design to convey a message, create an effect, and/or influence personal preference
- technical, stylistic, symbolic, and cultural influences and their intentional use to target audiences
- use of form, content, and visual and sound effects to achieve a specific emotional response in a target audience
- media use for social advocacy and for exploration of First Peoples perspectives in Canada
- design for the life cycle
- interpersonal skills, including ways to interact with clients
- appropriate use of technology, including digital citizenship, etiquette, and literacy

TECHNOLOGY EDUCATION

ELECTRONICS, ROBOTICS AND MECHATRONICS COURSES

❖ ELECTRONICS AND ROBOTICS 9

MADER09

Electronics and Robotics 9 is an introductory-level course for students interested in learning about electronics and robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics and Robotics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- uses of electronics and robotics
- components of an electric circuit
- ways in which various electrical components affect the path of electricity
- Ohm's law
- platforms for PCB (printed circuit board) production
- basic robot behaviours using input/output devices, movement and sensor-based responses, and microcontrollers
- mechanical devices for the transfer of mechanical energy
- mechanical advantage and power efficiency, including friction, force, and torque
- robotics coding
- various platforms for robotics programming

❖ ELECTRONICS AND ROBOTICS 10

MTEAR10

Electronics and Robotics 10 is a novice-level course for students interested in learning about electronics and robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics and Robotics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- Ohm's law
- electrical theory using parallel and series circuits
- breadboard circuitry
- production of simple circuits from schematic drawings
- measurement using diagnostic and testing instruments
- function and application of components
- construction sequences involved in making a working circuit
- function and use of hand tools and operation of stationary equipment
- cases for enclosing a circuit
- sequences involved in making a functional robot
- robot elements
- block-based coding or logic-based programming for robotics
- programming platforms for robotics
- flow charts related to robotics behavior

❖ ELECTRONICS 11

MTELE11

Electronics 11 is an intermediate-level course for students interested in learning about electronics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics Technology will benefit from this course.

Much of the course will involve "hands on" designing and building of projects related to the major content areas.

Major content areas are:

- Watt's Law
- circuit board manufacturing processes
- potential electrical hazards
- measurement using advanced diagnostic and testing instruments
- use of resistors and resistor colour code
- function and application of common electronic components
- schematic diagrams
- operation and application of circuits
- purpose and operation of microcontrollers/microprocessors
- strategies for isolating problems and implementing solutions in circuit construction

❖ ELECTRONICS 12

MTELE12

Electronics 12 is a senior-level course for students interested in learning about electronics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Electronics Technology will benefit from this course.

Much of the course will involve "hands on" designing and building of projects related to the major content areas.

Major content areas are:

- Kirchoff's law and rules
- functions of logic gates and devices
- potential long-term health consequences associated with exposure to chemicals used in electronics
- testing equipment for measurement and comparison of expected values
- computer software for designing printed circuits
- circuits for analog systems
- circuits for digital systems
- uses of microcontrollers
- alternating current (AC) and direct current (DC) circuit comparison and analysis
- electromagnetic induction as it relates to motors, electrical generation, and distribution
- standard layout and symbols for wiring and schematic diagrams
- interpretation of schematic drawings
- use of fibre optics in communication

❖ **ROBOTICS 11**

MTROB11

Robotics 11 is an intermediate-level course for students interested in learning about robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Robotics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- interaction of robotic subsystems
- how structure and power relate to motion
- how sensors and control relate to logic
- friction and traction
- power and torque
- developments in robotic technology
- robotic technologies in the community
- similarities and differences between radio-controlled and autonomous robots
- programming related to microcontrollers

❖ **ROBOTICS 12**

MTROB12

Robotics 12 is a senior-level course for students interested in learning about robotics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Robotics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- sensors
- robotic technologies in industry, research, and education
- syntax language related to robotics
- flow charts, hierarchy charts, and data sheets with standard symbols
- feedback loops
- communication protocols
- battery technology
- wireless communication options
- wiring and cabling

❖ **MECHATRONICS 12**

MTMEC12

Mechatronics 12 is a senior-level course for students interested in learning about mechatronics. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Mechatronics Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- mechanical systems
- alternating current (AC) and direct current (DC) electronic systems
- electromechanics
- computer control systems
- drafting, drawing, and design using computer-aided design (CAD) and computer-aided manufacturing (CAM)
- programmable logic controllers, processors, and microcontrollers
- displays, interfaces, and instrumentation
- hydraulic and pneumatic systems
- repeatability and load capacity
- industrial applications of mechatronics

POWER TECHNOLOGY AND AUTOMOTIVE TECHNOLOGY COURSES

❖ POWER TECHNOLOGY 9

MADPT09

Power Technology 9 is an introductory-level course for students interested in learning about power technology. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Power Technology will benefit from this course. Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- energy transmission and applications
- efficiency, including energy loss in the form of thermal energy
- thermodynamics
- types of fuels and methods of converting fuels to mechanical energy
- alternative energy sources
- small engine systems
- mechanical measurement devices
- power technology hand tools
- effects of forces on devices
- manuals as information sources

❖ POWER TECHNOLOGY 10

MTPOW10

Power Technology 10 is a novice-level course for students interested in learning about power technology. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Power Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- internal and external combustion
- components of a combustion engine
- non-fuel power systems
- disassembly and assembly sequences
- engine terminology
- lubrication and antifriction
- hydraulic and pneumatic systems
- transfer and conversion of energy
- hand tools and power tools specific to
- mechanical repair and maintenance
- torques and tolerances for specific operations
- fasteners and fittings
- energy transmission and conversion systems
- technologies that reduce energy use and waste
- historical and potential future impact of energy, power, and transportation systems on society and the environment
- alternate energy sources

❖ AUTOMOTIVE TECHNOLOGY 11

MTAUT11

Automotive Technology 11 is a novice-level course for students interested in learning how to maintain and repair an automobile. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Automotive Technology will benefit from this course. Much of the course will involve “hands on” practice related to automobile repair and maintenance and major content areas. You will have the opportunity to work on your own vehicle as well as others.

Major content areas are:

- social, legal, and ethical responsibilities associated with vehicle operation
- use of technical information and manuals for the purpose of diagnostics and repair
- automotive tools and equipment
- lifting equipment and procedures
- chassis and body
- engine diagnostic support systems
- emerging and alternative energy sources used to power automotive vehicles
- fundamentals of engine operation
- vehicle systems
- vehicle safety systems

❖ **AUTOMOTIVE TECHNOLOGY 12**

MTAUT12

Automotive Technology 12 is an intermediate-level course for students interested in learning how to maintain and repair an automobile. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Automotive Technology will benefit from this course. Much of the course will involve “hands on” practice related to automobile repair and maintenance and major content areas. You will have the opportunity to work on your own vehicle as well as others.

Major content areas are:

- vehicle inspection standards
- advanced automotive tools and equipment
- engine and vehicle modifications
- vehicle diagnostic and assessment methods
- transmission and gearing functions
- electrical and control systems
- mechanical systems
- fuel systems
- serviceability, overhaul, and repair

❖ **ENGINE AND DRIVE TRAIN 12**

MTEAD12

Engine and Drive Train 12 is a senior-level course for students interested in gaining more knowledge and hands on experience with automotive engines, drive trains and related areas. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Automotive Technology will benefit from this course. Much of the course will involve “hands on” practice related to automobile engines and drive trains and major content areas. You will have the opportunity to work on your own vehicle as well as others.

Major content areas are:

- valve timing, operation, and adjustment
- compression ratios
- ignition timing and adjustment
- intake and exhaust performance, enhancement and fabrication
- fuel systems
- braking systems
- automatic and manual transmissions
- wheel size, specification, and function
- suspension systems
- correlation between performance enhancements and original equipment manufacturer (OEM) parts
- engine-related diagnostic equipment
- hybrid and alternative fuel vehicles

DRAFTING AND ENGINEERING COURSES

❖ DRAFTING 9

MADD-09

Drafting 9 is an introductory-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- drafting technique, including dimensioning and standards
- drafting styles, including perspective, mechanical, and architectural
- CADD/CAM, CNC and 3D printing
- function of models
- basic code
- digital output devices
- virtual creation using CAD/CAM

❖ DRAFTING 10

MTDRF10

Drafting 10 is a novice-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- design opportunities
- drafting terminology
- drawing standards and conventions
- scales for different types of drawings
- drafting styles, including perspective, mechanical drafting, and architectural drawing
- modelling using computer-aided design (CAD) and computer-aided manufacturing (CAM) software
- coding for creating 3D representations of design solutions
- equipment and tools for manual and computer-aided drafting

❖ DRAFTING 11

MTDRF11

Drafting 11 is an intermediate-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- simple drafting design projects
- geometric construction to create drawings and images
- drawing management and problem-solving using computer-assisted design (CAD) software
- use of scale and proportion when outputting to 3D models
- geometric dimensioning and tolerancing in both imperial and SI units.
- types, sizes, and applications of drawing media
- applicable visual formats and media for presenting design solutions
- technical problem-solving using geometry, trigonometry, and algebra
- design for the life cycle
- ethics of cultural appropriation and plagiarism

❖ **DRAFTING 12**

MTDRF12

Drafting 12 is a senior-level course for students interested in learning about drafting. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Drafting Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- complex drafting design projects
- interrelationships among complex drawings
- preparation of detailed drawings
- components of working drawings
- computer-aided design (CAD) programs and other graphic software management
- modifying existing geometrical design using CAD software
- 3D modelling using advanced modelling techniques
- file conversion between CAD and other applications
- areas of drafting specialization
- design for the life cycle
- future career options in drafting design
- interpersonal and consultation skills to interact with clients
- ethics of cultural appropriation and plagiarism

❖ **ENGINEERING 11**

MENR-11

Engineering 11 is an intermediate-level course for students interested in learning about engineering. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Engineering Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- design for the life cycle
- history of manufacturing and production
- product development and manufacturing processes
- manufacturing to meet the needs of the end user
- sustainable production, upcycling, and product life cycle
- mathematics in engineering projects
- measurement techniques in engineering projects
- physics in engineering projects
- static analysis of structures
- use of hand tools and power tools
- programming languages for robotics and computer numerical control (CNC)
- methods of implementing computer control
- technical communications
- approaches to innovative engineering projects
- fundamentals of robotics and robotic manufacturing
- modelling and simulation

❖ **ENGINEERING 12**

MENR-12

Engineering 12 is a senior-level course for students interested in learning about engineering. Students interested in acquiring skills and knowledge for post-secondary pursuits related to Engineering Technology will benefit from this course.

Much of the course will involve “hands on” designing and building of projects related to the major content areas.

Major content areas are:

- design for the life cycle
- mathematics in advanced engineering projects
- measurement techniques in advanced engineering projects
- advanced static analysis of structures:
 - stress-strain analysis
 - stress analysis software
- non-destructive testing and destructive testing
- materials science:
 - metals and alloys (metallurgy)
 - ceramics
 - plastics and polymers
 - composites
- geometric dimensioning and tolerancing
- vibrations and seismic analysis
- programming languages and applications
- quality control methods
- physics in advanced engineering projects
- robotics and robotic manufacturing
- future career options and opportunities in engineering, including design, production, and emerging applications
- interpersonal and consultation skills for interacting with colleagues and clients

WOODWORKING COURSES

❖ WOODWORK 9

MADW-09

This is an introductory woodworking course. It is designed to enable both girls and boys to develop confidence in the safe use of the basic hand and machine tools. Projects can include small toys, ornaments and decorations, boxes and frames. Some plastics may be introduced as well. This course will place an emphasis on fun, safety and pride in workmanship. Woodwork offers a chance to learn valuable lifelong skills while making several worthwhile projects

❖ WOODWORK 10

MWWK-10

This is a "hands-on" course of learning-by-doing. Students will design and build projects which they can take home. They will learn to use all the machinery in the woodshop while making a table, and other projects of their choice. Students will be introduced to computer controlled machines. Marks are based on the students' completion of practical work. Projects include: a bed-side table, CD rack, skateboard, chair to fit in your locker, name plate, puzzles and games.

❖ WOODWORK 11

MWWK-11

This "hands-on" course focuses on the use of most machinery in the woodshop. Students who have taken Woodwork 9/10 will learn advanced procedures on machines. Students will build a piece of furniture and will be able to design and build other projects of their choice. Students will be introduced to computer controlled machines. Marks are based on students' practical work.

❖ **WOODWORK 12**

MWWK-12

This is a general woodworking skills course which builds upon the skills learned in Grade 11. The skills learned in this course are directly applicable to either the carpentry or joinery trades. Students will be able to choose projects within their personal abilities and budgets.

❖ **FURNITURE AND CABINETRY 12**

MTFAC12

This senior course focuses on producing quality, solid wood furniture. Students will learn advanced joinery techniques while making furniture of their choice. Larger projects will require students to pay for the cost of materials.

ARTS EDUCATION

A strong arts education benefits all students, communities, and societies by contributing to the development of well-rounded, educated citizens. The arts connect students with history, heritage, culture, and community, fostering an understanding of the diverse values and perspectives of global, Indigenous, and Canadian societies. Arts education also stimulates students' imaginations, innovation, creativity, and sense of well-being while developing competencies useful to their education and careers.

The Arts Education Core Competencies are: THINKING (through self reflection, group reflection, writing), COMMUNICATION (through performance, artistic expression, conversation) and PERSONAL AND SOCIAL (collaboration, group work, working with the public, connection with others)

A strong arts education benefits all students, communities, and societies by contributing to the development of well-rounded, educated citizens. The arts connect students with history, heritage, culture, and community, fostering an understanding of the diverse values and perspectives of global, Indigenous, and Canadian societies. Arts education also stimulates students' imaginations, innovation, creativity, and sense of well-being while developing competencies useful to their education and careers.

Drama

❖ **DRAMA 9**

MDR--09

Students will build on the skills learned in Drama 8. Students will explore a variety of drama forms and conventions – improvisation, stage combat, play building, mask, movement etc. Students will know the roles of performers, directors and behind the scenes. Students will create dramatic works both individually and collaboratively using their imagination, purposeful play and dramatic experiences. Students will be taking risks in a safe environment and will have the opportunity to self-assess and have group assessment. There will be plenty of drama games and lots of fun to be had by all!

❖ **DRAMA 10**

MDRM-10

Drama 10 is a continuing course from Drama 9. Students will tackle different forms of dramatic and comedic works that they will rehearse and present on a regular basis to their class and invited audiences. Areas of study

include: stage fighting, the soap opera, the sitcom and improvisation, to name a few. More drama leadership will take place as well as learning technical skills as well as exploring intricate play building. Students will be taking risks in a safe environment and have the opportunity to self-assess, Of course, there will still be Drama games and lots of fun!!

❖ **DRAMA 11**

MDRM-11

Drama 11 is an eclectic class focusing primarily on performance as well as critical analysis of character, script and performance. The goal is to build upon existing acting skills and explore their critical thinking and interpretation of the media and theatrical messages around them. They will explore and critically analyze the differences between stage and film and how each medium serves a role in informing culture in our society. They will actively examine scripts from past to present looking at various cultural contexts and social implications. Students will be expected to work with existing text and will also engage in script/play building as a class project. Students will attend at least one live professional theatrical production in the year.

❖ **DRAMA 12**

MDRM-12

Drama 12 continues to develop the acting skills, refining techniques for enjoyment and possible preparation for the ambitious student who has desires to pursue a professional career. It is a continuation of Drama 11 – improvisation, stage combat, movement, musical theatre – are also other elements of theatre covered in this class. The goal is to build upon existing acting skills and explore their critical thinking and interpretation of the media and theatrical messages around them. They will explore and critically analyze the differences between stage and film and how each medium serves a role in informing culture in our society. They will actively examine scripts from past to present looking at various cultural contexts and social implications. Students will be expected to work with existing text and will also engage in script/play building as a class project. Students will attend at least one live professional theatrical production in the year.

❖ **DIRECTING & SCRIPT DEVELOPMENT 12**

MDRDS12

This is a course in directing and scriptwriting. Students taking Directing and Scriptwriting 12 produce and direct small productions, sometimes using junior acting students, sometimes peers. Students may have the opportunity to work with other classes and facilitate warm up games and help direct small group scenes.

❖ **THEATRE PRODUCTION 11**

MDRTP11

Sets, lighting and stage design form the basic subject content of this course. Students should be prepared to work on drama productions. Aptitude for either art or carpentry skills are useful.

❖ **THEATRE PRODUCTION 12**

MDRTP12

Theatre Production 12 is a continuation of Theatre Production 11 with an emphasis on design of full sets for department productions.

❖ **THEATRE COMPANY 10**

MDRTC10

Theatre Company 10 is offered to students who want to be involved in full production plays. Creative risks are taken both on stage and behind the scenes. Students will choose a main area of focus: Backstage Production Work or Theatre Performance. Students do not need to be on stage to receive credit for this course as there are several parts in a Theatre Company. It will be possible to do both throughout the year. Everyone will have the

opportunity to learn all aspects of play production – FRONT OF HOUSE, COSTUMES, HAIR AND MAKE-UP, CREW, SET DEC, LIGHTING, SOUND.

By building this program around a series of after-school workshops and meetings, the idea is to establish a THEATRE COMPANY quality to our work together. Among many other elements, a significant part in establishing this notion will be ensured through the various stages of self-critique, professional mentoring and co-creation of schedules and workshops. This course demands a high level of commitment. Students are expected to put time outside of class. The focus is to create quality theatrical productions and further hone skills in all areas of production. This Course also covers career and post-secondary options in the creative industries.

During the year students will have an opportunity to work with professionals from various aspects of the Theatre Industry in our Mainstage Production and our smaller scale spring production. All Junior Theatre Company students are invited to audition for the theatre productions. This class is for students who are passionately interested in Theatre. There are after school classes and this is an off- time table course.

❖ THEATRE COMPANY 11/THEATRE COMPANY 12

MDRTC11/MDRTC12

Theatre Company 11/12 is offered to students who want to be involved in full production plays in some capacity. Creative risks are taken both on stage and behind the scenes. Students will choose a main area of focus: Backstage Production Work or Theatre Performance. Students do not need to be on stage to receive credit for this course as there are several parts in a Theatre Company. It will be possible to do both throughout the year. Everyone will have the opportunity to learn all aspects of play production – PRODUCTION MANAGEMENT, FRONT OF HOUSE, COSTUMES, HAIR AND MAKE-UP, CREW, SET DEC, LIGHTING, SOUND.

By building this program around a series of after-school workshops and meetings, the idea is to establish a THEATRE COMPANY with many facets. Among many other elements, a significant part in establishing this notion will be ensured through the various stages of self-critique, professional mentoring and co-creation of schedules and workshops. This course demands a high level of commitment. Students are expected to put in time outside of class. The focus is to create quality theatrical productions and further hone skills in all areas of production. This course also covers career and post-secondary options in the creative industries.

During the year students will have an opportunity to work with professionals from various aspects of the Theatre Industry in our Mainstage Production and our smaller scale spring production. All Senior Theatre Company students are invited to audition for the theatre productions. Those who do not get a part in the cast, can interview for a Production position. This class is for students who are passionately interested in Theatre. There are after school classes and this is an off- time table course.

❖ BA THEATRE CRITICISM 12

YLE-2E

Sign up and experience the best live entertainment Vancouver has to offer! Theatre and Film Criticism's goal is promote understanding of how effective presentation is achieved through studying the roles of actor, playwright, director, technician, and audience, in addition to the structure, style, and content of the message. The course gives students an opportunity to attend college, university, and professional theatrical productions in well-known and popular venues like Pacific Theatre, the Cultch, and Studio 58 as wells as films from film festivals and Hollywood right in our very own auditorium on the big screen!! Students will learn to critically assess performances based on casting, technical elements, scripts, and directorial choices, to explore creative risks, and to express these criticisms in an eloquent fashion, both orally and in writing. This course is designed for mature students with a keen interest in theatre and film. Come and enjoy yourself while learning how to express your opinion! A really fun class!

Music

❖ **CHOIR 9-12**

MMU— 09CC1/MMUCC10/MMUCH11/MMUCH12

Students will explore Music through the Voice in a large ensemble setting. Students will learn the technique of healthy vocal production and singing through a variety of choral genres including: jazz, musicals, popular, and folk music. This course has the ability to accommodate all experience levels and is a great way for international students to learn the English language. This course involves one evening concert a term. Rhythm Section players: Piano, Drums, Bass, Guitar can also register for this course to provide music accompaniment for vocalists and training for Jazz Band.

❖ **BAND 9-12**

BEGINNER – MMU-09BA1/MMUCB10—1/MIMCB11—1/MIMCB12--1
PREVIOUS EXPERIENCE – MMU—09BA4/MMUCB10/MIMCB11/MIMCB12

This course is for anyone in any grade who wishes to learn how to play a musical instrument. Play your choice of brass, woodwind, or rhythm instrument: Flute, Clarinet, Alto Sax, Trumpet, Trombone; Electric Bass and Percussion by audition. Students will learn the technique of proper sound production, study the language of Music through notation, and learn how to play in a large ensemble setting. Collaboration, teamwork, social responsibility, critical thinking, kinaesthetic and auditory awareness, and musical literacy are some of the skills cultivated in this class. This course involves one evening concert per term, as well as the option to participate in our annual overnight trip to perform at an internationally recognized music festival for musical enrichment. You're never too old to start learning a new musical instrument!

❖ **PIANO/KEYBOARD – MUSIC COMPOSITION 9-12**

MMU—09SC1/MMUCM10/MMUCM11/MMUCM12

Students will explore Music through the Piano. Students will learn both tradition music notation and music charts. Students will engage in large ensemble playing, duets, and personal creative projects. Genres will include: Classical and Pop Music. This course can accommodate and creatively challenge the beginner to the advanced piano player. Students taking this course for reoccurring years will develop piano techniques and skill with the ability to take any song off the internet and play it for enjoyment. Students will also be able to explore simple looping, recording, mixing skills. This course involves one evening concert a term

❖ **GUITAR 9-12**

MMU—09GR1/MMUGT10/MIMG-11/MIMG-12

Students will explore Music through the Guitar, learn both tradition music notation and guitar tabulator. Students will engage in both large ensembles playing, duets, and personal creative projects. Genres will include: Blues, Pop, Rock, Classical. This course can accommodate and creatively challenge the beginner to the advanced guitar player. Students taking this course for reoccurring years will develop guitar techniques, and the ability to take any song they wish off the internet and play it for enjoyment. This course involves one evening concert a term.

Visual Arts

Have you always wanted to try an art class or learn black and white film photography? Join us in the visual art classes at Templeton, designed for both new and experienced art and photography students. These hands on, project-based classes will encourage you to take creative risks by exploring purposeful play and will offer many opportunities to experiment with a variety of materials and mediums. We work on independent art projects and we work collaboratively to create large scale projects such as murals. We share our art works and photography works with regular exhibits at Templeton.

See more at: <http://artattempleton.weebly.com/about.html>

❖ VISUAL ARTS 9

MVA--09

Visual Arts 9 is a 2D and 3D course offering a range of artistic materials, processes and techniques. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture and ceramics. Identity is explored and expressed as we look at various perspectives and experiences of people.

❖ ART STUDIO 10

MVAD-10

Art Studio 10 is a 2D and 3D course in which students will be offered a variety of materials, strategies, techniques and technologies to support the creative process. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting and printmaking. The influence of visual culture on self-perception and identity is explored. Students will examine artists and art works from various perspectives and experiences of people from a variety of times, places and cultures.

❖ ART STUDIO 11

MVAD-11

Art Studio 11 is a 2D and 3D course which explores a range of local, national, global, and intercultural artists and movements. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture and ceramics. They will be encouraged to take risks and develop their personal voice. Students may also be assisted in building their Art Portfolio if they wish to pursue post-secondary studies in the visual arts.

❖ ART STUDIO 12

MVAD-12

Art Studio 12 is a 2D and 3D course in which students will work in a variety of materials with strategies, techniques and technologies to support their creative process. There is a focus on the elements and principles of design along with strategies for image development as they apply to drawing, painting, printmaking, sculpture and ceramics. Students will examine the influence of visual culture in social and other media. They will be encouraged to take risks and develop their personal voice. Students may also be assisted in building their Art Portfolio if they wish to pursue post-secondary studies in the visual arts.

❖ **PHOTOGRAPHY 9**

MVA--09PH1

This introductory photography course provides a working knowledge of black and white film photography. Students will learn the history of photography alongside historical photography processes such as the photogram, cyanotype printing and the pinhole camera. Students will learn to use the manual SLR camera, process black and white film and use the darkroom to make prints. Students will also learn some basic Photoshop skills to digitize their photographs. Along with technical skills, creativity and exploration are emphasized. Film cameras are available on loan.

❖ **PHOTOGRAPHY 10**

MVAPH10

This introductory photography course provides a working knowledge of black and white film photography. Students will learn the history of photography alongside historical photography processes such as the photogram, cyanotype printing and the pinhole camera. Students will learn to use the manual SLR camera, process black and white film and use the darkroom to make prints. Students will also learn some basic Photoshop skills to digitize their photographs. Along with technical skills, creativity and exploration are emphasized. Film cameras are available on loan.

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MVAPH11

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This course is also for students who have taken one year of black and white film photography at Templeton. Students will be offered the opportunity to continue to explore photography as a format for creative communication and personal expression while increasing their technical skills. The "Photographic Passion Project", as an example, may be introduced to provide students the experience of applying for an art grant or proposing a project. Students would learn how create a photographic project proposal through inquiry and research, photographic imagery through personal exploration and finally creating large scale photographic project for exhibition and presentation. Students may also be assisted in building their photography portfolio if they wish to pursue post-secondary studies in photography or design. This course is suitable for independently motivated students. Film and digital cameras are available on loan.

❖ **PHOTOGRAPHY 12**

MVAPH12

This introductory photography course provides a working knowledge of black and white film photography. Students will learn the history of photography alongside historical photography processes such as the photogram, cyanotype printing and the pinhole camera. Students will learn to use the manual SLR camera, process black and white film and use the darkroom to make prints. Students may also learn some basic Photoshop skills to digitize their photographs. Along with technical skills, creativity and exploration are emphasized. Film cameras are available on loan.

This course is also for students who have taken one year of black and white film photography at Templeton. Students will be offered the opportunity to continue to explore photography as a format for creative

communication and personal expression while increasing their technical skills. The “Photographic Passion Project”, as an example, may be introduced to provide students the experience of applying for an art grant or proposing a project. Students would learn how create a photographic project proposal through inquiry and research, photographic imagery through personal exploration and finally creating large scale photographic project for exhibition and presentation. Students may also be assisted in building their photography portfolio if they wish to pursue post-secondary studies in photography or design. This course is suitable for independently motivated students. Film and digital cameras are available on loan.

FILM AND MEDIA ARTS

Be a part of **DREAM BIG PRODUCTIONS** by taking a *Media Arts Class!* Media Arts at Templeton is a production based program. We use high quality cameras, lights, sound and editing gear to make films, podcasts, digital art and animations. We work independently and collaboratively to produce high quality work that is screening both at the school and submitted to festivals around the world. In Media Arts classes, we create using **sensory inspiration**, imagination, and inquiry to explore artistic possibilities and take **creative risks** using various **sources** of inspiration and to reflect personal voice, story, and values. Through our own work and exploring the work of others, we communicate and respond to **social and environmental issues** and we explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge.

❖ **FILM 9 (Arts Education 9 – Film Studies)**

MAE--09

Grade 9 is an introductory year to the exciting world of filmmaking and animation. From pitching to scripting to editing, you will learn the various production techniques associated with digital media making. In-class assignments will cover cinematography, sound, lighting, directing and editing as well as film analysis and critique. Students will work on short production projects covering various genres (Animation, PSAs, music videos, documentary, drama and comedy). Film is a collaborative medium and students in this course will do extensive group work. Students have opportunities to attend film festivals, screenings and participate in Skills Canada competitions and extracurricular film contests.

❖ **MEDIA ARTS 10 – Film Studies**

MVAM-10

Media Arts 10 is a continuation of skills built in Grade 9. We work on longer and more sophisticated projects that build on the foundational techniques and learning in Grade 9. Through hands-on workshops and visual exercises, you'll build your skills in digital film cinematography, 3 point lighting, location sound recording, and editing with professional digital editing software. Each year we focus on a combination of group productions (short films, documentaries, pod casts) and individual projects focusing on skill development in editing and digital image creation. We study independent and well know filmmakers and watch hours and hours of both youth and professionally produced film. Students have opportunities to attend film festivals, screenings and participating in Skills Canada competitions and extracurricular film contests.

❖ **MEDIA ARTS 11/12 – Film Studies**

MVAMT11/MVAMT12

The senior Media Arts courses further extend the skills learned in Grade 9 and 10. Students will get a chance to take on longer and more comprehensive films improving their foundation skills. The option to follow a particular interest or skill area is also provided. An emphasis is placed on project work and students will be expected to work more independently than in the introductory course. Student will be expected to explore advanced aspects of film production, as well as cover post-secondary options, and explorations of careers in the creative industries. The focus is to create festival quality productions and further hone skills in all areas of production. We study the history of Canadian Cinema and focus on Indigenous and underrepresented filmmakers. We continue to screen and analyze hours of short student and professional work. Students in the course are granted access to professional caliber equipment and taught industry standard etiquette and skills, including pitching, script formatting, casting, production planning and editing. Projects are designed with public exhibition in mind with special attention given to film festivals. Students have opportunities to attend film festivals, screenings and participating in Skills Canada competitions and extra-curricular film contests.

❖ **ANIMATION 10/11/12**

YCCT-0A/MVAGA11/MVAGA12

Do you love animation? Develop skills in classical, stop motion, and digital animation. Work as part of a team on a variety of exciting projects. Bring together your enjoyment of art and computers in one fun class, while learning valuable computing and project management skills. This course is open to Grade 9 through 12 students and provides you with a solid skill foundation in creating animations that will provide the motion to characters and objects. You'll gain an understanding of animation history, planning and principles, Developing a diverse skill set, you will be working in a production studio environment, exploring storytelling, project management, research and documentation skills and the work flow for creating short animation films. All stages of animation production – pitching, scriptwriting, storyboarding, sound design and recording, and editing. Using software such as Dragon Frame, Toon Boom and the Adobe Creative Suite, you will work individually and in small groups to design and create full animations. Portfolio and screening opportunities. Projects progress in complexity, length and sophistication depending on grade level and experience. Students have opportunities to attend film festivals, screenings and participating in Skills Canada competitions and extra curricular film contests.

❖ **FILM AND TELEVISION 11/12 (AFTERSCHOOL FILM PROGRAM) (OPEN TO GR 10-12)** **MDFT-11/MDFT-12**

A continuation of the work and progress made in Media Arts courses, this **off-timetable** course has been created specifically for students directly involved in Dream Big Productions major productions. The After School Film Program is an opportunity for students passionate in taking their film making skills to an advanced level, and further their exposure to working industry professionals at all stages of the production process. Since 2001, the films produced in the After School Film Program have consistently garnered awards in provincial and international film festivals. Many of the students that participate in the Afterschool Film Program go on to collaborate in post-secondary film programs and careers in creative industries.

We work in small groups to write, pitch, film and edit short digital films. Students can participate in up to two full production cycles. Each cycle includes a four-day production period where the groups will be matched with an experienced film mentor to support them on their film shoots in the community. We will take another four-day field trip to Simon Fraser University to edit in one of the School of Communication computer labs.

By building this program around a series of after-school workshops and meetings, the idea is to establish a "film production company-like" quality to our work together. Among many other elements, a significant part in establishing this notion will be ensured through the various stages of self-critique, professional mentoring and co-creation of schedules, workshops and films.

This course demands a high level of commitment. Students are expected to put time outside of class into their projects. The focus is to create festival quality productions and further hone skills in all areas of production. Students in the course are granted access to professional caliber equipment. Course also covers career and post-secondary options in the creative industries as well as portfolio creation for post-secondary film programs.

❖ **BA ANNUAL PRODUCTION 11**

YCCT-1C

Students who take Annual Production will produce Templeton's yearbook. Students with some of the practical skills including layout design, photography, marketing, writing, drawing, organization, fundraising, problem solving, decision making and teamwork skills, and/or familiarity with Adobe PhotoShop, Illustrator and InDesign are encouraged to enroll. Evaluation is based on quality and quantity of work, participation and attitude. This course is limited to one block.

❖ **BA ANNUAL PRODUCTION 12**

YCCT-2C

Students who take Annual Production will produce Templeton's yearbook. Students with prior experience in Annual Production 11 are encouraged to take leadership roles in layout, design, writing, photography, marketing or as Co-Editors for the entire team. Evaluation is based on quality and quantity of work, participation and attitude. This course is limited to one block.

ENGLISH LANGUAGE ARTS

❖ **ENGLISH 9**

MEN--09

The English 9 course is designed to build upon the fundamentals of reading, writing, and speaking, established in English 8. The students will focus on expository writing and practice multi-paragraph compositions to prepare for English 10. There will be class presentations to build the students' confidence in English expression. The students will study maturing themes to further develop skills of analysis and critical thinking. According to British Columbia's New Curriculum, students will acquire skills through personalized learning, focusing on the following three core competencies: Communication, Thinking, and Personal and Social.

GRADE 10 ENGLISH COURSES

English 10 is composed of two half year electives combined for the full credit course. The initial portion is taught from September to January, and the second portion is taught from February to June. All combination courses adhere to the concepts of the New Curriculum's stated competencies: Comprehend and Connect (reading, listening, viewing), and Create and Communicate (writing, speaking, representing).

**** Students select from the following combinations (Select ONE of the following combinations):**

- ❖ **Literary Study 10 + Composition 10 (MLTST10/MCMPS10)**
- ❖ **Literary Study 10 + Creative Writing 10 (MLTST10/MCTWR10)**
- ❖ **Literary Study 10 + Spoken Language 10 (MLTST10/MSPLG10)**

Literary Study 10 will introduce literary analysis in the form of poetry, short stories, novels, plays, or graphic novels, as well as the development of essay writing.

Composition will focus on the conventions of writing and vocabulary enrichment, as well as analysis and critical thinking in preparation for senior level courses.

Creative Writing will allow students to study and practice the techniques of creative writing, and write pieces in a variety of forms.

Spoken Language will offer a variety of formal and informal opportunities for expression, including the possibility of debates, storytelling, and poetry recitation

GRADE 11 ENGLISH COURSES

English 11 students must choose at least one of the following full-year courses (you can choose another as an elective):

❖ **LITERARY STUDIES 11**

MLTST11

Literary Studies allows students the opportunity to delve deeply into literature. Students may explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction). In this course, students will increase their literacy skills through close reading of various texts, expand their development of the English Language Arts curricular competencies (both expressive and receptive), and further develop higher-level thinking and learning skills.

❖ **COMPOSITION 11**

MCMPS11

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 compositions by other writers and be exposed to a variety of styles as models for the development of their writing. Students 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.

GRADE 12 ENGLISH COURSES

❖ ENGLISH STUDIES 12 (Mandatory)

MENST12

This course is intended to help students improve their abilities to understand, analyze and critically evaluate literature and prose. There is continuing emphasis on developing communication skills, especially expository writing. English 12 is designed specifically to prepare the students for university and college entrance. The focus of this course is academic and intellectual!

❖ CREATIVE WRITING 12

MCTWR12

The Creative Writing 12 course is designed for students interested in exploring the world of creative writing. Writing is like a muscle -- in order to strengthen the muscle, one must practice and train. Students will write in class almost every day to practice and improve their skills. Over the course of the year, students will have the opportunity to write in a variety of forms: short fiction, creative non-fiction, poetry, plays, and expository writing. Homework assignments will include observing the people around us and engaging in life -- and writing about it. Many of the classes will run as workshops, with peer editing and numerous revisions of work. Each student will be expected to hand in a portfolio at the end of each term for a final grade.

ENGLISH LANGUAGE LEARNERS (ELL)

Templeton Secondary School offers a language support program for students for whom English is a second language. The ELL program has two primary levels, ELL 1 and ELL 2. In addition to the two ELL levels, students may enter the Transitional level where they will work with and study secondary level English and Social Studies content/texts. These are the primary programs in our ELL program with the remainder of the courses in our listings being offered on an as-needed basis.

Students with minimal expressive English and a reading level of Grade 4.5 and below, based on a standardized reading and writing test, are enrolled in the ELL 1 and 2 courses.

ELL 1

XLDCE10RE1/XLDCE10WR1

The goal of this course is to help students transition from basic transactional everyday English to a rudimentary understanding of the demands of academic English. A focus will be on reading simple texts for understanding and exploring the basics of academic writing beginning with paragraph-level compositions.

ELL 2

XLDCE10RE2/XLDCE10WR2

The goals of this course are to support students' developing oral competency, basic reading and writing skills, and transition them to the mainstream classroom. Students will look at more complex pieces of writing while

working on strategies to help them tackle academic texts. Writing for this course will focus on advancing their understanding of writing from the paragraph level to beginning to work on essays and other longer pieces.

ELL Transitional – Grade 5 and above on standardized reading and writing tests.

YESFLOAELL

In Transitional English, the emphasis is on writing more complex sentences, paragraphs, and essays. Students will study novels, short stories, poetry, and plays used in mainstream grades 8/9/10 English classes.

Evaluation will be based on in-class work, tests and quizzes, individual projects, oral presentations, student notebooks and general competence in English. Students will be assessed in reading comprehension and writing skills twice per year.

Placement and progress

Students are assessed upon entry to the school and have the opportunity to advance to the next level of the program as quickly as their progress allows and upon the availability of space. Movement within the ELL program can occur any time throughout the school year and is dependent upon the recommendation of the ELL teacher and after consultation with the English Department and appropriate counsellors.

OBJECTIVES OF THE PROGRAM

1. to help students develop basic English communication skills to manage life in a new environment and with a focus on helping them to adapt to a new school environment.
2. to develop the students' listening, speaking, reading and writing skills at both the communicative/social level and academic/content level.
3. to emphasize thinking skills, including: observing, classifying, analyzing, synthesizing, hypothesizing, problem solving, evaluating, decision-making, interpreting and applying.
4. to provide a stimulating learning environment and appropriate teaching strategies (individual/group instruction, cooperative group work, peer tutoring) to enable learners to reach their potential in the acquisition of English, social and academic skills.
5. to provide cross-cultural opportunities to promote intercultural awareness and harmony; that people are more similar than they are different .
6. to identify those students who require alternative programs and to work to ensure provision of the appropriate programs (e.g. Literacy class, ELL special needs program, ELL Pre-Employment...).
7. to create a secure learning environment that fosters and promotes positive self-esteem and self-concept.
8. to collaborate and liaise with departments within the school in order to facilitate the successful integration of ELL students.
9. to articulate with elementary feeder schools the appropriate program placements for incoming Grade 8 ELL students.

10. to encourage students to become actively involved in all aspects of school and community life, such as, extra-curricular activities, New Faces program, and community service.

11. to provide opportunities for open communication and consultation with parents on student learning, the ELL program, community support services, graduation.

Reading Coach

Occasionally, a reading coach from the Newcomer Welcome Centre can be arranged in coordination with the district ELL consultant to help develop oral fluency

HEALTH & CAREER EDUCATION

❖ CAREER-LIFE EDUCATION (CLE)

MCLE-10

CLE is a new course and is a Ministry requirement which replaces Planning 10. CLE is combined with Career and Life Connections which is completed by grade 12 with a Capstone project. The aim of the course is to provide students with opportunities to explore a variety of careers and options for their future. Career education helps students to discover a bridge between classroom learning and workplace and post-secondary realities, and is intended to make their learning meaningful and relevant. Curricular Competencies are action-based statements that reflect the "Do" component of the curriculum and identify what students will do to demonstrate their learning. The course is intended to promote as much flexibility and creativity as possible, enabling students to explore and find multiple ways to demonstrate their learning.

The curricular competencies in the Career Education curriculum focus particularly on the Personal and Social Competencies and are designed to address four themes:

- self-awareness
- working with others (collaboration and communication)
- career knowledge and awareness
- career planning

❖ CAREER-LIFE CONNECTIONS

MCLC-12

CLC is a new course which is mandatory for Graduation. The aim of the course is to provide students with opportunities to explore a variety of careers and options for their future. Career education helps students to discover a bridge between classroom learning and workplace and post-secondary realities and is intended to make their learning meaningful and relevant. Curricular Competencies are action-based statements that reflect the "Do" component of the curriculum and identify what students will do to demonstrate their learning. The course is intended to promote as much flexibility and creativity as possible, enabling students to explore and find multiple ways to demonstrate their learning.

The curricular competencies in the Career Education curriculum focus particularly on the Personal and Social Competencies and are designed to address four themes:

- self-awareness
- working with others (collaboration and communication)
- career knowledge and awareness
- career planning

CLC includes Capstone as a rigorous learning opportunity for students to reflect and share in personally meaningful ways and is a requirement for CLC. Normally this will have a Preparation process and the actual capstone product which students design, assemble and present.

MATHEMATICS

❖ MATHEMATICS 9

MMA--09

The course builds on Mathematics 8 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability. Special attention is paid to the arithmetic of rational numbers and exponents. Algebra continues with linear equations and an introduction to polynomials. Students also study some proportional reasoning, collection and analysis of data, and financial literacy.

❖ WORKPLACE MATHEMATICS 10

MWPM-10

The Workplace Mathematics pathway is considered less challenging than the Foundations of Mathematics and Pre-Calculus pathways. The mathematics is useful and much of it is appealing. The course includes practical topics such as unit pricing, income, and SI and Imperial units. In addition, students study graphs, spatial surface areas and volumes, primary trigonometric ratios and experimental probabilities. Usually a student would continue with Workplace Math 11, although Foundations of Math and Pre-Calculus 10 is possible with a strong teacher recommendation.

❖ FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

MFMP-10

At the Grade 10 level, the major areas of studies are powers, prime factorization, functions and relations, linear functions, arithmetic sequences, systems of linear equations, multiplication of polynomial expressions, factoring, primary trigonometric ratios, and financial literacy. Depending on a student's ability and mastery of the topics, the teacher may recommend continuation with Foundations of Math 11 or Pre-Calculus 11 (or both), or Workplace Math.

❖ **WORKPLACE MATHEMATICS 11**

MWPM-11

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades, via a technical college or a trade school, and for direct entry into the workforce. Topics studied include financial literacy, rate of change, probability, interpreting graphs, and 3D objects. This course gives students the graduation requirement in mathematics.

❖ **PRE-CALCULUS 11**

MPREC11

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. The main areas of study include the real number system, powers with rational exponents, radical and rational operations and equations, factoring, quadratic functions, inequalities, trigonometry, and financial literacy. This course gives students the graduation requirement in mathematics. Because there is not a large overlap between this course and Foundations of Mathematics 11, some students may wish to take both courses.

❖ **PRE-CALCULUS 12**

MPREC12

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that require the study of theoretical calculus. Typically, a student would be planning to enter a college or university in a mathematics, science, engineering, medicine, or commerce program. Topics studied include transformations of functions, polynomial, exponential, and rational functions and equations, geometric sequences and series, logarithms, and trigonometry. For non-technical post-secondary studies, Pre-Calculus 11 may be a sufficient prerequisite, and students should check with their counsellors in individual cases.

❖ **CALCULUS 12**

MCALC12

Calculus is one of the greatest products of the human intellect. The discovery of calculus made our technological society possible. It is not surprising that calculus courses are required for most university and college academic programs. A major goal of the Calculus 12 course is to prepare students to succeed in these courses at university or college. However, we hope that students will find calculus interesting and inspiring for its own sake. We will cover all the foundational topics in differential and integral calculus. Students should be prepared to work hard to make the most of the course. An A or at least a high B in Pre-Calculus 11 should be regarded as a prerequisite. Students should either have completed Pre-Calculus Math 12 or be studying Pre-Calculus Math 12 concurrently with Calculus 12.

❖ **ADVANCED PLACEMENT CALCULUS 12 AB**

ACAL-12

All of the topics studied in Calculus 12 are covered plus some additional topics necessary for the AP Calculus AB curriculum. Students will be expected to take the AP Calculus AB exam in May. Success in this exam is counted as a calculus credit by most universities or colleges, meaning that students need not take the first calculus course at university or college. The Templeton course has been audited and approved by the College Board, the organization responsible for the Advanced Placement program. AP Calculus is challenging. It is recommended that students should either have completed Principles of Mathematics 12 or obtained an A in Pre-Calculus 11 and be studying Pre-Calculus 12 concurrently with AP Calculus.

PHYSICAL AND HEALTH EDUCATION

❖ PHYSICAL AND HEALTH EDUCATION 9

MPHE-09

In this course the students will be given a more in-depth experience in Team and Individual activities, as well as the continued development of personal physical fitness. The learning curriculum is structured primarily in a three-week unit cycle ranging between a mix of activities. Included are both Invasive team sports (basketball, soccer, floor hockey, lacrosse, flag-football, rugby) and Net sports (badminton, volleyball, and pickleball), as well as Individual-based programming such as (gymnastics, dance, track & field, aquatics). In addition, fitness-based activities (timed runs, fitness assessments, group-based fitness training lessons as well as incorporating an introduction to resistance training).

❖ PHYSICAL AND HEALTH EDUCATION 10

MPHE10

In this course the curriculum focus will relate to a conceptual introduction and understanding of Health Education learning topics such as: Physical literacy, Healthy and Active Living, Social and community health, as well as Emotional/Mental well-being. Skill development in Team sports as well as Individual/Dual activities are also introduced and refined. Some of the focus in this course shifts from team games to individual activities and some "lifetime" sports. Fitness activities are still emphasized. Possible activities may include: Disc golf, Tennis, Archery, Flag-Football, Golf, Lacrosse, Softball, Table Tennis, Pickleball and Dance.

❖ Games & Sports 11/12

YLRA-1A/YLRA-2G

This is an elective course that may be used as one of the courses leading toward Graduation. Active Living 11 can be taken in Grade 11 or 12. The course will consist of:

- Health and well-being: nutrition/benefits of physical activities/lifelong healthy pursuits
- Leadership and Service: Leadership/Service in intramural and/or extramural programs or in the community
- Safety: fair play and leadership in physical activities; injury prevention and management
- Participation - Attendance, leadership, participation, behaviour, proper physical movement patterns, ways to monitor and adjust physical exertion levels, rules and guidelines for different types of sports and activities
- Exploring team -based alternative games and sporting environments promoting indigenous and multicultural education

Leisure-oriented activities, which may have optional field trips, such as golf, bowling, ice skating, ocean kayaking, rock climbing, cycling can also be incorporated into the course.

❖ **ATHLETE DEVELOPMENT 11: BASKETBALL**

YLRA-1C

- This course is an introduction to the development of a student athlete within the community of school athletics. Students will learn to play and promote the game with respect to areas of skill development, increased sport leadership, and promotion of preparedness for volunteer opportunities and roles in this school sport.
- Indigenous peoples' perspectives and principles on learning are embedded in this course. Specifically, the principles that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and that learning involves patience and time. Basketball learning promotes these perspectives and principles by focusing on the exploration of self, teamwork, community interaction, and respect for the environment one is learning, working, and playing in.
- The curricular competencies for this course focus on various aspects of player development: a broad-based conceptual understanding of the sport of basketball, enhancing skills (individual and team based), clinic-based training in scorekeeping, refereeing, and minor officiating, improving student fitness, and other learning elaborations related to critical thinking, empowerment, leadership and community.
- Course content will include: gaining an understanding of the rules of basketball and how they are applied in an organized game setting; developing individual skills and learning tactics and strategies to improve team play; promoting the proper use and care of equipment; respecting the cultural and linguistic diversity within the group through positive participation; and considering the safety of oneself and others in a basketball setting.

❖ **STRENGTH AND CONDITIONING 11/12**

MFTCD11/MFTCD12

This course focuses on individual physical training as well as group-based lesson approaches. Students learn about proper training guidelines, F.I.T.T. (Frequency, Intensity, Time, Type) and H.I.I.T. (High Intensity Interval) training principles, as well as a conceptual pedagogy geared towards learning the importance of nutrition, human anatomy and physiology, leadership skills, and how life choices all impact our health and fitness goals. Understanding and working on our physical strengths and limitations helps us have happier and healthier life.

Throughout the year there will be a wide-ranging selection of opportunities to experience 'new' or 'alternative-environment' lifelong pursuits and interests appropriate to one's healthy living goals.

Activities and field trips *may* include weight room training, circuit training, training on barbells at a professional gym, boot camp, swimming, yoga, spin cycle classes, community 'fun run' and/or other activities that engage students in expanding their personal fitness goals. This is a student-directed course, so activities will vary each year. Some of the activities will be student led and designed and potentially involving access of community facilities and guest instructors.

❖ YOUTH OUTDOOR EDUCATION 10/11/12

MPHED10SC1/MODED11/MODED12

Prerequisite: MPHE-09 for students taking YOE10; MPHED10 for students taking Outdoor Leadership 11/12

Requirements:

A willingness to be in the outdoors is a requirement for admission. Students must be willing to challenge their physical and emotional self. Attendance, punctuality, and completion of assignments are equally important.

Program Goals

- Introduce students in grade 10, 11 and 12 to environmental awareness/global stewardship and experiential based learning.
- Combination of Physical Education 10, Outdoor Education, Sustainability, and Volunteerism
- Students will develop skills, knowledge, and attitudes necessary to provide challenging, safe adventure experiences in the outdoors
- Introduce the Duke of Edinburgh Program

Academic Component

In Templeton's Outdoor Leadership Course, students are working towards credit in Grade 10 Physical Education, Leadership 11 and 12. All curricular requirements are in the Ministry of Education's prescribed learning outcomes for each of these subjects. The emphasis will be on introducing students to **alternative physical activities outside of traditional PE courses**. The out-trips, excursions and practical hands-on experiences will help the students make connections across the curriculum. The program will introduce three themes: Trust, Respect and Believe as guiding principles to help focus on outdoor recreation and environmental issues that will be both educational and rewarding. These include:

Environment and Sustainability

Education about the natural environment and sustainability are fundamental components of TOL. Through our course curriculum, field trips, workshops, excursions and philosophy, we encourage our students to be aware of the natural environment and what part they have to play as responsible global citizens.

Activities integrated throughout the year may include: Backpacking experiences; Kayaking/Canoeing; Orienteering; Cross-country (Nordic) skiing ; Snowshoeing; Trail Running / Cycling/ Fitness Training; Natural History / Outdoor photography; Rock Climbing

Essential Outdoor Skills that may be introduced

- Backpacking skills; No trace camping; Backcountry Ethics; Navigation - map and compass reading; Outdoor conservation projects; Nature Interpretation; Environmental Stewardship/ Education; Weather and nature ; Emergency first aid/training; Avalanche awareness (snow safety) ;Safety and emergency procedures
- Opportunities may be provided to achieve certificates in CPR and Standard First Aid.

The leadership skills, introduced through this course, will be applicable in a variety of situations and possible career options such as promoting environmental awareness, wildlife management, conservation education, and natural sciences.

Personal and Emotional: Through instruction and experiences in the course, students look to develop self-confidence; leadership; personal responsibility; environmental awareness; group cooperation

Fundraising

The Vancouver School Board provides financial support only for instruction and teaching facilities. Equipment and field trip expenses are dependent upon the individual and on fundraising projects. Student participation and parental involvement are essential for the success of this course.

Equipment

Some equipment will be provided, such as Tents, backpacks, and stoves. The program does have clothing and footwear it can lend on trip/activity by trip/activity basis.

SCIENCE

❖ SCIENCE 9

MSC-09

This course is the continuation of the journey you started in Science 8 with the goal of developing key skills and attitudes required to be scientifically literate citizens. You will explore four “big ideas” while developing these competencies: Cells are derived from cells, electron arrangement is the basis of chemical nature, the flow of electric charge as current, and that we are interconnected by the nutrient, material, and energy cycles of the hydro, geo, and biosphere.

❖ SCIENCE 10

MSC-10

This final junior science course develops the key skills and attitudes required to be a scientifically literate citizen. You will explore four “big ideas” while developing these competencies: DNA is the basis of diversity of living things, energy changes are key to chemical processes, energy is conserved and can be transformed in many ways, and the Big Bang explains the formation of the universe.

❖ SCIENCE FOR CITIZENS 11

MSCCT11

As a part of the new curriculum, this course satisfies the graduation requirement of a senior science elective. The purpose of this course is to take an overhead view of science not from the view of a technician in a laboratory, but that of ordinary citizens. Nutrition, allergies, exposure to toxic substances, scientific hoaxes and misinformation in the news--science is a part of our daily media. How do we navigate information about climate change, risks of technology, as well as understanding the impacts of recycling policies? Can solar power replace our dependency on oil? Are self-driving electric cars ever coming to Vancouver? What are the risks and rewards? Topics and curriculum will vary to reflect current events and interests of students.

❖ **LIFE SCIENCES 11**

MLFSC11

This introductory biology course examines the diversity of life. The course contains 7 major units: processes of science, taxonomy, the theory of evolution, ecology, microbiology, botany, and zoology. Course content will be taught using preserved and live specimens, microscope slides, field studies, field trips, and projects.

❖ **CHEMISTRY 11**

MCH-11

This course is an introduction to the basic concepts involved in the study of chemistry. Topics introduced in this course include skills and processes in chemistry, the nature of matter, mole concept, chemical reactions, atomic theory, solution chemistry, and organic chemistry. It is strongly advised that students enrolled in chemistry 11 have completed or are concurrently taking Principles of Mathematics 10 or above.

❖ **PHYSICS 11**

MPH-11

Ever wondered how the universe works? This course is an introduction to the laws that govern all motion in the universe. Using demonstrations, experiments, and mathematics students will explore the physical relationships and interactions between objects and their surroundings. Engineering projects will be included each term to highlight the application of physics to everyday life. This highly enjoyable and hands-on course is becoming a requirement for many post-secondary programs.

❖ **ANATOMY AND PHYSIOLOGY 12**

MATPH-12

In Anatomy and Physiology 12, students will develop a basic understanding of biochemistry, cell biology, and human biology. In the cell biology unit, students will learn how the chemistry of biological molecules affects cellular processes such as protein synthesis, DNA replication, and enzymatic reactions. In the human biology unit, students will learn in depth some of human's major body systems, such as the digestive, circulatory, respiratory, nervous, urinary, and reproductive system. Towards the end of the course, students will have the opportunity to dissect a fetal pig to review the major body systems they have learned throughout the year. Please note: a strong chemistry and biology background are required for success in this course. To promote student success, it is recommended to complete Chemistry 11 and/or Biology 11 prior to choosing Biology 12.

❖ **CHEMISTRY 12**

MCH-12

Chemistry 12 builds on and covers the following topics in chemistry: reaction kinetics, dynamic equilibrium, solubility equilibria, acids and bases, oxidation-reduction, and applications of redox reactions. Laboratory work is designed to enhance the specific areas of studies.

❖ PHYSICS 12

MPH-12

In the first half of this course, the fundamentals covered in Physics 11 are expanded to include more interesting and realistic motion using vectors. The second half of the course gives a thorough treatment of electricity and magnetism. The application of E&M is a key feature in modern society and there will be many demonstrations and experiments of various topics, including: circuitry, generators, transformers, and electromagnetism. This course is a must-have for future engineers and physicists.

AP SENIOR SCIENCE COURSES

Advanced placement courses are equivalent to first term university courses. AP courses provide the student with several advantages:

- successful students will receive university credit for the course work (with completion of the AP exam)
- difficult subjects are introduced in a more supportive environment
- AP courses are considered desirable on university applications
- gifted/advanced students will have more challenging/appropriate course work

These courses are very challenging and should only be considered by students who have taken the necessary prerequisites and have a mature attitude toward course work. The College Board exams are in early May. For more information visit the website <http://apcentral.collegeboard.com>

The following AP courses will be offered:

- ❖ AP Biology (ABIO-12)
- ❖ AP Physics C (APHH-12)

MODERN LANGUAGES

Templeton offers French 8-12, Spanish 9-11, and Mandarin 9-12.

The aim of the Modern Languages Department is to provide students with the ability to:

1. participate actively in reciprocal interactions in other languages
2. deepen their understanding of other languages and cultures
3. engage in meaningful conversation about things that are important to them
4. explore their own cultural identity from a new perspective

After students finish French 8, they are free to continue French and/or choose Spanish or Mandarin depending on availability and registered priority (grade level) enrollment. The courses are intended to be followed in a sequential order. Those students who are already advanced in a Modern Language can see the language teacher and counsellor about options and appropriate placement.

❖ FRENCH 9

MFR--09

In French 9, students will build on the language skills learned in grade 8. They will continue to develop their skills of listening, speaking, reading and writing. Topics include music, fashion, environment, outdoor adventure, social responsibility and French culture. Students will experience many cross curricular themes and skills. One of the aims is that in acquiring a new language and learning about French cultures, students will deepen their understanding of their own language and culture.

❖ FRENCH 10

MFR--10

Learn to express yourself and participate in conversations in French. Acquiring French allows students to explore career, travel, personal growth, and study abroad opportunities. It opens the door to interacting with the Francophone world. Topics in French 10 include: film, past experiences, home life, roll plays, environment and French culture. Students will continue to work to improve their pronunciation and by the end of the year a successful student should be able to talk about several everyday topics and use the more important tenses in conversation.

❖ FRENCH 11

MFR--11

Expand your vocabulary and the sophistication of your communication. Students will study travel, cuisine, past experiences, hypothetical situations and more. This course makes communicating in French a realistic and enriching experience by developing life skills and developing general knowledge. Skill in oral comprehension and expression, written composition, and understanding of reading material will also be expanded. A language course at the grade 11 level is required by many post-secondary institutions. Students are encouraged to verify requirements for their program of interest.

❖ FRENCH 12

MFR--12

With increased proficiency in French, students will be able to discuss and justify opinions with nuance and clarity. Students will further develop their skills in listening comprehension, speaking, reading and writing through the study of current topics in Francophone culture and the world around them.

❖ **SPANISH 9** (No prerequisite)

MSP--09

This beginners' level course introduces the student to the basic elements of the Spanish language, as well as to the culture, music and history of Spanish speaking countries. Our focus will be on learning language expressions through the listening to, and reading and paraphrasing of, classroom stories. We will use these structures in class discussions, stories, and cultural explorations. Before the year ends, students will read the novel *Pobre Ana* by Blaine Ray.

❖ **SPANISH 10** (Prerequisite: Spanish 9)

MSP--10

This is a continuation course for students who have successfully completed Spanish 9. Students will continue to build their speaking, writing, reading, and listening skills. Students will read the novel *Esperanza* by Carol Gabb, and the further developing of vocabulary and speaking skills will be emphasized. Students will also develop a deeper understanding of Spanish/Hispanic culture, experience cultural works, and go on field trips when possible.

❖ **BEGINNERS' SPANISH 11**

MBSP-11

Open to Grade 10, 11, and 12 students. This beginning level course is designed to provide students with a foundation of the Spanish language. The focus will be on learning language expressions through the listening to and reading of stories, and then using these structures in class discussions, stories, and cultural explorations. Before the year ends, students will read the novel *Pobre Ana* by Blaine Ray.

❖ **SPANISH 11** (Prerequisite: Spanish 10)

MSP--11

In this course, speaking, reading, writing, and listening skills are further developed to a more advanced level of comprehension and expression. Emphasis will be on increasing awareness about the many cultural and linguistic influences found in Spain and Latin American countries. Students will use the language in fun and meaningful ways through independent and collaborative projects and could read the novel *Robo en la Noche* by Kristy Placido.

❖ **MANDARIN 9**

MMAN-09

Mandarin 9 is a beginner's course designed for students with no or little knowledge of the spoken and written Mandarin language. At this introductory level, students will learn the Hanyu Pinyin Romanization system for pronunciation and a core vocabulary of Chinese characters to help them develop four language skills: listening, speaking, reading, and writing. The goal of this course is to enable students to learn to speak and understand the language through a variety of topics including greetings and introductions, numbers and counting, nationalities, family, dates, time, etc. It is hoped that the students will develop an appreciation for the language, culture, and customs.

❖ **MANDARIN 10**

MMAN-10

This second-year course is a continuation of Mandarin 9. Students will continue to work on the Hanyu Pinyin to improve Mandarin pronunciation and learn more Chinese characters to expand their vocabulary. Students will build their confidence in conversational Mandarin by further developing their listening, speaking, reading, and writing skills. To help students increase their comprehension and support their development of content and curricular competencies, there will be an increased focus on sentence structures and a more in-depth study of the language through these topics: vacations and holidays, daily routines, clothing and colours, socializing and hobbies, the weather, school subjects and school life. Upon completion of this course, students will reach level 2 or 3 of HSK (a standard Mandarin efficiency test).

❖ **INTRODUCTORY MANDARIN 11**

MBMAN11

This is an intensive introductory Mandarin course designed for students who have little knowledge of Chinese language or for senior students who want to sample another language and have not been able to study Mandarin 9 in grade 9 or 10. The course content is a combination of Mandarin 9 and Mandarin 10, which covers essential learning standards in an accelerated time frame in order to prepare students for Mandarin 11. The Hanyu Pinyin Romanization system will be taught and reinforced to help students learn the spoken language. Students will develop basic listening, speaking, reading, and writing skills through written and oral activities as well as the study of various topics that are related to their daily life. This course fulfills language requirements for admission to SFU.

❖ **MANDARIN 11**

MMAN-11

Mandarin 11 is an intermediate-level course and is designed for students who have completed either Mandarin 10, Introductory Mandarin 11 or have had previous Chinese language experience. The curriculum aims to enable students to speak and understand the language, and gradually become fluent in reading and writing Chinese characters. Students are expected to be familiar with the Hanyu Pinyin Romanization system and be able to type Chinese characters using the Pinyin system. Students will be given opportunities to research and explore Chinese culture and issues on cultural diversity through a variety of group and individual work. This course fulfills language requirements for admission to UBC. Upon completing this course, students will reach level 3 or 4 of HSK (a standard Mandarin efficiency test).

❖ **MANDARIN 12**

MMAN-12

Mandarin 12 is an advanced-level course and is designed for students who have previous experience in Mandarin or have completed Mandarin 11. Students are expected to have mastered the Hanyu Pinyin Romanization system. Students will further develop their listening, speaking, reading, and writing skills as they explore literature, customs, and culture in greater depth. The course adopts the new BC curriculum by integrating aboriginal content and perspectives into language learning. A variety of group and individual work will be used to support interdisciplinary learning environment. As students gain proficiency in Mandarin, they will expand their understanding and appreciation of Canadian multiculturalism as well as develop critical thinking, creative thinking, and social/personal responsibility. Upon completion of this course, students will reach level 4 or 5 of HSK (a standard Mandarin efficiency test).

SOCIAL STUDIES

Required courses in Social Studies are Social Studies, 8, 9 and 10 and minimum 4 credits of one senior elective course.

In all courses students will be expected to develop their research and inquiry skills, the ability to assess bias and accuracy and reliability of data, understand different perspectives of people and events and issues, assess the historical significance of people and events, appreciate the short and long term causes and consequences of events and actions of people, and gain confidence in written assignments and oral presentations.

Students should be aware of the current event issues as they will be discussed in all classes.

❖ SOCIAL STUDIES 9

MSS—09

Students will study the history, religion, politics, economics, art, literature and geography of societies from 1750 to 1919 and the present through current events. They will study the relationship between Aboriginal people and Europeans and the role each played in the development of Canada as a nation. Topics include the early settlement of New France to the creation of the nation in 1867, the expansion of the west with the railway construction and the resulting rebellions, and the causes and impact of World War 1 on Canadians. Also, the English, French and American Revolutions are studied with regards to the development of democratic concepts in Canada, and the effect of the Industrial Revolution on society and the changing nature of socially responsible citizenship.

❖ SOCIAL STUDIES 10

MSS—10

Building on the foundation of knowledge, skills and attitudes students have gained from earlier grades, this course offers students an integrated approach to Canadian and global issues. Students will study 20th century Canadian history from World War 1 to the present. They will study Canada's role in world affairs, how Canada's identity has developed, how our political system works, and investigate the state of the planet in terms of population and living standards. Social Studies 10 is also a foundation course for further study in the humanities and social sciences.

❖ EXPLORATIONS IN SOCIAL STUDIES 11

MEPSS11

This course allows students who are interested in exploring in further detail social issues and events which have sparked their curiosity in previous Social Studies courses. Themes and topics such as Social Justice, Indigenous issues, human geography, international conflicts, propaganda in the arts and literature, climate change are possible to investigate. The topics to be researched will be generated by the students' interests in discussion with the teacher.

❖ **COMPARATIVE CULTURES 12**

MCMCL12

This course focuses on the development of human cultures from prehistory. Students will study the development and changes of several major civilizations focusing on the elements of culture and how it is expressed through such aspects as art, architecture, literature, religion and science and technology throughout the ages. Students will study the value and belief systems, governance and the conflicts between cultures. They will also examine the roles of anthropology and archeology in understanding the past. A variety of learning strategies, both individual and group based will be used to enhance the students' understanding of how humanity has developed. Evaluation will include projects, essays, presentations, tests, participation, and work habits.

❖ **ECONOMIC THEORY 12**

MECT-12

Occupy Wall Street, Global Financial Crisis, Money and Banking? Many media stories affect the way we live and are related directly to basic economic principles. Economic Theory 12 introduces you to many topics including: classical economic theories of value, growth, money, banking and government economic policy, Marxist and Keynesian economics, global trade and investment. Students will acquire knowledge that will allow them to better understand the world today and make better decisions for their future. This course is highly recommended for students who are interested in entrepreneurship or pursuing a career in business.

Economics Theory 12 can be counted for your entrance qualifications at UBC.

❖ **PHYSICAL GEOGRAPHY 12**

MPGEO12

This course is designed to develop students' understanding of the relationship between the various components of the physical and human environments. Areas of study include tectonic processes (earthquakes and volcanoes), gradational processes (glaciers, wind and water), weather and climate, ecosystems, map interpretation and resource and environmental sustainability. Students will be able to apply their knowledge of the physical and human environments to the management of our global resources. Students will examine the environmental issues facing our planet and be motivated to be responsible global citizens.

❖ **20TH CENTURY WORLD HISTORY 12**

MWH—12

This course is an academic course which provides a broad and intensive survey of 20th century world history with an emphasis on the key events, ideas, and people that have shaped the present world. This course is a challenging but very satisfying course that requires an on-going commitment to serious thinking, not only about historical issues, but also about current events. It is content-rich and so requires strong reading comprehension and competent writing skills. Topics include analyzing the impact of the Treaty of Versailles on the rise of dictators in Europe and World War 2, the Cold War, rise of independent states, civil rights movements and revolutions. Curious and motivated students who are eager to research and probe the often-confusing realities of the 20th century will enjoy this course.

❖ **LAW STUDIES 12**

MLST-12

This course will teach you about how law regulates your life and the institutions which create and enforce law. It will promote skills and understandings that enable you to become informed, law-abiding citizens who can participate in law-related discussions, recognize the means available to resolve legal problems, and think critically about the effectiveness of legal institutions. Students will study the structure of our courts, constitutional, criminal and civil law, and our correctional system. A variety of learning strategies will be included: cooperative learning, seminars, debates, guest speakers, career exploration and field trips to the law courts. Evaluation will include projects, participation, independent work, work habits and tests.

❖ **SOCIAL JUSTICE 12**

MSJ—12

This course will challenge you and hopefully make you want to be an active and responsible person who desires to make a positive contribution to your world. You will discuss issues like ethnicity, race, gender, socio-economic status, sexual orientation, marital and family status, poverty, and privilege. In this course, you will actively participate in group discussions, examine and deepen your beliefs through self-reflection, and carry out a self-directed action plan on an issue of your choice within one of three focus areas: defining social justice, recognizing, confronting and overcoming injustice, and moving toward a socially just world.

S.T.E.M.

If you like projects, team work, and solving problems, this is the program for you. We encourage you to join the STEM program in any year where space is available, just talk to your counsellor. Teachers from different departments have connected a series of required Science, Math, and Applied Skills elective courses where you join a cohort of team-mates with the same schedule and goals, summarized below:

	STEM 8	STEM 9	STEM 10	STEM 11	STEM 12
S	Science 8 MS--08CO1	Science 9 MS--09CO1	Science 10* MSC--10CO1	Physics 11* MPH--11CO1	Physics 12† MPH--12CO1
T	ADST 8 MADCT08CO1	ADST 9 MADIT09CO1	Computer Studies 10* MCSTU10CO1	Computer Information Systems 11 MCINF11CO1	Computer Programming 12 MCMPR12CO1
E			CLE* MCLE-10CO1	Computer Programming 11 MCMPR11CO1	CLC* MCLC12CO1
M	Math 8 MMA--08CO1	Math 9 MMA--09CO1	Foundations of Math and Pre- Calculus 10* MFMP-10CO1	Pre-Calculus 11* MPREC11CO1	Pre-Calculus 12† MPREC12CO1

*can be used to fulfill graduation requirements

†requirement for most STEM-related post-secondary programs

Each month, you will join a new team and learn about science, technology, and math related curriculum while tackling a new project. Examples include designing, building, and testing....

- A working solar farm
- An aquaponics system (fish and plants)
- A crystal growing incubator
- Maze-solving robots
- Exoskeletons and robotic arms
- 3D printing technologies
- Autonomous flying drones

Between 80% and 90% of our graduates apply for and thrive in engineering, computer science, and other STEM related fields and careers. Don't let the titles fool you though; the main factor for our most successful grads is an interest in solving real-world problems and having a say in what they choose to learn.

STEM 9 If you were in the STEM 8 cohort, you can continue if it is the right learning environment for you. New students are also always welcome where space permits—we often have a few spots open, so do ask your counsellor if you are interested. We have new projects every year, especially as they relate to real-world issues like climate change and local issues. The main goal is to learn about math, tech, and general science through projects that imitate what STEM professionals do for a living.

STEM 10 If you were in the STEM 9 cohort, you can continue if it is the right learning environment for you. New students are also always welcome where space permits—we often have a few spots open, so do ask your counsellor if you are interested. We have new projects every year, especially as they relate to real-world issues like climate change and local issues. The main goal is to learn about math, tech, and general science through projects but we also explore your career path through CLE and face-to-face mentorship with STEM professionals.

STEM 11 This year includes Physics 11 and begins to lean toward engineering careers like computer, mechanical, civil, and electrical. The following companion courses are recommended in addition to the core STEM courses: Chemistry 11, Biology 12.

STEM 12 This year includes Physics 12 and is designed to prepare the student for post secondary and engineering careers like computer, mechanical, civil, and electrical. This year also includes the CLC graduation requirement, which will focus on mentorship and building what you need for a strong start in your STEM career path. It is strongly recommended (by graduates and us!) that you also enroll separately in Calculus 12. Depending on your career path, we also recommend Chemistry 11 or 12, and Biology 12.

STUDENT SERVICES COURSES

SKILLS DEVELOPMENT CENTER

- ❖ **Skills Development 8 (XLDCD08), 9 (XLDCD09), 10 (YLE--0A), 11 (YLE--1A), and 12 (YLE--2A)**

Skills Development Classes (SDC) are for students who require a block of individual or small group assistance in academic and elective subject areas. These courses offer support for core academic subjects by providing direct instruction in grade appropriate learning strategies. Development of organizational strategies, proactive planning, goal setting, and study habits are emphasized. Students may self-refer themselves or be referred to the SDC by a teacher, counsellor, School Based Team, or parents/guardians.

Skills Development 10, 11, and 12 are 4-credit courses.

- ❖ **PEER TUTORING 12**

YIPS-2B

Prerequisite: Counsellor recommendation

Peer tutoring is a 4-credit course offer at either the grade 11 or 12 level. Through active participation with their peers in a learning environment, peer tutors will acquire skills in the areas of interpersonal communication, empathy, and problem solving. This course offers an excellent opportunity for students interested in pursuing a career in the teaching profession, social work or related careers.

- ❖ **COMMUNITY SERVICE 11**

YCPM-1D

Prerequisite: None. Open to students in grades 11 or 12. Enrollment is at the discretion of the grade counsellor.

Community Service is a 4-credit course offered to grade 11 and 12 students. Students help in a variety of settings in the school. Some duties may include answering phones, filing, typing, orientation of new students, providing general assistance, and other helping roles to teachers and/or office staff. Community Service emphasizes the development of skills and attitudes valuable in educational achievement and career development.

LEADERSHIP 11

YHRA-1A

This course offers students the opportunity to learn and practice leadership skills. Students will learn the value of contribution through the volunteer component of the course, which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. This course examines global issues affecting humanity and how students will relay this information to their community. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals as well as learn about mental health.

LEADERSHIP 12

YHRA-2A

Many students have untapped or underdeveloped leadership traits. Leadership 12 provides a coaching environment in which these students learn to recognize and subsequently apply their individual talents to enhance the community. Through this course students are empowered to contribute to the school in positive and creative ways. Students will develop the organizational tools necessary to perform a leadership role. This course examines global issues affecting humanity and how students will relay this information to their community. The course requires students to plan and implement programs that will benefit others in the school and community at large.

TEMPLETON MINI SCHOOL

The goal of Templeton Mini School is to provide selected students with the best education possible so that they can reach their intellectual, personal, social and career potential. Templeton Mini School is an academic program offering a positive learning environment that is both exciting and challenging. The Mini School program has been developed to meet the diversified cognitive, emotional and social needs of our students. It is designed to help students develop concepts and attitudes that will assist them in becoming actively involved as independent, life-long learners. The program has a strong focus that demands concentration, effort, and dedication, while also emphasizing social responsibility to both the school and community. The Mini School consists of approximately 140 students from grades 8 to 12.

Templeton Mini School includes an outdoor educational trip to Strathcona Park Lodge in the fall. This trip is designed to encourage the development of physical and social skills, and to enhance student appreciation and awareness of their natural surroundings. Other excursions offered to students include Bamfield Marine Sciences Station (Grade 9), Victoria (Grade 10) and Ashland, Oregon (Grade 11).

The program also includes a community service component called **Creative Action Project**. This program explores character development, the role of change agents, the needs of the community, and the giving of yourself to a cause greater than yourself.

Mini School Structure

MINI 8	MINI 9	MINI 10	MINI 11	MINI 12
English 8 MEN--08DC1	English 9 MEN--09DC1	Literary Studies 10 MLTST10DC1 Composition 10 MCMPS10DC1	English 11 MLTST11DC1	English Studies 12 MENST12DC1
Social Studies 8 MSS--08DC1	Social Studies 9 MSS--09DC1	Social Studies 10 MSS--10DC1	Social Studies 11 MEPSS11DC1	
Science 8 MSC--08DC1	Science 9 MSC--09DC1 Science 10 MSC--10DC1			
Math 8 MMA--08DC1	Math 9 MMA--09DC1			

In addition to these Mini School courses, students take core and elective courses through the Main School to fulfill their graduation requirements. Electives include Fine and Performing Arts, Modern Languages, Applied Skills (Home Economics, Business Education and Technical Studies) and Physical Education. Mini School students retain full access to the facilities, clubs, and teams of Templeton Secondary School.

WORK EXPERIENCE

XA--11WEX/MWEX-2A

- ❖ This course is off-timetable and does not interfere with regular course scheduling. Please speak with Ms. Taylor if you want more information on this.

A. WORK EXPERIENCE PROGRAM

- Earn 4 credits toward high school graduation.
- *Students can sign up as early as the Spring of their **Grade 10 year.** See Ms. Taylor in room **206.***
- In-school preparation and on-site work experience in a career area.
- For students who are interested in a particular career area and would like to explore the different career opportunities in that area.

90 – 100 Hours of Work Experience in the program area:

Generally, the student will complete one week of work experience during Grade 11 and two weeks in Grade 12. For some placements students may be required to miss one week of school, but options on weekends/evenings/breaks from school are also widely available in some career areas.

30 hours of Course Work:

Students will complete course work in the following areas:

- Workplace Health and Safety
- Secure and Maintain Work – resume writing, interview skills
- Employability Skills
- Reflection Activities

Benefits:

- Development of skills and knowledge in a particular interest area.
- Gain insight into the world of work.
- Explore post-secondary programs related to career interest.
- Completion of a minimum of 90 hours of work experience.
- Receive references and possible part-time or full-time employment
- Receive advanced placement / preferred entry / early admittance into certain post-secondary programs.
- Work placements assisted by school and the Vancouver School Board Career Programs staff.

ONLINE LEARNING WITH THE VANCOUVER SCHOOL BOARD VANCOUVER LEARNING NETWORK

The VSB Learning Network is a district-wide initiative designed to provide opportunities for senior secondary students to complete regular, secondary school courses online.

Online courses give students flexibility and control over their own learning experiences. Students can access these courses from any Internet- connected computer, at any time. However, there is a course schedule with required deadlines for the course assignments and online discussions. These schedules and deadlines will help students organize and manage their learning.

Students in these courses interact online with others to actively construct knowledge by sharing and building upon the ideas of their peers and their teachers. Through problem and project based learning, cooperative on-line study, critical thinking, and use of the networked technologies, students will experience a unique way of study.

For further information visit <http://vlns.ca>- Information on equipment requirements and tips for succeeding in an online course can be found at <http://vlns.ca/documents/DEGuidebook.pdf>

Youth TRAIN in Trades Programs:

The Vancouver School Board offers district programs for students to pursue industry certification or the foundation level of a trade program. These programs save time and money (free tuition) and offer a huge jump start for students.

The benefits include:

- Dual credit with post-secondary institution (most programs)
- Head start with Foundation program training
- Registration with the Industry Training Authority (ITA)
- Potential direct lead into an apprenticeship
- Work experience in the trade

For more information and an application form, please visit the VSB Career Programs website careerprograms.vsb.bc.ca links to Youth TRAIN in Trades, a pdf brochure for each program, and the application package. Also visit the Industry Training Authority website www.itabc.ca All students *applying* for Youth TRAIN in Trades programs should register at their home school with a full course load. Schools will be asked to modify a student's timetable if the student is accepted into a Youth TRAIN program.

Certification: successful completion of program will lead either to

Level 1 technical training credit or a Certificate of Qualification from the Industry Training Authority.

Program	Where the program is taught	Credits towards graduation program	Timetable	Application Due	Month program begins
Auto Refinishing Preparation	VCC	20 credits	Monday - Thursday 8:00 am - 3:00 pm	November 30	February
Auto Collision Repair Technician	VCC	28 credits	Monday - Thursday 8:00 am - 3:00 pm	March 1	September
Auto Service Technician	Britannia	16 credits	Day 2	March 1	September
Baking and Pastry Arts	VCC	24 credits	Monday - Thursday 1:00 pm - 7:15 pm	November 30	August
Carpentry	BCIT	16 credits	February - June Monday - Friday	March 1	February
Cook	Sir Charles Tupper (priority to SCT students)	16 credits	Day 2	March 1	September
Cook	David Thompson	16 credits	Day 2	March 1	September
**Electrical	BCIT	16 credits	March or October Monday – Friday	March 1	March or October (additional intakes may be possible)
Hairdressing	VCC	32 credits	Monday - Friday	March 1	September
** Heavy Mechanical Trades	VCC – Annacis Island	32 credits	Monday - Thursday 36 weeks	Ongoing	April, July, Sept & Nov
Plumbing	Piping Industry College of BC	4 credits	Mid-June to late July	March 1	June
Painting	Finishing Trades Institute of BC	4 credits	Mid-June to late July	March 1	June
** Millwright	BCIT	20 credits	Monday - Friday	March 1	February
** Motorcycle & Power Equipment	BCIT	20 credits	Monday - Friday	March 1	February
** Metal Fabrication	BCIT	20 credits	Monday - Friday	March 1	February

Dual Credit Programs

These programs, in partnership with post-secondary institutions, provide the opportunity for students to get a head start on their certification programs. Students save money (free tuition) and earn high school and post-secondary credits at the same time.

Healthcare Assistant (Grade 12)

Students will prepare to work as front line caregivers in home support, adult day care, assisted living, and complex care (including special care units).

- 28 weeks (September to March)
- 28 graduation credits
- Vancouver Community College

Additional information and application form can be found on the VSB Career Programs website at careerprograms.vsb.bc.ca [Our Programs Healthcare Assistant](#)

Application Due Date: November 30

Trades Sampler BCIT (Grade 12)

A hands-on program through BCIT that gives students an overview in approximately 12 different trades including metal fabrication, welding, framing, and electrical.

- 12 weeks – February to May
- Monday to Friday, 7:00 am – 2:00 pm
- 12 graduation credits
- BCIT

Additional information and application form can be found on the VSB Career Programs website at: careerprograms.vsb.bc.ca-[Our Programs Trades Sampler BCIT](#)

Application Due Date: March 1

Youth WORK in Trades - Apprenticeship

Students with the skills and connections can start an apprenticeship in high school. Students who are already working in an apprenticeable trade can formalize the apprenticeship relationship with their employer. There are 4 courses (16 credits) available to these students when they have a formal ITA agreement arranged through the VSB District Apprenticeship Facilitator. Information and application forms are available on the VSB website: careerprograms.vsb.bc.ca-[Our Programs Youth WORK in Trades](#)

School-based Programs:

Fashion Design and Technology – Eric Hamber

Students will enhance their construction skills; study history of costume, fashion merchandising; practice tailoring techniques and pattern drafting. Basic computer assisted design and fashion illustration will be practiced. In year 2, students will complete the graduation collection and portfolio needed for post-secondary entrance. Students may have the opportunity to participate in dual credit opportunities with a Fashion Design Program at a local post-secondary institute.

- Two-year cohort program: grade 11 & 12
- Every other day (Day 1 or Day 2)

Additional information and application form can be found on the VSB Career Programs website at: careerprograms.vsb.bc.ca-Our Programs Fashion Design & Technology

Application Due Date: March 1

IT and CISCO Networking Program – Killarney Secondary

Students will diversify and enhance their computer knowledge by building a computer, installing software and connecting the computer to networks and to the internet.

- Grade 12
- Day 2
- One-year cohort program, up to 16 credits
- Hands-on, laboratory courses
- Prepare for industry-recognized certification
- Receive advanced placement at BCIT

Additional information and application form can be found on the VSB Career Programs website at: careerprograms.vsb.bc.ca Our Programs CISCO

Application Due Date: March 1

Tupper Tech - Explore Trades Sampler Program at Sir Charles Tupper Secondary

A program for students who are not sure which trade is right for them.

- Day 2
- Students may be able to remain registered @ home school Day 1
- 24 graduation credits
- Grade 12 program

For more information on Tupper's program, contact Mr. R. Evans (rtevens@vsb.bc.ca) or visit our Program website: careerprograms.vsb.bc.ca Our Programs Tupper Tech

Application Due Date: March 1

Enhanced Trades – Killarney Secondary (Grade 11)

A program designed as an introduction to a variety of trades courses which include Automotive Technology 11, Drafting 11, and Metalwork 11.

- Day 2
- Students remain at home school for Day 1
- 12 to 16 credits
- Grade 11 program

Additional information and application form can be found on the VSB Career Programs website at: careerprograms.vsb.bc.ca Our Programs Enhanced Trades

Application Due Date: March 1

- Grade 11 program

Additional information and application form can be found on the VSB Career Programs website at: careerprograms.vsb.bc.ca/ Our Programs Enhanced Trades

Application Due Date: March 1

Vancouver School Board
Adult Education

The Vancouver Board of Education operates two Adult Education (AE) centres in Vancouver, South Hill Education Centre and the Gathering Place Education Centre. AE centres provide students with a wide choice of learning opportunities that range from the basic literacy level (Ministry Foundations courses, Levels 1-7) to high school completion. The Foundations courses help students develop or strengthen specific core skills needed for successful completion of Grade 10/11/12 courses, and senior academic credits lead to high school completion or allow students to gain or upgrade Grade 10/11/12 credits. All courses, both Foundations and Grade 10/11/12, follow prescribed Ministry curriculum. Adult Education also runs one Foundations level outreach program at Britannia Secondary in partnership with Canuck Family Education Centre, and one senior academic credit youth program located at South Hill Education Centre.

To meet student needs for flexible programming, centres offer courses from early morning to evening, including Saturdays and operate year round:

- Quarter (9 week terms; beginning 4 times a year; Sept., Nov., Feb., Apr.)
- Semester (18 week terms; beginning 2 times a year; Sept. and Feb.)
- Summer term (5 week term)

Depending on student needs, AE centres provide a variety of course formats which may include:

- Self-paced courses (blended paper-based instruction with face-to-face assistance) from Foundations to Grade 10-12 courses – Gathering Place and South Hill Education Centre
- Structured courses at the Foundations and Grade 10/11/12 levels – South Hill Education Centre

Students at our AE centres reflect the diversity of language and cultural backgrounds in Vancouver and range in age from 16 to seniors. Each of the centres responds to the specific needs of its community and program offerings reflect student course requests and enrollment patterns. Please note that students attending adult centres must be 16 years old (on July 1 of the current school year) and follow MOE course concurrency rules to be eligible for Ministry funding.

- Gathering Place Education Centre Tel: (604) 257-3849 <http://go.vsb.bc.ca/schools/adulted>
- South Hill Education Centre Tel: (604)713-5770 <http://go.vsb.bc.ca/schools/adulted>