KING GEORGE SECONDARY

COURSE PLANNING GUIDE

- 2022-2023

TABLE OF CONTENTS

OVERVIEW OF THE COURSE PLANNING GUIDE

The purpose of this guide is to provide students and parents with the information necessary to make thoughtful course selections. Course selections, particularly in Grades 10 through 12, have implications for post-secondary opportunities.

Although school staff will make every effort to assist students in course planning, it is the responsibility of students and their families to ensure that the courses required for graduation by the BC Ministry of Education are completed and the entrance requirements of the post-secondary institution program(s) of choice are satisfied.

**** Please note that all courses listed in this book are subject to being cancelled at any time should there be insufficient interest and enrollment ****

Semester and Linear system – For most courses, they take place in a **semester system**, with 4 courses being completed over the course of each semester. Semester 1 runs from September – end of January and semester 2 runs from February to end of June. There are a few courses which run as **linear courses**, which are full year courses.

REQUIRED COURSES / ACADEMICS / ACADEMIC ELECTIVES

CAREER - LIFE EXPLORATION (CLE-10)

CAREER –LIFE CONNECTIONS (CLC–12)

CLE is a new course and is a Ministry requirement which replaces Planning 10. CLE is combined with CLC 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

ENGLISH LANGUAGE ARTS

- **Language and Literature Year 4**

Language and Literature Year 4 adheres to requirements for both IB MYP and BC's New Curriculum. Students will build Core Competencies through exploring Big Ideas and developing Curricular Competencies including: Comprehend and Connect (reading, listening and viewing) and Create and Communicate (writing, speaking and representing). For more information, please visit:

https://curriculum.gov.bc.ca/curriculum/english-language-arts/9

In Language and Literature Year 4, students read from a variety of literary genres including short stories, poetry, novels, drama (a Shakespearean play), and non-fiction. Students analyze literature with a focus on literary devices. Students will practice various styles of writing, from sentence structures to paragraph writing and multi-paragraph development. During Language and Literature Year 4, students explore the writing process, developing their work through a series of steps such as gathering information, organizing ideas and evidence, and polishing a final product.

- **Language and Literature Year 5**

Language and Literature 10 combines two two-credit options from the BC Grade 10 curriculum: Literary Studies and Creative Writing. These courses will be taught concurrently throughout the semester.

Literary Studies 10 is the exploration of the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

Creative Writing 10 is designed to explore creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

- **Literary Studies 11**

  Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

  - increase their literacy skills through close reading of appropriately challenging texts
  - enhance their development of the English Language Arts curricular competencies, both expressive and receptive
  - expand their development as educated global citizens
  - develop balance and broaden their understanding of themselves and the world
  - further develop higher-level thinking and learning skills

- **English Studies 12**

  The required English Studies 12 course builds on and extends students' previous learning experiences in English Language Arts 10 and 11 courses. It is designed for all students and provides them with opportunities to:

  - refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
  - think critically and creatively about the uses of language
  - explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
  - deepen their understanding of themselves and others in a changing world
  - gain insight into the diverse factors that shape identity
  - appreciate the importance of self-representation through text
  - contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
  - expand their understanding of what it means to be educated Canadian and global citizens

ENGLISH LANGUAGE LEARNING

The E.L.L. program at King George consists of three levels. The program's objective is to teach students to read, understand, write, and speak Canadian English fluently. A secondary objective is to introduce students to and educate them in Canada's multicultural society, its customs, and laws.

Language instruction at the Beginner's level focuses on oral skills and provides the "survival" skills needed to adapt to Canadian society. Language skills are taught sequentially (from simple to complex usages). Classes may focus on one language skill but not to the exclusion of the others. Where a student's language abilities have proven excellent, consideration is given to integrating them as quickly as possible into regular program courses. Promotion from one level to the next is the result of student achievement in all the language areas as well as consultation among the teachers of the E.L.L. Department. It is important for students and parents to understand that achieving fluency in English, as well as success in school, depends upon the efforts of the student. A regular home study plan that includes personal reading, writing and speaking is necessary. Student's contributions to class work and discussion are highly regarded as a means of acquiring and demonstrating language fluency.

E.L.L. PROGRAM AT KING GEORGE

LEVEL 1	LEVEL 2	LEVEL 3
ELL Writing *	ELL Writing *	ELL Writing
ELL Reading *	ELL Reading*	ELL Reading
ELL Social Studies *	ELL Social Studies *	ELL Social Studies
a Mathematics class	a Mathematics class	A Mathematics Class
ELC if needed and offered *	ELC if needed and offered *	ELC if needed and offered
a Science class	a Science class	A Science Class
And **three** courses from the regular program (for grade 8 – 10 students, one of the classes must be PE)	And **three** courses from the regular program (for grade 8 – 10 students, one of the classes must be PE)	And **three** courses from the regular program (for grade 8 – 10 students, one of the classes must be PE)

* Marks are not given for these courses

MATHEMATICS

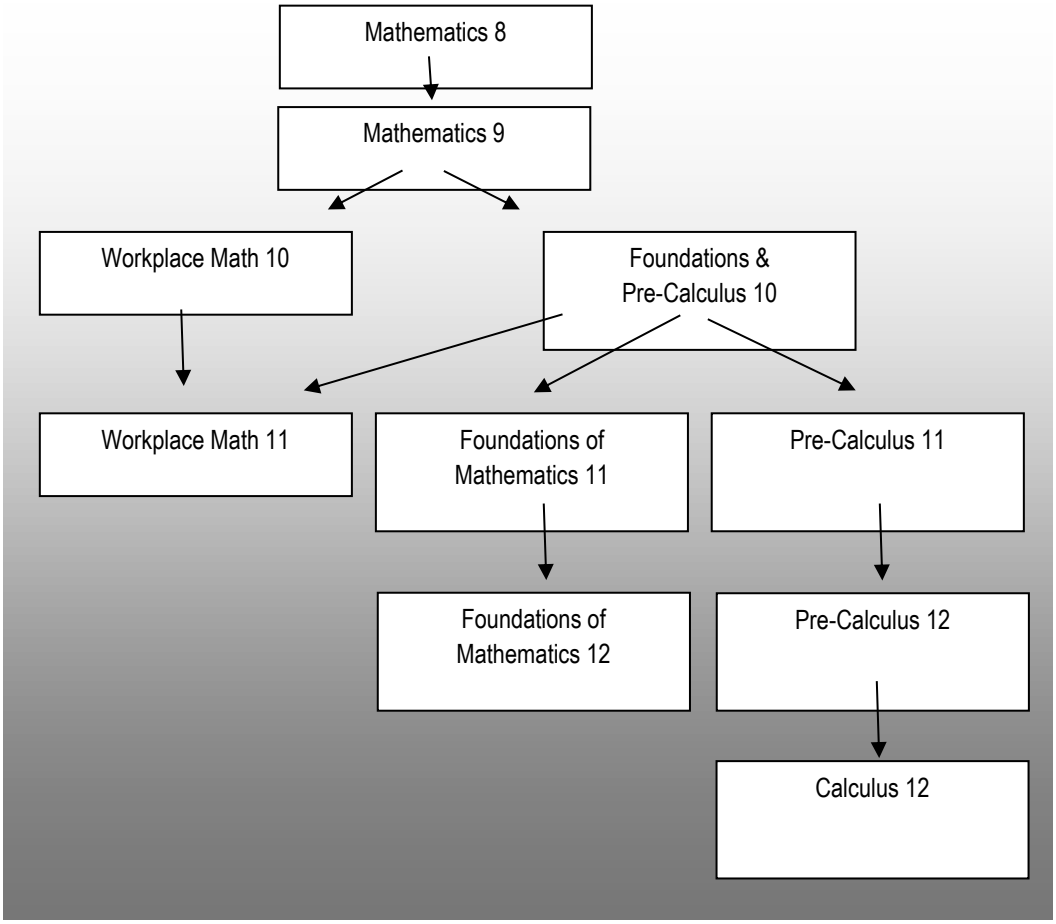
In the senior grades, there are three distinct Math pathways available to students (though students can elect to enter more than one of these pathways by talking multiple math courses concurrently):

1) Workplace: 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.

2) Pre-Calculus: designed to prepare students for future study of Calculus and other University program selections.

3) Foundations of Mathematics: designed to qualify students for University entrance to programs not requiring Calculus.

This program map shows a list of recommended pre-requisite courses, that is, the possible pathways of supporting courses. Following this, there is a topic summary for each of the courses on the pathway diagram.



Mathematics Required Courses:

- **Mathematics 9 Year 4**

Topics include: operations with rational numbers (addition, subtraction, multiplication, division, order of operations); exponents and exponent laws (whole-number exponents); operations with polynomials (degree less than or equal to 2); two-variable linear relations (using graphing, interpolation, and extrapolation); multi-step one-variable linear equations; spatial proportional reasoning; statistics in society; financial literacy (simple budgets and transactions)

Grade 10 Math Options:

- **Foundations of Math and Pre-Calculus 10 Year 5**

Topics include: operations on powers with integral exponents; prime factorization; functions and relations (connecting data, graphs, and situations); linear functions (slope and equations of lines); arithmetic sequences; systems of linear equations; multiplication of polynomial expressions; polynomial factoring; primary trigonometric ratios; financial literacy: gross and net pay

OR

- **Workplace Mathematics 10 Year 5**

Topics include: create, interpret, and critique graphs; primary trigonometric ratios; metric and imperial measurement and conversions; surface area and volume; central tendency; experimental probability; financial literacy (gross and net pay)

Grade 11 Math Options:

- **Pre-Calculus 11**

Topics include: real number system; powers with rational exponents; radical operations and equations; polynomial factoring; rational expressions and equations; quadratic functions and equations; linear and quadratic inequalities; trigonometry (non-right triangles and angles in standard position); financial literacy (compound interest, investments, loans)

OR

- **Foundations of Mathematics 11**

Topics include: forms of mathematical reasoning; angle relationships; graphical analysis (linear inequalities, quadratic functions, systems of equations, optimization); applications of statistics; scale models; financial literacy (compound interest, investments and loans)

OR

- **Workplace Mathematics 11**

Topics include: financial literacy (personal investments, loans, and budgeting); rate of change; how probability and statistics are used in different contexts; interpreting graphs in society; 3D objects (angles, views, and scale diagrams)

Mathematics Elective Courses:

- **Pre-Calculus 12**

Topics include: transformations of functions and relations; exponential functions and equations; geometric sequences and series; logarithms (operations, functions, and equations); polynomial functions and equations; rational functions; trigonometry (functions, equations, and identities)

OR

- **Foundations of Mathematics 12 (MFOM--12)**

Topics include: geometric explorations (constructions, conics, fractals); graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions; regression analysis; combinatorics; odds, probability, and expected value; financial planning

OR

- **Calculus 12**

Pre-Calculus 12 may be taken concurrently

This course is intended for students planning to further their studies in mathematics at a post-secondary level. The course introduces the principles of differential and integral calculus and provides the student a forum to apply his or her knowledge of functions in many new situations involving limits, rates of change and integration processes. Emphasis will be on the practical rather than the theoretical; proofs will be investigated as required but application of the principles will be stressed. This course demands skills in higher mathematical analysis and should be attempted by those fulfilling the prerequisites only.

Topics include: functions and graphs; limits (left and right limits, limits to infinity, continuity); differentiation (rate of change, differentiation rules, higher order, implicit, applications); integration (approximations, fundamental theorem of calculus, methods of integration, applications)

PHYSICAL AND HEALTH EDUCATION

PHYSICAL and HEALTH EDUCATION Year 4 and 5

The content of Physical and Health Education 9 and 10 has four program dimensions:

1. **Physical Literacy:**
2. **Healthy and Active Living:**
3. **Social and Community Health:**
4. **Mental Well-being:**

Physical and health Education Elective Courses

- **Active Living (PE) 11 and 12**

The content of Physical and Health Education 11 and 12 has three program dimensions:

1. **Active Living**:
2. **Fitness and Conditioning**:
3. **Outdoor Education**:

*certain requirements must be met in order for students to participate in overnight trips. These include service hours (30 for PE 11 and 45 for PE 12), maintain a minimum of 80% grade average and attend all workshops, first aid courses that are organized through the class.

Through these three program dimensions of Physical Health and Education, students are expected to be able to demonstrate outdoor and indoor activity skills, social responsibility, collaboration, teamwork and safety. They will also see the value of how participating in physical activity plays an important role in the development of lifetime physical fitness attitudes.

SCIENCE

Science Required Courses:

- **Science Year 4**

Science 9 looks at science process skills through BC curricular competencies including questioning and predicting, planning and conducting, processing and analyzing data, evaluating, applying and Innovating, and communicating. Topics of study are encapsulated in the Big Ideas: cells are derived from cells, the electron arrangement of atoms impacts their chemical nature; electric current is the flow of electric charge; the Earth's major spheres are interconnected as matter cycles and energy flows through them. Students will be assessed on four IB MYP criteria in Science, namely Knowledge and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impact of Science.

- **Science Year 5**

Science 10 is devoted to a more advanced study of science content and process skills than Science 9. The course focuses on the BC curricular competencies including questioning and predicting, planning and conducting, processing and analyzing data, evaluating, applying and innovating, and communicating. Topics of study are encapsulated in the Big Ideas; DNA is the foundation for the diversity of living things; chemical processes require energy change as atoms are rearranged; Energy is conserved, and its transformation can affect living things and the environment; The formation of the universe can be explained by the Big Bang Theory. Students will be assessed on four IB MYP criteria in Science, namely Knowledge and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impact of Science.

Grade 11 Science Options (must take at least one of the following):

- **Life Sciences 11**

Life Sciences 11 is a survey of the living world. The three Big Ideas for this course include: Life is a result of interactions at the molecular and cellular levels; evolution occurs at the population level; organisms are grouped based on common characteristics. Life Sciences 11 is a laboratory course, and students will be introduced to laboratory equipment and techniques used in more advanced Biology courses. The BC curricular competencies continue to be addressed through the study of Taxonomy, the Process of Evolution and the Characteristics of Living Things and the Scientific Process.

AND / OR

- **Chemistry 11**

Chemistry 11 is a laboratory course that begins to develop students' analytical skill set as the BC curricular competencies continue to be developed. The Big Ideas for this course include: atoms and molecules are the fundamental building blocks of matter; chemical bonds are the result of electrostatic forces; periodicity can be explained by atomic structure; the mole is a quantity used to make atoms and molecules measurable; the application of chemical reactions, solution chemistry and organic chemistry have significant implications for human health, society, and the environment.

It is strongly recommended that students have at least a "C" or IB MYP OLA of 3 (56-69%) standing in Mathematics 10

AND / OR

- **Physics 11**

Physics 11 is a theoretical and practical math-based skills course that introduces 2D theory and continues to develop students' BC science curricular competencies. The Big Ideas for this course include: an object's motion can be predicted, analyzed and described; forces influence the motion of an object; energy is found in different forms, is conserved, and has the ability to do work; mechanical waves transfer energy but not matter.

It is strongly recommended that students have at least a "C" or IB MYP OLA of 3 (56-69%) standing in Mathematics 10

AND / OR

- **Environmental Science 11**

Students will develop an understanding of science using an environmental stewardship framework, focusing on core competencies of responsibility and social awareness. Through the Big Ideas, students will continue to develop their foundation of the BC science curricular competencies of questioning, planning, processing, evaluating, innovating and communicating. There are four Big Ideas in Environmental Sciences 11: Complex roles and relationships contribute to diversity of ecosystems; Changing ecosystems are maintained by natural processes; Human practices affect sustainability of ecosystems; Humans can play a role in stewardship and restoration of ecosystems.

Science Elective Courses:

- **Anatomy and Physiology 12**

It is strongly recommended that students have completed Life Sciences 11 prior to taking this course.

Anatomy and Physiology 12 is an introduction to human anatomy and physiology. Big Ideas include: homeostasis is maintained through physiological processes; gene expression, through protein synthesis, is an interaction between genes and the environment; organ systems have complex interrelations to maintain homeostasis. This course is more demanding than Life Sciences 11, and requires knowledge and laboratory techniques learned in Life Sciences 11. Students will benefit from taking Chemistry 11 prior to taking this course.

- **Chemistry 12**

This a theoretical course that covers five Big Ideas, namely; reactants must collide to react, and the reaction rate is dependent on the surrounding conditions; Dynamic equilibrium can be shifted by changes to the surrounding conditions; Saturated solutions are systems in equilibrium; Acid or base strength depends on the degree of ion dissociation; Oxidation and reduction are complementary processes that involve the gain or loss of electrons.

It is strongly recommended that students have at least a "C" standing in Chemistry 11

- **Physics 12**

Physics 12 is a rigorous course that further expands the exploration of 2D physical relationships observed in Physics 11. The Big Ideas for this course include: Measurement of motion depends on our frame of reference; Forces can cause linear and circular motion; Forces and energy interactions occur within fields; Momentum is conserved within a closed and isolated system.

It is strongly recommended that students have at least a "C" standing in Physics 11

INDIVIDUALS AND SOCIETIES

Social Studies Required Courses:

- **Individuals and Societies Year 4**

This course offers an in-depth study of significant events, developments, places, and people in the years 1750 to the lead up to WWI in early 20th century in Canada and around the world. Students will investigate a wide variety of topics that may include discriminatory policies and historical wrongs in Canada, such as the Head Tax and the Komagata Maru incident; revolutions and conflicts (for example: the French Revolution, industrialization, the Chilcotin War). Topics about Canada that stretch beyond this time period may include the consequences of colonialism on indigenous people and Canada's physiographic features. Students will continue to develop historical and geographical competencies learned in grade 8.

- **Individuals and Societies Year 5**

This course examines significant global and Canadian events, developments, people, and places beginning with WWI through the lenses of historical and geographical thinking competencies. Students will investigate topics of interest up to present day that may include Canadian identity, autonomy, economy, and governance; discriminatory policies and injustices in Canada, such as residential schools and internments; First Peoples' governance in Canada; truth and reconciliation in Canada; case studies of international and domestic conflict and cooperation (for example: WWI, WWII, NAFTA, the Quiet revolution, the Oka crisis; the League of Nations, NATO); climate change; and urbanization. A trip to Victoria is usually planned for this course to help students better understand the roles of citizen and government in our society.

Students must take at least one of the following senior Social Studies courses in order to graduate:

- **Explorations in Social Studies 11**

This course is strongly recommended for all grade 11 students to help acquire important skills and knowledge about content and concepts that are developed further in other senior Social Studies elective course offerings. Areas of study in this course may include: civics, human rights, human geography, economy, demography, environment, trade and identity. Students will learn about controversial issues in Canadian society involving resource development such as the oil sands, pipelines and hydro development. Environmental issues and climate change will be explored in terms of the information we already know, what must be studied further and what we must change. When learning about Canada's demography, students will be encouraged to reflect on what it means to be a wealthy nation in a world where others live in poverty. Much of the learning in this course will be inquiry and project-based.

- **20th Century World History 12**

Note: 20th Century World History 12 may be taken by both grade 11 and grade 12 students.

20th Century World History will explore the events, peoples, ideas, developments, conflicts and trends of the last century that have shaped today's world, and are paving the way for the future. Topics for study will include but are not limited to: the resolution of WWI, WWII, the Cold War, human rights movements, migrations, and authoritarian regimes. This course will reflect multiple perspectives and develop other concepts such as ethical judgment through the use of projects, presentations and group work.

- **Philosophy 12**

Note: Philosophy 12 may be taken by both grade 11 and grade 12 students.

This course will encourage students to question their own assumptions about life's big questions, such as: What is knowledge? Do good and evil exist? How should I live my life? Students will explore these questions and more by examining the belief systems and important thinkers of different civilizations, such as Ancient Greece, the Medieval Arab world, Enlightenment Europe, and pre-contact indigenous societies. Students will be encouraged to think critically about a wide range of subjects, including morality, art, religion, government, and history. The course will emphasize various philosophical methods of critical thinking and effective argumentation in academic writing.

- **Urban Studies 12**

Note: Urban Studies 12 may be taken by both grade 11 and grade 12 students.

Do you like parks, community centres and pools? How about skate parks and public art? Have you ever wondered how these amenities are planned and designed or how decisions are made about where they exist – or don't – in our city? Are you concerned about issues of social justice like the cost of housing in Vancouver and the opioid crisis? What is *your* vision for the future of our city? These are the kinds of questions we will explore in this course along with issues that *you* identify as being important for teens who are living, working and studying in our city's downtown core.

Much of the learning in this course will be project-based and will take us outside of our classroom and into our community. We will read and discuss ideas from prominent thinkers about urban planning and design. We'll learn from guest speakers who have experience with creating innovative solutions to urban challenges. These could include artists, activists, policymakers and elected representatives. Students who register in this course will be the first to pilot this exciting new curriculum at our school.

ELECTIVE COURSES

ARTS EDUCATION

DRAMA & DANCE

- **Drama 9 and 10**

Drama 9 and 10 includes many elements of Drama 8. They will continue to develop their voice and movement skills to create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play. Students will participate in a variety of drama games, scene work and improvisation to improve their storytelling skills. This course focuses heavily on participation, attendance and group work. When there is opportunity, students will see and think critically about live theatre.

- **Drama 11 and 12**

Drama 11 and 12 is an extension of Drama 10. Students will continue to build on their voice and movement skills and refine their storytelling skills. Students will use these skills to lead and participate in a variety of drama games, scene work and improvisation. Students will be challenged to think on their feet, work as a team to build community and express themselves vocally and physically in front of an audience. This course focuses heavily on participation, attendance and group work. When there is opportunity, students will see and think critically about live theatre.

- **Directing and Scriptwriting 11 and 12**

  Students will learn how to write a playscript and direct their peers for live stage performance. This course is designed to develop the student's ability to be creative, interpretive, and exploratory. Students should develop an appreciation for and an understanding of the role of director and playwright. Directors and writers are observant of the world and use language and action to present ideas and influence others. Students will learn to give, receive, and apply feedback to any dramatic work of art.

- **Dance 9 and 10**

Dance 9 and 10 will build skills learned in Dance 8. Students will learn different genres of dance and prescribed choreographies. They will learn to create their own choreography to present to an audience. Dance embraces movement, creation and performance, demanding one's personal best, stretching the limits of their physical ability and of their expressiveness. Dance is the art of gesture and movement. It transforms images, ideas and feelings into movement sequences that are personally and socially significant. When there is opportunity, students will see and critique dance performances.

- **Dance Foundations 11 and 12**

Dance 11 and 12 includes elements of Dance 10. Students will extend their knowledge of dance literacy and of different dance genres to learn more complicated choreographies. They will use their refined skills to create their own choreography that tells a story and present that to an audience. Dance is the art of gesture and movement. It transforms images, ideas and feelings into movement sequences that are personally and socially significant. Dance demands one's personal best and stretches the limits of their physical ability and of their expressiveness. When there is opportunity, students will see and critique dance performances.

MUSIC

- **Contemporary Music (Rock Band) Year 4**

Have you ever wanted to be in a band? Does the idea of forming a group with your peers and learning music of your choice sound like fun to you? Then KG Rock Band is the place for you! Contemporary Music is a course designed around building musicianship through engagement with the music of your choice with peers of your choice. This course offers a less traditional approach to music learning, focusing more on learning by ear, chord reading, listening skills, and collaboration. This course is open to instrumentalists and singers with varying degrees of experience, from absolute beginners to expert rockers. Everyone is welcome!

- **Contemporary Music (Rock Band) Year 5**

Have you ever wanted to be in a band? Does the idea of forming a group with your peers and learning music of your choice sound like fun to you? Then KG Rock Band is the place for you! Contemporary Music is a course designed around building musicianship through engagement with the music of your choice with peers of your choice. This course offers a less traditional approach to music learning, focusing more on learning by ear, chord reading, listening skills, and collaboration. This course is open to instrumentalists and singers with varying degrees of experience, from absolute beginners to expert rockers. Everyone is welcome!

- **Contemporary Music (Rock Band) 11-12**

Have you ever wanted to be in a band? Does the idea of forming a group with your peers and learning music of your choice sound like fun to you? Then KG Rock Band is the place for you! Contemporary Music is a course designed around building musicianship through engagement with the music of your choice with peers of your choice. This course offers a less traditional approach to music learning, focusing more on learning by ear, chord reading, listening skills, and collaboration. This course is open to instrumentalists and singers with varying degrees of experience, from absolute beginners to expert rockers. Everyone is welcome!

- **Choir 9 – 12**

Have you always wanted to learn how to sing? Choir is for any students who want to learn how to sing or for current singers looking to refine their technique and create music with their peers in a supportive musical environment. In choir we will explore the elements of music through vocal performance, technique, and collaboration in a large ensemble format. All levels are welcome and no experience is necessary.

- **Leadership 10 – 12 (Linear course – OFF timetable)**

Calling all young leaders! Leadership is perfect for students looking for that opportunity to engage with their peers and community in a substantial way all while gaining valuable experience for their future careers and education. In Leadership, we will learn principles and skills of a leader and practice those skills in a hands-on, project-based setting. In Leadership, students will be working closely with the Community Schools Team in developing and implementing their own programs to school-aged children in our feeder schools. An enthusiastic attitude and commitment to curricular activities outside of school time are a must.

**this course operates on Tuesday and Thursday mornings, from 7.30am – 8.30am and runs all year long (linear course)*

VISUAL ARTS

- **Art Junior Grades 9 - 10**

Junior Art classes build off of the foundations laid in Grade 8 with the addition of professional quality art materials and increasing more complex projects. Students will work on a variety of projects that change on a regular basis such as advertising, water colour painting, sculpture, book binding, drawing and illustration projects such as comic strips and stencilling. Students will continue to work on their abilities to communicate through visual mediums.

- **Art Senior Grades 11 - 12**

Senior Art classes continue on from projects done in both Junior and Grade 8 Art classes with a wide variety of new projects that change on a regular basis, embracing a selection and combination of broad spectrum of materials, technologies and processes for artistic expressions. Students will develop skills and techniques in a wide range of styles and movements and a variety of technologies and processes. They will learn about contemporary art through the creation of paintings, drawings, sculpture and mixed media projects. Field trips to the Vancouver Art Gallery and other local Art institutions are possible as well. Frequent viewing of new Modern art ensures that the students also gain practical experience with current art practices and an understanding that growth as an artist is dependent on perseverance, resilience and reflection.

- **Photography 9 – 12**

1000's of pictures are taken each day, but how do you make your image stand out and tell your perspective of what you just encountered? Do you ever wonder how photographers in National Geographic are able to make you think or feel differently just after looking at one image? This course is designed to give students a working knowledge of how the principles and elements of art and design are used within photography to tell a story. Photo-shoots will be assigned that challenge students to think about what they see in their environment and in turn, to create a dialogue with the viewer with their work. Understanding of a digital SLR camera will be reviewed along with skills needed to edit (Adobe Creative Suite), create Time-lapse videos, sequences and more. (This is a technical course that requires a focused and mature student.)

(NOTE: A personal camera is not required for this course, cameras can be borrowed from the school.)

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES

HOME ECONOMICS

- **Food Studies 9 - 10**

This is an introductory course which offers students a wide range of experiences in basic food preparation, as well as stressing the importance of meal planning, safe food preparation and storage, and how food choices affect health. Students develop skills in cooperation and working within groups during practical food labs.

- **Food Studies 11**

This is an advanced course in food preparation, meal planning, nutrition and consumerism for the individual and the family. Students will develop a variety of skills in food preparation and will become familiar with a wide range of foods. The importance of nutrition for a healthy lifestyle will be stressed throughout the course.

- **Food Studies 12**

Food Studies 12 gives students an opportunity to build on and develop further the skills and knowledge they gained in Food Studies 11. Topics include food preparation techniques and principles, nutrition and healthy eating, management and consumerism.

- **Textiles 10**

Students must provide supplies for each project

This is an introductory sewing course. Students will construct three to four garments or projects with commercial patterns of their own choice, giving them opportunities to learn basic construction techniques. Projects are selected according to the student's sewing ability, personal lifestyle, wardrobe needs, and individual preferences.

- **Textiles Studies 11**

Students must provide supplies for each project.

This course allows students to continue to develop basic sewing techniques, and provides opportunities to learn more advanced skills. Students will construct a variety of garments suited to their sewing ability, lifestyle, personality, and figure type. Students will select their own projects to meet certain course requirements.

- **Textiles Studies 12**

Students must provide supplies for each project.

Textile Studies 12 offers students experience in clothing construction and opportunities to learn advanced sewing skills. Students will select projects according to their own needs. They could choose to create garments such as bathing suits or exercise wear, lingerie, graduation outfits, or other projects which would provide them with challenging experiences.

TECHNOLOGY EDUCATION

- **Woodwork 10**

In this introductory course, students will learn how to safely use a variety of power and hand woodworking tools through making several set projects they can take home. Projects may include: a folding stool, a mini shelf, a personalized keepsake box, a mini-white board, cutting boards, and more. As students are making their personalized projects, students will also learn about wood properties, how to draw blueprints, as well as new joinery and finishing techniques. No woodworking experience is required except a willingness to work with hand and power tools. Since this is a technical course that involves machinery and hands-on work, there is a strong emphasis on safe work habits. Focus and regular school attendance is needed to be successful in this course.

- **Woodwork 11 - 12**

Although this course builds on the concepts, skills, and techniques learned in Woodwork 10, no prior experience is required to be successful in Woodwork 11-12. Students will spend the largest portion of their class time working with the instructor to select or design a project that is suitable to their skill level and interests. As students are making their custom project, students will continue to expand their ability to communicate ideas, draw blue prints, estimate cost for projects, as well as create and follow that plan to make a personally meaningful project. Projects that students have made in the past include but are not limited to designing and building custom furniture, custom shelves and racks, bowls, instruments, as well as boxes and shelves. Since this is a technical course that involves machinery and hands-on work, there is a strong emphasis on safe work habits. Focus and regular school attendance is needed to be successful in this course.

- **Tech Skills Exploration 10**

This is a multi-disciplinary course for the inventor and maker in all of us. In each term, students will work on a variety of hands-on projects and design challenges that change on a regular basis. The projects and challenges range from a variety of disciplines such as electronics, robotics, power mechanics, drafting, metalworking, and woodworking. Some past projects include: designing and drafting your own piece of furniture, making your own sumo robot, creating your own amplifier, and making your own copper pipe lamp. As students make their own take home projects, students can experience what carpenters, metal fabricators, plumbers, electricians, electrical engineers, and draftspeople do for a living. In each project, students will learn to graphically communicate their ideas, develop a plan for production, test their ideas, and follow their plan to make the project. This course is recommended for students who enjoy working with their hands or are interested in pursuing a career in Engineering, Applied Sciences, or Trades. Since this is a technical course that involves machinery and hands-on work, there is a strong emphasis on safe work habits. Focus and regular school attendance is needed to be successful in this course.

- **Tech Skills Exploration 11 - 12**

Although this course builds on the concepts learned in Technology Education 10, no prior experience is required to be successful in Tech Skill Exploration 11 or 12. In this intermediate course, students will continue to be introduced new skills across a variety of different disciplines such as: electronics, robotics, metalworking, power mechanics, drafting, and woodworking. Students with prior experience are encouraged to work with the instructor to personalize, modify, and enrich each project so that it is suitable to their skill level and interests. Students will expand on their ability to communicate their ideas, plan, prototype, and make. Students will also continue to explore in a hands-on way what carpenters, metal fabricators, plumbers, electricians, electrical engineers, and draftspeople do for a living. This course is recommended for students who enjoy working with their hands or are interested in pursuing a career in Engineering, Applied Sciences, or Trades. Since this is a technical course that involves machinery and hands-on work, there is a strong emphasis on safe work habits. Focus and regular school attendance is needed to be successful in this course.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

- **Information and Communications Technologies 9**

  Students in Information and Communications Technologies will build upon what they learned in grade 8 while also learning how to do coding. The class will start with block coding to make games and use drag-and-drop mobile developing to make apps. The practice and handling of internet information in an ethical way will be taught and important issues relating to technology will be discussed. This course is taught in a computer lab.

- **Computer Studies 10**

  Students in Computer Studies will continue to develop the skills they learned in ICT 9. Students will also learn how to do text-based coding using the core languages. Practicing the three languages will lead into the development of a website of the students' interests. The practice and handling of internet information in an ethical way will be taught and important issues relating to technology will be discussed. This course is taught in a computer lab.

- **Computer Programming 11**

  Students in Computer Programming 11 will build upon their coding skills from Computer Studies 10 and start to develop more complex web pages. The students will become more responsible for the design cycle in this course. Students will also develop an app in this course to further develop their programming skills. The practice and handling of internet information in an ethical way will be taught and important issues relating to technology will be discussed. This course is taught in a computer lab.

- **Computer Programming 12**

  Students in Computer Programming 12 will be using the skills they have learned since grade 8 to build their own app and also a game using more complex programming. This course will be a chance for students to showcase their ability to program. The practice and handling of internet information in an ethical way will be taught and important issues relating to technology will be discussed. This course is taught in a computer lab.

MODERN LANGUAGES

- **French 9**

French 9 is a continuation of French 8. Participation in relevant activities extends vocabulary and develops more complex language structures. The focus of this course is on expressing oneself orally and the development of the listening, reading and writing skills. In this course students develop a confidence in using French as a means of communication.

- **French 10**

Through the expansion of useful vocabulary and expressions, students will acquire the ability to describe, both in oral and in written form, relevant events in the past, present and future time. They will read more advanced French and will be expected to extract useful information from authentic documents. Cultural enrichment will continue to be an important component of the course.

- **French 11**

In French 11, there is a focus to help students develop the ability to better place events in the right time sequence. To facilitate improved written and oral fluency, students are given opportunities to express themselves through oral presentations, and individual and group projects. An ongoing effort is maintained to help students experience the ambiance of La Francophonie.

- **French 12**

This course gives students the opportunity to express opinions and relate life experiences in French through writing, class discussions, paired activities, and oral presentations. This year, knowledge already acquired will be consolidated, plus vocabulary and comprehension will be improved. Items from the target culture – classic stories and literature and cultural exploration.

If you plan on completing a Bachelor of Arts at either UBC or SFU, French 12 credits will count towards your undergraduate language requirement.

SERVICE-ORIENTED COURSES

- **Community Service 11/12 – 4 Credits**

Prerequisite: Teacher, Counsellor and Administrator consent.

In this course students have an opportunity to do a variety of tasks under the supervision of a teacher. The service may involve working in the library, office, classroom, gym or community, depending on the interest of the student or availability of placement. Students must submit to their counsellor a signed permission form from the teacher with whom they will be working. A Community Service student has a friendly attitude, pays attention to detail, is patient, dependable, and willing to learn and follow directions. Students will be evaluated on the basis of attendance, attitude, reliability, and performance.

The library is an option for students considering the Community Service course. In addition to helping in the library, students can gain a familiarity with some specialized resources which could help them in their future studies.

- **Peer Tutoring 12 - 4 Credits**

Prerequisite: Teacher, Counsellor and Administrator consent.

Peer Tutoring is open to Grade 11 and 12 students. This course provides background information on learning differences and training in effective strategies for supporting peers in academic areas. Peer Tutoring is a practical course in which students work directly with peers through a year-long placement in a tutoring situation. Students are expected to attend training workshops and complete a variety of reflective written assignments in addition to practical work with peers. This course provides an opportunity to develop the communication and leadership skills that are highly valued in both post-secondary and workplace environments. Due to the service-oriented nature of this course, a high level of personal and community commitment and engagement is required.

SUPPORT COURSES

- **R.I.S.E Support (Responsive Inclusive Secondary Education)**

The primary goals of the R.I.S.E support at King George Secondary are to promote independent learning, foster self-advocacy, and develop the skills necessary for academic success. Students receive direct instruction in the following four skill areas: Communication & Social, Organization, Self-Regulation, and Thinking & Reflecting.

The course is structured to provide independent work time and direct instruction. Students come prepared with course work in a minimum of two academic subject areas. During each class students determine their goals and objectives and manage their time accordingly. Students maintain their agendas and monitor their progress with self-assessments.

Eligibility for this program is determined through consultation with parents, counsellors and resource teachers.

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 in grade 11 or 12. The benefits include:

- Dual credit with post-secondary institution (most programs)
- Head start with Foundation trades 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*.
Following is a list of programs available, Career Programs may be able to accommodate students interested in other trades.

Program	Where the program is taught	Credits towards graduation program	Timetable	Application Due	Month program begins
Aircraft Maintenance Engineer	BCIT	16 credits	Monday - Friday	March 1	August
Auto collision and Refinishing	VCC	32 credits	Monday - Thursday 8:00 am - 3:00 pm	November 30 March 1	February September
Auto Service Technician	Britannia	20 credits	Semester 2	March 1	September
Baking and Pastry Arts	VCC	24 credits	Monday - Thursday 1:00 pm - 7:15 pm	November 30	August
Carpentry	BCIT	20 credits	February - June Monday - Friday	March 1	February
Cook	Sir Charles Tupper (priority to SCT students)	24 credits	Semester 2	March 1	September
Cook	David Thompson	24 credits	Semester 2	March 1	September
****Electrical**	BCIT	24 credits	Monday – Friday	March 1	August
Hairdressing	VCC	44 credits	Monday - Friday	March 1	September
**** Heavy Mechanical Trades**	VCC	28 credits	Monday - Thursday 36 weeks	March 1	September
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 April)
- 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

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

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.

- Semester 2
- One-year cohort program, up to 12 credits
- Hands-on, laboratory courses
- Prepare for industry-recognized certification

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

Designed for academic and career-focused Grade 12 students wishing to pursue an apprenticeship.
A program for students who are not sure which trade is right for them.

- Semester 2
- Up to 24 graduation credits
- Grade 12 program

For more information on Tupper's program, contact Mr. R. Evans (rtevans@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, Metalwork 11 and Carpentry & Joinery 11.

- Semester 2
- 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

www.vsb.bc.ca

Vancouver School Board

Adult Education

Vancouver School Board Adult Education

The Vancouver Board of Education operates three Adult Education (AE) centres throughout Vancouver; centres may provide outreach programs at offsite locations and offer youth programs.

AE centres provide students with a wide array of flexible and student-centred 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 Grade 10/11/12 courses and obtain a high school diploma. All courses, both Foundations and Grade 10/11/12, follow prescribed Ministry curriculum.

To meet student needs for flexible programming, centres offer courses from early morning to evening, including Saturdays and operate year-round with a variety of schedules:

- Semester (2 terms per year; beginning Sept. and Feb.)
- Quarter system (9 week terms; beginning Sept., Nov., Feb., Apr.)
- Summer term (6-week term)

Depending on student needs, each Centre provides 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
- Structured courses at the Foundations and Grade 10/11/12 levels

Students at our 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.

Adult Education Centres in Vancouver

- 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