Eric Hamber
Secondary School
Course Planning Booklet
for School Year 2020-2021
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GENERAL INFORMATION

General Information

The course descriptions on the following pages are intended as a guide to assist students in selecting courses for their programs. The course descriptions are general and do not outline the total content of each course.

The requirements for graduation are established by the Ministry of Education. Some courses are compulsory to meet graduation requirements, while others are chosen to meet individual interests and goals.

While counsellors will assist students in the selection of their courses, final approval and responsibility for students' programs rests with parents, and students. It is important to note that fulfilling basic graduation is not the same as post-secondary admission. Admission requirements change frequently, therefore, it is advisable to research the specific requirements of the post-secondary institutes that you may be interested in and discuss your post-secondary plan with your grade counsellor.

Each student will have an individual timetable which must operate within the constraints of facilities, staffing, graduation requirements and individual choice. Because of these constraints, students should anticipate some conflicts in course scheduling and keep alternative courses in mind. The courses finally offered in the master timetable are determined by the number of students requesting the courses. Generally, if an insufficient number of students request a certain course, it will be dropped from the schedule. Consequently, not all the courses described may be offered each year. In addition, staffing changes or other circumstances may result in modification of course offerings and descriptions without prior notice.

Graduation Requirements

Please click on the following links for information on Graduation Planning and Requirements

Dogwood Planner: https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/bc_dogwood_planner_eng.pdf

Handbook of Procedures for the Graduation Program:
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf

BUSINESS EDUCATION
*We Make Stuff Happen*

Business Education provides students with practical skills to enhance their employability, academic success, and daily lives. Students of Business Education receive theory and practice in the five pillars of business: entrepreneurship, accounting and finance, economics, marketing and business communication. Participation in various hands-on activities such as simulations, case analysis, web and graphic design and school store operations, adds to students’ business experience. The flow of Business Education courses is presented in the diagram below. While none of the lower level courses are prerequisites, following the prescribed streams will better prepare students for subsequent levels and is therefore recommended.
**APPLIED SKILLS BUSINESS & TECHNOLOGY 8 ROTATION**

**Business Education 8**  
Students will:  
- Demonstrate an understanding of Office 365 and other applications;  
- Simulate business activities; and  
- Key at a minimum of 10 net words per minute while using the correct fingers.

This course is one of three term-long courses for Grade 8 students. This activity-based course is intended for students to explore business concepts and principles and to develop their computer application skills. Students will participate in HamberMall, an entrepreneurial business simulation, providing them the opportunity to develop their ability to communicate, to think creatively and critically, and to work with others. An understanding of the business and the practical skills presented in this course will benefit students in their school work and enhance their future employability. Student wishing to explore this subject further should consider the following courses.

**BUSINESS**

**Business Entrepreneurship and Marketing 10**  
Students will:  
- Develop and write a business canvas;  
- Experience being entrepreneurs; and  
- Develop and demonstrate communication, teamwork, research, problem-solving and analytical skills.

Entrepreneurship and Marketing 10 introduces students to the world of business and offers insights into entrepreneurship, economics, starting a business, marketing, accounting, finance, information technology and the importance of ethics and social responsibility. Various hands-on activities, such as setting up a business, a stock market simulation, case analysis and interactive class activities, will allow students to apply what they have learned. This course will provide students with an excellent foundation to further their business knowledge and with practical skills for their everyday lives.

**ACCOUNTING**

**Accounting 11**  
Students will:  
- Learn and apply fundamental accounting principles;  
- Prepare financial statements; and  
- Perform bookkeeping for sole proprietorships or partnerships.

Accounting is the backbone of business programs at all universities and colleges. Learning it now is easy and will benefit you later, especially if you pursue a commerce degree. In this introductory course, students will learn how to record business transactions and prepare financial statements. Students will also gain computer experience by working with Microsoft Excel spreadsheets and Simply Accounting software. For example, students will have the opportunity to reinforce their accounting skills while playing the game, Monopoly, something they especially enjoy.

**Financial Accounting 12**  
Students will:  
- Learn and apply fundamental and advanced corporate accounting principles;  
- Analyze and evaluate financial data to solve accounting problems and make business decisions; and  
- Construct their own tax returns.
Financial Accounting 12 is intended for students who wish to pursue post-secondary studies in Commerce and for aspiring entrepreneurs. Most of the Financial Accounting content is similar to a university course, so taking it now will really help students later – a fact confirmed by many former Hamber students. We even use a post-secondary level textbook similar to those used at UBC and SFU; but we proceed at a slower, more reasonable pace. Computer applications include work with Simply Accounting and Microsoft Excel.

**ECONOMICS**

*Economics 12*

*No prerequisite required*

Students will:

- Use the language of economics to explain how common economic concepts affect our behavior;
- Participate in experiments and simulations that will demonstrate economic concepts; and
- Apply these concepts to everyday events.

To study economics is to consider the dynamic issues that affect the way we live and the decisions we make every day. This course will help students understand how and why money is exchanged in society and will, more importantly, help them understand how the world works. Experiencing economic principles in class activities and applying these principles to front-page news stories will allow students to become better-informed individuals and decision makers.

**MARKETING**

*Marketing 11*

Students will:

- Apply their marketing knowledge in the operation of the school store;
- Demonstrate employability skills; and
- Develop and demonstrate communication, teamwork, research, problem-solving and analytical skills.

This course introduces students to the world of marketing. Students are provided with the opportunity to work at the school store, The Griff, in order to apply what they have learned in a practical work environment. This hands-on opportunity allows students to further their business knowledge and adds to their resume. Students will develop teamwork, communications and employability skills while learning how to market and promote products and to connect with customers. In addition, students will take part in interactive class activities and case studies. Marketing 11 students with outstanding performances will have the opportunity to become Griff Executives the following year.

**E-Commerce 12**

Students will:

- Apply their entrepreneurship and marketing knowledge to solve a variety of business problems or challenges in the local and global retail e-commerce environments
- Learn and apply digital marketing concepts and strategies
- Develop their interpersonal, business presentation, communication, teamwork, research, problem-solving and analytical skills

E-Commerce 12 takes students deeper into the world of marketing and introduces students to the world of e-commerce. Through hands-on activities, case studies, challenges and simulations, students will explore areas such as entrepreneurship, market research, consumer behavior, product development, marketing strategies and the importance of ethics and social responsibility in the local and global retail e-commerce environments. Students will
have many opportunities to practice their presentation, teamwork and analytical skills as they explore this important aspect of business. Students wishing to be Griff Executives and have completed Marketing 11 are required to take E-Commerce 12. This management opportunity will allow them to hone their leadership and communication skills and will be an asset to have on their resumes and applications.

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**WEB DEVELOPMENT**

**Students will:**
- Construct, write, and maintain their own websites;

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**ELECTRONIC DESIGN & PUBLISHING**

![Diagram of course flow](image)
• Create and implement media-based content for the web using photo creations, layout, and animation; and
• Consider and employ copyright, security and privacy implications for web design.

This course, also known as Web 10, will allow students to construct their very own websites using core web development tools such as HTML (Hypertext Markup Language), CSS (Cascading Style Sheets), Dreamweaver and WordPress. Students will employ a variety of software programs to build the content for their websites to create something unique.

**Digital Communication 11 (Electronic Design & Publishing)**

Students will:
• Demonstrate an understanding of Adobe Photoshop, Illustrator, and InDesign, and will know when to use each;
• Design, critique, and edit a design according to industry standards; and
• Apply the developmental design process while using various digital media publishing formats.

Do you like working on computers? Want to design your own magazine? Do you have an eye for great graphic designs? This course is for you! Hamber has a tradition of graduating top Graphic Design students, and EDP 11 has been the key to their success. Students in this course will produce many electronic works of art, the chief of which is a digital magazine on the topic of their choice. In the process of creating a magazine, students will use Adobe Photoshop, Illustrator, and InDesign. Along with these skills, students learn the principles of graphic design that are needed to produce any professional-looking business document. At the end of the year, each student will have a variety of pieces in their portfolios.

**Digital Media Development 12 (Electronic Design & Publishing)**

Students will:
• Demonstrate an understanding of Adobe Photoshop, Illustrator, and InDesign, and will know when to use each;
• Design, critique, and edit a design according to industry standards; and
• Apply the developmental design process while utilizing various digital media publishing formats.

This course allows students to deepen their understanding of electronic graphic design in a more independent way. Students will gain more expertise in industry standard software, especially Adobe InDesign and Illustrator. Many Electronic Design students take advantage of this course to create online portfolios, which have helped them earn numerous district scholarships of $1000 each. They also take part in the Skills Canada Regional, Provincial, and National competitions in graphic design.

**BA Yearbook 10**  
**BA Annual Production 11**  
**BA Annual Production 12**

This course produces the school’s annual. Course enrolment is limited with selection being made on the basis of information supplied on application forms and in a personal interview. Students will be instructed in the areas of design elements, desktop publishing, photography, interviewing and article writing with the hope that they will return to the course in future years. Terms 1 & 2 will focus primarily on the production of the yearbook. Extra-curricular time is expected in the first two terms when the majority of the work is done. Term 3 will consist of training the staff and editors for the following year’s annual and developing future themes and ideas. A knowledge of Adobe InDesign, Photosh, Illustrator, and LightRoom is a benefit, but not required for acceptance into this course.
HOME ECONOMICS

_Don’t leave school without it._

Home Economics offers a diverse range of courses in three major areas: Foods and Nutritional Studies, Fashion and Textiles, and Family Studies & Psychology. All these courses offer strong theory and skill development that enhance the quality of life and employment potential. Students with a passion and potential also have opportunities to participate in Skills Canada competitions in Fashion, Culinary Arts and Baking.
APPLIED SKILLS HOME ECONOMICS 8 ROTATION

Home Economics 8
Culinary Arts (Foods) and Fashion Sewing (Textiles)
Here’s your chance to be in the kitchen or behind a sewing machine. This course introduces you to basic cooking and sewing techniques for being more independent. Learn how to work safely and efficiently while developing an appreciation for the skill and work behind food and textile products. Whether making your first muffin or sewing the Hamber duffle bag, you will gain life skills and confidence. Course evaluation is based on skill development, the quality of individual projects and an understanding of the process and theory. Students will spend one term in Home Economics as part of the Applied Skills 8 rotation.

Students wishing to explore this subject further should consider one of the following area(s) in Grade 9 and beyond.

FOODS STUDIES AND CULINARY ARTS

Foods Studies 9
Want to learn how to cook? This course will teach you how to use basic techniques and equipment for the planning, preparation and serving of nutritious meals. Learn how to bake and cook food while mastering time management, safety and sanitation skills. Learn how to read food labels and establish healthy eating practices using Canada’s Food Guide. Students will be introduced to First Peoples traditional food use and will also study current ethical issues surrounding food. Students make products such as tasty fajitas, stir-fries, teriyaki burgers, soups, and cakes. Included are some perennial favourites like pizza, and shish kebobs. Evaluation is based heavily on practical work as well as assignments and written tests.

Foods Studies 10
Students in this course will:
- Learn about the nutritional values of various foods.
- Be able to devise a plan for healthy living via natural and modified foods.
- Understand the social and economic value of genetically modified foods vs natural and organic foods.

This course is intended for students wishing to pursue further academic studies in nutrition and food sciences. This course is highly recommended for students pursuing careers in: Food Science, Nutritional Sciences, Medical Doctor, Pharmaceutical Sciences, Ocean Sciences, Agricultural Sciences, and Bio and Biomedical Engineering. Theory based classroom learning will be supported by hands on activities during lab classes.

Culinary Arts 10
Do you want to expand your culinary horizons? This course will take quick and healthy meals up a notch and will look at the social and ethical impact of food in our lives, with a focus on celebrations. Students will gain hands on experience in both baking and culinary techniques.

*Food Studies 9 is highly recommended prior to taking this course.

Foods and Nutrition 11 Culinary Arts
Do you ever wonder how professional chefs make food look so delicious and wonderful? This course is for senior students interested in learning and developing more advanced culinary and presentation skills. This course will enable students to plan, prepare, and serve appealing meals from simple to advanced dishes for all occasions, while developing healthy eating practices. Basic cake decorating skills, an in-class Iron Chef competition and popular labs like the classic pavlova, and chicken vol-au-vent are included. Evaluation is based on mastering food preparation techniques, understanding theory,
as well as being creative with food presentation.

**Foods and Nutrition 12 Culinary Arts**
Do you want to eat your way around the world? This course will be your tour guide to a variety of world flavours and diets from Europe to Asia and beyond. Cuisines of Asia, France, Italy, Mexico and other parts of the world will be covered. Learning activities include tastings, buffets and small group food preparation. Favourite labs include the classic French soufflé, pad Thai, homemade pasta and Asian curries. Evaluation will be based on mastering food preparation techniques, and understanding the theory that underlies the preparation of healthy, appealing, and efficient meals.

**FASHION DESIGN DISTRICT PROGRAMS**
ADST – Textiles 9
Textiles 9 will be a continuation from Applied Skills 8 (Textiles Rotation). Students in this course will have a full year of studies in Textiles and Fashion Design. This will include the study and practice of Sewing, Fashion Design and Creation. This is a fun course for students wanting to learn how to sew and design fashion garments (if you do very well in this course you may be able to take Textiles 11 directly).

Textiles 10 Fashion Sewing
Want to learn how garments are made? This course will teach you how to use commercial patterns to make a stuffy bear, a skirt and pants, a blouse and t-shirt as well as a summer dress/sportswear. Basic construction techniques like darts, zippers, pockets, and buttonholes and operating the sewing machine and serger will be taught. Mini recycling and socially responsible projects will heightened awareness of our environment. You will learn basic modelling skills and participate in the annual school fashion show in May. Evaluation will be based on skill development, quality of the garment construction (for beginners) and productive use of time and resources.

Fashion Sewing for Beginners 11
Are you a senior student who is sewing challenged, did NOT take Textile 10 and wants to gain some sewing skills before you graduate? This course will teach you how to use commercial patterns, operate sewing machines and sergers to make a stuffy bear and basic garments such as skirt/pants, blouse/t-shirt and dresses. Learn basic construction techniques like zippers, waistbands, pockets, hems and buttons. Gain some basic modelling skills and participate in the annual school fashion show to be held in May. Evaluation will be based on skill development, quality of the garment construction and productive use of time and resources.

TEXTILES 11

Textiles 11 - Fashion Sewing
Textile 10/Fashion Sewing for Beginners 11 is recommended
Students will learn some industry and contemporary design/construction techniques to facilitate working quickly and accurately. Many new techniques will be introduced with the construction of the Hamber designer garment bag. Basic wardrobe planning and ways to maximize their fashion dollars are incorporated with the construction of student projects. The introduction of basic pattern drafting will enable students to design their skirts and tops as part of their four-piece capsule wardrobe which also includes pants and fully lined jacket. A special occasion outfit, such as a prom dress will be produced. Students will model their projects in the annual school fashion show in May.

This is the first core course required for the Fashion Design & Merchandising Career Preparation Program/Vancouver District Fashion Program.

TEXTILES 12

Textiles 12
Textiles 9/10/Fashion Design (Fashion Sewing for Beginners) 11 recommended
This course is designed to strengthen the working relationship between the student and advanced sewing techniques as well as the use of specialty fabrics. Designer clothing construction techniques will be taught. The number and type of projects will be individually negotiated with the instructor to guarantee the inclusion of new techniques and sewing experiences. Students will be required to model their projects in the annual school fashion show in May.
BA Fashion Design 12A
Textiles 11 recommended or equivalent.

In this course, students will explore the creativity and individuality of fashion design concepts. They will learn the technical aspects of pattern making through flat pattern manipulations and pattern drafting techniques. Students will complete a 1/4 scale flat pattern manipulations resource binder. They will design, draft and construct a 1960’s Mod inspired dress and a 1950’s New Look inspired evening dress. A collection of 3 complete garments will be designed, drafted and constructed by the student. Besides modelling, students will be required to choreograph and organize their models to show their collection in the annual school fashion show.

This is a core course required for the Fashion Design & Merchandising Career Preparation Program/ Vancouver District Fashion Program.

BA Fashion Design 12B
BA Fashion Design 12A is a pre-requisite

In this course, students will further develop skills from Fashion Design 12A (YVHE-2A) in creating original designs, pattern making and garment construction. Students will design and create garments using various pattern making techniques such as flat pattern design, computer assisted design, and draping. They will design a collection of 4 complete outfits as well as 2 period garments (1920’s and 1930’s.) This course is a must for any student who is interested in continuing fashion design studies at the post-secondary level. Besides modelling, students will be required to choreograph and organize their models to show their collection in the annual school fashion show.

Textiles Industry 12
Are you interested in the workings of the fashion industry? Students will be introduced to a broad spectrum of fashion related careers, principles of design, fashion history, textile science, market effect, fashion promotion and retailing. Assignments and projects are geared towards creating a personal fashion portfolio to enhance student awareness of the evolution and dynamics of the fashion industry. Students will maintain a portfolio that will be used for interviews. The successful completion of this course will benefit students who wish to apply to college and university fashion design and/or merchandising programs. This course is only offered every other year. Offered in the 2020/2021 schoolyear.

This is a core course required for the Fashion Design & Merchandising Career Preparation Program/ Vancouver District Fashion Program.

Note: The Fashion Design & Merchandising Career Preparation Program is offered at Hamber. The District program requires students to take 8 courses between grade 11 and 12 as well as 90 hours of work experience. These courses are scheduled on the same day allowing more time to develop advanced techniques in both construction and design. The required courses are Textiles 11 and/or 12, Advanced 2B, Textiles Industry 12, and possible other clothing and textiles related courses. The Fashion Career Preparation program requires a selection of fewer courses than the District program. Articulation is being sought with post-secondary fashion programs which will give these students some credits towards their post-secondary program. More details to follow.

BA Fashion Design 12

Students will learn advanced contemporary techniques of tailoring used in commercial construction as well as traditional European couture methods. They will learn to handle special fabrics and advanced designer techniques. Students will be required to complete three major projects: 1) tailored suit (jacket plus pant or skirt), 2) formal wear, 3) jacket or coat made from outer wear fabric or leather. Students will be required to model their projects in the annual school fashion show in May. This is a core course required for the Fashion Design & Merchandising Career Preparation Program.
FAMILY STUDIES AND PSYCHOLOGY

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Interpersonal and Family Relationships 11

Take this course to learn more about yourself and to understand relationships better. These life skills can benefit both your personal and work life. The knowledge and skills learned here make you more desirable to employers who are seeking those who will work well with staff and clients. You will have the opportunity to practice and improve your communication and team-building skills; engage with the impact of culture on relationships; explore stress management techniques, how to build and maintain rewarding relationships in your life and more. Evaluation will be primarily based on participation in class activities, project-based learning opportunities and some tests.

Child Development and Caregiving 12

Wouldn’t it be great to be better prepared to deal with life’s challenges? Take this course to explore how the individual adapts to different stages of the life cycle and to gain a better understanding of your decision-making process, morals and happiness – the desired yet elusive state of being. The impact of being single or married, a parent or childless, young or old will be well debated in addition to gaining practical skills needed to navigate through life successfully. Evaluation will be primarily based on participation in class activities, project-based learning opportunities and some tests.

Advanced Placement Psychology 12

English 11 is a prerequisite and Social Psychology 11 is strongly recommended

Not for the faint of heart – this introductory university level course will require students to set aside additional time for assignments, reading and study. Topics include research methods, biological aspects of psychology, perception, learning and memory, cognitive abilities and language, consciousness, emotions, developmental psychology, personality and social behaviour, stress, and psychological disorders and their treatments. Evaluation will be based on chapter tests, homework and term projects. The option of writing the AP psychology College Board examination in May requires payment of a fee. If students are successful in this exam they may gain credit for first year university psychology.
TECHNOLOGY STUDIES

We Make Stuff…. We Go Places And Do Stuff

In Technical Studies, the emphasis is on project work, and students are expected to participate in the design and manufacturing of a variety of projects and processes. There is a theory component to all technical courses. Shop safety is important in all technical areas and students will be tested on safety in all courses.

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APPLIED SKILLS & TECHNOLOGY 8 ROTATION
(Woodworking and Electronics & Robotics)
Students will:
• Build project(s) using wood, paper, and cardboard.
• Learn to build a robot and operate the robot to perform specific tasks.
• Learn to work together as a team.

In Applied Skills 8 students learn to work together to solve technical problems and to develop interpersonal communication skills. Course content will also cover areas of interest for students wanting to take additional Tech Studies courses in the future. Everyone in Grade 8 will have an opportunity to be part of the Tech Studies rotation. This course is coupled with Home Economics, and Business Education; each rotation is one term in length. Topics and Projects will include: – Wood Working – We Make Toys – VEX IQ Robotics

**DRAFTING**

Drafting is a universal method for visually communicating ideas in the world of design and manufacturing. Students will learn how to draw, create, and realize their creative ideas. Utilizing: Computer Models, Hand Drawn Products, Scaled Models & Portfolios.

**Drafting 9**

Students in this course will be introduced to Computer Aided Drafting and Design (CADD), technical drawing, applied design, and problem solving. The skills and techniques that they learn in this course will be further utilized in other Applied Design, Skills, and Technologies (ADST) courses such as Drafting & Design 10, Electronics 10, and Woodworking 10. The skills and techniques learned in this course will allow students to manufacture real life products for real life problems. This course is suggested for any students interested in architecture, industrial design, engineering, technology, and applied sciences.

**Drafting 10**

This course is an intermediate level ADST course. Students will gain skills and knowledge enabling them to select effective tools, techniques, and problem-solving strategies to visually communicate their solutions to complex real world design challenges. Some of these tools include; 3D and 2D Computer Aided Design & Design (CADD) software such as SketchUp, Revit, Fusion360, and AutoCAD. Furthermore, students will learn how to physically model their ideas through paper modeling. In addition to gaining skills in CADD students will learn drawing and presentation techniques such as rapid visualization, technical drawing, and rendering. Finally, students will utilize a series problem solving strategies such as design cycles and computational thinking in order to apply their tool and technique skills in order to create products and designs that solve problems.

**Drafting and Design 11**

The focus of Drafting 11 is divided into three main areas: computer drawing, architecture and mechanical design (Engineering). Students will start the year completing assignments to develop skills and learn the fundamentals of architectural and engineering drafting. Students will also be required to develop product ideas and design a small building. Students may also choose to develop interests in computer animation. Emphasis is on traditional drafting skills, such as model building, sketching, and hand renderings, as well as manual and 3D Computer Aided Design (CAD). Curriculum includes urban planning, landscape and residential development. The program aims to develop a blend of manual and computer aided design and drafting (CAD) skills suitable for students who are looking forward to a career in the Industrial Sciences, Engineering, Technology, and Design.

**Drafting/Design 12: Tech Visualization Architecture**

This course emphasizes design drawing for furniture, building and interior spaces. Students will start by learning how to design simple and then complex furniture using 3D software (SketchUp, ArchiCAD, AutoCAD). As students progress
through the course they will have a chance to design a room of their choice. As a final project, students design a complete 3D building and all the elements and objects required. Later the computer design is rendered into a scale model. Those considering a career in Architecture, Civil Engineering, Urban Planning and Development or Building Technology will find Drafting 12 a practical course for developing an application portfolio for a post-secondary institution.

ELECTRONICS AND ROBOTICS

Electronics and Robotics will be the primary focus of every course under this heading. Students learn to build robots to solve basic and complex everyday problems. Additional topics covered will include computer hardware and software architecture, troubleshooting simple and complex computer problems, as well as introduction to computer networking technology.

**Electronics and Robotics 9**  
**Electronics and Robotics 10**
Students will continue to build more robots and learn more about the use of the VEX-IQ robotics platform to solve various engineering design challenges. Through the use of ‘game play’ students will learn to work together in design teams to formulate and build robots that will solve various technical challenge. Students will also learn various computer skills needed to be successful in high school and beyond.

**Electronics 11 Robotics**  
**Electronics 12: Robotics**
Robotics 11 and Robotics 12 is a continuation from ADST – Electronics and Robotics 9/10. Students in this course will have the opportunity to construct robots and participate in Competitive and non-competitive robotics challenges. We will be using the VEX-IQ and VEX-EDR robotics platforms to construct robots to solve technical and scientific challenges. This is a fun course intended for students wanting to explore the world of electronics and robotics.

**Electronics 11**
Students will:

- Be able to build a computer from components.
- Be able to assemble and connect a computer network.
- Solve real world problems using skills developed from various class discussion topics and in class activities.

In Electronics 11 – you will learn how to build a computer, how to fix a computer, and how to make it work better. You will also learn how to build a computer network. If you encounter a computer at least once a day; this is the course for you. Robotics is also a large component of the course. Students with above average marks in Physics and Math are encouraged to sign up for this course. This is a SERIOUS course recommended for students who are considering/pursuing a professional career in Electronics Technology and/or Electrical/Computer Engineering.

**Electronics 12**
Students will:

- Be able to demonstrate leadership skills during class activities.
- Be able to utilize the appropriate tools and technology to solve real world problems with minimal assistance.
- Be able to determine the appropriate career pathways in electronics technology as well as being able to locate suitable post-secondary institution(s) to pursuit that career.
This course is intended for students who have completed other senior electronics courses. This course will have many activities that require students to contribute time outside of regular class schedule. Students with above average marks in Physics and Math are encouraged to sign up for this course. This course is highly recommended to students who are self-motivated and have good organizational skills. It is very suitable for students who are considering/pursuing a professional career in Electronics Technology and/or Electrical/Computer Engineering. Assignments and projects will vary from year to year.

**WOODWORKING**

In Woodworking 11 and 12, students will learn how to design, construct, and install various wood projects for the home and for the school. A large portion of the course will be devoted to building/constructing for other departments and programs. For example: Drama plays, the Fashion Show, the Band Concert series, etc. Students considering this area should be willing to do things for others and be ready to jump in and be an active participant rather than sitting on the side line. We all work together as a team and everybody gets to play, No One Is Sitting Down!

**Woodwork 9**

Students will continue to build woodworking skills learned in Gr 8. Through the use of woodworking machines and hand tools, students will learn and build various simple projects from wooden toys to kitchen and bathroom products. Students will also learn various simple repair skills needed to be successful in high school and beyond.

**Woodwork 10**

This is an intermediate level course intended for students wishing to explore woodworking as a possible career pathway. A number of wood projects will be constructed ranging from small/simple toys to large auditorium sets for the school musical and the fashion show. Students who had demonstrated aptitude in previous woodworking course(s) are strongly encouraged to sign up for this course. Students who are new to woodworking are also encouraged to apply as this may be possible an alternative to mainstream traditional post-secondary options. New and innovative options in the wood industries includes safe forest harvesting practices, restoration of forests due to natural disasters, and advance machining techniques with respect to prototyping and modern manufacturing. A small portion of this course will be devoted to the use of recycling and the exploration of alternative resource materials.

**Woodwork 11 (Carpentry and Joinery)**

Students will:

- Be able to demonstrate safe operation of all tools and machinery within the class.
- Be able to construct various wood related projects by following instructions.
- Be able to construct various wood related projects by the use of The Design and Manufacturing Processes.

Woodwork 11 is an intermediate course in machine wood working where the student will develop an understanding of the materials and processes of fine furniture manufacturing. Students will learn the safe use of various woodworking machines to design and build furniture projects, within the limits of good design and construction techniques. The focus of the course will be on quality design and product development with a strong emphasis on proper procedures and safety. Each student will design, construct, and finish a major furniture project. Students will be encouraged to work as part of a team. Some material costs will be paid by the student.

Students will be carrying lumber (from time to time 20 to 30 lbs.) as part of the class learning. Being physically able to do so will be a requirement.
Woodwork 12 (Carpentry and Joinery)

Students will:

- Be able to demonstrate leadership skills during class activities
- Be able to utilize the appropriate tools and techniques to solve real world problems with minimal assistance
- Be able to determine the appropriate career pathways in wood manufacturing technology as well as being able to locate suitable post-secondary institution(s) to pursue that career.

Woodwork 12 is an advanced wood technology course that will broaden students’ understanding of woodworking in various industries and technologies. This is a more advanced level course in cabinet making and construction in which students are encouraged to build upon the skills they learned in Woodworking 11. Quality of design, planning, and workmanship are keys to success in this course. Production procedures, drawing routines, and cost sheet preparation theory will also be covered. Students who successfully complete this course will be encouraged to pursue post-secondary education in this technology field as a possible career pathway. Students will be required to pay for materials used in the manufacture of personal projects.

Students will be carrying lumber (from time to time 20 to 30 lbs.) as part of the class learning. Being physically able to do so will be a requirement.

METALWORK

Metalwork 9
Metalwork 10
Metalwork 11
Metalwork 12

Prerequisite: None

This course will focus on the fundamentals of traditional metalworking techniques. Students will learn a variety of processes including design, soldering, cutting, welding and metal fabrication. Students will see their design go from two-dimensional rendering into three-dimensional objects. Interested students can take this subject over 4 years of their education.

Supplemental course fee: for personal projects to be taken home $TBA; additional cost may occur based on individual student needs (i.e size of project or material being used).

JEWELLERY AND DESIGN

ADST- Metalwork: Jewellery 9
BA Jewellery 10
BA Jewellery 11
Art Metal and Jewellery 12

This course will focus on the handcrafting of jewellery. Students will learn a variety of processes including working with specialty hand tools, soldering, wire work, cuttlebone casting, stained glass fused glass etc. Challenges can be found in designing their own work within parameters. Students will see their designs go from two-dimensional rendering into three-dimensional objects. Interested students can take this subject over 4 years of their education.

Supplemental course fee: for personal projects to be taken home $TBA; additional cost may occur based on individual student needs (i.e size of project or material being used)

Typical Projects: necklace pendants, bracelets, earrings, rings and more.
**ENGLISH**

**English 8**
In English 8, students will focus on the core competencies of communication, critical and creative thinking and personal and social skills through the study of short stories, novels, and poetry. The “process” approach to writing will be emphasized as students develop their composition skills in paragraphs, short essays and creative writing. They will learn to improve their planning, drafting, revising and editing skills as they become more familiar with the breadth of expression in English. Students will take part in presentations as individuals or in groups to improve their oral skills. Students will explore text and story to better understand themselves and make connections to the wider community, including First Peoples.

**English 9**
In English 9, students will continue to extend and apply the skills learned in Grade 8, but they will read more sophisticated material and be expected to demonstrate growth in their English skills. Written assignments will require more fully developed analytic, research and composition skills. Students will be synthesizing meaning from different texts to create new understandings, including developing an awareness of the diversity within and across First People Societies. Also, students will form an understanding of how literary elements, techniques and devices enhance and shape meaning.

**English 10**
**English 10** is composed of two 2-credit courses and focuses on all of the six core language skills: reading, writing, listening, speaking, viewing, and representing. Students are required to select ONE of the following year-long combinations.

- **Focused Literary Studies & Composition**
  This course is similar to the previous year-long English 8 and 9 courses which presented students with a variety of reading and writing opportunities. This course is for students who would like to explore literature and continue to improve their writing skills. Students will read, comprehend, and analyze a variety of texts focused on a particular theme, genre or author, including First People’s narratives. They will respond to these texts in a variety of ways, with an emphasis on essay writing and thesis statements. While this course focuses on literary analysis and composition, all core language skills will be covered.
• **Focused Literary Studies & Creative Writing**
  This course is for students who would like to explore literature and enjoy creative writing. Students will read, comprehend and analyze a variety of texts by genre, theme or author studies, including First People’s narratives. Students will be able to build their writing skills primarily through personal self-expression. Students will be able to experiment, reflect and practice composing a variety of text forms using the writing process. While this course focuses on literary analysis and creative writing, all core language skills will be covered.

• **Speculative Fiction & Composition**
  This course encourages students to think imaginatively about the future and to anticipate and learn to respond constructively to change. The focus of this course is to examine possible futures in literature and film, to write about various topics, and to debate some of the issues we face today and will continue to grapple with well into this millennium. Students must have an interest in science fiction, fantasy, and gothic literature, as well as a desire to improve their writing skills. While this course focuses on Speculative Fiction and composition, all core language skills will be covered.

**English 11**

Students should select ONE of the following year long courses.

• **Literary Studies 11**
  This course is for students who enjoy literature and wish to delve deeply into reading and analyzing a variety of texts from a specific time period, author or theme, including First People’s narratives. Students will explore text to deepen their understanding of themselves, others and the world. They will be encouraged to think critically by exploring how texts are constructed by recognizing text features, literary elements and stylistic devices. Students will respond to their understanding of literature in a variety of ways, ranging from personal reflection, class/group discussion and writing formal academic essays. While this course focuses on literary analysis, all core language skills will be covered.

• **Composition 11**
  This course is for students who want to learn how to write well. Students will compose original and authentic pieces (paragraphs, essays, reports, poems, etc.) for a range of purposes and audiences. Students will read diverse texts to learn about style and how to refine their own work using the stylistic techniques employed by professional writers. The course will provide time for students to use the writing process to draft, reflect and revise a body of work that demonstrates the student’s increasing confidence as a writer. Students will also learn how to cite sources and use critical thinking to consider the credibility, quality and reliability of various texts. While this course focusses on composition, all core language skills will be covered.

• **Creative Writing 11**
  This course focuses on the art of creative writing. Although students will still explore all components of English literature and language, the approach to these components will be done in a creative manner, reflecting the Core Competencies. The objective of this course is to continue to further develop students’ skills in the six elements of Language Arts (reading, listening, viewing, writing, speaking, and representing), while nurturing their imagination and inspiring them to think and to write creatively. In addition, students will have the opportunity to build on their confidence and writing skills through the writing process, peer collaboration, writing submissions to publishers, and the exploration of literature in our community when/if possible through field trips, author/poet/journalist visits, etc. Creative Writing 11 is designed for students who love to read and write, and who love to respond to literature in creative and expressive ways.
**English Studies 12**

This required English 12 course builds on and extends students’ English Language Arts competencies and thinking skills. Through a variety of appropriately challenging texts, students will acquire a clearer understanding of themselves as global citizens in today’s ever increasingly changing world. They will also continue to develop a deeper understanding of the knowledge and perspectives of Canada’s First Peoples. Students will improve their writing skills through process writing, inquiry and research-based assignments. They will be expected to read, write and respond critically and creatively to extend meaning and understanding.

**English 12 World Literature**

English 12 World Literature emphasizes university preparation through the study of international literature. This English 12 course should appeal to students who are avid, curious, serious readers and very capable writers. Students wishing to write the Advanced Placement examination could benefit from taking this class alongside or before the Advanced Placement course. This course is open to students from the Challenge/Studio program and by teacher recommendation. **Only one block of this course will be offered.**

**AP English Literature & Composition 12**

AP English Literature and Composition is designed to be a college/university level course. Students will be provided with intellectual challenges and a workload consistent with a typical undergraduate university English Literature/Humanities course. Students will be exposed to a generous portion of the English Canon. It is expected that students enrolling in this course will be strong readers, writers, and thinkers. Students will write the AP Examination in May.
The ELL Program is a multi-age, multi-grade program that provides support for students in developing their reading, writing, listening and speaking skills at both the social and academic levels. The classes provide instruction and cultural immersion for new students while supporting their language learning needs. The aim of the program is to build the students’ academic language skills to facilitate students’ successful integration into a full mainstream course load.

Assessment of ELL students is ongoing and initial placement is made based on an assessment done through the International Education orientation or through the DRPC. Students have the opportunity to move levels depending on their language acquisition and the availability of space. This promotion is dependent on the recommendation of ELL teachers who regularly assess students’ language levels.

All of the ELL support courses address the Core Competencies, which are the proficiencies that all students need to develop and engage in lifelong learning. They are: Communication, Creative Thinking, Critical Thinking, Positive Personal and Cultural Identity, Positive Awareness and Responsibility, and Social Responsibility.

**STRUCTURE OF THE ELL PROGRAM**

The ELL program has four levels:

**ELL 1** – students take ELL Reading 1, ELL Writing 1, ELL Social Studies 1, and ELL Science. All other classes are mainstream.

**ELL 2** – students take ELL Reading 2, ELL Writing 2, ELL Socials 2 and one of the following, depending on teacher recommendation: ELL Science, Transitional Science 10, or mainstream grade appropriate Science.

**Transitional** – students take three classes to support their language needs: Transitional English, ELC and Transitional Socials. Junior Transitional is for students aged grades 8 and 9, and Senior Transitional is for students aged grades 10 to 12. Students who pass Senior Transitional classes receive credit for English 10 and/or Social Studies 10. eLC is a non-credit course.

**ELC** – students take all mainstream classes, including mainstream English and Social Studies in addition to an ELC 3 block. This is a one year support program.
Generally speaking, students will spend one year in each level, although each student's progress is individual, and they may progress either quicker or may need more time to develop their English language skills.

**CONTENT OF THE CLASSES**

**ELL Reading and Writing**

The goal of these two classes is to enable the students to acquire the reading, writing, listening and speaking skills needed for mainstream English and other mainstream classes. Academic and conversational language skills are developed through the use of novels, short stories, poetry, essays, articles, plays and other media. Students will participate in activities such as silent reading, film viewing, response journals, letter writing, novel studies, short story and poetry analysis, creative writing, grammar exercises and more. While the focus is on promoting literacy and the enjoyment of literature for lifelong learning, there will also be emphasis on acquiring and developing academic vocabulary, academic language structures and each student's unique voice.

**ELL Social Studies**

ELL Social studies serves as a bridge to the Transitional and mainstream Social Studies courses. These courses teach an introduction to the geography and history of Canada, as well as Canada's evolution into nationhood. The courses also introduce the indigenous peoples of Canada, their cultures, languages and customs, as well as the historical organization of Canada from the early settlers to the present. Current affairs are addressed and discussed as well as research skills. These courses also teach basic mapping skills, the structure and function of the Canadian government system, the rights and responsibilities of Canadian citizens, and strategies for critical thinking.

**ELL Science**

ELL Science is for students needing to learn the language required to access the Science curriculum. The aim is to build vocabulary and reading level as well as familiarity of the language structures in Chemistry, Biology, Physics and Earth Science so that students will be successful in mainstream Science.

**Transitional English + ELC**

**Junior** – This course covers the learning outcomes and content of the English 8 and 9 curriculum with language support.

**Senior** – This course covers the learning outcomes and content of the English 10 curriculum with language support.

Both courses focus on language and composition; the study of short stories, poetry, non-fiction, drama, novels and other genres; and personal response to literature. These courses help students with an ELL background who need to strengthen their understanding and appreciation of English literature as well as continue to develop their writing skills prior to entering mainstream English courses.

**Transitional Social Studies**

**Junior** – This course covers the learning outcomes and content of the Social Studies 8 and 9 curriculum.

**Senior** – This course covers the learning outcomes and content of the Social Studies 10 curriculum.

Both Transitional Social Studies are a stepping stone between ELL course work and the mainstream curriculum, covering: world history, Canadian history, Canadian government, geography, current events, and the indigenous people of Canada.
**Transitional Science**

Transitional Science is for students aged grade 10 and older whose English language proficiency is sufficient to access an adapted Science 10 curriculum, but not developed enough for them to be successful in mainstream classes.

**English Learning Centre 3 (ELC 3)**

This course is designed for students who have just completed one year of Transitional classes or who are entering the system at a language level slightly below grade level. This course is designed to provide language support for students in the areas of composition, public speaking, vocabulary development, sentence structure, and allows students to work on different types of writing including personal, expository, creative, research and analytic.

**ELL Career and Life Education 10**

ELL Career and Life Education prepares students for planning their transition to life beyond secondary school. Students will explore a wide variety of post-secondary educational and career options, will think critically about health issues and decisions relating to healthy relationships, will develop financial literacy skills, and will become informed decision makers. Through this content, students will build their confidence in English literacy and language development.
FINE ARTS

VISUAL ARTS

Eric Hamber Secondary School offers a well-developed secondary art program which includes opportunities for students: to develop imagination and personal imagery; to engage in the production of art; to appreciate the art of others; to develop an informed aesthetic and critical awareness; to evaluate their own work and that of others; and to pursue post-secondary art education and careers in art.

Prerequisites
There are no prerequisites for entry into any art courses prior to Grade 12. However, in a 12-level course, students must have successfully completed an appropriate 11 level course.

Supplemental Fees – Visual Art
Only basic materials are provided. The following supplemental fees offer the students access to a more comprehensive set of materials, a greater art experience, and a wider variety of project opportunities (i.e., sketchbook, etching materials, canvas, fabrics)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art course (Half-year Gr. 8)</td>
<td>$10.00</td>
</tr>
<tr>
<td>Art courses (Gr. 9–12)</td>
<td>$25.00 per year</td>
</tr>
<tr>
<td>Photography 10</td>
<td>$20.00 per year</td>
</tr>
<tr>
<td>Photography 11-12</td>
<td>$30.00 per year</td>
</tr>
<tr>
<td>Ceramics &amp; Sculpture courses</td>
<td>$35.00 per year</td>
</tr>
</tbody>
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Fine Arts courses are open to all students and are encouraged as a mode of creativity, team building, skill development, and performance. Some senior level classes may require a prerequisite or permission of the teacher, but the majority of opportunities are open to all.

Fine Arts 8 Rotations
(Pairs of 5 month classes)

Dance & Drama 8
Dance/Drama 8 will give students a chance to experience 5 months of dance and 5 months of drama. In dance 8, students
learn the basic steps of hip-hop, jazz dance, contemporary and partner work. This course is perfect for those students who have no dance experience or some experience in their elementary schools or community centers. Students will learn choreographed routines and dance sequences and will perform in at least one dance show. The drama portion consists of an introduction to drama and theatre skills, with the improvement of concentration, observation and self-awareness. Focus is also on increasing self-confidence in both drama and dance. No previous experience is necessary.

**Dance & Choir 8**

Dance/Choir 8 will give students a chance to experience 5 months of dance and 5 months of choir. In dance 8, students learn the basic steps of hip-hop, jazz dance, contemporary and partner work. This course is perfect for those students who have no dance experience or some experience in their elementary schools or community centers. Students will learn choreographed routines and dance sequences and will perform in at least one dance show. In Choir 8, students will develop their vocal skills and general musicianship within a choral ensemble. Emphasis will be placed on making a confident sound, singing with solid tone, and ways of offering a musical performance. Songs will be selected from popular, folk and classical music, culminating with a performance in one of the Choral Department Concerts as well as at the District Festival. No previous experience is necessary.

**Drama 8 & Visual Arts 8**

Drama 8 (MDR—08) & Visual Arts 8 (MVA--08) These are pairs of five-month courses. The main emphasis in the Drama course is on providing students with an introduction to dramatic expression, appreciation and performance. Emphasis will also be placed on telling stories through drama and portraying simple characters.

**Visual Art 8 & Music 8 Concert Choir**

These are pairs of five-month courses. In Chorus 8, students will develop their vocal skills and general musicianship within a choral ensemble. Emphasis will be placed on making a confident sound, singing with solid tone, and ways of offering a musical performance. Songs will be selected from popular, folk and classical music, culminating with a performance in one of the Choral Department Concerts, as well as at the District Festival. The Art course will offer the Art Foundations content, namely drawing and painting, design, printmaking, ceramics and sculpture, textiles, art history and art criticism. This class is an introductory course to visual arts for beginner and novice artists.

**Visual Arts**

**Ceramics & Sculpture – Gr. 10/11/12**

**Visual Arts 10: Ceramics & Sculpture**

**Studio Arts 11: Ceramics & Sculpture 11**

**Studio Arts 12: Ceramics & Sculpture 12** *(Studio Arts 11 is Recommended)*

This is an active class where students will learn the basics of ceramics. In the studio students will experiment with food safe glazes, develop strong hand building skills (pinch pots, coils, slabs, etc.) as well as begin to develop throwing skills on the potter’s wheel. Students will make a wide variety of functional and sculptural pieces using ideas inspired by their imagination, inquiry and purposeful play. Using ceramic tools, materials and processes, students will make unique clay pieces that reflect their personal ideas and creativity. No prior experience necessary. Students taking this class for the second time will continue to develop their skills, learn new techniques and work on more complex independent projects.

**Drawing & Painting – Gr. 10/11/12**

**Visual Arts 10: Drawing & Painting**

**Studio Arts 11: Drawing & Painting**

**Studio Arts 12: Drawing & Painting** *(Studio Arts 11 is recommended)*
These courses will provide students with sequentially cumulative drawing and painting strategies. Students will develop ability to use imagery, the elements and principles of design, historical and contemporary developments, reasoned criticism, the application of materials, tools, equipment, processes of art, and a vocabulary in drawing and painting.

**Visual Art Foundations – Gr. 9/10/11/12**

**Visual Arts (Art Foundations) 9**

**Visual Arts 10: General**

**Art Foundations 11**

**Art Foundations 12** *(Art Foundations 11 is recommended)*

This fun and creative course requires no previous art experience. Students will be introduced to a variety of media such as mixed media, paints, charcoal, India ink, collage, ceramics, and printmaking. Projects may include observation and portrait drawings, abstract painting, and working with 3-D forms. A sketchbook of ideas, interests and artwork is worked on each week. Effort and a willingness to try new things are at the foundation of this course.

**Visual Arts: Photography 10**

This introductory course provides students with the skills to use and develop high quality digital photographs and in black and white film. Students will blend theory and practice including: the history of photography, the social importance of photography in modern society; camera basics using a SLR; rules of good composition; and basic dark room skills. Students will learn through a series of school and community-based photo assignments which will challenge both their photographic and social awareness skills. By the end of the course, each student will have a portfolio of their work.

**BA Photography 11**

Students taking this course should already have a basic knowledge of camera and darkroom skills using black and white film. Students will work with digital technology and manipulation, and develop their individual areas of interest—landscape, fashion, social awareness, environmental portraits, photographic essays—while gaining greater control over the camera. The majority of work completed in the course will focus on developing a greater understanding of our community, and of the world we live in through photographs. By the end of the course, each student will have a portfolio of their work.

**BA Photography 12**

Students wishing to take this course should have completed Photo 11. As with Photo 11, students in Photo 12 will continue to explore a variety of photographic genres including portraiture, landscape, fashion, street, and documentary. Students will be given the opportunity to work with digital cameras and explore digital manipulation, as well as continue to develop their professional portfolio using black and white film within the darkroom.
FILM PRODUCTION

Visual Arts: Media Arts 10

In this course you will learn how to make movies. This course provides an exciting introduction to the world of film and television production. Students will work in small groups while learning how to use digital video cameras and editing software to create short films. Many areas of production will be covered including but not limited to: camera operations, storyboarding/scripting, editing, audio, lighting, interviewing and media literacy. Projects may include short dramas, music videos, commercials & public service announcements.

Visual Arts: Media Arts 11
Visual Arts: Media Arts 12

In this course you will learn how to make movies. This course provides an exciting introduction to the world of film and television production. Students will work in small groups while learning how to use digital video cameras and editing software to create short films. Many areas of production will be covered including but not limited to: camera operations, storyboarding/scripting, editing, audio, lighting, interviewing and media literacy. Projects may include short dramas, music videos, commercials & public service announcements.

DRAMA (STAGE, FILM AND TELEVISION)

Drama 9

Drama 9 builds on work introduced in Drama 8 but is still an introductory course. Students will learn more about creating their own scripts through improvisation and movement. They will also learn to create a character, experience role-playing, and to do introductory scene work.

Drama 10: General

This is a full year course that continues to build on skills introduced in Drama 9. Play-building is extended. Improvisational skills are further developed. In addition to drama games, a limited amount of scene study occurs. Although performance is expected, there is an emphasis on continuing to gain confidence and comfort in the space while exploring societal themes.

Drama 10: Theatre Company

This is a full year course that, in addition to building on skills introduced in Drama 9, provides the basic foundation for acting skills that will be further developed in Theatre Performance 11 and 12. Students work under the direction of the directing and scriptwriting classes as well as doing scene work and monologue work from selected playwrights including
Samuel Beckett and William Shakespeare. Additionally, students will be required to view dramatic presentations.

**Theatre Performance 11: Acting**

This course is an advanced acting course. It is assumed that students already feel at ease on stage and have satisfactory speech skills, script skills and a basic ability to develop characters.

**Theatre Performance 12: Acting**

This is an advanced acting course that allows students to continue the work begun in Acting 11. Additionally, students will be required to both read and view dramatic presentations.

**Theatre Performance 11: Directing/Scriptwriting11** (Consent of the instructor is strongly recommended)

**Theatre Performance 12: Directing/Scriptwriting 12** (Consent of the instructor is strongly recommended)

This is an advanced course for students with an interest in directing and scriptwriting for stage. Students will learn basic directing skills and methods by practical application of those skills working with drama 10 students. They will also write, direct and stage one full play. Some limited acting is involved. Students will be expected to analyze script as well as engaging in mentored self-directed studies.

**Theatre Production 11**  
**Theatre Production 12: Technical Theatre 12**

This is an advanced course that allows students to continue the work begun in Theatre Production 11. More advanced skills are taught in the same technical areas and students are provided additional opportunities to apply their skills. Students in this course must be able to achieve success in a largely self-directed course.

**FILM STUDIES**

**Drama: Film & Television 11**

**Drama: Film & Television 12**

This is a class for students curious of the components, history, and creation of telling stories through moving images (film, television, animation) and for those interested in film history. Students will explore, view, and create through film, television, and other media. This class will examine innovative artists from a variety of genres and contexts and analyze the ways in which moving images convey meaning. We’ll reflect on the influences of social, cultural, and historical contexts in this medium while also studying filmmaking elements, styles, and production strategies.

Film and Television 12 is a continuation of the grade 11 film course though it is not a prerequisite to have taken Film & Television 11. We’ll examine similar components but the source material will be different. In other words, entirely new films and genres will be explored!

**MUSIC – BAND, CHOIR, GUITAR & STRINGS**

The Music Department provides students with the opportunity to participate in four streams: Band (Concert Bands and
Jazz Bands; Choir (Concert Choirs and Vocal Jazz); Strings (String Orchestra); and Guitar. Our ensembles have a long and proud history in our school, community, and abroad. Music classes will teach students the fundamentals needed for developing mature musicianship and performance skills. Our goal is to share the gift of music with our school and community through performance, and in many cases we extend this to touring nationally and internationally as well.

Bands (concert and jazz)

The band program at Eric Hamber has built a distinguished reputation for itself since its founding in 1963. Band courses are full-year and are built on five levels (Beginning, Junior, Intermediate, Symphonic Band, and Wind Ensemble). Students sign up for the level that they feel is appropriate for them, and are further guided by the Band Director according to their experience and capabilities on their instrument. Evaluation is based on performances, participation in class, playing tests, sectional rehearsals, and chamber music. Students will receive credit for the grade in which they are enrolled, and as such it is possible for a student to remain in most ensembles for more than one year in order to maximize skill-building opportunities. Most students provide their own instruments through purchase or rental from a music store, but the school has some of the larger and rarer instruments available at minimal or no cost. A method book may also be required for certain courses. All pertinent information regarding instruments will be communicated at the start of the year.

Concert Bands

BEGINNING CONCERT BAND
Music 8 Concert Band Beginners

Beginning Band is a full-year course for Grade 8 students wishing to learn a band instrument. Students will be guided in choosing an instrument, and subsequently will acquire (purchase or rent) an instrument in order to build their skills. Students will learn foundational instrumental techniques as well as the basics of music notation, vocabulary, symbols, and theory. The goal of this ensemble is to perform alongside our more experienced bands in our Winter and Spring Nights of Bands. Enrolment in Beginning Band is strongly recommended for any Grade 8 student considering taking future band courses, but who has not had experience in elementary school band. Performances are part of the course curriculum.
JUNIOR CONCERT BAND
Music 8 Concert Band Advanced
Music 9 Concert Band Junior

This full-year course is designed for Grade 8 and 9 students with one or more years of experience on a band instrument. This allows more experienced Grade 8 players to bypass beginning band. Students will continue to learn instrumental techniques and musicianship skills. At this level, more attention is devoted to developing individual technique, ensemble skills, musicianship, and sight reading skills. This course will introduce students to many different styles of music in the concert band repertoire. Performances are part of the course curriculum.

INTERMEDIATE CONCERT BAND
Music 9: Concert Band Intermediate
Music 10: Concert Band Intermediate

This course is intended for students with two to three years of playing experience on a band instrument, or by Director’s permission for less experienced musicians. Students will develop playing skills in the wind band as well as in chamber music (small ensemble) formations. Students will learn theory materials applicable to the repertoire including vocabulary, symbols, and rules of notation, transposition, and form, and will begin to develop an understanding of music history through performance in the wind band medium. Performances are part of the course curriculum.

SYMPHONIC BAND
Music 10: Concert Band Symphonic
Instrumental Music 11: Concert Band Symphonic
Instrumental Music 12: Concert Band Symphonic

This course is for students who have three to four years of performance experience on a band instrument, or by Director’s permission for less experienced students. It provides an opportunity for moderately advanced ensemble and solo playing, and is a prerequisite for Wind Ensemble. Students will continue to develop musical maturity through performance in both large and small ensembles, and through training in music history and theory. This ensemble participates in annual touring to retreats and festivals. Performances are part of the course curriculum.

WIND ENSEMBLE

Instrumental Music 10: Concert Band Wind
Instrumental Music 11: Concert Band Wind
Instrumental Music 12: Concert Band Wind

This is the highest level of band at Eric Hamber and enrolment is by permission of the Director. It is designed for students with four to five (or more) years of experience on their instrument, and provides an opportunity for advanced ensemble and solo performance at a high level. The Wind Ensemble tours annually throughout Canada and internationally. Performances are part of the course curriculum.

Jazz Bands

JAZZ ENSEMBLE 2
Music 9 Jazz Band
Music 10: Jazz Band Junior

This course is for Grade 9 or 10 students who are interested in jazz, or students in other grades who are interested in jazz but have limited experience. Students must have acquired basic playing technique on their instrument before entering
this course. Students will learn the basics of jazz style and their role in the big band including interpretation and improvisation. This course is offered co-curricularly with the concert band stream; students must be enrolled in one of the band courses in order to participate in Junior Jazz. If not, Director’s permission is required. Performances are part of the course curriculum.

**JAZZ ENSEMBLE 1**
*Instrumental Music 11: Jazz Band Senior*
*Instrumental Music 12: Jazz Band Senior*

This course is for students at an advanced performance level who are interested in performance in jazz. Students will refine higher-level skills in improvisation and deepen their understanding of jazz history, theory, style, and the big band sound. This course is co-curricular to Symphonic Band or Wind Ensemble, and students must be simultaneously enrolled in one of those courses as well unless they have been granted permission by the Director. Performances are part of the course curriculum.

**Choir**

The Choral Program at Hamber has enjoyed a long legacy and continues to be a bright light in the community. Students have opportunity to develop their confidence in singing and to experience music-making in an ensemble setting. The Choral classes are performance focused; that is, all classroom efforts will ultimately be shared through concerts in the school and community.

Deposit: There is a deposit of $15.00 which covers wear, damage, or loss of our Choir Music.

**Concert Choirs**
*Music 9 Concert Choir*
*Music 10: Concert Choir*

The course further develops musical ability, interest, and experience. The student will broaden their knowledge and skills in singing, including tone production, three to four-part harmony, and sight reading. Students will be taught professional responsibilities and approach as they engage in more performance opportunities.

**Choral Music 11: Concert Choir**
**Choral Music 12: Concert Choir**

The course is designed for senior students who are eager to express artistry through singing. Students will fine-tune their vocal skill, develop four to eight-part singing, embrace professional standards of performance, learn standard musical terminology, and proudly represent the school at many performances throughout the year. Opportunities for solo and small ensemble will be given. High caliber performances are a regular part of the course curriculum. A piano accompanist (min. level 10) may enroll in this course.

**Advanced Choir Classes**

There are two senior choral ensembles that are advanced in nature – Chamber Choir, and Vocal Jazz. These classes focus on high-caliber repertoire, advanced singing technique, and focused performance practice. Entrance to these enriched choral classes is by audition which is scheduled in late January or early February.

**BA Chamber Choir 11**
**BA Chamber Choir 12**

Chamber Choir is for experienced singers who want to embrace high-caliber performance. Singers in this auditioned group (auditions held in early February) will highly develop singing skills and musicianship through a variety of advanced
repertoire. This ensemble has a very active performance schedule, providing many concerts in our city and community. Students entering this course must have some sight-reading skills and/or experience in choir. Instructor approval is required.

**Choral Music 11: Vocal Jazz**  
**Choral Music 12: Vocal Jazz**

Vocal Jazz is an enhancement course for experienced singers. Singers in this auditioned group (auditions held in early February) will develop style and musicianship skills through jazz, Latin & pop repertoire. Small ensemble and solo opportunities are encouraged, with emphasis on improvisational techniques. This vocal group has an active performance schedule, providing many concerts in our city and community. Students entering this course must have some sight-reading skills and all members must be simultaneously enrolled in Concert Choir or Chamber Choir. Instructor approval is required.

**GUITAR**

**Instrumental Music: Guitar 10 (Beginners Gr 9-12)**

This course is designed for students in Grade 9 - 12 with little or no experience on the guitar. In Beginning Guitar we explore the rudiments of music (melody, harmony, and rhythm) by exploring a variety of musical styles that elicit various techniques for the playing the instrument. Upon completion of Beginning Guitar you will have base-knowledge for studying and exploring music on the guitar independently, knowledge of related software/sites that aid in perfecting your skill, and develop great musical friendships with your classmates.

**Instrumental Music 11: Guitar (Intermediate)**

Designed as a follow-up course to Beginning Guitar, Intermediate Guitar continues exploring the rudiments of music through guitar-based music and is designed for students in Grade 10 - 12 with **one or more years of experience**. Students will continue working with barre chords, learn Travis-picking, music theory for the guitar, hammer-ons and pull-offs, harmonics, altered tunings, and digital recording, and improvisation. Students will also study the leaders of guitar-based music and discover more artists and music to explore.

**Instrumental Music 12: Guitar (Senior)**

For Grade 10 -12 students with **two or more years of experience** on the guitar. In this course students will develop an understanding of more complex harmonies, advanced fingerpicking and strumming patterns, modern fingerstyle guitar, the relationship between theory and practical application of scales for improvisation, and further the study of altered tunings. A wider variety of repertoire will be covered with an emphasis on solo and ensemble playing.

**Music: Composition and Production 11**  
**Music: Composition and Production 12**

This course is designed for senior students who are competent on an instrument (piano, voice, guitar, woodwind, or strings), want to explore composition/songwriting, and would like to take their music to the next level. We will explore the history of recorded music, song structure, melody and harmony, making beats, mixing and mastering, designing soundtracks and many other topics. All within a digital environment. We will use Reaper, GarageBand, Ableton, and Logic Pro to learn the various techniques for manipulating audio and MIDI. The course is also open to beginners with a love for music.
STRINGS

**Music 8 Orchestral Strings Beginners**
**Music 9 Orchestral Strings Beginners**

This a full year course. This course is designed for Grade 8 and 9 students who have an interest in learning to play string instruments (violin, viola, cello, bass). Students will learn basic instrumental techniques as well as basic music theory.

**Music 8 Orchestral Strings Junior**
**Music 9 Orchestral Strings Junior**

This course is designed for students of Grades 8 and 9 who have taken a minimum of one or two years in the VSB string program or private instruction on the violin, viola, cello or bass. Students will be introduced to a variety of musical styles in the string orchestra repertoire. Performances are considered part of the course curriculum.

**Music 10: Orchestral Strings**
**Instrumental Music 11: Orchestral Strings**
**Instrumental Music 12: Orchestral Strings**

This course is the highest level offered in the string orchestra program. Students are expected to have minimum 3 to 4 years of experience on a string instrument. This course provides an opportunity for learning advanced techniques and developing skills in small ensemble playing, as well as in full string orchestra. Performances are considered part of the course curriculum.

DANCE PERFORMANCE & CHOREOGRAPHY

**Dance 9**
**Dance Foundations 10 (Performance)**

This course introduces the fundamentals of dance through the use of the elements of movement (body, space, time dynamics and relationship). You will learn the skills and attitudes necessary to work within a performance group, including
teamwork, adaptability, support, leadership, and responsibility for stagecraft elements such as props, costumes, light, music and scenery. This course emphasizes the knowledge, skills and attitudes required throughout the process of learning new movements and rehearsing and refining towards a polished product. You will be expected to work in groups and independently. Attitude, effort and participation are key to being successful in these courses. The dance types that the course will cover will be hip-hop, ballet, jazz, contemporary, and time permitting, ballroom and cultural dances such as Bhangra and Bollywood.

**Dance 11: Performance**

The focus of this course is on the use of the elements of movement (body, space, time dynamics and relationship). You will learn the skills and attitudes necessary to work within a performance group, including teamwork, adaptability, support, leadership, and responsibility for stagecraft elements such as props, costumes, light, music and scenery. This course emphasizes the knowledge, skills and attitudes required throughout the process of learning new movements and rehearsing and refining towards a polished product. You will be expected to work in groups and independently. Attitude, effort and participation are key to being successful in this course. The dance types that the course will cover will be hip-hop, ballet, jazz, contemporary, and time permitting, ballroom and cultural dances such as Bhangra and Bollywood.

**Dance 12: Performance**

The focus of this course is on the refined use of the elements of movement (body, space, time dynamics and relationship). You will learn the skills and attitudes necessary to work within a performance group, including teamwork, adaptability, support, leadership, and responsibility for stagecraft elements such as props, costumes, light, music and scenery. This course emphasizes the knowledge, skills and attitudes required throughout the process of learning new movements and rehearsing and refining towards a polished product. You will be expected to work in groups and independently. Attitude, effort and participation are key to being successful in this course. The dance types that the course will cover will be hip-hop, ballet, jazz, contemporary, and time permitting, ballroom and cultural dances.

**Dance Foundations 10 (Choreography)**

This course introduces the fundamentals of creating dance of various styles and genres for a variety of informal and formal settings and for a variety of purposes. Students learn to explore, create, refine, and produce dance using the elements of movement (body, space, time dynamics and relationship) to serve artistic intentions. By working through the creative process (exploration, selection, combination, refinement, and reflection), students develop an understanding of these elements and how they combine to form the final product, a choreographed piece.

**Dance 11: Choreography**

The focus of this course is on the fundamentals of creating dance of various styles and genres for a variety of informal and formal settings and for a variety of purposes. Students learn to explore, create, refine, and produce dance using the elements of movement (body, space, time dynamics and relationship) to serve artistic intentions. By working through the creative process (exploration, selection, combination, refinement, and reflection), students develop an understanding of these elements and how they combine to form the final product, a choreographed piece.

**Dance 12: Choreography**

This course further provides students with opportunities to create dance of various styles and genres while drawing upon all the learned movement elements and skills. This process requires a nurturing environment that encourages risk taking. Such an environment enables students to become comfortable moving back and forth through the creative process of exploring, selecting, combining, refining and reflecting. Students learn to discuss their own creative processes and those of others as they describe and respond to choreography.
MATHMATICS

Math 8

Math 8 Honours

Math 9

Workplace Math 10

Workplace Math 11

Foundations of Math and Pre-Calculus 10

Pre-Calculus 11 or Pre-Calculus 11 Honours

Geometry 12

Pre-Calculus 12

Calculus 12 or AP Calculus AB (can be taken with Pre-Calculus 12)

Math 10 Honours

Statistics 12
MATHEMATICS

Mathematics 8

This course should be viewed as a richer extension of Mathematics 7. The emphasis is on multiplicative reasoning applied to mathematical objects encountered in elementary mathematics, such as integers, fractions, and percents. Ratio and rates, surface areas and volumes, linear relations, and data analysis are among the key concepts explored in this course.

Mathematics 8-10 Honours

This is a two-year program for students who have demonstrated an interest in mathematics in elementary school, as well as an aptitude and a work ethic that will enable them to learn the Mathematics 8-10 curriculum in two school years. The Math 8 course and most of the Math 9 material will be taught in Math 8 Honours, and the remaining content in Math 9 and all of the Math 10 course will be studied in Math 10 Honours. Students will be expected to complete other math enrichment activities and to compete in various mathematics competitions, as they occur throughout the program. The students will be exposed to a faster rate of material coverage, and will learn to function academically in an oral and written sense commensurate with that expected of a class of highly motivated and able students. Students must maintain a C+ average to remain in this program. Successful completion of these two courses leads to either Pre-Calculus 11 or Pre-Calculus 11 Honours.

Mathematics 9

Reasoning and foundational algebraic concepts (linear equations) are the focus in this course. Students will explore notions such rational numbers, powers and exponents, proportional relationships, linear growth, data analysis, and financial literacy.

Workplace Math 10

This course is intended for students who do not need abstract algebraic skills for their future studies including students who plan to enter college programs such as those offered by BCIT or Langara. The focus will be on re-enforcement of fundamental reasoning skills in the contexts of income, graphing, surface area and volume, analysis of games and puzzles, manipulation of formulas, and familiarity with Imperial and SI units. Basic trigonometry will also be covered.

Foundations of Math & Pre-Calculus 10

This course is intended for students who have demonstrated mastery of Mathematics 8 and Mathematics 9. The level of abstraction in this course is a quantum leap up from earlier years. The building blocks of calculus – functions, slope, and polynomial algebra – are at the core of this course. Trigonometry, income, and arithmetic sequences will also be covered.

Foundations of Math & Pre-Calculus 10 Honours

Please see information in the Math 8-10 Honours description.
Workplace Math 11

Personal finance, compound interest and credit, formula manipulation, rate of change, probability and statistics, interpreting graphs, and views of 3D objects are the key topics in this course. Students taking this course will be aiming to enter a college or technical institute directly after graduating from high school. This course meets the Mathematics 11 graduation requirement.

Pre-Calculus Math 11

This course is algebra-heavy; students must be fluent in algebraic symbol manipulation, and have a sound understanding of graphs and trigonometry. The study of functions is central to PC Math 11. Students taking this course plan to enter a university program where calculus is a required first-year course, such as Faculties of Science or Engineering.

Pre-Calculus 11 Honours

This course is geared towards highly-able math students who have achieved a minimum of 86% in Foundations of Math and Pre-Calculus 10 (73% in Math 10 Honours) or who have received a recommendation from their teacher. Topics in this course are the same as in Pre-Calculus 11. There is an emphasis on the use of graphing calculator technology. Some topics will be dealt with in more depth than Pre-Calculus 11. In addition, students will be expected to complete other math enrichment activities and to compete in various mathematics competitions.

Geometry 12

This is a course for senior students with an interest in enriching their Math experience by exploring the field dealing with polygons, angles, circles, parallel lines, etc. The study of geometry dates back to the ancient Greeks and is, among the disciplines of Math, perhaps most closely related to philosophy, another specialty of that civilization. A Geometer is expected not only to solve for angles and distances, but also to develop the ability to build up arguments leading to a rigorous proof using diagrams, axiomatic truths, logic and so forth. In addition to the Euclidean Geometry of Ancient Greece we will sample the study of Geometry developed in other cultures as well. We will take advantage of the unique perspective gained by first-hand study to investigate the history and Mathematics and related fields from antiquity to today.

Statistics 12

Introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is recommended for students going into sciences, math, engineering, computer science, business, and even students in arts (psychology) will benefit.

Pre-Calculus Math 12

Preparation for first-year calculus is an aim of this course. This course is heavily theoretical in nature. Students should have strong algebra skills and a sound grasp of concepts such as functions and trigonometry. The detailed study of logarithmic, exponential, and sinusoidal functions as well as transformation of functions lie at the heart of this course. Rote memorization will not suffice for success in this course; there is an emphasis on proof and understanding of underlying structures. Students should preferably have achieved a minimum of 70% in PC Math 11.
Calculus 12

This course is for students who are planning on taking more mathematics classes at the post-secondary level. Topics that will be covered include properties of functions, limits, differential and integral calculus. Students must generally have a minimum of 86% in both Pre-Calculus Math 11 and Pre-Calculus Math 12. In some cases, Pre-Calculus 12 may be taken concurrently if a student has an outstanding Pre-Calculus Math 11 mark. Permission of the Instructor and the Department Head will be needed in exceptional cases. Qualified grade 12 students have priority enrolment. Students will be qualified to write the AP Calculus (AB) exam in May.

AP Calculus 12 (AB)

Similar content to Calculus 12, but covered in more depth and at a faster pace. All students in this course will prepare to write the AP exam in May. Students are strongly encouraged to have completed Pre-Calculus 12 with a minimum of 86% prior to taking this course. In some cases, Pre-Calculus 12 may be taken concurrently if a student has an outstanding Pre-Calculus Math 11 mark. Permission of the instructor and the Department Head will be needed in exceptional cases.

COMPUTER SCIENCE

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<td>GRADE 9</td>
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<td>Computer Programming 11</td>
<td>Computer Science 12</td>
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Computer Studies 10 / Computer Science 11

***Note: Computer Studies 10 and Computer Science 11 are the same course.

A rich academic course in introductory Computer Science using the popular Python language. No prerequisite required. This course teaches the fundamentals of Computer Science. By the end of this course students will be able to create their own software. Many students find this to be a challenging yet interesting and fun course. Students who intend to go into Science, Engineering, Commerce or Mathematics will have a definite advantage by taking this course in high school.
Computer Programming 11

The Intermediate course offered in Python Computer Programming. This is a project based course, where students will learn how to make beautiful GUI (Graphical User Interface) programs and fast action Arcade style video games. Students will also be introduced to OOP (Object Oriented Programming style) and Network Programming. Many cool projects like Minesweeper, Sudoku solver and Asteroids will be covered. An exciting and fun course aimed at gaining experience in application development.

Computer Science 12

The Senior course offered in Computer Science. This course will introduce the C++ language. Advanced concepts such as pointers, dynamic memory allocation, classes, inheritance, and data structures will be taught. Some assignments will also include higher level Math and other advanced algorithms. Designed to give students who will be taking Computer Science at University a head start.

Computer Programming 12

This is an Independent Study course open to students who have previously completed three years of programming at Hamber (Intro/Intermediate/Senior). This course will involve term project work in the area of software development. Students will have the opportunity to decide on their own project direction and passions. The grade for this course involves both student and teacher assessment. Students deciding to enroll in this course need a strong sense of self discipline, self-motivation and work ethic.
FRENCH

French 8
French 8 is a course focused on an interactive and communicative approach to acquiring the basics of the French language. In this course, students will develop basic skills in listening, writing, reading, and speaking in French, while integrating the components of the new Core French Curriculum. We begin this introductory year with the basics of French to build confidence and a solid foundation of the language then proceed with the Ça Marche 1 Program, where students continue to build on their French skills through themes which include family and food. In addition, students will embrace different cultures, while discovering the francophone world through numerous cultural activities which also incorporate the First Nations Principles of Learning. No experience with French is required. For those with elaborate study/experience with French, Placement Exams are typically offered in May, prior to the year of enrolment. Please contact the Languages Department Head prior to April to obtain testing dates.

French 9
French 9 will provide students with many opportunities to strengthen their skills in listening, speaking, writing and reading. We will continue with the Ça Marche 2 program covering themes that include: outdoors activities, clothing, sports, and music. Students will have many opportunities to expand their vocabulary, to do more oral activities to build confidence in speaking in the present tense and to be exposed to more practice with the past tense. Students will also engage in numerous activities including the First Nations Principles of Learning.

French 10
French 10 will provide students more practice to express themselves in the past tense as more time will be spent using the imperfect tense. Students will also obtain a better control of irregular past tense verb forms. Using the Ça Marche 3 program, students will acquire vocabulary through themes such as one’s bedroom, jobs and careers, childhood memories, and films. As students build upon their communicative competency, their oral interaction will be more
engaging and their written expression will be driven by creativity. Students will also be exposed to activities in the First Nations Principles of Learning.

**French 11**

In the French 11 course, students’ French skills will be strengthened and reinforced. They will use the Voyages 1 Program to cover themes such as world cuisine, memories of childhood, advertising and coping with stress. With the focus on the four main competencies: listening, writing, reading and speaking, students will engage in various classroom activities which also incorporate the First Nations Principles of Learning.

The main grammatical concepts in French 11 are: reinforcements of the two past tenses (passé composé and imparfait), the simple future tense, the conditional mood, pronouns and the use of the present and past participles as adjectives. Activities throughout the course will consist of listening for general and specific information, reading for comprehension, pair and group conversations, and group projects.

**French 12**

The goal of French 12 is for students to be able to use their prior knowledge of French more comfortably and fluently. Various themes from the Voyages 2 program will be used to offer students practice in listening, speaking, writing and reading. Comprehension of spoken French will be reinforced by increasing use of the French language in instruction and in exchanges between students.

Students will be exposed to grammatical concepts which include the pluperfect tense, the past conditional and subjunctive moods, the passé simple tense for reading recognition and the "si-clause" patterns. All previously learned tenses will be reviewed and used in this course. Students will also be engaged in activities in the First Nations Principles of Learning.

**JAPANESE**

**Japanese 10**

This is the first Japanese course available to all students from grade 9 to 12. Through communicative activities in class, students will be able to understand and use familiar everyday expressions both orally and in writing. Themes include: greetings, self-introductions, family, food, home, and daily routines.

Students also acquire an understanding of Japanese culture as well as developing sensitivity towards different cultures.

**Japanese 11**

Japanese 11 is the second-year course for those students who have successfully completed Japanese 10. More topics in familiar situations are explored which include: holidays, weekend activities, activities around town, and shopping. As students’ confidence increases, they will be able to speak about these topics, sustain longer conversations in Japanese, as well as further developing reading and writing skills.

**Japanese 12**

Japanese 12 is the third-year course for those students who have successfully completed Japanese 11. Students will build on and integrate their prior knowledge in order to use their language skills to perform communicative tasks. In addition, they learn to communicate in different social registers using different politeness levels of the language. Themes include:
eating out, activities around town, staying healthy and travelling.

MANDARIN

Mandarin Chinese Accelerated Program

Students enrolling in this program should have completed the Mandarin Bilingual Program at Jamieson Elementary School. This program is a continuation of the Mandarin Bilingual Program and builds on the language skills students acquired during their elementary years at Jamieson. The program offers TWO separate courses that work in conjunction in grade 8 and ONE course in grade 9. Students are required to enroll in all these courses at the junior level in order to remain in the accelerated program.

Mandarin 8 Accelerated: Oral Communication

This course emphasizes on communicative proficiency. Students will have opportunities to develop their oral communication skills and verbal fluency through a variety of creative works (i.e. Songs, films, artwork, presentations, and news reporting). At the end of the course, students will be able to articulate and to express themselves in basic Mandarin. Students enrolling in this course MUST ALSO register for Mandarin Chinese 8 Accelerated Program Literacy (below) as the two courses work together.

Mandarin Chinese 8 Accelerated Program Literacy: Reading/Writing

The course aims to develop Mandarin literacy proficiency. Students learn to read and write the simplified Chinese characters and may use the traditional Chinese characters as an aide during this transition. Pinyin is also introduced in the beginning of the year and is continuously used throughout the program. The emphasis is on reading comprehension and writing proficiency. Cultural aspects will also be explored. Students enrolling in the course MUST ALSO register for Mandarin Chinese 8 Accelerated Program Oral Communication (above) as the two courses work together.

Note: Students who successfully complete BOTH Mandarin Chinese 8 Accelerated Program Literacy & Oral Communication will proceed to Mandarin Chinese 10 Accelerated Program.

Mandarin Chinese 10 Accelerated Program

Note: This course should be taken at the Grade 9 level and is a continuation of Mandarin Chinese 8 Accelerated Program Literacy & Oral Communication.

Students continue to develop their Mandarin language proficiency through both communicative and literature-based approaches, as well as continue to explore Chinese culture. At the end of the course, students should be able to read and express themselves in more meaningful contexts. Students who successfully complete all courses in the Mandarin Accelerated Program in both grades 8 and 9 will proceed to Mandarin 11 the following year, based on teacher’s recommendations.
Mandarin Chinese Regular Program

**Mandarin Chinese 9**

This course is offered to students who have no or a little knowledge of Chinese. At this introductory level, students will learn to exchange greetings, introduce family and friends, express likes and dislikes, and discuss the weather and daily activities, such as sports and health, food and clothing, etc., through a communicative approach. Students will learn the Pinyin system and basic characters. Components of characters and stroke orders will be introduced and used in learning to write characters. Skills in reading and writing simple Chinese will be practiced and the basic sentence structures will be learned during this first year.

**Mandarin 10**

This second-year course is created for students who have completed Mandarin 9 or have some experience in learning Mandarin. Students will learn to introduce themselves, including families and friends, diet and health, hobbies and school related activities, etc. The vocabulary of daily situations will be practiced, such as classroom expressions, the number systems, time, currency, clothing, sports, weather and seasons, household items, and body parts. Chinese sentence structures and reading and writing skills will be further developed. On completion of this course, students will reach level 2 or 3 of HSK (a standard Mandarin efficiency test).

**Mandarin Chinese 11**

This intermediate course is developed for students who have a few years of Mandarin experiences. Students will gain increased understanding of Chinese culture and customs through conversational exchanges. Reading comprehensions and writing abilities will be improved through short stories and articles, advertisements and letters, etc. focusing on cultural awareness, diet and health, environment and transportation etc. The basic grammar and sentence structures will be introduced. Comprehension of spoken Mandarin will be reinforced by increasing use of Mandarin in instruction and in exchanges among students. On completing this course, students will reach level 3 or 4 of HSK (a standard Mandarin efficiency test).

**Mandarin Chinese 12**

This course is established for students who wish to continue learning Mandarin after having completed Mandarin 11. In this advanced course, students will use their prior knowledge of Mandarin to improve their Mandarin reading and writing skills. Chinese proverbs and traditional culture will be introduced. Various themes, such as social activities, travel and leisure time, earth and environment, education and job hunting, etc., will be used to improve the skills of speaking, listening, reading, and writing to a high level. Upon completion of this course, students will reach level 4 or 5 of HSK (a standard Mandarin efficiency test).

**SPANISH**

**Spanish 9**

In this introductory course, students will able to identify classroom objects, greeting, and introductions, asking and giving information about themselves, talking about preferences and expressing opinions, talking about family, describing physical characteristics and conditions, making plans and everyday activities. Students will build a strong foundation in speaking and understanding. Students will learn basic grammar and develop reading skills. Through exposure to video, audio recordings, and authentic audiovisual material, students will develop an ear for spoken Spanish modelled by native speakers from around the Spanish-speaking world. Students will also be exposed to music from the different Spanish-speaking cultures.
speaking countries as well as gain an understanding of Hispanic culture.

Spanish 10

Students will build upon their oral communicative and understanding skills. Reading skills will be developed through short stories and listening skills will also be developed using short videos and program CDS. Students will be able to understand and speak in the past tense. Themes include food, daily routines, sports, and leisure activities. Spanish 10 utilizes the Mundo real 1 Program which offers a vast number of online activities and resources through access at www.cabridgespanish.edinumens.es

Introductory Spanish 11

This is an accelerated course which covers the full curricula of Spanish 9 and 10 in one year. This course is offered to students who have no experience in Spanish or those wishing to improve their basic Spanish language skills before entering Spanish 11. Preference will be given to highly motivated students in grades 10, 11, or 12. In this course, students will build a strong foundation and will develop skills in speaking, listening, writing and reading. Students will be able to communicate in the present and past tense. They will also learn grammatical concepts which include present, past and future tenses and the imperative. Reading and listening skills will develop through listening and reading numerous short stories, poems and songs. Students will be able to discuss more extensively on the topics of school and classes, leisure activities, family, summer vacations, environment, and geography. The cultural focus is on the people, traditions, culture and regions of Spain, Mexico, Central America, Colombia and Venezuela. Intro Spanish 11 utilizes the Mundo real 1 Program which offers a vast number of online activities and resources through access at www.cambridgespanish.edinumens.es

Upon successful completion of this course, students may enroll in Spanish 11.

Spanish 11

Students will be able to discuss more extensively on the topics of school and classes, leisure activities, family, summer vacations, environment, and Spanish speaking countries. They will learn to make comparisons, persuade, give orders and talk about the past. The cultural focus is on the people, traditions, culture, and regions of Costa Rica, Peru, and Chile Reading and listening skills will expand through hearing and reading numerous short stories, poems and songs.

Spanish 12

The goal of Spanish 12 is for students to be able to use their prior knowledge of Spanish more comfortable and fluently. The theme for this course include: historical events and indigenous live from Spanish speaking countries, make comparisons, traveling, describing the steps leading to an event, conservation and careers and professions. Comprehension of spoken Spanish will be reinforced by increasing use of the Spanish language in instruction and in exchanges between students. Grammatical concepts include: the present, preterit, subjunctive, imperfect, future and imperative tenses. Students will communicate hopes, opinions and emotions, give advice, give directions, tell stories, extend and accept or decline invitations, express doubt and make suggestions. The cultural focus is on the people, traditions, culture and art from Spain, Central and South America. Spanish 12 utilizes the Mundo real 2 Program which offers a vast number of online activities and resources through access at www.cambridgespanish.edinumens.es
PHYSICAL EDUCATION
Promoting lifelong physical activity since 1962
Welcome to Griffin Country!

At Eric Hamber we pride ourselves on creating an environment of physically engaged and involved learners. Our ‘Griffin Cup’ house style intramural leadership program is the most inclusive and comprehensive intramural program around. Cyclones, Grizzlies, Millionaires, Mounties, and Ravens enjoy friendly lunch-time activities and special events throughout the year.

Physical & Health Education 8/9/10
The focus of Physical and Health Education 8, 9, and 10 is on physical literacy, healthy and active living, social and community health, and mental well-being. Throughout grades 8 to 10, students will develop:
• knowledge, skills, and understanding needed for lifelong physical health and mental well-being;
• a positive attitude towards participation in physical activity and working respectfully with others;
• an understanding of concepts, rules, techniques, and strategies involved in various physical activities chosen from team games, individual and dual activities, racquet sports, dance, and outdoor recreational pursuits;
• a proficiency in motor skills for students to apply in physical activities;
• a satisfactory level of physical fitness through knowledge of the components of fitness and how these can be improved through practice and goal setting.

Outdoor Education 11/12
The focus of the course will be on outdoor skills and healthy living, in addition to social responsibility, collaboration, teamwork, and safety.
The aim will be to provide students with a sample of outdoor activities they can do beyond high school in their pursuit of a healthy, active lifestyle. Students will engage in activities that will help them prepare for individual and group activities in the outdoors.

Throughout this course, we will be exploring outdoor physical activity opportunities that exist in the Greater Vancouver Area through various field trips that can include: wall climbing, dragon boating, kayaking, snow-shoeing, cycling, hiking, and skiing/snowboarding.

* Due to the nature of this course participation in all field trips is strongly encouraged.

**COURSE FEES:** While there are no course fees, students will be responsible for all costs incurred for field trips and transportation.

### Active Living 11/12

Physical activity is an important part of overall health and well-being. To that end, Active Living 11/12 will provide students with an enjoyable recreational program with a focus on participating in physical activity. Class activities will provide a safe, and enjoyable social experience and an opportunity to improve students’ leadership, health and overall well-being.

Students will be exposed to various physical activity opportunities within our neighborhood community including golf, skating, lawn bowling, curling, and yoga.

**Note:** Students will not miss their other classes when we are meeting with the class at a neighborhood facility.

### Fitness & Conditioning 11/12

Fitness & Conditioning 11/12 provides students with the opportunity to explore activities which develop, improve, or maintain their fitness as part of a healthy and active lifestyle. Students will also learn human anatomy and physiology in addition to principles of training. Students will experience a range of training techniques including:

- Resistance training — machines, weights, types of training
- Aerobic training — running, circuit training, HIIT, Tabata
- Group training — yoga, Pilates
- Core strength training — bosu ball, fitness ball, band work
- Olympic lifting — an introduction

*Fitness & Conditioning 11/12 will be offered off timetable (7:30 – 8:30am Monday, Wednesday, and Friday).*

### PE Leadership 11/12

The goal of this course is to develop youth leadership to deliver a variety of physical education and sports activities for the Eric Hamber community. Students will have various opportunities to apply the concepts of leadership in a variety of settings that range from class activities to school wide event planning. Leadership initiatives will include: planning and implementing grade 8/9 track meets, Midtown Showdown basketball tournament, intramural programs, and coordinating volunteers in support of Hamber athletic programs (facility preparation, scorers, timers, referees, etc.). Students will discover the benefits of volunteering and giving back to their school community and gain an appreciative respect for the leaders who played a significant role in their lives. Please note, successful completion of PE Leadership 11 is strongly encouraged for students wanting to enroll in PE Leadership 12.
Junior Science 8-10 Curriculum – Big Ideas

SCIENCE 8 link: https://curriculum.gov.bc.ca/curriculum/science/8

Cells basic unit of life; Energy can be transferred as both a particle and a wave; The theory of plate tectonics is the unifying theory that explains the Earth’s geological processes; The KMT and the theory of the atom explain the behavior of matter.

SCIENCE 9 link: https://curriculum.gov.bc.ca/curriculum/science/9

Cells are derived from cells; Electricity is the flow of electrons; The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them; The electron arrangement of atoms impacts their chemical nature.

SCIENCE 10 link: https://curriculum.gov.bc.ca/curriculum/science/10/

Genes are the foundation for the diversity of living things; Energy is conserved, and its transformation can affect living things and their environment; The formation of the universe can be explained by the big bang theory; Chemical processes require energy change as atoms are rearranged.

Science 8-10 Honours

This is a two year program for preselected students who have demonstrated a marked interest in Science in elementary school, as well as an aptitude and work ethic that will enable them to cover the three years of Junior Science in two school years. Students will be exposed to a higher rate of material coverage and will learn to function academically in an oral and written sense commensurate with that expected of a class of highly motivated and able students.

Senior Science options links

Grade 11 courses link: https://curriculum.gov.bc.ca/curriculum/science/11/courses
Senior Science Options Descriptions

**Life Sciences 11** (formerly Biology 11)
Recommended Prerequisite: Science 10

Big ideas are: 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

**Anatomy & Physiology 12** (formerly Biology 12)
Recommended Prerequisite: Chemistry 11; Life Sciences 11

Big ideas are: Homeostasis is maintained through physiological processes; gene expression, through protein synthesis, is an interaction between genes and the environment; organ systems have complex interrelationships to maintain homeostasis.

**Chemistry 11**
Recommended Prerequisites: Science 10; Pre-Calculus 11 (may be taken concurrently)

Chemistry 11 is an introductory course which emphasizes scientific observation, chemical behaviour patterns and molecular structure. The core topics are as follows. Lab Safety; Properties of Substance; Inorganic Naming; Mole Concept; Chemical Reactions; Atomic Structure; Bonding; Organic Chemistry; Solutions.

**Chemistry 11 Enriched**
Recommended Prerequisites: Science 10 teacher recommendation; Pre-Calculus 11 (may be taken concurrently)

This is an enriched Chemistry 11 course that will cover approximately half of the AP Chemistry curriculum. All of the Chemistry 11 topics will be covered in greater depth and other areas will be explored as well. Please refer to the AP link for more details.
Chemistry 12

Recommended Prerequisites: Chemistry 11; Pre-Calculus 12 (may be taken concurrently)

Chemistry 12 involves more advanced concepts than in Chemistry 11. (Students should have an aptitude for this subject and a high level of achievement in Chemistry 11). The core topics are as follows. Reaction Rates; Chemical Equilibrium; Solubility Equilibrium; Acids, Bases & Salts; and Electrochemistry.

Advanced Placement Chemistry 12

Recommended Prerequisites: Chemistry 11 or Chemistry 11ENR; Pre-Calculus 12 (may be taken concurrently); teacher recommendation

This is the second half of the AP Chemistry course succeeding Chemistry 11 Enriched. This course is designed to be the equivalent to the general chemistry course taken during the first year in the US college/university and covers about 90% of the same course in a Canadian college/university. For some students, this course enables them to undertake, as first-year students, second-year work in the chemistry sequence at their institutions or to register in courses in other fields where general chemistry is a prerequisite. The regular Chemistry 12 curriculum is included in this course. Due to the heavy course load, students are expected to attend extra classes beyond the regular schedule. Please refer to the AP link for more details.

Earth Science 11

Recommended Prerequisite: Science 10

This course involves investigation into some of the major fields of earth science in order to form an up-to-date, broad understanding of the story of the earth and its environment in space. The core topics are as follows: geological science, oceanographic science, astronomical science, atmospheric science, and Earth’s history.

Advanced Placement Environmental Science 12

Recommended Prerequisites: Teacher recommendation; Pre-Calculus 11 (may be taken concurrently), Biology 11 or Biology 12, Chemistry 11

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Because it is designed to be a course in environmental science, there is a strong laboratory and field investigation component. Please refer to the AP link for more details.

Physics 11

Recommended Prerequisites: Science 10, Foundations of Mathematics and Pre-Calculus 10 Corequisites: Pre-Calculus 11.

The Physics 11 course will provide students with insights into the scope, nature, relevance, and limitations of physics. The topics in the course illustrate the substance of physics and are related to other aspects of a general education. The core topics are as follows: kinematics; dynamics; energy; DC circuits; and mechanical waves and sound.

AP Physics 1

Recommended Prerequisites: Science 10, Pre-Calculus 11 (strongly recommended but may be taken concurrently), teacher
recommendation. No prior course work in physics is required to enroll in AP Physics 1.

AP Physics 1 is an algebra-based, introductory university-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Students must be adept at algebraic and numerical problem solving. This course is highly analytical and prepares students from the AP Physics 1 examination offered by the College Board. Please refer to the AP link for more details.

**Physics 12**

Recommended Prerequisites: Physics 11, Pre-Calculus 11; Corequisites: Pre-Calculus 12

This course is intended to provide students with a grounding in the discipline of physics as those who take it might engage in further study of the subject. The treatment of the topics is mathematically more rigorous than in Physics 11. The core topics are as follows: static equilibrium; momentum; circular motion and gravitation; electrostatics; electromagnetism and electromagnetic induction; and special relativity.

**AP Physics C**

Recommended Prerequisites: AP Physics 1 or Physics 12, Pre-Calculus 12; Corequisites: Calculus 12

AP Physics C is a calculus-based, university-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course is divided into two halves: 1) Mechanics and 2) Electricity and Magnetism. Mechanics covers kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; and torque and rotational motion. Electricity and Magnetism covers electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, as well as continuing to develop a deep understanding of physics concepts. This course prepares students to write both the AP Physics C: Mechanics exam and the AP Physics C: Electricity and Magnetism exam. Please refer to the AP link for more details.
BA Community Service 11
This course is designed to involve students in a variety of service activities. These may include assisting students and teachers in any subject area. This course promotes personal growth of self and others and emphasizes the development of both organizational and leadership abilities. Students see their counsellor to get a form which they take to a staff member in order to sign up. Open to gr. 11 and 12 students.

BA Library Services 11
This is a board-approved course which accepts Gr. 11 and 12 students and provides a work-like experience in a school library setting. Students acquire library specific clerical and technical skills and develop interpersonal skills working with peers and staff while working under a supervisor (Teacher-Librarian). Students develop the skill to be self-directed and to work independently. Students are assessed through self and teacher evaluation using the criteria set out in the course expectations. This course gives students an opportunity to acquire skills, attitudes and knowledge which prepares them for the work environment and specifically to work in university or community libraries. It is hoped the students develop a sense of personal and social responsibility by providing service to others.

BA Peer Tutoring 12B
This course is open to mature grade 11 and 12 students who are considering a career in teaching or in a human service field. The students will develop their communication, interpersonal and organizational skills while teaching students one to one or in small groups. Permission is required by the counsellor, resource teacher or subject teacher.

BA Peer Counselling 12
Open to Grade 12 students only. Selection by application and interview. Goals of the course include: learning communication skills, learning more about ourselves and understanding others, to give and receive honest, constructive feedback, to work with groups, practice role-playing to gain insights, tutoring skills, conflict resolution, and peer mediation skills. Selection is made on the basis of information supplied on application forms and in a personal interview. Personal qualifications include: strong personal and interpersonal skills, good role modeling potential, commitment and ability to catch up with classes missed due to training schedules.
Social Studies 8
This course offers students an opportunity to explore world history during the time period of the 7th century to 1750. Students will use historical and geographical thinking concepts such as cause and consequence, and patterns and trends to frame their study of the innovations, political systems, cultural shifts, migrations, exchanges and explorations (to name a few) of many cultures. Topics of study may include the Barbarian invasion and the Dark Ages, European Feudalism and the Crusades and the Black Plague, the Islamic and Ottoman Empire expansion, Golden Age of China-Tang Dynasty, Feudal Japan-Edo Period, and Renaissance and Reformation. Current events will also be discussed regularly to develop critical and political thinking competencies.

Social Studies 9
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 the early 20th century in Canada and around the world. Students will investigate a wide variety of topics related to four themes: One, the influence of emerging ideas and ideologies on societies and events, two: the influence of the physical environment on political, social, and economic conditions and events, three: the connections between disparities in power and the balance of relationships between individuals and between societies, and four: the construction and changes made to a variety of collective identities. These may include the American Revolution, the Head Tax, and case studies in of nationalism. This will provide the backdrop for students to develop theories and skills related to geography, economy, history, current events, politics, and society. Students will continue to develop historical, political, and geographical competencies learned in grade 8.

Social Studies 10
This course examines significant global and Canadian events, developments, people, and places beginning with WWI through the lenses of historical, political, 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.
Social studies 11 – Explorations in Social Studies
This course introduces students in grades 11 or 12 to 20th century and contemporary issues drawn from other senior Social Studies courses. Students will develop curricular skills required for senior Social Studies.
In Explorations Social Studies, students will sample topics and concepts from the following Social Studies areas: 20th Century World History, Social Justice and Political Studies. Students will examine how political decisions and social justice initiatives influence individuals, societies, and the world. Students will explore perspectives and analyze the significance of 20th Century politics, events, people, trends, and activism in the lives of global citizens from conflicts in the middle east to immigration policies.

Asian Studies 12
Taken as a Socials elective or for the Socials graduation requirement, this course introduces students to a broad range of issues affecting modern Asian nations, cultures, regions and ethnicities from the 19th century to the present. Students will learn about how geography, politics, culture, conflict and colonialism have interacted to shape modern Asia, one of the most dynamic regions of the world.

BC First Peoples 12
BC First Peoples 12 focuses on the diversity, depth, and integrity of the cultures of Indigenous peoples in British Columbia. In emphasizing the languages, cultures, and histories of First Nations, Métis, Inuit (FNMI) Peoples, the course addresses the important and varied scope of the history of Indigenous cultures since time immemorial. Students will explore identity and world view, self-determination, reconciliation, and the holistic well-being of communities in the legacy of colonialism. Curricular competencies (such as evidence, perspective and ethical judgement) will be used to examine a variety of case studies of Indigenous experience pre-and post-contact.

Comparative World Religions 12
Comparative World Religions 12 explores religions, mythology, spirituality, and beliefs across time and place. Students compare insights and understandings of diverse global cultures and peoples and discuss how religion shapes social, political, legal, and environmental values. The course offers students the chance to search for existential insight through the study of a variety of different religions and spiritual and philosophical traditions.

Genocide Studies 12
Genocide Studies 12 is a course in which students will study various genocides which have happened around the world and how we can work as modern societies to prevent these events from occurring again in the future. We will examine the origins, conditions, stages and strategies employed in the promotion and carrying out of genocide, as well as looking at the definition of genocide and what movements, organizations and laws are in place to minimize the possibility of such atrocities recurring. Curricular competencies (such as evidence, cause and consequence, and ethical judgment) will be used to analyze a variety of cases studies (for example, the Armenian genocide, the Holocaust, genocides in Rwanda, Cambodia, and Bosnia).

Geography 12
Geography 12 is a study of the many characteristics and processes of the physical components of the Earth’s surface. Geography 12 students will examine the human interactions with the Earth’s environment; these studies focus on how the environment is used, misused, and altered. The course is designed to facilitate students’ understanding of the dynamic nature of the environment. Geography 12 is comprised of four elements: Environments and People, Physical and Natural Processes, Resources and the Challenge of the Future. Where time and funding permit an extended-day field trip may be considered for students; optional participation. Some post-secondary institutions accept Geography as a science entrance credit.
History 12

History 12 is a survey course about the significant global events of the twentieth century in addition to domestic developments and issues. Students will examine the forces that have brought about two world wars, the growth and decline of political ideologies, changes in diplomatic relations between the major powers, and the establishment of international organizations to reserve world peace. Students will gain an understanding of the importance of critical thinking and will reflect on the opportunities of decision made in the past, and how, in many instances, these decisions continue to affect events of the present day. Using historical concepts such as perspective and change and continuity as lenses, students will contextualize and analyze primary and secondary sources for case studies such as the Vietnam War.

History Through Film 12

This course is intended for students in grade 11 and 12 who enjoy learning about 20th Century history through documentary and feature films. The course will be taught in a non-traditional manner, meaning we will start with present day and work our way to the early part of the last century. Topics include: The World Today (Political hot spots), The Cold War, WW II, The Inter-war Years, and WWI, among the most notable. Through the critical analysis of film students will learn about the past with a keen eye on making connections with the present.

Law 12

Law Studies 12 examines the rights and responsibilities of citizens, and the Canadian legal system and its heritage. Topics may include the Constitution Act, the Person’s Case, the Oka crisis, Canada’s Charter of Rights and Freedoms, the Youth Criminal Justice Act; the Canadian legal framework, law as a force of change, law in relation to societal values and worldviews, and law in relation to the spirit of Truth and Reconciliation with regards to federal, provincial and indigenous legal and societal issues. Curricular Competencies (such as significance, perspective, and ethical judgement), projects, mock trials, debates, presentations, group work and field studies to the Provincial Law Courts are just some of the elements of this interesting course!

Philosophy 12

What is philosophy? Well, according to one definition it is, “the rational investigation of the truths and principles of being, knowledge, or conduct.” That makes for an awfully broad subject that encompasses all issues related to our physical existence, our minds and our behavior. Do we exist? Does the world exist? What do we know? How do we know that we know? What is a just society? What is right and wrong? Put another way, philosophy is the careful, reasoned probing of the big questions of life and the universe that humans have been asking for a very long time. In this course, students will explore these questions with a view to learning some competing schools of thought on each and hopefully, too, they will probe their own, sometimes unacknowledged assumptions. Students will apply methods of reasoning when making philosophical arguments in discussion, debate, research, presentation and writing. They will study of theories of morality, ethics, aesthetics, and epistemological and metaphysical theories and assess the impact of a variety of ideas and explain different philosophical perspectives by considering the context of the lives of the philosophers who developed them.

Social Justice 12

Social Justice 12 is designed to raise students’ awareness of equity and equality in our social systems of Canada and the world. The course allows students to analyze situations and social constructs from a social justice perspective, and to provide them with knowledge, skills and an ethical framework to advocate for a socially just world. Activism and attention to looking at the world critically from multiple perspectives are skills that are consistently developed throughout the year. Other curricular competencies students will be used to deepen their understanding of social justice issues include analyzing intended and unintended consequences and assessing evidence for competing accounts of significant social justice events, developments, or root causes of current social injustices. Themes covered will vary from homelessness, privilege, power, intersectionality, oppression, climate justice, food autonomy, and more. Self-reflection and an Action Plan assignment will be important components of this course.
STUDENT SUPPORT

Skills Development Class 8, 9

Learning Strategies 10, 11, 12

This course will provide students the opportunity to develop self-awareness of their learner profile and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus will be on developing independence, advocacy skills, and personal goal setting. The course will also address study skills and organizational techniques related to literacy and numeracy to provide a foundation for successful school completion and lifelong learning.

District Student Support Programs

Eric Hamber is home to 4 District Student Support Programs.

Low Incidence Programs:

➢ Life Skills Class
➢ Learning Assistance/Life Skills Class

Learning Support Programs:

➢ Learning Assistance Class 1 (Junior)
➢ Learning Assistance Class 2 (Senior)

Please refer to the VSB website for more information on these District programs.

https://www.vsb.bc.ca/Student_Support/Learning_Support_Services/Pages/default.aspx
Textiles 11
*Textiles 9/10/Fashion Design (Fashion Sewing for Beginners) 11 recommended*

Students will learn some industry and contemporary design/construction techniques to facilitate working quickly and accurately. Many new techniques will be introduced with the construction of the Hamber designer garment bag. Basic wardrobe planning and ways to maximize their fashion dollars are incorporated with the construction of student projects. The introduction of basic pattern drafting will enable students to design their skirts and tops as part of their four-piece capsule wardrobe which also includes pants and fully lined jacket. A special occasion outfit, such as a prom dress will be produced. Students will model their projects in the annual school fashion show in May.

This is the first core course required for the Fashion Design & Merchandising Career Preparation Program/Vancouver District Fashion Program.

Textiles 12
*Textiles 9/10/Fashion Design (Fashion Sewing for Beginners) 11 recommended*

This course is designed to strengthen the working relationship between the student and advanced sewing techniques as well as the use of specialty fabrics. Designer clothing construction techniques will be taught. The number and type of projects will be individually negotiated with the instructor to guarantee the inclusion of new techniques and sewing experiences. Students will be required to model their projects in the annual school fashion show in May.

BA Fashion Design 12A
*Textiles 11 recommended or equivalent.*

In this course, students will explore the creativity and individuality of fashion design concepts. They will learn the technical aspects of pattern making through flat pattern manipulations and pattern drafting techniques. Students will complete a 1/4 scale flat pattern manipulations resource binder. They will design, draft and construct a 1960’s Mod inspired dress and a 1950’s New Look inspired evening dress. A collection of 3 complete garments will be designed, drafted and constructed by the student. Besides modelling, students will be required to choreograph and organize their models to show their collection in the annual school fashion show.

This is a core course required for the Fashion Design & Merchandising Career Preparation Program/Vancouver District Fashion Program.

BA Fashion Design 12B
*BA Fashion Design 12A is a pre-requisite*

In this course, students will further develop skills from Fashion Design 12A (YVHE-2A) in creating original designs, pattern making and garment construction. Students will design and create garments using various pattern making techniques such as flat pattern design, computer assisted design, and draping. They will design a collection of 4 complete outfits as well as 2 period garments (1920’s and 1930’s.) This course is a must for any student who is interested in continuing fashion design studies at the post-secondary level. Besides modelling, students will be required to choreograph and organize their models to show their collection in the annual school fashion show.
**Textiles Industry 12**

Are you interested in the workings of the fashion industry? Students will be introduced to a broad spectrum of fashion related careers, principles of design, fashion history, textile science, market effect, fashion promotion and retailing. Assignments and projects are geared towards creating a personal fashion portfolio to enhance student awareness of the evolution and dynamics of the fashion industry. Students will maintain a portfolio that will be used for interviews. The successful completion of this course will benefit students who wish to apply to college and university fashion design and/or merchandising programs. This course is only offered every other year. Offered in the 2020/2021 school year.

This is a core course required for the Fashion Design & Merchandising Career Preparation Program/ Vancouver District Fashion Program.

**Note:** The Fashion Design & Merchandising Career Preparation Program is offered at Hamber. The District program requires students to take 8 courses between grade 11 and 12 as well as 90 hours of work experience. These courses are scheduled on the same day allowing more time to develop advanced techniques in both construction and design. The required courses are Textiles 11 and/or 12, Advanced 2B, Textiles Industry 12, and possible other clothing and textiles related courses. The Fashion Career Preparation program requires a selection of fewer courses than the District program. Articulation is being sought with post-secondary fashion programs which will give these students some credits towards their post-secondary program. More details to follow.

**BA Fashion Design 12**

Students will learn advanced contemporary techniques of tailoring used in commercial construction as well as traditional European couture methods. They will learn to handle special fabrics and advanced designer techniques. Students will be required to complete three major projects: 1) tailored suit (jacket plus pant or skirt), 2) formal wear, 3) jacket or coat made from outer wear fabric or leather. Students will be required to model their projects in the annual school fashion show in May. This is a core course required for the Fashion Design & Merchandising Career Preparation Program.

**CHALLENGE MODULE**

**English 12 (World Literature) Enriched**

English 12 World Literature emphasizes university preparation through the study of international literature. This English 12 course should appeal to students who are avid, curious, serious readers and very capable writers. Students wishing to write the Advanced Placement examination could benefit from taking this class alongside or before the Advanced Placement course. This course is open to students from the Challenge/Studio program and by teacher recommendation. *Only one block of this course will be offered.*

**AP English Literature & Composition 12**

AP English Literature and Composition is designed to be a college/university level course. Students will be provided with intellectual challenges and a workload consistent with a typical undergraduate university English Literature/Humanities course. Students will be exposed to a generous portion of the English Canon. It is expected that students enrolling in this course will be strong readers, writers, and thinkers. Students will write the AP Examination in May.

**Pre-Calculus 11 Enriched**

This course is geared towards highly-able math students who have achieved a minimum of 86% in Foundations of Math and Pre-Calculus 10 (73% in Math 10 Challenge) or who have received a recommendation from their teacher. Topics in this course are the same as in Pre-Calculus 11. There is an emphasis on the use of graphing calculator technology. Some topics will be dealt with in more depth than Pre-Calculus 11. In addition, students will be expected to complete other math enrichment
activities and to compete in various mathematics competitions.

**STUDIO MODULE**

**English Studies 12**

This required English 12 course builds on and extends students’ English Language Arts competencies and thinking skills from the previous Literary Studies 11 Studio class. Through a variety of appropriately challenging texts, students will acquire a clearer understanding of themselves as global citizens in today’s ever increasingly changing world. They will also continue to develop a deeper understanding of the knowledge and perspectives of Canada’s First Peoples. Students will improve their writing skills through process writing, inquiry and research-based assignments. They will be expected to read, write and respond critically and creatively to extend meaning and understanding.

**ERIC HAMBER’S GIFTED PROGRAM**

*New Program (beginning September 2018)*

The Hamber Challenge Studio Program is designed for highly-able students who wish to be challenged by a grade 8-12 program that encompasses both acceleration and enrichment. This program will appeal to students who are extremely motivated to learn and respond well to a rapid pace of instruction. Students in the program should have a keen desire to shape the direction of their own studies to suit their interests and accommodate their learning styles. They will have opportunities to pursue areas of passion and influence the content of their academic program within educational goals set in conjunction with staff. Creative and critical thinking, project-based learning, and student ownership are key tenets of this program. Students are accepted into the program based on District testing results and personal interviews.

The Challenge Studio program in grade 8 consists of four blocks: English, Social Studies, Technology Innovation & Design, and Critical Thinking/Fine Arts. Please note that in English, students will complete three years of study in their grade 8 and 9 years.

The program over the five years is as follows:

<table>
<thead>
<tr>
<th>CHALLENGE STUDIO PROGRAM</th>
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<tbody>
<tr>
<td>Grade 8</td>
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<tr>
<td>English 8</td>
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<tr>
<td>Socials 8</td>
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<tr>
<td>Technology Innovation &amp; Design 8</td>
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<tr>
<td>Critical Thinking/Fine Arts 8</td>
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<td>4 courses</td>
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Math 8 Honours and Science 8 Honours classes are open to all students, both in the regular and Challenge Studio programs. Students are selected based on ability and suitability. Challenge Studio applicants should indicate their interest when applying for the program.

**English Courses**
English 8-10 Challenge Studio
The English Challenge Studio Program spans two school years, during which students will complete the requirements of English 8, 9 and 10. Students are expected to demonstrate superior quality work and an enthusiasm to delve deeply into literature, both as a class and independently. Students must maintain a “B” standing to remain in the program. Students in Challenge Studio English are expected to take English 11 Challenge Studio, English 12 World Literature, and AP English Literature 12 in their grade 10-12 years.

English 11 Challenge Studio (Literary Studies)
This course is designed primarily for students emerging from the two-year English Challenge Studio program. The course involves the critical analysis of literature. Through the study of various literary works, students will be encouraged to contemplate perspectives foreign to them, and to develop their own ability to communicate concepts both verbally and in writing. Students who take this course are expected to continue with enriched English by selecting English World Literature 12 and then AP English Literature 12.

English 12 (World Literature) Enriched
English 12 World Literature emphasizes university preparation through the study of international literature. This English 12 course should appeal to students who are avid, curious, serious readers and very capable writers. Students wishing to write the Advanced Placement examination could benefit from taking this class alongside or before the Advanced Placement course. This course is open to students from the Challenge/Studio program and by teacher recommendation. Only one block of this course will be offered.

AP English Literature & Composition 12
AP English Literature and Composition is designed to be a college/university level course. Students will be provided with intellectual challenges and a workload consistent with a typical undergraduate university English Literature/Humanities course. Students will be exposed to a generous portion of the English Canon. It is expected that students enrolling in this course will be strong readers, writers, and thinkers. Students will write the AP Examination in May.

Social Studies Courses

Social Studies 8 Challenge Studio
Social Studies 8 Challenge Studio assesses what has been learned in elementary school about the self and social studies skills and extends the students’ learning. The course not only connects students to the medieval and Early Modern periods of human history, to current events, and to issues of personal interest for evidence or as a series of case studies, but also empowers students to become autonomous learners. Examples of themes include: contact and conflicts between peoples that stimulate social and political change, exploration and the human and environmental factors that change population and living standards, and others. This course will prepare students’ application of the six frames of thinking (inquiry and skill based), prepare their focus on skills and interests (cooperative and personalized learning in authentic, critical thinking, and creative experiences), and foster initiative taking and goal setting (autonomy and responsibility).

Social Studies 9 Challenge Studio
Social Studies 9 Challenge Studio not only connects students to the world of 1715-1919 and current events and issues for evidence or as a series of case studies, but also empowers students to become autonomous learners. Students will develop thinking, communication, personal and social awareness, understanding, and skills as they address issues related to four themes: 1) the influence of emerging ideas and ideologies on societies and events; 2) the influence of the physical environment on political, social, and economic conditions and events; 3) the connections between disparities in power and the balance of relationships between individuals and between societies; and 4) the construction and changes made to a variety of collective identities. In short, revolutions and changes in the 19th century up to World War One provide the backdrop for students to develop theories and skills related to geography, economy, history, current events, politics, and
Social Studies 10 Challenge Studio
Social Studies 10 Challenge Studio provides students with the means to bridge the gap between school life and their life after school. The first two years’ work in Socials seeks to develop the student’s confidence in authentic projects, to seek one’s element (where skills and interests collide), to network in and make an impact on the community inside and outside the school, and to understand the current national, social, political, economic, cultural, and personal context as it developed from Canada’s role in world affairs through the 20th Century. Student leadership opportunities are fostered and initiative is encouraged throughout the year. Logical, political, ideological, and financial literacy skills are developed, and the motto “from possibility to actuality” is realized. Students are also encouraged and given opportunities to become mentors for younger Challenge Studio members. Portfolio assessment and inquiry-based projects and assignments provide the foundation of a student’s records that should be used beyond life at Eric Hamber school.

Law 12
The core philosophy is based upon the premise that laws govern a great many of our actions. Therefore, a knowledge and understanding of these laws will enhance an individual’s performance within our society. Students will focus on the core areas: what is law; why laws are needed; the essential components of Canada’s Charter of Rights and Freedoms; the Youth Criminal Justice Act; Family Law, Criminal Law, Tort Law, and the court system.

Philosophy 12
What is philosophy? Well, according to one definition it is, “the rational investigation of the truths and principles of being, knowledge, or conduct.” That makes for an awfully broad subject that encompasses all issues related to our physical existence, our minds and our behavior. Do we exist? Does the world exist? What do we know? How do we know that we know? What is a just society? What is right and wrong? Put another way, philosophy is really the careful, reasoned probing of the big questions of life and the universe that humans have been asking for a very long time. In this course, we will explore these questions with a view to learning some competing schools of thought on each, while training our minds to think in a more critical, analytical way.

Innovation Courses
Technology Innovation & Design 8
In Technology Innovation & Design 8, students learn to conceptualize a design, consider the steps of turning the vision into reality, and then build their project. Students will be introduced to a wide range of technology areas, which may include print making, drafting, clay work, stop motion animation, coding and robotics, woodworking, and jewellery/metal work. Students will have the opportunity to engage in self-directed projects to explore an area of interest in greater depth.

Inquiry & Innovation 9
Students are given the opportunity to explore areas of passion through inquiry-based learning, fostering an attitude of creativity and curiosity. Through this approach, students will develop skills that will prepare them for the future. In the second half of the year, students are expected to engage in a long-term project in which they will identify an area of need and then propose and plan realistic solutions. This may take the form of an event, service or invention; the desired goal is to make an impact on the world and a difference in the lives of an individual, a group, or a community. This large-scale project will be continued the following year.

Inquiry & Innovation 10
This course is designed for students emerging from Inquiry & Innovation 9, and allows them to continue work on the project initiated the previous year.
**Critical Thinking Courses**

**Critical Thinking & Fine Arts 8**
In Critical Thinking & Fine Arts 8, students will closely examine the self, community, and world around them and engage in meaningful discussion and exploration. Aspects of fine arts, which may include art, drama, photography, and film, will be integrated with the critical thinking aspects of this course.

**Other Opportunities**

**Mathematics 8-10 Honours**
This is a two-year program for students who have demonstrated an interest in mathematics in elementary school, as well as an aptitude and a work ethic that will enable them to learn the Mathematics 8-10 curriculum in two school years. The Math 8 course and at most of the Math 9 material will be taken in Math 8 Honours, and the remaining content in Math 9 and the Math 10 course will be studied in Math 10 Honours. Students will be expected to complete other math enrichment activities and to compete in various mathematics competitions, as they occur throughout the program. The students will be exposed to a faster rate of material coverage, and will learn to function academically in an oral and written sense commensurate with that expected of a class of highly motivated and able students. Students must maintain a C+ average to remain in this program. Successful completion of these two courses leads to either Pre-Calculus 11 or Pre-Calculus 11 Enriched.

**Science 8-10 Honours**
This is a two year program for preselected students who have demonstrated a marked interest in Science in elementary school, as well as an aptitude and work ethic that will enable them to cover the three years of Junior Science in two school years. Students will be exposed to a higher rate of material coverage and will learn to function academically in an oral and written sense commensurate with that expected of a class of highly motivated and able students.

**ERIC HAMBER’S MANDARIN CHINESE ACCELERATED PROGRAM**

For Mandarin Chinese Accelerated Program, please refer to the Modern Languages Course descriptions section for details.
WORK EXPERIENCE & CAREER PROGRAMS

Work Experience 11/12

How would you like to...

... explore a career that you’re passionate about?
... connect with future employers?
... get the inside scope on what a job is really like?

Program Details

If you answered yes to any of these questions, then Work Experience 11/12 is right for you! This 2-year course provides students in grades 11 and 12 the opportunity to integrate in-school learning with valuable experience in the workplace.

Work Experience is an off timetable 2-year course starting in Grade 11 and continuing until the end of Grade 12. Students are required to complete 90 hours of on-the-job experience. The remainder of the course includes preparation and reflective activities.

Students can start July 1 after Grade 10 with proper paperwork in place — contact the Work Experience teacher for more information. Placements are available after school, weekends, and winter/spring/summer breaks if you do not wish to miss school.

Benefits

- Earn 4 credits toward graduation
- Work Experience hours may be used to fulfill the 30-hour work/volunteer component required for graduation
- Build closer associations with working adults who are willing to share their knowledge and expertise
- Develop job skills and gain important practical experience
- Explore a variety of potential career options by assessing your abilities and interests in a specific field
- Acquire confidence and self-reliance in preparation for further education or future employment
- Obtain references and contacts for future employers and possible part-time or full-time employment

How to Enroll

- Register for both Work Experience 11 (XAT--11WEX) in Grade 11 AND Work Experience 12 (MWEX-2A) in Grade 12
- Submit application form to the Work Experience teacher

Course Planning Guide 2020-2021

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.

Following is a list of programs available, Career Programs may be able to accommodate students interested in other trades.

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

**Limited spots available – must contact Career Programs office in the school year prior to program
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: → 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 (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, 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
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](http://go.vsb.bc.ca/schools/adulted)
- South Hill Education Centre Tel: (604)713-5770 [http://go.vsb.bc.ca/schools/adulted](http://go.vsb.bc.ca/schools/adulted)