Gladstone Secondary
School
Course Planning
Guide

FOR THE 2020-2021
SCHOOL YEAR
# COURSE PLANNING GUIDE TABLE OF CONTENTS

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AN INTRODUCTION TO COURSE PLANNING GUIDELINES

The purpose of this guide is to provide students and parents with the information necessary to make thoughtful course selections. In secondary schools, the process of course selection becomes increasingly complex. Course selections, particularly in Grades 10 through 12, have implications for post-secondary opportunities. This guide deals exclusively with course-related information.

The course descriptions in this guide have been drawn up by teachers in order to provide students and parents with some guidance in the selection of courses. Some courses prescribed by the Ministry of Education are compulsory; other courses are elective and may be selected by the students. Considerable effort has been made to offer courses that provide alternative for students so that they may meet graduation requirements and also concentrate on areas of special interest. Careful planning, in conference with a counsellor, is absolutely necessary to ensure that a complete program is developed.

Every student will have an individual timetable which must operate within the framework of facilities, staff availability, time allotments, graduation requirements (Ministry of Education and post-secondary institution regulations), and student choice.

Timetabling of students courses is done by computer specifically designed to optimize the student requests. Because there is a wide choice of courses offered, a number of “conflicts” may occur in the timetabling of students’ first choice subjects. These conflicts will not prevent students from meeting their graduation goals, but may affect their choices. Every effort will be made to provide students with the courses required and every student will be guaranteed courses he/she must have for graduation. Course selections will vary from year to year and is dependent on student’s requests.

Parents with questions about course selection are invited to contact the appropriate grade counsellor.

Your task is to plan your courses carefully and ensure a great start to your next school year.

Let’s get started!

Descriptions of the following programs can be found in the “Programs” Section of this guide:

- Career Programs
- English Language Learners (ELL)
- Gladstone District Mini School
- Student Support
- Success Towards Employment Program (STEP)

How to make maximum use of this Course Planning Guide:
1. Study the graduation requirements.
2. Study the Course Selection Guidelines.
3. Read the course descriptions.
4. Choose the program and course sequence which you feel is most suitable to your interest, abilities and possible future vocation.
5. If you are in doubt about any aspect of your program, or if you have any questions not answered in this guide, see your counsellor for assistance.
This Course Planning Guide has been prepared by Gladstone Secondary School for use by students in consultation with their parents in planning the Grade 8 - 12 sequence of courses.

It is the responsibility of each student to ensure that he/she completes the necessary sequence of courses leading to graduation, and that he/she meets the entrance requirements of the post-secondary institution of his/her choice.

Graduation Requirements

Students will need to meet the requirements of the 2018 Graduation Program. Eighty credits in Grades 10-12 are required for graduation - with a minimum of 16 credits at the Grade 12 level, 28 elective credits, and 52 credits required from the following courses:

<table>
<thead>
<tr>
<th>52 credits are Required Courses including:</th>
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<tr>
<td>Language Arts 10</td>
<td>4 credits</td>
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<td>4 credits</td>
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<tr>
<td>Language Arts 12</td>
<td>4 credits</td>
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<tr>
<td>Social Studies 10</td>
<td>4 credits</td>
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<td>Social Studies 11 or 12</td>
<td>4 credits</td>
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<td>Science 10</td>
<td>4 credits</td>
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<td>a Science 11 or 12</td>
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<tr>
<td>a Mathematics 10</td>
<td>4 credits</td>
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<tr>
<td>a Mathematics 11</td>
<td>4 credits</td>
</tr>
<tr>
<td>Physical and Health Education 10</td>
<td>4 credits</td>
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<tr>
<td>a Fine Arts Education or Applied Design, Skills, and Technologies 10, 11 or 12</td>
<td>4 credits</td>
</tr>
<tr>
<td>2 Career Education Courses</td>
<td>8 credits</td>
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<tr>
<td>Elective courses</td>
<td>28 credits</td>
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A minimum of 16 credits must be at the Grade 12 level including Language Arts 12. All ministry-authorized and board/authority-approved courses count.

Please see the following links to the BC Ministry of Education for further information: https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation

Graduation Assessments:

In addition to the Course Requirements, students currently in grade 10 or 11 will also complete two new Graduation Assessments.

Numeracy Assessment was introduced in June of 2018. (Students who have completed a Math 10 course and the associated Provincial Exam will NOT be required to write the Numeracy Assessment.)

Literacy Assessment will be introduced in January 2020. (Students who have completed a Language Arts 12 course and the associated Provincial Exam will NOT be required to write the Literacy Assessment.)

Important Reminder:

Post-secondary institutions often require you to complete specific courses to get into programs. Careful planning in Grades 10, 11 and 12 will ensure you have all the courses and credits you need. In addition, some post-secondary institutions such as UBC, consider the amount of courses an applicant has taken, as well as their participation in extra-curricular activities or volunteer work.
Cafeteria/Culinary Arts

Culinary Arts 10  (MCUL-10)

If you enjoy cooking and preparing large quantities of food, then this is the course for you. Students rotate through learning stations, such as the bakeshop, cook station, salad/sandwich station, industrial ware washing, dining room, cash, and food service. Students also participate in catering preparation and set up for school functions. A fundamental understanding of catering service and customer service is stressed. Students also learn how to prepare main courses, soups, salads, sandwiches, and baked products. This course is a fundamental part of gaining an understanding of the Food and Beverage sector of the Tourism industry.

Culinary Arts 11  (MCUL-11)

This course builds on the knowledge base and skills developed in Cafeteria 11 and 12. Students will continue to work with a variety of food products and engage in special projects such as catering, special events and non-production specialty items. Students will also be introduced to aesthetics, presentation and marketing of food products. In addition, students will continue to build practical fine motor skills understanding ergonomics of the kitchen and efficient use of movement in the workplace.

Culinary Arts 12  (MCUL-12)

This is an advanced course designed for those students who have completed Cafeteria 11 and 12, Culinary Arts 11 and have a strong interest in the food industry. The course will focus on advanced techniques in food study and preparation with an emphasis on careers in the foods and hospitality industries. This is a project-based course involving both independent and team based work.

HOME ECONOMICS- DON’T LEAVE SCHOOL WITHOUT IT!
Textiles

Textiles 10 (MTXT-10)

Students will learn creative design skills, knowledge of fibre, fabric, and construction skills. They will be introduced to the art and skills of sewing (machine & hand), knitting, beading, applique, embroidery, and crocheting. Projects will be selected according to one’s skill level and experience. Student choice is encouraged and supported. Students will complete a variety of project/assignments each term.

Textiles 11 (MTXT-11) (MTXT-12)

This senior program allows one to develop and improve basic sewing and design skills. Students will learn how to develop skills in the use of sewing (hand & machine), iron press, and electronic embroidery. Students will apply fabric knowledge and construction techniques to create garments that are uniquely theirs. Student choice is encouraged and supported. Students can create their own dance costumes and apply their knowledge in new and creative ways. A variety of projects/assignments will be completed each term.

Family Studies

Interpersonal and Family Relationships 11: (MIAFR11)

This course is open to all grade 11 and 12 students.

This introductory course focuses on the study of human behaviour and development. Students will learn the basic theories and approaches of psychology. Topics to be covered include communication skills, the principles of thinking and learning, motivation, stress management, and adolescent development. Student learning will include current research concerning psychological disorders, brain development, and personality theories. Evaluation experience include group work, case studies, popular media analysis, interviews and research.

Students also have an opportunity to “parent the Family Studies babies”.

Child Development and Caregiving 12 (MCDAC12)

This course applies the study of psychology to the analysis of human behaviour. Students will explore the dynamics of relationships, group interactions and the changing roles of individuals and families in today’s society. This information can create a basis for understanding oneself and others better. Topics to be covered include the examination of emotions, stereotypes, prejudice, gender issues, adulthood, and the aging process. Learning experiences include research assignments, group work, case studies, and popular media reviews. Students also have an opportunity to “parent the Family Studies babies”.

Family
Technical Studies

The goal of our program is to help students develop the technological skills and lifelong learning patterns needed to function effectively in a rapidly changing technological world. Technology Education builds basic skills while exploring design issues and solving real world problems. Some form of Technology Education should be an essential component of every student’s comprehensive education.

Information and Communications Technology 9 & 10 (MADIT-09) (MCSTU10)

This course is open to grade 9/10 students interested in advancing their computer skills. In grade 8, students were given a small sample of the types of projects to be studied in more detail in ICT9/10. Topics include web design, programming, 3D animation and modeling, and digital communications. Software used could be Python, Blender, Gimp, Open Office, and Linux.

Information Technology 11 (MCMPR11)

Information and Communications Technology 11 involves the study of how information is created, processed and transmitted by computers.

There are four major areas of study:

- Applied Digital Communications
- Digital Media Development - including Web Design
- Computer Information Systems
- Computer Programming

The course will be useful to anyone pursuing science, math or technology courses after high school. Some of the technologies used in the course are HTML, JavaScript, Java, Gimp GameMaker and Blender.

Information Technology 12 (MCMPR12)

Information and Communications Technology 12 continues with the same four themes introduced in Information and Communications Technology 11.

This course is for students who plan to continue the study of computer science or software engineering at the post-secondary level.

The material in this course may also provide evidence that can be used for inclusion in the Graduation Portfolio.

Animation

Animation 10 (MVAM-10)

In this course basic animation units are taught. The students will use these skills to design and make a Claymation, hand drawn and computer drawn animation.

Animation 11 (MVAMT11)

This is an introductory course in computer use, hand-drawn animation and 3D computer animation that can lead to careers in animation, computer gaming, television, etc.

Learn how to navigate Windows, use a scanner, manipulate images and use digital photography. Learn animation skills like Storyboarding, character design and production planning. Record your animations on CD and videotape.

Hand-drawn animation projects include a dance, walk and double take using painted cells. 3D animation includes creating objects, lighting, movement and special effects. At the end of this course, students will be computer literate.

Animation 12 (MVAM12)

This is a continuation of the skills learned in Animation 11. Further your study of Claymation, hand-drawn animation and 3D computer animation that can lead to careers in animation, computer gaming, television, etc.
Graphic Arts

Graphics Program
In Graphics courses you’ll become an expert with Photoshop and Illustrator, thus enabling you to create some amazing projects. You’ll also learn about marketing and business. For more info visit the ‘Gladstone Graphics’ Facebook page or the Graphics website:
http://gladgraphics.vsb.bc.ca/

Graphics 9 - First Year (MADMA09)
Graphics 10 - First Year (MMEDD10)
Open to all grade 9 and 10 students.
You’ll learn how to use Photoshop to design projects that include a coffee mug, ID tag necklace, keychain, CD cover, business cards, magnetic nameplates, and trading cards.

Graphics 11 - First Year (MVAGA11)
Graphics 12 - First year (MVAGA12)
This course is a combination of First and Second Year Graphics which will enable grade 11’s to take Third Year Graphics the following year.
You’ll learn to use Photoshop and Illustrator to design projects that include a coffee mug, ID tag necklace, keychain, CD cover, business cards, magnetic nameplates, and trading cards.

Second Year
Graphics 10 (MMEDD10CO2)
Graphics 11 (MVAGA11CO2)
Graphics 12 (MVAGA12CO2)
This course is for students taking Graphics for a second year. You will be introduced to photography and illustrator drawing software. Projects change every year, but can include an advertisement, mouse pad, basketball hoop, web page, mug, clock, T-shirt, logo, business card, magazine, or a poster.

Third Year
Graphics 11 (MVAGA11CO3)
Graphics 12 (MVAGA12CO3)
Design skills will be further developed by more complex projects which change every year, but can include a picture frame, website, water bottle, T-shirt, logo & business card, magazine, or poster.

Fourth Year
Graphics 12 (MVAGA12CO4)
Design skills will be further developed by more complex projects which change every year, but can include a picture frame, website, water bottle, T-shirt, logo & business card, magazine, or

Yearbook

Yearbook 11
Grade 10: (YCCT-0C)
Grade 11: (YCCT-1C)
(Applied Skills Credit)

Have your work published for everyone to see! We need students interested in writing, photography and graphic design to produce a great yearbook. Knowledge of Photoshop and experience in photography are an asset.
This is a course in which students will learn:
1. Journalistic writing
2. Computer graphics using Adobe InDesign
3. Digital photography techniques using Adobe Photoshop. Students will choose a particular area of strength and specialize in it.

Yearbook 12
(YCCT-2C)
(Applied Skills Credit)

Have your work published in the Yearbook for everyone to see! We need students interested in writing, photography and graphic design to produce a great yearbook. Knowledge of Photoshop and experience in photography are an asset.
This is a course in which students will learn:
1. Journalistic writing
2. Computer graphics using Adobe InDesign.
3. Digital photography techniques using Adobe Photoshop.
Students will choose a particular area of strength and specialize in it.

In Yearbook 12, students who have taken Yearbook 10 or 11 will have the opportunity to be part of the editorial team.
Drafting and Design

Drafting or technical drawing is a universal language that uses pictures to communicate the thoughts and ideas of people who build or design things. Any student who is considering going on in any technological career should take at least one drafting course to give them a basic level of understanding of this important technological skill. It is used in animation, architecture, commercial art, engineering, graphic communication, industrial design, interior design, landscape design, and by all kinds of technicians and trades people.

A career preparation program is available for students interested in this area. See the Career Preparation section.

Technical Education 9 & 10: (MADD-09)
Drafting and Design (MTDRF10)
This course is open to students in Grades 9 and 10.

In this course, basic drafting and AutoCAD (computer aided design) units are taught. The student uses these skills to design and draw, a mechanical project, and to make basic architectural designs on both computer and paper.

Drafting and Design 11 (MTDRF11)
This course is open to students in Grade 11 or any student who has successfully completed Drafting 10.

This is a basic to intermediate drafting course. Students will learn to prepare basic sketches, orthographic projections, pictorials, and working drawings. They will present their drawings and design solutions in a variety of formats while increasing skills in both pencil drawn sketches and computer generated drawings using AutoCAD (Computer Assisted Drafting).

Drafting and Design 12 (MTDRF12)
This is an intermediate to advanced drafting course. Students will learn to create complex drawings including sketches, orthographic projections, pictorials, working drawings, and development drawings. Students will also learn to select, present, and respond to drawings and design solutions in a variety of suitable visual formats and media.
Electronics / Engineering/ Robotics

Create, Build, and Amaze. Do you want to change the world? Are you imaginative or innovative? Do you want to work with technology? Do you want to build robots, design code, or work in engineering teams? In the following courses, you will design, build, and program robots and take on engineering or electronics projects.

Would you like to compete at the world level?

Then Gladstone has a great opportunity for you! This is because the world-renowned Robosavages are our school’s VEX Robotics competitive team. They compete at regional VEX Robotics competitions that may lead to participation in a world championship. Gladstone has finished in the top ten teams 5 times in the last 6 years, competing against over 10,000 teams around the world. This is a great chance for students to discover career options in engineering or other technical fields. Just join one of the classes in this area. (Electronics or Engineering) Check out Gladstone Robosavages Facebook for more details.

Electronics 9/10

Grade 9: (MADER01)
Grade 10: (MTEAR10)

This course is open to students in grades 9 and 10.

This is an introductory course for students who want to explore the world of electronics, computers and/or engineering. Students will learn basic techniques to help with the building of various projects. Projects vary year to year but usually include several take home projects including a small robot.

Electronics 11 & 12: Robotics

(mtrob11)
(mtrob12)

This course will completely focus on robots and their design. Students will work on a common project for the first part of the course. After that assignments may be chosen from various engineering disciplines with Robotics as the central focus. Assignments and projects will vary from year to year depending on student interest and resources available.

Engineering 11

(MENR-11)

This is an introductory course for students who are considering career or studies in Engineering, the Sciences, or other technical fields.

Students will work on a common project for the first part of the course. Most often this is building a robot for Gladstone’s highly successful competitive VEX robotics program. Later in the year assignments may be chosen from various engineering disciplines. In the past this has included projects such as robots, trebuchets, r/c airplanes and boats, bridge building contests, tower building contests and even projects associated with career prep hours. Assignments and projects will vary from year to year depending on student interest and resources available.

Engineering 12A

(MENR-12)

This is an intermediate course for students who are considering career or studies in Engineering, the Sciences, or other technical fields.

Students will work on a common project for the first part of the course. Most often this is building a robot for Gladstone’s highly successful competitive VEX robotics program. Later in the year, assignments may be chosen from various engineering disciplines. In the past this has included projects such as robots, trebuchets, r/c airplanes and boats, bridge building contests, tower building contests and even projects associated with career prep hours. Assignments and projects will vary from year to year depending on student interest and resources available.

Skills Exploration 10-12

Skills Exploration 10 (MSTX-0A)
Skills Exploration 11 (MSTX-1A)
Skills Exploration 12 (MSTX-2A)

Supplemental Course fee: For personal projects to be taken home; additional costs may occur based on individual student needs. Exact amount will be determined at the start of the project. (i.e. size of project or material being used)

Skills Exploration 10-12 is an engaging program in which students use hands-on learning to acquire skills and knowledge related to the construction trades, automotive industry, and the manufacturing sector. The following six introductory topics will be covered in the course: Robotics, Automotive, Woodworking/Construction, Drafting/CAD Design, Modern Manufacturing (Laser and 3D manufacturing), Electrical and Plumbing. This course is intended for students seeking employment opportunities (after high school and post-secondary) within British Columbia earning wages and salaries above the minimal standard.
Mechanics/Automotive

Technical Education 9 & 10 Mechanic
(MADPTO9)
(MTPOW10)

This is an introductory course to the various technological aspects of power development. Students learn safety, tool recognition and power theory. The hands-on practical component includes working on various types and styles of vehicles.

Automotive Technology 11
(MTAUT11)

This course is designed to familiarize students with the common repair jobs on automobiles. Systems of a vehicle are broadly covered. The theory explains why it works, and should be of great value to any car owner wanting to do his/her own repairs.

Automotive Technology 12
(MTAUT12)

This is a more advanced course that will deal with similar topics but in more detail and depth than Automotive Technology 11. All Automotive Technology students who apply themselves and show a mature attitude towards safety are encouraged to do 100 hours of Career Preparation in area automotive shops. Steel toed shoes and coveralls are required.

*** Students that have taken two years of Auto should consider taking Skills Exploration as their next course (see page 11). ***

Metal Work

Metalwork 9 & 10
(MADM-09)
(MTMET10)

This is an introductory course in metal processing and metal machining, which emphasizes correct and safe procedures. Assigned projects will familiarize students with the basic of metal working. A notebook to assist learning of the techniques is an integral part of the course. Shop clean-up and consistently high standards of safe work habits are an important part of the course.

Jewellery 10
(MTMET10CO1)

This course will introduce students to jewellery techniques. The design process will be an important part of the course. Projects may include: lathe turned stainless steel rings, silver band rings, and silver rings cast using the lost wax process. Enamelled copper jewellery Course includes projects that are specifically created to be used as Grad Portfolio Evidence in Arts & Design, Employability Skills.

Jewellery 11
(MTMET11CO1)

This course will introduce students to Jewellery and art metal techniques or build on experience from previous courses. The design process will be an important part of this course. Projects may include; lathe turned stainless steel rings, silver rings cast using the lost wax process, copper or silver chains, enamelled copper jewellery, brazed or welded picture frames and candle holders.

Jewellery 12
(MTMET12CO1)

This course will introduce students to Jewellery and Art Metal techniques or build on experience from previous courses. The design process will be an important part of this course. If students have previous experience, projects may be self initiated. Projects may include; lathe turned stainless steel rings, silver rings cast using the lost wax process, copper or silver chains, enamelled copper jewellery, brazed or welded picture frames and candle holders.
Metal Work 11  (MTMET11)

The student is introduced to and gains practical experience on the following machines: lathes, milling machines, welding apparatus, sheet metal machines, grinders, polishers, and metal casting. Assigned and individually initiated projects will familiarize the students with the various processes.

Metal Work 12  (MTMET12)

This course is a more advanced and involved continuation of MMFM11. Students will cover additional topics in increased depth.

This course is designed to teach the principles of the technology of several metal and allied trades. These principles will be applied to practical situations in machine shop, welding, sheet metal, and foundry.

Use of the milling machine, large lathes, foundry, and welding equipment learned in Metal Fabrication will be emphasized. Computer-aided machining (CAM) will be introduced. Selected projects may be self-initiated. The work follows the general lines of Metal Fabrication and Machining 11 but more sophisticated operations are learned and required.

Work on the design, construction or modification of the schools electric racing cars is an important optional element of this course.

Woodwork 11  (MWWK-11)

Carpentry and Joinery 11 is intermediate woodwork course. Basic to intermediate woodworking skills will be taught so students can complete several student-designed projects while practicing these skills. Safe and correct machine skills are stressed throughout the course. Basic uses of many hand tools are also covered. More specialized machine tools and jig use are covered in this course.

Projects built in this course are expected to be of moderate skill level, and of good quality as students develop their woodworking skills. Previous projects have included more advanced versions of the ones built in Woodwork 10. In addition, the following projects have also been completed: book cases, book shelves, coffee tables, computer tables, chessboards, deck furniture, dog houses, end tables, rocking horses and many other unique student designed projects.

Woodwork 12  (MWWK-12)

Carpentry and Joinery 12 is advanced woodwork course. Intermediate to advanced woodworking skills will be taught so students can complete several student-designed projects while practicing these skills. Safe and correct machine skills are stressed throughout the course. Advanced use of some hand tools is also covered. More advanced finishing techniques are also used.

Projects built in this course are expected to be of high skill level, and of excellent quality as students hone their woodworking skills. Previous projects have tended to include larger more advanced versions of the ones built in Woodwork 11. Some examples are sleds, china cabinets, desks, entertainment units, beds, and dining room tables. These projects tend to be unique.

Woodwork 9 & 10  (MADW-09)  (MWWK-10)

Woodwork 10 is a beginning woodwork course. Basic woodworking skills will be taught so students can complete several student-designed projects. Safe and correct machine skills are stressed throughout the course. Basic use of certain hand tools is also covered.

Projects built in this course are expected to be of simple skill level, but of good quality as students develop their woodworking skills. Previous projects have included toys, jewelry boxes, cutting boards, small clocks, bowls, candlesticks, picture frames, toolboxes, bird houses and CD storage racks. Students who finish their course work early sometimes build additional student chosen projects.
CAREER EDUCATION

Career Education Courses:

Students are required to have 8 credits of career education over two courses.

Career Education 8 and 9 (MCE-08/MCE-09)

The aim of Career Education 8 and 9 is to provide students an opportunity to reflect on their preferences and skills to help them identify the steps we need to take to achieve our career goals. Students will also reflect upon the value of work in our lives, communities, and society, and how it may be viewed from diverse perspectives. Students will also look at adapting to economic and labour market changes and how that will require flexibility. The curriculum recognizes our career paths reflect the personal, community, and educational choices we make.

Career Life Education 10 (MCLE-10)

This introductory course offers students the opportunity to explore a wide range of post-secondary and career options. Time will be spent creating a personal Career Plan while considering the global labour and market trends. These trends will impact their future employment opportunities as they work towards improving personal employability skills.

Career-Life Connections & Capstone (MCLC-12)

Career life development is an ongoing process of exploring, planning, reflecting, adapting, and deciding. Career Life Connections provides students an opportunity to become familiar with this ongoing cycle. Students will also look at aspects that influence career life decisions - internal and external factors, including local and global trends. Emphasis will be placed upon lifelong learning and active citizenship to foster career life opportunities.

Capstone is a learning opportunity for students to reflect and share in personally meaningful way, and is a requirement for Career-Life Connections and for graduation. The purpose of the capstone is for students to demonstrate the knowledge, competencies and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities. It is a representation of the student’s learning journey and provides an opportunity to reflect and synthesize as well as showcase and celebrate.
ENGLISH

English 8 (MEN--08)
English 8 is a resource course designed to provide a smooth transition from elementary language arts to secondary English studies in language and literature. To encourage student success, the learning program presents a range of materials and opportunities in the study of grammar, composition, and various literary forms including short stories, novels, poetry and drama. Creative and critical thinking and problem-solving exercises are designed to stimulate student interest and to enhance academic performance. The English 8 program encourages co-operation, self-reliance, self-esteem, and good study habits.

English 9 (MEN--09)
Recommended course: English 8
English 9 continues to build upon the skills and knowledge acquired in the English 8 program. As such, English 9 is a resource course offering a study of various literary forms, including poetry, short stories, novels, and drama. Students will also continue to refine their writing skills by exploring approaches to the writing process. Creative and oral expression are important elements of the English 9 course.

English 10 (MEN--10)
Recommended course: English 9
Students are required to complete 4 credits of English Language Arts course at the grade 10 level. Students enrolling in English Language Arts 10 will choose one of the following 2 options:

OPTION 1:
English 10: Focused Literary Studies (2 credits) & Composition (2 credits)  MLTST10 & MCMPS10

Recommended course: English 9
This blended course continues to build on the skills and knowledge acquired in English 9. The program presents a variety of materials and opportunities in the study of writing and literary analysis. The course encourages students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Additionally students will build their writing competencies by exploring a variety of structures, forms, and styles of compositions. They will develop their writing craft through processes of drafting, reflecting, and revising texts for a variety of audiences and purposes.

OPTION 2:
English First Peoples Literary Studies 10 (2 credits) & Writing 10 (2 credits)  MEFLS10 &MEFWR10

Recommended course: English 9
This blended course continues to build on the skills and knowledge acquired in English 9 and is designed for students who are interested in exploring First Peoples literature in a variety of contexts, genres, and media. Students are provided with opportunities to explore personal and cultural identities, histories, stories, and connections to land and place. This course is grounded in the understanding of how texts are historically and culturally constructed. English First Peoples courses also provide students with opportunities to become better writers through the exploration and application of writing processes, inviting students to express

English 11 (MEN--11)
Recommended course: English 10 (4 credits)
All senior English courses explore literature through multiple genres and will provide the foundational skills of grammar, essay writing, and analysis.

Creative Writing 11 (MCTWR11)
Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Creative writing skills will be enhanced through the study of literature and literary analysis, which will support student ability to analyze and discuss works of literature in a creative, critical and abstract manner.

Focused Literary Studies 11 (MLTST11)
Focused Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, Indigenous texts, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Students will expand their literacy skills through the close reading of appropriately challenging texts. Students will further develop their composition skills through a variety of activities exploring creative, prose and expository writing. Emphasis is placed on the process of writing: drafting, reflecting and revising for clarity, correctness and thoughtfulness of content. Course focus to be determined by the teacher in consultation with the class.

Focused Literary Studies 11: Pre AP (MLSTST11ENR)
Recommended course: B in ELA level 10 courses and/or recommendation from English 10 teacher.

English 11 Pre AP follows approximately the same program as English 11 Focused Literary Studies, but incorporates units of composition skills and literary analysis that go beyond those in the English 11 program. The enrichment component is designed to challenge students who are stimulated by thinking, reading, and writing analytically and critically. Special literature and composition-based activities will be pursued; for example, students will explore in depth both Canadian and world Literature to gain a deeper understanding about how a sense of identity may be reflected in works of literature. Particular emphasis is also placed on preparing students for further study in literature-based courses, such as Focused Literary Studies 12 and/or English Studies 12 Advanced Placement. English 11 Pre AP is thus strongly recommended for students who wish to take these programs.
English Studies 12  
(MENST12)  
Recommended course: English 11

The required English Studies 12 course builds on and extends students’ previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to further develop and refine the skills needed for successful composition and literary analysis, and to communicate effectively in a variety of contexts and to achieve their personal and career goals. Students will explore texts from a variety of sources, including First Peoples literature that reflect diverse worldviews and expand their understanding of what it means to be educated Canadian and Global citizens.

English 12 First Peoples  
(MEFP-12)  
Recommended course: English 11

English First Peoples 12, now in its seventh year at Gladstone, explores the dynamic and engaging world of Indigenous literatures. The course is open to all students, and invites them to discover a rich variety of stories and story-telling that reflect First Peoples’ worldviews and ways of knowing. Students will study a range of texts including novels, poems and songs, essays, and contemporary plays and films, featuring local, Canadian, and International First Peoples’ content. Students will also become familiar with the rich oral tradition of Indigenous Peoples. In addition to academic and creative writing, students will participate in group activities, class discussion and oral presentations as a way of demonstrating their learning. Guest speakers from the local community and field trips will enhance the classroom experience. English First Peoples 12 is a unique alternative to English Studies 12, and satisfies post-secondary entrance requirements.

Advanced Placement Literature and Composition  
(AELC-12)  
English Studies 12  
Recommended course: A in English 11 or recommendation from teacher (MEN—12)

AP English 12 incorporates topics and works of literature, which reflect the potential content of first year college/university English courses. The course is designed for students with a special interest in English who can work with independence and enjoy academic success. English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected literary works, students deepen their understanding and enhance their pleasure in literature. They develop critical standards for interpreting the effects writers create by means of the artful manipulation of language. To achieve these goals, students study individual works, their characters, action, structure, and language. Students consider literary works in their historical context and in relation to their own lives and experiences as well. Writing is an integral part of the AP English course and will focus primarily on the critical analysis of literature, and expository, analytical, and argumentative essays. Students in AP English Studies 12 have the option to write the Advanced Placement exam and the potential to receive partial credit for first year English courses at the post-secondary level.

Writing 12  
(MCWR--12)

Recommended course: English 10

Writing 12 is a creative writing elective course designed for students who have an interest in and a flair for writing. The course’s primary intention is to encourage students to experiment with the written word and to produce effective original works. Students will have the opportunity to explore a variety of genres: short story, creative non-fiction, poetry, plays, screen writing and expository writing. Some technical aspects of writing as well as the craft of the sentence, description and narration will be covered in the course. Students will study a number of writing styles as they strive to develop their own writing voice. A major objective of Writing 12 is for the students to be in control of and aware of how they write to bring their projects to a satisfying outcome for themselves and for their readers alike. Students will participate in daily writing exercises. Emphasis is on self-motivation; the course should be taken by students who possess strength in basic written skills, as little time is devoted to remediation.

Focused Literary Studies 12: British Literature - Medieval to Contemporary  
(MLTST12)

Recommended Course: English 11. The course may be taken concurrently with English 11 Enriched in consultation with the teacher. At least a B standing in previous ELA courses is advisable for those students who are considering the course.

This course is designed to enable students to read with knowledge, enjoyment and critical skills the literature of the English canon. It will survey the major British writers from the Anglo-Saxon times to the Modern era. Students will study individual authors and their response to the societies in which they lived, their role in acting both as mirror to those societies, and as commentators on the social and historical events shaping them. British Literature 12 is a solid introduction to the literature of the English-speaking world. It will be of value to those students who enjoy poetry and drama and learning about the past to help one understand and enjoy the present. For those students planning to attend community college or university, this course is an excellent introduction to the content of first-year English courses in a post-secondary institution. Please note
ART

**Art/Ceramics 8 (MVA-08)**

This fun and creative course requires no previous art experience. This full year course includes a half year of Art and a half year of Ceramics. Art/Ceramics 8 introduces students to a variety of creative processes including drawing, painting, printmaking, design, ceramics and sculpture. Students will be introduced to a variety of media including, oil pastels, paint, charcoal, clay, glazes and paper mache.

**Art/Drama 8 (MVA --08SEM) (MDR- -08SEM)**

Art/Drama 8 will give students a chance to experience a half year of Art and a half year of Drama. In Drama 8 students will be introduced to a variety of drama and theatre skills: warm-up exercises (body & voice), team building games, basic improv games and group presentations. Focus is also on increasing self-confidence and improving ability to speak in front of others. In the Art portion, students will have an opportunity to explore a variety of art media such as pastels, paint, charcoal, collage and clay. No previous experience is necessary!

**Visual Arts 9: General (MVA--09)**

Open to all students in Grade 9

This fun filled course is open to all grade 9 students regardless of previous Art experience. Art 9 introduces students to a variety of creative processes including drawing, painting, printmaking, design, sculpture and graphics. Students will be introduced to a variety of media including, pastels, paint, charcoal, clay, glaze, paper mache, ink collage and glass fusing.

**Visual Arts 10: General (MVAST10)**

Open to all students in Grade 10

Art 10 allows students the opportunity to further develop their artistic interests and skills in drawing, painting, sculpture, mixed media collage, and glass fusing. They will create a number of personal art projects gaining further experience with familiar art materials, as well as new materials.

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**Art Studio 11 (MVAST11)**

Art Foundations 11 is recommended for both serious art students who intend to go on in the field and senior students with some artistic ability that may not have been able to take many previous art courses. Although drawing and painting (in both watercolours and acrylics) will continue as major image exploration areas, design, printmaking, sculpture and glass will also form an integral part of the course. Students will choose from a variety of themes and media to personalize their learning.

Student supplies: Sketchbook.

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**Art Studio 12 (MVAST12)**

Recommended course: Art 11

This course is the culmination of a student’s school art experience. It is structured to include specific units in drawing, painting, printmaking, sculpture, design, glass and collage but also leaves ample opportunity for the serious student to explore new areas and develop a personal style. Senior art students may use their skills and abilities to make contributions to the school and community through mural and/or locker paintings, or pursue materials or themes of personal interest.

Student supplies: Sketchbook.
Studio Arts 9: Ceramics and Sculpture  
(MVA-09CO1)
Open to all students in Grade 9
This is an introductory level course in ceramics, which offers an exploratory approach to all areas of clay, including hand-building techniques, wheel work, modeling, fundamental glazing and decoration strategies.
Student supplies: Sketchbook.

Studio Arts 10: Ceramics and Sculpture  
(MVAS10)
Open to all students in Grade 10
Ceramics 10 offers students a more in depth exploration of both hand-built and wheel thrown techniques. Students will work with a variety of themes to develop both functional and decorative ceramic pieces, and will have the opportunity to expand their knowledge of decorative strategies with a variety of staining, glazing, and painting techniques.
Student supplies: Sketchbook.

Studio Arts 11: Ceramics and Sculpture  
(MVAC-11)
This course is meant for senior students with little or no previous ceramic experience, as well as those with some ceramics experience who wish to further expand their clay explorations. Basic hand-building techniques, wheel work, decoration, and glaze preparation will be covered as they relate to student’s personally developed imagery and theme work.
Student supplies: Sketchbook.

Studio Arts 12: Ceramics and Sculpture  
(MVAC-12)
Recommended course: Ceramics 11
Ceramics 12 is an advanced pottery course, which allows students to work with the support of the teacher to develop a personal focus area. Students will sketch ideas of interest and then will translate their interest into clay projects. Both hand building and wheel thrown pottery will be explored further, through the creation of functional ware, figurative themes, relief work, and plaster casting, and modelling. Supplies: Sketchbook.

Photography 10  
(MVAPH10)
Students will learn how to create great photos using digital cameras and image editing software. Students should have access to their own digital camera. ‘Point and shoot’ or SLR cameras are both fine for this course.
Visit the ‘Gladstone Graphics’ Facebook page for more information.

Photography 11  
(MVAPH11)
Students will continue to learn how to create great photos using advanced techniques. Projects will change each year. Students should have access to their own digital camera. ‘Point and shoot’ or SLR cameras are both fine for this course.
Visit the ‘Gladstone Graphics’ Facebook page for more information.

Photography 12  
(MVAPH12)
Recommended course: Photography 11
Students will continue to learn how to create great photos using advanced techniques. Projects will change each year. Students should have access to their own digital camera. ‘Point and shoot’ or SLR cameras are both fine for this course.
Students can also prepare their post-secondary school entrance portfolios and explore post-secondary and career opportunities.
Visit the ‘Gladstone Graphics’ Facebook page for more information.

Photography 10, 11, 12: Drawing and Painting  
Grade 10: (MVAD-10)  
Grade 11: (MVAD-11)  
Grade 12: (MVAD-12)
Recommended course: MVAD-10, and MVAD11
These courses are designed for students who would like to refine their knowledge and skills in the two dimensional areas of drawing and painting. Drawing with pen, ink, conté, and graphite will be explored, and painting with watercolours and acrylics will be taught within a variety of themes. Students will have the opportunity to design and paint large scale murals within the school.
Dance courses focus on students’ success, having a fun time, and having a confident, positive mindset while learning dance. Students interested in learning a wide variety of dance styles at the beginner / Intermediate level should register in Dance Foundations 8-12 (hip hop, jazz, contemporary, cultural dances) at the appropriate grade level. Students wishing to learn fun and useful dance skills but not perform on stage can register for Dance Conditioning 10-12. Students wishing to further augment their dance studies and enter competitions and festivals should see the instructor concerning Dance Company 8-12. Grade 8’s with previous dance or gymnastics training may sign up for Junior Dance Company 8.

**Dance 8-12**

*Registration requires an audition*

Dance Company classes are for experienced dancers who wish to expand their technical skills, strength and flexibility, and perform in a wide variety of shows and festivals. Registration requires the instructor’s permission or an audition to confirm a student’s level (Junior or Senior). Students wishing to augment their training may take two dance classes and or dance conditioning.

**Dance Conditioning 10-12**

*Grade 10: (MDCF-10CO1)*
*Grade 11: (MDNCN11)*
*Grade 12: (MDNCN12)*

Gain flexibility, strength, coordination and conditioning in this non-performance class. The course focuses on a unique blend of Pilates, Lablast Dance Fitness, Barre Fitness and stretching using therabands, fit balls, hand weights, mats and music to develop long lean muscles and improve every student's flexibility. Great for injury prevention, injury recovery, and developing strength.

**Dance Foundations 9 & 10**

*Grade 9: (MDNC-09)*
*Grade 10: (MDCF-10)*

This performing arts course is an introduction to different styles of dance. Students are given the opportunity to learn a wide variety of dance styles including: hip hop, Latin jazz, street jazz, Broadway, tap, contemporary, and cultural dances. No previous dance experience is necessary. Students will learn dances choreographed by the teacher and they will also learn how to create their own dance sequences. They will have opportunities to perform in several shows throughout the year.

**Dance Foundations 11 &12**

*Grade 11: (MDCF-11)*
*Grade 12: (MDCF-12)*

This course is offered under the Fine Arts umbrella of courses, and is open to grade 11 and 12 students. Students will study a wide variety of dance styles including: hip-hop, Latin jazz, street jazz, Broadway, tap, contemporary, and cultural dances. No previous dance experience is necessary. Students will learn dances choreographed by the teacher and they will also learn how to create their own dance sequences. They will have opportunities to perform in several shows throughout the year.
Dance 8-12

Registration through audition

Dance Company classes are for experienced dancers who wish to expand their technical skills, strength and flexibility, and perform in a wide variety of shows and festivals. Registration requires the instructor’s permission or an audition to confirm a student’s level (Junior or Senior). Students wishing to augment their training may take two dance classes and or dance conditioning.

Junior Dance Company 8-12

Recommended course: At least one year of dance training and permission from the instructor.

Grade 8: (MDNC-08CO1)
Grade 9: (MDNC-09CO1)
Grade 10: (MDNC-10)
Grade 11: (MDNC-11CO1)
Grade 12: (MDNC-12CO1)

Junior Dance Company is designed for grade 8-11 students with at least one-two years of technical dance training in a dance studio or students with a strong gymnastics background. Students will study ballet, various styles or jazz dance, acrobatic dance (acro), contemporary, hip hop and cultural dances. These dancers will also improve their self-confidence by performing in both the December and May shows as well as the District Dance Festival.

Senior Dance Choreography 9-12

Recommended course: At least two years of dance training and permission from the instructor.

Grade 10: (MDNCM10)
Grade 11: (MDNCM11)
Grade 12: (MDNCM12)

Senior Dance Choreography is designed for grade 9-12 students with at least two-three year of previous technical dance training. Students will learn proper technique, alignment, and posture while studying various styles of jazz dance, Broadway theatre dance, acrobatic dance (acro), contemporary, hip-hop, ballet and cultural dances. This Senior Dance group represents Gladstone at a number of festivals and performances throughout the year.

Dance Technique and Performance 10-12

Recommended course: Audition in March and enrollment in a dance Foundations or Company class or dance conditioning class.

Grade 10: (MDNTP10)
Grade 11: (MDNTP11)
Grade 12: (MDNTP12)

This is an off-timetable after school dance course for the hip hop teams and acrobatic dance students. Students will focus on genre specific dance techniques, strength, endurance and performance skills. Teacher permission and/or an audition are required. Students must also register for an on-timetable dance course as a co-requisite.
Drama

Dance/Drama 8  (MDNC-08/MDR- -08)
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, break-dance, swing, and Latin dance. This course is perfect for those students who have no dance experience or some experience in their elementary schools or community centres. Students will learn choreographed routines and dance sequences and will perform in at least one dance show. In Drama 8 students will be introduced to a variety of drama and theatre skills: warm-up exercises (body & voice), team building games, basic improv games and group presentations. Focus is also on increasing self-confidence and improving ability to speak in front of others.

No previous experience is necessary.

Art/Drama 8  (MVA- -08SEM)
Art/Drama 8 will give students a chance to experience a half year of Art and a half year of Drama. In Drama 8 students will be introduced to a variety of drama and theatre skills: warm-up exercises (body & voice), team building games, basic improv games and group presentations. Focus is also on increasing self-confidence and improving ability to speak in front of others. In the Art portion, students will have an opportunity to explore a variety of art media such as oil, pastels, paint, charcoal, collage and clay.

No previous experience is necessary.

Drama 11  (MDRM-11)
Recommended course: Drama 10.
In Drama 11-12 we will continue to develop and train the basic tools for the actor. Students will be taken through the process of play and learn about the elements necessary to write effective dialogues and theatre scenes. Students will take the actors tools into scene work where they will further develop characters and continue to analyze text. The skills you will explore and develop in this class will be useful during your high school years, college or university or any job you do after that.

Drama Leadership 11 & 12
Recommended course: previous Drama/Acting classes at Gladstone

Grade 11 (YHRA-1A)
Grade 12 (YHRA-2A)
Drama leadership is designed for students who would like to work with junior-level students in the Drama classroom.

Students work closely with the teacher by helping with warm-ups, theatre exercises, scene work and encouraging a positive attitude and active participation of all students.

Leadership students must demonstrate a high level of maturity, self-motivation, commitment and interest in helping younger students at all levels of performance.
Drama 12  (MDRM-12)

This course is open for grade 12 students.

In Drama 11-12 we will continue to develop and train the basic tools for the actor. Students will be taken through the process of play and learn about the elements necessary to write effective dialogues and theatre scenes. Students will take the actors tools into scene work where they will further develop characters and continue to analyze text. The skills you will explore and develop in this class will be useful during your high school years, college or university or any job you do after that.

Film & Television Production 11& 12  (MDFT-11 & MDFT-12)

This course is for senior students who are interested in learning to act in front of the camera. You will act in scenes, break down the script and work on getting into emotions and characters. You will learn the elements of a scene such as beats, transition of power, and high/low status. We will film each other's work and learn about the technical aspect of acting on set for the camera. Professionals from the film industry will be invited to share their knowledge with you on a regular basis.

Theatre Company 9, 10, 11 & 12
Auditions— LATE APRIL/EARLY MAY

Grade 9: (MDR-09) 
Grade 10: (MDRTC10) 
Grade 11: (MDRTC11) 
Grade 12: (MDRTC12) 

Theatre Company 9-12 is an off-timetable audition course where students will be going through the process of rehearsing and performing a play. In this course they will develop an understanding and competence for theatre performance development at all levels: participating in the rehearsal process, acting, directing, costume design, lighting design, stage design, public relations and production. Through this experience students will continue to train the basic tools for the actor: the body, the voice and the mind. The course culminates in a series of public performances both within the school and community at large. Commitment is the key to success in this course.

Theatre Production 11 (MDRTP11) 
Theatre Production 12:  (MDRTP12) 

Please see the instructor if you are interested in enrolling in this course.

In Theatre Production 11/12 students will develop an understanding and competence for technical aspects needed to produce and perform a play: participating in the rehearsal process, costume design, lighting design, stage design, props, set design, public relations and production. When needed, students will be expected to sit in during rehearsals where they will operate and design lights and sound, organize stage requirements and props, and participate in designing the stage.
Music

Students may choose to study instrumental and/or choral music and courses are offered at every grade and skill level. Some courses are open to any student, and others require permission from the instructor.

Instrumental Music: Students interested in studying instrumental music should register in concert band at their appropriate grade and skill level. Students who wish to further augment their instrumental music studies may see the instructor concerning jazz band.

Concert Band

Concert Band gives students the opportunity to learn to play a musical instrument. Standard concert band instruments include: flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion. Students may rent instruments from the school, or they may rent or purchase instruments through independent music stores. Students should consult with the instructor before renting or buying an instrument.

Beginning Concert Band

Grade 8: (MMU--08BA1)
Grade 9: (MMU--09BA1)
Grade 10: (MMUCB10--1)
Grade 11: (MIMCB11--1)

This course gives students with no previous musical experience the opportunity to learn a concert band instrument (see list above). Students with previous musical experience on a non-concert band instrument (such as piano) are also welcomed and encouraged to consider this course. In Beginning Concert Band, students will learn how to read music, how to play their instrument, and the basics of music theory. They will also have the chance to perform at the annual winter and spring concerts. This course is designed for students with some experience on a band instrument. Students should have a minimum one year's playing experience, but this course encompasses students with up to three year's experience. Students will study, play, and perform concert band music from a variety of musical eras and genres. They will also study music history and theory, and participate in performance opportunities, including the annual Winter and Spring Concerts. A developing level of musicianship is taught and expected. There is no restriction as to the number of students who may sign up for this course.

Intermediate Concert Band

Recommended course: At least one year of playing experience on a band instrument (see list above)

Grade 8: (MMU--08BA3)
Grade 9: (MMU--09BA3)
Grade 10: (MMUCB10--3)
Grade 11: (MIMCB11--3)
Grade 12: (MIMCB12--3)

Senior Concert Band:

Wind Ensemble

Recommended course: At least two years of instrument playing experience at the Secondary level

Grade 9: (MMU--09BA4)
Grade 10: (MMUCB10--4)
Grade 11: (MIMCB11--4)
Grade 12: (MIMCB12--4)

This course is designed for the experienced wind instrumentalist, and students should consult with the instructor before registering to confirm their eligibility. Students will study, play, and perform concert band repertoire from a variety of musical eras and genres. Students in this ensemble are expected to develop and demonstrate advanced technical skills, and high level of musicianship. The Senior Concert Band represents Gladstone at a variety of performances throughout the school year. There is no re-

Note:

Credit is available for interested students who study piano and wish to accompany a vocal group. Students must receive permission from the instructor before signing up for one of the following groups: Concert Choir, Vocal Jazz Ensemble.

Positions are available for students who may wish to receive Peer Tutoring credit for assisting in Beginning Band class. Permission from the instructor is required.
Jazz Band

Jazz Band classes are offered for instrumental music students who wish to expand their technical skills on their instrument, while learning about the history and performance practice of jazz music.

NOTE: Jazz courses are offered as co-curricular courses, and are only available to students who are registered in a complimentary concert band course. Registration requires instructor's permission.

Jazz Band

Grade 9: (MMU-09JB4)
Grade 10: (MMUJB10)
Grade 11: (MIMJB11--4)
Grade 12: (MIMJB12--4)

This course is designed for instrumental music students with a minimum of one year's jazz experience. Students will continue to develop their understanding of the history and performance practice of jazz music through repertoire study and performance. This is a co-requisite course which may only be taken by students who are also registered in a concert band.

Registration is restricted to the standard big band instrumentation (5 saxophones, 5 trombones).

Ukulele and Guitar

Ukulele 8 - 12

Grade 8: (MMU--08UK1)
Grade 9: (MMU--09UK1)
Grade 10: (MMUGT10)
Grade 11: (MIMG--11)
Grade 12: (MIMG--12)

Beginner

This course is open for all students from grade 8-12 who are interested in learning to play the ukulele and or guitar. The beginner class is for students with no previous musical experience and the school can provide instruments for the students to use.

Intermediate

The class is for students with at least one year of guitar or ukulele experience. The class will explore a wide range of musical styles and work towards performing concerts throughout the school year. Students may also have the opportunity of improving vocal technique through singing and learning how to accompany themselves on the ukulele or guitar.

Choir & Voice Studies

Students interested in developing their skills as a singer should register in concert choir at their appropriate grade level. Students who wish to further augment their vocal studies may see the instructor concerning vocal ensemble.

Senior Vocal Jazz Ensemble 9 - 12

Grade 9: (MMU--09JV2)
Grade 10: (MMUVJ10)
Grade 11: (MCMJV11)
Grade 12: (MCMJV12)

This course is designed for students who have had some previous experience. Repertoire will consist mainly of modern jazz and pop music and students will be given extra instruction to develop solo repertoire. This on-timetable ensemble will represent Gladstone in a variety of musical performances throughout the year. Students must audition for this ensemble and receive the instructor's permission to enroll.

Voices Needed
The Goals of the Pathways
The goals of all three pathways are to provide pre-requisite attitudes, knowledge, skills and understanding for specific post-secondary programs or direct entry into the work force.

All three pathways provide students with mathematical understanding and critical thinking skills. It is the choice of topics that varies among pathways. When choosing a pathway, students should consider their interests, both current and future so that the pathway they choose will be the one to engage them in their studies.

Please Note: Students may take Foundations of Mathematics and Pre-Calculus at each grade level and they may take more than one math course.
### Sample Future Plans

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<tr>
<th>Math</th>
<th>Foundations of Mathematics and Pre-Calculus 10 followed by Pre-Calculus 11-12</th>
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<td>Science</td>
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<th>Social Sciences (E.g. Psychology, Nursing, Sociology)</th>
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### Graduation Requirements & Post-Secondary Admissions

To graduate, all students **MUST** complete a Grade 10 Mathematics course as well as another math course at the Grade 11 or 12 level. You might need more than one math course if you plan to continue school beyond Grade 12. Depending on the school you attend, there could be many Mathematics options available to you.

Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using the Education Planner’s website: [http://www.educationplanner.ca/](http://www.educationplanner.ca/)

### Questions & Answers

**What are the pathway names and what is in them?**

Each pathway is designed to provide students with the mathematical understandings, rigour and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force. The content of each pathway has been based on the Western and Northern Canadian Protocol (WNCP).

- **Apprenticeship and Workplace Mathematics**
  - This pathway is designed for entry into the majority of trades and for direct entry into the work force. Topics include working with formulas, financial mathematics, measurement and representation of 2-dimensional space and 3-dimensional objects. (Courses at grade 10, 11 and 12)

- **Foundations of Mathematics**
  - This pathway is designed for entry into post-secondary programs such as Arts or Humanities that do not require the study of theoretical calculus. Topics include financial mathematics, statistics, logic and reasoning, and research into the history of mathematics. (Courses at grade 11 and 12)

- **Pre-Calculus**
  - This pathway is designed for entry into post-secondary programs such as Science or Engineering that require the study of theoretical calculus. Topics include solving equations, functions (including quadratic, polynomial, exponential and trigonometric), logarithms, combinatorics and probability. (Courses at grade 11 and 12)

- **Statistics 12**
  - This pathway is designed for entry into post-secondary programs such as Psychology, Sociology, Biology, and any science that requires statistical study and research. Topics include probability models, graphical representations, measures of central tendency, and the role of statistical thinking in society.

**Is there a Provincial Exam in Math?**

No, however all students will be expected to complete a numeracy Assessment before exiting high school. The Assessment consists of 3 components: 1) 24 questions written by all students. 2) Two long answer questions chosen from four possible choices. These questions are designed to take their analysis deeper. 3) Self reflection (unmarked).
Can my child get into university or college without Pre-Calculus 11 or 12?
Yes. There are many different combinations of courses and programs that will allow a student to go to college or university. The specific Math courses that are required by colleges and universities depend entirely on the program a student wants to enter. Some entrance requirements include calculus math courses (Pre-Calculus pathway), Statistics 12, and others do not require calculus courses (Foundations pathway). It is crucial that you check the university or the college to find out which Math courses are needed for entry so that you choose the correct path.

Which Math course is best suited to my child?
While there is no "rule" about which Math course is right for each student, the decision can be made easier by thinking about your child’s ability and interest in Math, and future education and career plans. The courses have been designed to facilitate student success after high school. For example:

- If your child has struggled in Math 8 or 9, and intends to pursue a trade or technical job after high school, then the Apprenticeship and Workplace pathway is the best choice.

- If your child is planning further studying in the Social Sciences like Psychology, Law or Humanities at post-secondary, then the Foundations pathway with Statistics 12 will be the best choice.

- If your child is thinking about future education or a career that involves Sciences or Engineering at a university, then starting the Pre-Calculus pathway will be the best choice.

Your child’s education choices after high school depend, in part, on the courses they take in high school. To make an informed decision about which course is best suited for your child, you need to find out as much as you can about each pathway. Parents need to remember that grade 10 has ONLY two courses but there are three pathways in grade 11 to 12. Students who choose grade 10 Apprenticeship and Workplace CANNOT move to the Foundations or Pre-calculus stream easily.

What happens if we change our mind about the course decision that we have made?
Because the three pathways were designed to give students different skills, attitudes and knowledge for different career and post-secondary paths, they were not designed specifically to allow for lateral movement between pathways. As a result, schools will not be suggesting students move from one pathway to another once a choice has been made and a student is working in one pathway’s courses.

Is it possible to take more than one pathway?
The pathways were designed in such a way that students could take courses in more than one if desired. Taking more than one math course is not unusual in eastern Canada. This would give a student the most available opportunities at post-secondary institutions. If, after high school, your son/daughter changes career paths and realizes that he/she needs Pre-Calculus 11 or 12, colleges and universities will offer these or equivalent courses for upgrading.

For further descriptions of the math courses in this section, please see the Math IRP pages of the BC Ministry of Education’s website:
MATHEMATICS

Mathematics 9 (MMA-09)
Recommended Course: A grade of “C+” or better is recommended in Math 8

This course is designed to consolidate and extend mathematical concepts and numeracy skills. Topics include operations with rational numbers, exponents, polynomials and algebra, linear relations, and financial literacy.

Foundations of Mathematics and Pre-Calculus 10 (MFMP-10)
Recommended course: A grade of “C+” or better in Math 9

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary academic studies at colleges and universities. Topics include surface area and volume of 3-D objects, applying trigonometric ratios to right triangles, irrational numbers, powers involving integral and rational exponents, polynomials, coordinate geometry with linear relations, systems of linear equations, and function notation. This course is the recommended course for both Foundations of Math 11 and Pre-Calculus Math 11.

Foundations of Mathematics and Pre-Calculus 10 Mini (MFMP-10DC1)
This course is only open to Mini School students.

Students in the Gladstone Mini School program take this course in their second year of high school (Grade 9). Math 9 concepts are reviewed, and Foundations of Mathematics and Pre-Calculus 10 topics are covered.

Workplace Mathematics 10 (MWPM-10)
Recommended course: Math 9

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include metric and imperial measurement of length, area, volume, capacity, mass, and temperature; unit pricing and currency exchange; calculating income; the Pythagorean relationship; trigonometry; similarity of polygons; lines and angles; spatial reasoning; and solving problems with formulae.

Foundations of Mathematics 11 (MFOM-11)
Recommended course: a grade of C+ or better in Foundations of Mathematics and Pre-Calculus 10.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified by post-secondary studies in programs that do not require the study of theoretical calculus. Topics include geometry, measurement, number, logical reasoning, relations and functions, financial mathematics, statistics, and mathematical research.

Pre-Calculus 11 (MPREC11)
Recommended course: a grade of C+ or better in Foundations of Mathematics and Pre-Calculus 10.

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, relations and functions, and trigonometry.

Pre-Calculus 11 AP Prep (MPREC11ENR)
This course will cover the standard Pre-Calculus 11 curriculum with a special emphasis on notations, concepts, skills and communication needed for AP Calculus 12. This course is designed for students who intend to take Pre-Calculus 12 AP Prep and then AP Calculus 12. AP course work will be assessed using AP approved standards.

Workplace Mathematics 11 (MWPM-11)
Recommended course: Foundations of Mathematics and Pre-Calculus 10, or Apprenticeship and Workplace Math 10.

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include solving measurement problems involving area and volume, geometry, numerical reasoning, financial mathematics, linear algebra, proportional reasoning, and creating and interpreting graphs.

Foundations of Mathematics 12 (MFOM-12)
Recommended course: Foundations of Mathematics 11.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.
Pre-Calculus 12 (MPREC12)

*Recommended course: a grade of C+ or better in Pre-Calculus 11.*

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as engineering, science, mathematics, economics, and some business programs. Topics include algebra and number, measurement, relations and functions, trigonometry, permutations and combinations, and the binomial theorem.

Calculus 12 (MCALC12)

*Recommended courses: 75% or better in Pre-Calculus 11, and concurrent enrollment in Pre-Calculus 12.*

This course is designed for students planning to progress into mathematics, science, engineering, or commerce at the post-secondary level. Topics include differential calculus and the slope of a curve, and integral calculus and the area under a curve. Applications of calculus are included and algebraic, exponential, trigonometric, and logarithmic functions relative to calculus are studied.

AP Calculus 12 (ACAL-12)

*Recommended course: 75% or better in Pre-Calculus 12.*

This course is recommended for students interested in areas such as mathematics, science, engineering, and commerce at the university level. AP (Advanced Placement) Calculus 12 is equivalent to a university first-year calculus course. At the beginning of May, students who are achieving an A or B grade in this course will be invited to write the Advanced Placement Calculus Final Examination to be granted credit for first-year calculus at any Canadian or American university. The focus of this course is differential and integral calculus.

PC 12 – Calculus 12 Double Block (MPREC12-SEM) (MCALC12-SEM)

*Recommended course: a grade of C+ or better in Pre-Calculus 11.*

This course will cover the Pre-Calculus 12 curriculum in the first half of the year and the Calculus 12 curriculum in the second half. Students will be better prepared to complete the Calculus 12 material having been introduced to the concepts of Logarithms, Trigonometric Identities, Piecewise Functions, and Inverse Functions prior to their study in Calculus 12. Calculus 12 will take an in depth study of Limits, The Derivative, and Integration and their applications. The course will be blocked on both Day 1 and Day 2, running all year. Students interested in taking Calculus 12, having previously completed Pre-Calculus 12, will be accommodated.

Statistics 12 (MSTAT12)

*Recommended course: A grade of C+ or better in Foundations 11 or Pre-Calculus 11.*

This course is designed to give students an understanding of statistical thinking and its uses in media, politics, and science. It will prepare students for post-secondary courses that require lab writing, research, and statistical modelling. Students will explore probability models, graphical representations, measures of central tendency, and the role of statistical thinking in society.
French 8  (MFR--08)

This course uses innovative and communicative approaches to acquiring language that will meet the needs of all learners. Students will be actively involved in their learning, and gain confidence in French through the use of daily question and answer, short stories, plays, songs, and written expression. Regular emphasis will be on all four skills: reading, writing, speaking and listening. Students will also gain a sympathetic awareness of the culture and customs of Francophone cultures throughout the world. This course provides the necessary foundation for further study in the language.

No required text or workbook.

French 9  (MFR--09)

Recommended course: French 8

This course is designed to continue and extend the language skills acquired in Grade 8. Students will continue to be actively involved in their language development through the use of a variety of strategies. Emphasis remains on authentic communication. Increased attention will be paid to vocabulary development, written expression, and comprehension of more advanced texts. Students will become more accomplished in their ability to give opinions, describe situations, ask and answer questions, and tell stories. Greater oral proficiency will also give the student a sense of accomplishment in the language. A continued awareness of Francophone customs and cultures will be encouraged.

No required text or workbook.

French 10  (MFR--10)

Recommended course: French 9

Students will continue to develop a strong proficiency in French through regular practice of all four skills of language learning: reading, writing, speaking, and listening. Students will acquire the necessary vocabulary and grammatical structures with which to express opinions and preferences, ask and answer questions, and describe different situations. In this course, students will be engaged in stories, oral presentations, and more complex written expression. By the end of the year a successful student should be able to express themselves spontaneously in French without

Introductory French 11  (MFRI-11)

This is an intensive and accelerated course that is designed to cover essential learning standards in order to prepare students for French 11. This course is aimed at students who have limited to no background in Core French, and have not been enrolled in French in the previous year. Preference will be given to students who were: enrolled in a skills support block instead of French 8, 9, or 10, current and former ELL students who would like to pursue an additional language, and students who were previously enrolled in Spanish and/or Japanese.

Priority for enrollment in this course will be given to students who meet eligibility criteria. Admission to the course is at the discretion of the Modern Languages Department.

French 11  (MFR--11)

Recommended course: French 10

In this course, students will continue to acquire and consolidate vocabulary related to personal experience and opinion, daily activities, leisure activities, and commonplace events and situations. Extensive reading passages will be used for study, and students will develop the necessary skills for effective spoken and written communication. Students will also continue to study the cultures and customs of the French-speaking people throughout the world. Several oral presentations will be made during the year, and detailed compositions will also be required. This course is necessary for those continuing in French for scholarship or other purposes.

French 12  (MFR--12)

Recommended course: French 11

This is a senior course in which a greater degree of proficiency is required. Students will be expected to communicate effectively when discussing past, present, future, and hypothetical situations. In addition, students are expected to clearly express opinions, preferences, and observations. Oral comprehension will be strengthened by viewing French-language videos, and reading comprehension will be developed through the study of the writings of various Francophone authors. Students will also use French-language resources (dictionaries, newspapers, magazines, etc.) for information gathering. This course is beneficial for students planning to pursue French in post-secondary, as well as for scholarship.
Spanish 9  (MSP--09)

Spanish 9 is an academic introductory course designed to provide a foundation of the Spanish Language. Emphasis will be on the acquisition of language by applying the most commonly used structures of the language through storytelling (TPRS: Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. The use of films, music, theatre and literature will help students acquire language, build vocabulary and study social themes to develop awareness for the cultures and customs within the Hispanic World.

Spanish 10  (MSP--10)

Recommended course: Spanish 9

Spanish 10 is an academic course designed to further develop students’ proficiency in Spanish. As a continuation of Spanish 9, students will review basic structures and continue to increase their fluency via stories (TPRS), short novels and other comprehensible input techniques. As Canada’s presence in Latin America increases, this novice Spanish language course will also focus on increasing an awareness of the customs and history within the cultures of the Hispanic world. In preparation for subsequent Spanish course work, students will be introduced to the six major themes within AP World Languages and Culture (global challenges, science and technology, contemporary issues, personal and public identities, families and communities, beauty and aesthetics). Activity Book Rental: $25

Spanish 11  (MSP--11)

Recommended course: Spanish 10 or Introductory Spanish 11

Spanish 11 is an academic course designed to increase fluency, broaden vocabulary and expand overall communication skills in Spanish. This course makes use of TPRS (Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. Through a holistic approach to language proficiency students will begin to recognize the interrelatedness between language and culture within Hispanic societies and contrasting it with Canada life. Spanish 11 offers advanced and enthusiastic students the opportunity to learn in an enriched environment where students will continue to do research for projects that are based on social issues and the six major themes (global challenges, science and technology, contemporary issues, personal and public identities, families and communities, beauty and aesthetics) in the AP World Languages and Culture course work.

Introductory Spanish 11  (MBSP-11)

Introductory Spanish is a fast-paced condensed academic course designed to provide a foundation of the Spanish language. This course makes use of TPRS (Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. Students will be involved in projects, as well as daily conversations aimed at reinforcing basic language structures. As Canada’s presence in Latin America increases, this introductory Spanish language course will focus on increasing an awareness of the customs and history within the cultures of the Hispanic world. Through the use of multimedia and in preparation for future Spanish coursework, students will begin exploring some of the six major themes within AP World Languages and Culture.

Spanish 12  (MSP--12)

Recommended course: Spanish 11

Spanish 12 is a senior academic course, where students will continue to learn language structures in context and use them to convey meaning. This advanced course builds on previous knowledge (Spanish 9, 10 and 11) with a focus on cultural and social issues of the Hispanic world. Students will examine some of the six major themes in the AP World Languages and Culture course work along with social justice matters like the environment, poverty, peace education, indigenous rights and anti-racism will also be explored through a variety of authentic media materials. This course makes use of TPRS (Teaching Proficiency through Reading and Storytelling) and other comprehensible input techniques. Students will have the opportunity to write their own mini-stories, plays, short essays, research and present
**AP Spanish 12**  
*Recommended course: Spanish 11*

AP Spanish Language and Culture is an advanced course, “approximately equivalent to an intermediate college or university Spanish course”. This coursework provides students rigorous opportunity to demonstrate an understanding of the complex interrelatedness between language and culture. Through holistic approach to language proficiency, students are expected to develop and appreciate for the variety of products, practices and perspectives within Hispanic communities. Instructional focus is on function of the language to delve into the six major themes: global challenges, beauty and aesthetics. Particular emphasis will be on cultural awareness through the analysis of authentic Spanish-language literary texts and multimedia materials.

To reach AP level successfully in one school year, students need to be near fluent in the target language. Instruction is given almost exclusively in Spanish (95%+), to best facility the study of language and culture.

Please note; If you want to pursue advanced credit at a post-secondary institution, you must write the AP exam in early May. Regardless of whether or not you write the external exam, the completion of an AP course is acknowl-

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**Japanese 9**  
*Recommended course: Japanese 10, or Introductory Japanese 11*

Konnichiwa (Hello)! Japanese 9 is an introductory course for students with little or no previous knowledge of Japanese. In this course, students will be introduced to the basics of spoken Japanese with a strong focus on useful communication skills. Students will also be introduced to reading and writing Japanese characters. There will be various cultural activities as well.

**Japanese 10**  
*Recommended course: Japanese 9*

Okaerinasai (Welcome back)! Japanese 10 is a continuation of Japanese 9. Using the foundation skills acquired in Japanese 9, students will learn how to communicate in Japanese about everyday topics such as hobbies, food, daily activities and so on. Both traditional and modern Japanese culture will be explored.

**Introductory Japanese 11**  
*Recommended course: Japanese 10, or Introductory Japanese 11*

Konnichiwa (Hello)! Introductory Japanese 11 is a combination of Japanese 9 and 10 in one school year and is intended for beginners with little or no previous Japanese knowledge. In this course, students will be introduced to the basics of spoken Japanese with a strong focus on useful communication skills. Students will also be introduced to reading and writing Japanese characters. There will be various cultural activities as well.

**Japanese 12**  
*Recommended course: Japanese 11*

Okaerinasai (Welcome back)! This course is designed for students who wish to continue with their studies of the Japanese language and culture after Japanese 10 or Introductory Japanese 11. While Students will be introduced to new topics, they also will be encouraged to use their past learning in communicative activities. Student will be introduced to some kanji characters as well.

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**AP Spanish 12**  
*Recommended course: Spanish 11*

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**Japanese 10**  
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Okaerinasai (Welcome back)! Japanese 10 is a continuation of Japanese 9. Using the foundation skills acquired in Japanese 9, students will learn how to communicate in Japanese about everyday topics such as hobbies, food, daily activities and so on. Both traditional and modern Japanese culture will be explored.

**Introductory Japanese 11**  
*Recommended course: Japanese 10, or Introductory Japanese 11*

Konnichiwa (Hello)! Introductory Japanese 11 is a combination of Japanese 9 and 10 in one school year and is intended for beginners with little or no previous Japanese knowledge. In this course, students will be introduced to the basics of spoken Japanese with a strong focus on useful communication skills. Students will also be introduced to reading and writing Japanese characters. There will be various cultural activities as well.

**Japanese 12**  
*Recommended course: Japanese 11*

Okaerinasai (Welcome back)! This course is designed for students who wish to continue with their studies of the Japanese language and culture after Japanese 10 or Introductory Japanese 11. While Students will be introduced to new topics, they also will be encouraged to use their past learning in communicative activities. Student will be introduced to some kanji characters as well.
PHYSICAL & HEALTH EDUCATION

The aim of Physical and Health Education is to enable all students to develop a positive attitude towards physical activity and to enhance their quality of life through active living and:

- reflects a holistic understanding of well-being by combining the learning standards and big ideas for Physical Education and Health Education
- contains statements of big ideas to support teaching and learning for deep understanding and skills transfer
- focuses on promoting and developing all aspects of student health and wellness
- focuses on developing healthy habits that students will continue to practice after graduation
- includes concepts and content on individual identities, including sexual orientation, gender, values, and beliefs.
- Core competencies include Communication, Thinking, Personal and Social.

All courses in PHE include a health component that may include the following:

- Health and fitness
- Healthy eating choices
- How to avoid abusive situations
- Discrimination, bullying, and stereotyping
- Mental well-being
- Substance use
- Transition, and change on identities
- Healthy sexual decision making
- Personal identities
- Protection of self

More in-depth information can be found here: https://curriculum.gov.bc.ca/curriculum/physical-health-education

Physical and Health Education 8 (MPHE-08)

Physical Education 8 activities may include volleyball, basketball, ultimate, soccer, tennis, active health, badminton, square dance, softball, minor games, and fitness. Optional units may include leadership, strength and conditioning, and yoga. Field trips may include ice skating, and bowling.

Physical and Health Education 9 Leadership (MPE--09CO1)

In addition to taking part in the regular PE 9 curriculum, the focus of this course is to provide students with opportunities to develop their leadership potential. Through a variety of self awareness, team building and communication activities, students will be encouraged to find their role as a leader at Gladstone and in our community. As a class we volunteer at our feeder schools reading with students, playing games, teaching outdoor games, square dancing and helping with crafts, in addition to planning Sports Day activities. Students in PE 9 Leadership will be expected to volunteer 10 hours of Community Service each term and are strongly encouraged to volunteer at the After School Programs in our feeder schools. An application form is not required for this course, however, may be required if the number of applicants exceeds the space available. Students may be recommended by previous year PE teacher.

Physical and Health Education 9 (MPHE-09)

Recommended course: Physical Education 8

Program activities may include archery, badminton, basketball, floor hockey, soccer, square dancing, table tennis, softball, volleyball, ultimate, tennis, fitness, health and minor games.

Physical and Health Education 10 (MPHED10)

Recommended course: Physical Education 9

Program activities may include archery, badminton, basketball, volleyball, fitness, ultimate, golf, First Aid, softball, square dancing, tennis, and volleyball.
Physical and Health Education 10 Leadership  
*(MPHED10CO1)*

**Recommended course:** B average in Physical Education 9 or see the Department Head.

While the focus of Leadership 9 is to provide students with opportunities to engage and lead elementary students in our feeder schools, the primary aim of Leadership 10 is on creating and engaging in activities at Gladstone and within the community to give students a wide range of experiences to further realize their potential as a leader. We will plan events such as the Terry Fox Run, noon hour intramurals and school spirit activities / projects, in addition to the Grade wide Spirit Relays and the Grade 7 Gladtourific Day / Indoor Track Meet. Students in PE 10 Leadership will be expected to volunteer 20 hours of Community Service each term. An application form is not required for this course, however, may be required if the number of applicants exceeds the space available.

Active Living 11  
*(MACLV11)*

**Recommended course:** Physical Education 10

The focus of Physical Education Recreation 11 is to provide students with a diverse recreational program. The course is designed to encourage students to continue their participation in a variety of sport and leisure activities. Activities will provide an enjoyable social experience and an opportunity to improve students' skills and fitness. Units may include football, hockey, soccer, volleyball, basketball, ultimate, badminton, and softball. Minor games include handball, dodgeball, wallball, bucketball, netball, benchball, 4 corner soccer, and kickball.

The course goals are:

- to promote a lifelong involvement in sport and physical activity
- to promote an appreciation for active healthy living including personal fitness
- to promote the opportunity for all to participate regardless of skill, gender or experience; and,
- to emphasize sportsmanship and acceptance of different levels of ability.

Active Living 12  
*(MACLV12)*

The focus of Physical Education Recreation 11 is to provide students with a diverse recreational program. The course is designed to encourage students to continue their participation in a variety of sport and leisure activities. Activities will provide an enjoyable social experience, and an opportunity to improve students' skills and fitness. Units may include football, hockey, soccer, volleyball, basketball, ultimate, badminton, and softball. Minor games include handball, dodgeball, wallball, bucketball, netball, benchball, 4 corner soccer, and kickball. This course fulfills D.P.A. requirements.

The course goals are:

- to promote a lifelong involvement in sport and physical activity
- to promote an appreciation for active healthy living including personal fitness
- to promote the opportunity for all to participate regardless of skill, gender or experience; and,
  - to emphasize sportsmanship and acceptance of different levels of ability

Fitness and Conditioning 11 & 12  
*Grade 11 (MFTCD11 )  
Grade 12 (MFTCD12 )*

**This course is open to students in Grades 11 and 12**

Strength and Conditioning is a practical movement course. There is a strong emphasis on strength and barbell training in this course. The goal of this class is to educate, train and assess students on functional human movements and proper lifting techniques. It is also the goal of this course to provide each student with a wide-variety of safe training knowledge and skills so that each student can maintain a healthy, active lifestyle throughout adulthood. In addition, there will be a theory component to this course taught intermittently throughout the year. Topics may include: F.I.T.T. principles of exercise, sport nutrition, sport psychology, human anatomy & functions of body systems, biomechanics of resistance exercises, weight training periodization & personalized program design.
Fit for Life 11/12
Recommended course: PHE 10

Grade 11 (MACLV11CO2)
Grade 12 (MACLV12CO2)

This is a senior elective course that focuses on individual health and wellness and is designed to enable students to develop and maintain their physical fitness through various forms of exercise routines in a motivating but non-competitive environment. The students will learn health and fitness activities that can support and motivate them to achieve their individual goals: develop strength, endurance and flexibility through resistance training (small weights, elastic tubing or body weight); speed, agility coordination (agility ladders, small hurdles, medicine balls, etc.); Yoga, Pilates; improve their cardio stamina through various activities (running, skipping, spinning - a form of stationary biking when available); they will study the principles of training and learn to design balanced workout programs according to their individual goals. The facilities we are going to use are: the weight room, mat room, gymnasium, and various community resources and facilities upon availability (Trout Lake Park and Community Centre, other). This course fulfills the DPA requirements.

Athletic Leadership 10/11/12  Gr 10: (YHRA-0A) / Gr 11: (YHRA-1A) / Gr 12: (YHRA-2A)

Athletic Leadership 11/12 is for highly motivated students who wish to enhance their leadership skills while working with the Gladstone Athletic Program. Students will be a part of a Student Athletic Department that will work closely with the Athletic Director, as well as coaches and athletes to enhance the athletic opportunities for Gladstone students.

Athletic Leadership Students will be involved in:
- Activities which support teams by working closely with coaches, managers and or sponsor teachers
- Programs to promote students athlete recognition
- Programs for sport officiating at Gladstone and our feeder schools
- Scorekeeping and the coordination of scorekeeper scheduling
- Athletics website development and upkeep
- Maintenance of trophy cases
- Promotion of school athletic events.

With only one section of the course being offered each school year, students may be required to apply for entry into the course. Successful applicants would be expected to be periodically available for athletic events which occur outside the regular school day. Students may be recommended by their previous teacher.

Sr. Leadership 11/12
Grade 11: (YHRA-1A) / Grade 12: (YHRA-2A)

This off timetable course is offered two times per week, depending on the instructor, it could be offered before, during, or after school. The course is an expectation of elected Student Council members and is open to other students interested in acting as Student Council members at Large. The course examines global issues affecting humanity and how students will relay this knowledge to the school and community through social events. Through the study and practice of leadership, students will learn to lead effectively and become meaningfully involved in their school community. Students will be expected to have a strong sense of commitment to Gladstone and to this group and be able to work both independently and with a team. Students interested in taking this class see the leadership teacher for an application.
The overall objective of the science program is to assist in achieving the general aims of education. This will be done by employing the investigative approach in the field of natural sciences. The investigative approach stresses a student-centered, personal, and practical approach to science. The emphasis is on attitudes and critical thinking abilities, as well as skills, processes, and knowledge. Applications of science to everyday life and science-related issues are also emphasized.

Junior Science
The focus throughout junior science is to delve deeper into some big scientific ideas and stresses the importance of an inquiry-based approach leading to the development of and improvement of curricular competencies and the core competencies of Communication, Thinking, Personal and Social responsibility.

Science 8 (MSC--08)
Science 8 will help students make the transition from elementary school science to secondary school science and they will learn how to work safely in a Science laboratory setting. The new Science 8-10 curriculum has identified the importance of Science education in developing Scientific literacy and the need to emphasize creativity and collaboration in Science education. In grade 8 there is an intention to introduce and establish key concepts that can guide the development of big ideas and higher level learning standards, leading to more inquiry-based approaches throughout the junior science curriculum and beyond.

The big ideas that we will be exploring in Grade 8 are:
1) Cells are a basic unit of life
2) The Kinetic Molecular Theory and the theory of the atom explain the behavior of matter
3) Energy can be transferred as both a particle and a wave
4) The Theory of Plate Tectonics is the unifying theory that explains Earth’s geological processes.

Science 9 (MSC--09)
Recommended course: Science 8
Science 9 builds on knowledge and skills from Grade 8 Science and in turn provides the basis for Science 10. The big ideas that we will be exploring in Science 9 are:
1) Cells are derived from cells
2) The electron arrangement of atoms impacts their chemical nature
3) Electricity is the flow of electrons
4) The biosphere, geosphere, hydrosphere and atmosphere are interconnected as matter cycles and energy flows through them

Science 10 (MSC--10)
Recommended course: Science 9
Science 10 builds on the knowledge and skills from Grade 8 and 9 Science. The big ideas that we will be exploring in Science 10 are:
1) DNA is the basis for the diversity of all living things
2) Energy change is required as atoms rearrange in chemical processes.
3) Energy is conserved and its transformation can affect living things and the environment.
4) The formation of the universe can be explained by the big bang theory
The course includes student activities which encourage discovery and reinforcement of key ideas and concepts and lays the ground work for students to be able to transition into senior science.
Senior Science Electives

Every student is required to take an acceptable Science 11 course that will, upon successful completion, fulfill the science requirements for high school graduation. Some courses are Recommended course to some post-secondary educational programs. The following senior science courses are offered.

Life Sciences 11 (MLFSC11)
Recommended course: Science 10.

Life Sciences 11 (formerly Bi 11) explores different areas of study and career opportunities within biology. The course includes dissections, observations of living organisms, as well as field studies to the aquarium and a temperate rainforest ecosystem.

The 3 big ideas that will be studied in Life Science 11 are:
1) Life is a result of interactions at the molecular and cellular level.
2) Evolution occurs at the population level
3) Organisms are grouped based on common characteristics

Environmental Science 11 (MEVSC11)
Recommended course: Science 10 or Science 10 Adapted

Environmental science 11 course focuses on the workings of our ecosystems and how we, humans, influence these ecosystems with our activities. Students will learn about nutrient cycling and succession of species in our local ecosystem, compare it to other ecosystems, read and debate case studies about the critical role of biodiversity and about the connections between society and the environment, both positive and negative. Students will engage directly with nature, including local stewardship and restoration activities.

This course will include field trips, field work (research and restoration) and guest speakers from various fields of environmental sciences. The course will focus on questioning, discovery, problem-solving, educational outreach to younger grades and communication of learning in a project-based class. First Peoples knowledge and a place-based perspective are embedded throughout.

Anatomy and Physiology 12 (MATPH12)
(formerly Bi 12)
Recommended course: Recommended minimum C+ standing is achieved in Life Science 11. Chem 11.

Anatomy and Physiology 12 is a comprehensive course that will reintroduce students to topics they have been seen in previous Science courses but much more detail. The vast majority of the course deals with the human body from a biochemical and physiological point of view. Students will gain a broader insight and deeper appreciation for how the human body functions.

The big ideas are:
1) Homeostasis is maintained through physiological processes.
2) Gene expression through protein synthesis is an interaction between genes and the environment.
3) Organ systems have complex interrelationships to maintain homeostasis.
Chemistry 11 (MCH--11)
Recommended course: Recommended C+ in both Science 10 and Foundations of Mathematics and Pre-Calculus 10

This course introduces students to a variety of topics relating to the study of matter. The big ideas that will be studied are:
1) Atoms and molecules are the building blocks of matter
2) Organic Chemistry and its applications have significant implications for human health, society and the environment.
3) The mole is a quantity used to make atoms and molecules measureable.
4) Matter and Energy are conserved in chemical reactions.
5) Solubility within a solution is determined by the nature of the solute and the solvent.

Chemistry 11 Pre-AP Prep (MCH--11ENR)
Recommended course: Science 10. It is recommended that a minimum B standing be achieved in Science 10 and Foundations of Mathematics and Pre-Calculus 10.

This course is designed for students who have a passion for Chemistry and are interested in a more in-depth exploration of the topics covered in the regular Chemistry 11 curriculum.

Chemistry 12 (MCH--12)
Recommended course: Recommended C+ in Chemistry 11 and competent math skills.

This course covers fewer topics in greater depth than chemistry 11. The big ideas studied will be:
1) Reactants must collide to react and the reaction rate is dependent on the surrounding conditions.
2) Dynamic equilibrium can be shifted by changes to the surrounding conditions.
3) Saturated solutions are systems in equilibrium.
4) Acid or base strength depends on the degree of ion dissociation.
5) Oxidation and reduction are complementary processes that involve the gain or loss of electrons.

Physics 11 (MPH--11)
Recommended course: Science 10, Foundations of Mathematics and Pre-Calculus 10, and English 10 (Recommended C+ standing in each). Pre-Calculus 11 should be completed or taken concurrently with this course.

This course introduces a wide range of physics topics. Conceptual understanding is emphasized and students are required to express their thinking in writing. Students are exposed to a sufficient amount of mathematics to prepare them for future physics courses.
The 4 big ideas that will be studied are:
1) An object’s motion can be predicted, analyzed and described.
2) Forces influence the motion of an object.
3) Energy is found in different forms, is conserved and has the ability to do work.
4) Mechanical waves transfer energy but not matter.

Physics 12 (MPH--12)
Recommended Course: Physics 11. It is recommended that a minimum C+ standing be achieved in Physics 11 and Pre-Calculus 12 be completed or taken concurrently with this course.

The 4 big ideas that will be studied are:
1) Measurement of motion depends on our frame of reference.
2) Forces can cause linear and circular motion.
3) Forces and energy interactions occur within fields.
4) Momentum is conserved within a closed and an isolated system.
Science for Citizens 11  (MSCCT11)

Recommended course: Science 10 or Science 10 Adapted

The big ideas that will be studied are:

1) Scientific Processes and knowledge inform our decisions and impact our daily lives.
2) Scientific knowledge can be used to develop procedures, techniques and technologies that have implications for places of employment.
3) Scientific understanding enables humans to respond and adapt to changes locally and globally.

The course will include a series of inquiry labs and will stress a hands-on approach to learning. Get the Science 11 you need for graduation.

Forensic Science 11  (YPSS-1A)

Recommended course: Science 10, Foundations of Mathematics and Pre Calculus 10

Forensic science focuses on the practical applications of scientific theories and technology in a way that students can relate to. It uses the scientific method, physical evidence, deductive reasoning and their interrelationships to reconstruct the events leading up to and including a crime.

Forensic Science 11 is an academic elective that focuses on giving students hands on learning opportunities to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, law and medicine.

This course will include a series of inquiry labs, discussion and study of case studies, fieldtrips/guest speakers, internet research, crime scene design and reconstruction.

Topics in this course may include, but may not be limited to:
- History of forensics
- Crime Scene & Evidence
- Fingerprints
- Hair & Fibre Analysis
- Trace Evidence
- Blood and Blood pattern analysis
- DNA Analysis
- Firearms, Toolmarks and Impressions
- Document & Handwriting Analysis

Forensic Science 12  (MSPSC12)

Recommended course: Forensics 11

This does meet the provincial requirements as a science 12 credit.

Forensic Science 12 has been designed as a follow up course to Forensic Science 11 with the intent of providing students hands-on learning and an opportunity to solve complex simulated crime scenes using knowledge from both Forensic Science 11 and 12 courses. Forensics Science 12 will continue to explore the scientific basis of crime-fighting by addressing the scientific, ethical and legal aspects of forensic analyses. While the course does include a critical overview of ethical and legal issues, it will concentrate on the explanation and description of the scientific basis of the various biological, chemical and physical knowledge and techniques used. This course will require knowledge and understanding of the content covered in Forensic Science 11. New topics will be integrated with the base content from Forensic Science 11 to produce more complex and realistic crimes and crime scenes.

This course will include inquiry labs, discussion and study of case studies, fieldtrips/guest speakers, internet research, crime scene design, reconstruction and solving.

Topics in this course may include, but may not be limited to:
- Post mortem interval (PMI) determination using the human body
- Forensic Entomology (using insects to determine PMI and aid in other ways)
- Forensic Anthropology (using human bones for identification and reading the clues left on a skeleton)
- Drugs: Uses, Identification & Effects
- Toxicology: Poisons and Alcohol
- Criminal Profiling
The overarching goal of Social Studies is to develop thoughtful, responsible and active citizens who make reasoned judgments. Social Studies courses help prepare students for their future as Canadian Citizens and members of the international community.

Social Studies 8 (MSS--08)

In Social Studies 8, students learn how to think like historians, geographers, and political scientists, through the study of world events from the 7th Century to 1750. The course is designed around four key understandings: contacts and conflicts between peoples stimulated significant cultural, social and political change; changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions; human and environmental factors shape changes in population and living standards; exploration, expansion, and colonization had varying consequences for different groups. The knowledge, skills, and competencies developed throughout the curriculum will prepare students to participate in society as responsible citizens.

Social Studies 9 (MSS--09)

Recommended course: Social Studies 8

In Social Studies 9, students continue to learn how to think like historians, geographers, and political scientists. They will study Canada and the world from 1750 to 1919. The course is designed around four key understandings: emerging ideas and ideologies profoundly influence societies and events; the physical environment influences the nature of political, social, and economic change; disparities in power alter the balance of relationships between individuals and between societies; collective identity is constructed and can change over time. The knowledge, skills, and competencies developed throughout the curriculum will prepare students to participate in society as responsible citizens.

Social Studies 10 (MSS--10)

Recommended course: Social Studies 9

In Social Studies 10, students continue to learn how to think like historians, geographers, and political scientists. They will study Canada from 1815 to today. Themes to be investigated include: Indigenous peoples, the growth of responsible government and Canada’s current government, immigration, the World Wars, the Great Depression, and the history of post-WWII Canada. The knowledge, skills, and competencies developed throughout the curriculum will prepare students to participate in society as responsible citizens.

Social Studies 11 Explorations

Recommended course: Social Studies 10 (MEPSS11)

Social Studies 11 Explorations will cover topics relating to political studies, philosophy and genocide. Students will explore how political decisions are made and the beliefs of people around the world to better understand why genocides occur. Students can expect to question their assumptions and develop a greater understanding for what it means to be an active citizen. This course is available to all Grade 11 students.

Human Geography 12 (MHGEO12)

Recommended course: Social Studies 10

Is our planet too crowded? What can we do to encourage better living standards in Canada and throughout the world? How do geography, weather, and location affect customs and lifestyle? Why are so many of our everyday items made in other countries, and what are the pros and cons of such a dynamic?

In Human Geography 12, students will explore the diverse ways in which people affect the world around them and how they are affected by their surroundings. Students will discover how ideas spread and cultures form, and learn how beliefs and architecture are part of a larger culture complex. In addition to introducing students to the field of Human Geography, this course will teach students how to analyze humans and their environments, for the ultimate purpose of better understanding ourselves.

Social Justice 12 (MSJ—12)

Recommended course: Social Studies 10

Develop ethical reasoning skills as you explore issues of oppression and injustice in a Canadian and Global context. You will be asked to define personal and social responsibility when examining oppression based on ability, age, ethnicity, religion, sex, sexual orientation, socio-economic status, marital and family status. You will analyze both the causes and consequences of injustice and explore viable solutions by understanding how social change has occurred in the past. Challenge yourself to become an ethical, socially responsible global citizen. This is a case study and research-based course. There is a final action project required of all students.

Through the coursework you will continue developing the 6 historical thinking concepts: establish historical significance, use primary source evidence, identify continuity and change, analyze cause and consequence, take historical perspectives and understand the ethical dimension of historical interpretations.
Law 12 (MLST-12)
Recommended course: Social Studies 10

Law 12 is designed to provide students with an overview of the Canadian legal system. Through historical studies of law, students learn about global influences on Canadian Law, and the evolution of rights and freedoms. With an understanding of how laws are created and amended, students engage in the study of legal concepts, case and statute law, and the legal processes associated with Canadian Criminal and Civil Law. Class debates are occasionally conducted around contemporary issues of interest to the Canadian public.

20th Century World History (MWH-12)
Recommended course: Social Studies 10

You cannot understand the world we live in today if you do not have a grasp of the long reach of the 20th Century. Who decides what gets into the history books? Why do dictators rise? Why do some ideologies engulf countries, and why does democracy endure? Are we more peaceful now, or are we heading into an era of unimaginable challenge? World History 12 seeks to examine the rise and development of different types of states in the 20th Century, their interdependencies, challenges and tensions. Students are encouraged to reflect on the role of the historian, examining primary and secondary sources, and to think and discuss the ways life has changed – and how it remains the same – over the past 100 years.

Comparative Cultures 12 (MCMCL12)
Recommended course: Social Studies 10

This course allows students to examine the beliefs, values and practices of past civilizations that have greatly influenced the world. Topics will include achievements in such disciplines as art, architecture, philosophy, religion, technology and government. STUDENTS will have a CHOICE of the civilizations studied. Possible civilizations include, but are not limited to, Mesopotamia, Ancient Egypt, Ancient Greece, Ancient China, the Mayans, the Aztecs, and Medieval Japan.

Our hope is to better understand these time periods so that we may better understand our own. Why do these civilizations rise? Why do they fall? What do they have in common with each other, and perhaps, with us?

The course is designed to improve student skills in critical thinking, problem-solving, decision-making, and written and oral communications in preparation for post-secondary education.

Asian Studies 12 (MASIA12)
Recommended course: Social Studies 10

This course will provide an in-depth study of regions and countries that continue to have a major impact on British Columbia and Canada. Students will research growth, poverty and inequality in various economies, and inequality and youth unemployment human rights issues, contemporary social and political movements, Southeast Asia’s modern statehood and multi-ethnic, multi-faith, multi-lingual population and the role of the state in economic development. This is also a wonderful opportunity to look into the influence of Asian communities on the Vancouver regions. By studying the successes that have made Asia a continent to be reckoned with, we educate ourselves for future career decisions at home and overseas and develop a better appreciation of our own society.

Physical Geography 12 (MPGEO12)
Recommended course: Social Studies 10

Geography 12 is an academic course that focuses on the scientific processes that occur in the air, water and land and how they interact to create the landforms and conditions we live with on Earth. There are four main units in the course:

**The Earth's Atmosphere**
- Why is climate so different in cities around the world?
- What produces sunny, rainy and windy weather?
- What causes hurricanes and tornadoes?

**The Earth's Interior**
- What do different minerals and rocks look like under the microscope?
- Why do earthquakes happen and how can we prepare for them?
- What were the most powerful volcanic eruptions recorded?

**The Earth's Surface**
- Why does flooding happen and how do cities deal with them?
- How do rivers, glaciers and ocean waves create the landscapes we see?
- Why are deserts spreading and how does it impact countries?

**The Earth's Biomes and Human Use of Resources**
- How are humans affecting rainforests and other biomes?
- Geography 12 integrates science and social studies to explore how natural events such as tsunamis and landslides can affect humans and how people have impacted the planet.

A one-day field trip will occur in April to explore the geography of the Sea-to-Sky Highway region up to Squamish.
School and Community Service 11  
(YCPM-1D)

A Grade 11 or 12 student who has demonstrated an expertise in a particular field may serve as a student assistant to the teacher in a specialty area for a full block.

Gladstone seniors have assisted with tutoring in the skills centre, helped in the special education classes, and assisted in automotive, drama, and music.

To be accepted in this course, a student must receive permission from the Principal and the subject teacher.

A credit for School and Community Service 11 may be awarded in June, after the teacher and the Principal evaluate attendance and quality of service.

Peer Tutoring Grade 11 & 12:  
(YIPS-2B)

This course is open to students in grades 11 or 12 who have a good academic record and receive a recommendation from a teacher and/or counsellor. There is an application and selection process.

Students in this course will learn basic educational theory, psychology, and tutoring techniques. Throughout the school year, peer tutors will be required to attend one after-school instructional class per month, provide tutoring support in a variety of settings on-timetable or off-timetable, in the after-school tutorial program. Students will be required to do reflection journals, summarize and reflect on current literature and participate in self-evaluation activities.

For more information, please see a teacher in the Learning Centre.

Athletic Leadership 10/11/12  
Gr 10: (YHRA-0A) / Gr 11: (YHRA-1A) / Gr 12: (YHRA-2A)

Athletic Leadership 11/12 is for highly motivated students who wish to enhance their leadership skills while working with the Gladstone Athletic Program. Students will be a part of a Student Athletic Department that will work closely with the Athletic Director, as well as coaches and athletes to enhance the athletic opportunities for Gladstone students.

Athletic Leadership Students will be involved in:

- Activities which support teams by working closely with coaches, managers and or sponsor teachers
- Programs to promote students athlete recognition
- Programs for sport officiating at Gladstone and our feeder schools
- Scorekeeping and the coordination of scorekeeper scheduling
- Athletics website development and upkeep
- Maintenance of trophy cases
- Promotion of school athletic events.

With only one section of the course being offered each school year, students may be required to apply for entry into the course. Successful applicants would be expected to be periodically available for athletic events which occur outside the regular school day. Students may be recommended by their previous teacher.

Sr. Leadership 11/12  
Grade 11: (YHRA-1A) / Grade 12: (YHRA-2A)

This off timetable course is offered two times per week and depending on the instructor, it could be offered before, during, or after school. The course is an expectation of elected Student Council members and is open to other students interested in acting as Student Council members at Large. The course examines global issues affecting humanity and how students will relay this knowledge to the school and community through social events. Through the study and practice of leadership, students will learn to lead effectively and become meaningfully involved in their school community. Students will be expected to have a strong sense of
CAREER PROGRAMS

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 careerpro-grams.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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Where the program is taught</th>
<th>Credits towards graduation</th>
<th>Timetable</th>
<th>Application Due</th>
<th>Month program begins</th>
</tr>
</thead>
<tbody>
<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 Techni-</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</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</td>
<td>March 1</td>
<td>February</td>
</tr>
<tr>
<td>Cook</td>
<td>Tupper</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>March or October Monday – Friday</td>
<td>March 1</td>
<td>March or October (additional intakes may be possible)</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</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;**</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>
**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 >Programs > Program Offerings> Healthcare Assistant](careerprograms.vsb.bc.ca)

Application Due Date: November 30

**Trades Sampler BCIT (Grade 12)**

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

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

Additional information and application form can be found on the VSB Career Programs website at: [careerprograms.vsb.bc.ca >Programs > Program Offerings> Trades Sample BCIT](careerprograms.vsb.bc.ca)

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 >Programs > Program Offerings>](careerprograms.vsb.bc.ca)

**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 >Programs > Program Offerings> Hamber Fashion Design and Technology](careerprograms.vsb.bc.ca)

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 >Programs > Program Offerings> CISCO and IT Networking

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 >Programs > Program Offerings> Tupper Tech Explore Trades Sampler

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 Programs > Program Offerings> Killarney Enhanced Trades

Application Due Date: March 1
ENGLISH LANGUAGE LEARNERS (ELL)

When students arrive in the Vancouver School District they register at the Newcomer Welcome Center (NWC). Students who are not fluent in English will be given language assessments at the NWC. Gladstone places students into English Language Learner (ELL) program levels based on these assessments. Please note the following aspects of the ELL program:

- Students placed in ELL courses do not earn letter grades or percentages, therefore ELL courses listed on students’ term and final reports will not show any grades or percentages.
- Students do not earn graduation credits from ELL courses.
- ELL students will need to complete the BC Graduation Credits prior to graduating with a Dogwood degree. Please see page 1 of this guide for graduation credit details.

Gladstone offers the following ELL level progressions:

**Level 1**
Students placed into ELL level 1, based on NWC assessments, may be scheduled into grade-level Physical and Health Education (PHE), as well as Fine Arts and Applied Skills and Design courses of their choosing. They will also take the following Level 1 ELL classes:
- English (reading, speaking, listening focus)
- Writing
- Social Studies
- Science
- Math (based on math and language assessments, some students will be place in grade level math classes right away)

**Level 2**
Students may be placed in Level 2 ELL classes either because they have progressed from level 1 classes in Vancouver or based on their NWC assessments upon arrival. Level 2 ELL program students will be placed into grade 8, 9 or 10 Math based on their age. Students will also be placed in grade-level Physical and Health Education (PHE), Fine Arts and Applied Skills and Design elective courses. Students in grades 10 – 12 will need to begin working on the Graduation Requirements (see page 1 in this course guide). ELL level 2 students will also take the following three ELL Level 2 program classes:
- English
- Social Studies
- Science

**Moving Between ELL Levels and Leaving ELL Courses**
Based on language assessments done in class, students will be recommended to progress from level 1 to level 2 or from level 2 into regular classes. Student assessments will occur throughout the year, with formal assessment done in January and May. Language acquisition develops at various rates based on a number of factors. While many students will progress from one level to the next after one school year, some students may require additional time at their current level, whereas a few may progress faster. Student moves will mostly occur in alignment with the school year and be effective at the start of the school year in September.
Gladstone District Mini School Program

The Gladstone Mini School is an accelerated program in which talented learners earn credit for grades 8, 9, and 10 in two calendar years. The program emphasizes high academic achievement, creative and original thinking, independence and initiative, and responsibility and leadership. Successful applicants are self-motivated, able to work co-operatively and

The courses offered through Gladstone Mini School emphasize cross-curricular learning. This allows students to demonstrate their abilities and understanding of the curricula throughout their Mini School courses. Gladstone Mini School believes that academic, technological and physical education are interconnected and essential to a well-rounded individual. Gladstone Mini is designed to be a community of motivated learners. To this end, an annual camp is an integral part of our program. Field trips, guest speakers and enrichment activities are offered to enhance the classroom experience; student participation in these experiences is essential for enrichment. Community engagement and leadership are foundational for the program. These activities help students to develop the confidence needed to take on leadership opportunities in the school and community.

Upon completion of the Mini School program, students may enroll in enriched grade 11 and 12 classes, Advanced Placement courses and/or regular program classes. Due to the accelerated nature of the Mini School program, students have the option to graduate in four years. Students may also choose to enroll in additional senior courses to expand the breadth and depth of their academic experience by remaining at Gladstone for the full five years.

Acceptance to the Gladstone Mini School is based on an application package that includes a portfolio of student work.

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<tr>
<th>COURSE OFFERINGS</th>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
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<td><strong>FULL MINI SCHOOL STREAM</strong></td>
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<td>English 8/9 Mini</td>
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<td>Socials 8/9 Mini</td>
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<td>French 8/9 Mini</td>
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<td>Math 8/9 Mini</td>
<td>Socials 9/10 Mini</td>
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<td>Science 8/9 Mini</td>
<td>French 9/10 Mini</td>
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<td>PE Leadership 8 Mini</td>
<td>Math 9/10 Mini</td>
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<td>Applied Skills Elective</td>
<td>Science 9/10 Mini</td>
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<td>PE Lead. 9 or PE 9 Two Electives</td>
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<td><strong>MINI HUMANITIES STREAM</strong></td>
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<td>Fine Arts Elective</td>
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<td><strong>MINI MATH SCIENCE STREAM</strong></td>
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District LifeSkills Program

The LifeSkills class is geared toward grade 8 - 12 age level students who have moderate to profound intellectual disabilities. They are placed in the program through a referral to Learning Services at the District level. There is a teacher and four support staff and a maximum of 15 students. The emphasis is on functional academics, socialization and communication skills to enable students to be as independent as possible. Work experience placements and volunteer activities are integral to the program as they provide the context for fostering a good work ethic and social skills. All the students have an IEP, and work toward their specific educational goals. Students graduate with a school leaving certificate.

Learning Assistance/Life Skills District Program

The Learning Assistance/Life Skills class is a district program for students with mild intellectual and mild developmental disabilities, who would benefit from a more supported program. There is a teacher and two support staff in the class and a maximum of 15 students. The focus of the program is to help students develop the following:

• develop literacy and numeracy skills required for daily living
• build student confidence and self-esteem
• provide work experience opportunities for older students
• prepare students for post-secondary options
• promote the development of social skills
• promote the development of independence at home, community and at school

Students exit with a school leaving certificate. Referrals come from elementary or secondary to Learning Services at the Vancouver School Board.

Learning Support Class District Program

The Learning Support Class provides a supportive setting for grade 8 and 9 students who have learning disorders. A maximum of 15 students are enrolled in this class. Students are placed in the program through a referral to Learning Services at the District level. Emphasis is on improving core academics as well as student understanding of their needs whether they be auditory processing, visual processing, language processing, written output or math difficulties. Study skills, test taking strategies, notetaking, and organizational skills are taught. Students are on an adapted program which relates to the goals of their IEP's. Individuals are integrated into Applied Skills, Fine Arts, and P.E. classes.

Students exit either when they are ready for a senior special education program such as the STEP program at the grade 10 level, or when they are ready to return to a regular program at the grade 9 or 10 level.

The Learning Centre

Gladstone has a team of teachers working with students with specific learning disorders as well as students who require additional learning support. Students are scheduled into a block or receive pull-out service. Service is provided through referrals from students, subject teachers, counsellors, administrators, or parents.

Progress is monitored/recorded and students are given the opportunity to upgrade a variety of basic skills particularly in reading and writing. Study, test taking and organizational skills are also emphasized along with the important elements of being successful in school. Students are encouraged to take responsibility for their own learning. All Gladstone students have access to the after school Tutorial Program.
Success Towards Employment Program (STEP)

Program component

Overall, the program is geared towards granting credit for grade 10, 11 and 12 courses. In addition, grade 10, 11 and 12 students have mandatory work experience as part of their career preparation. Students will participate in a supervised work experience, which will focus on civic responsibility within the community. This gives the students an introduction to a variety of work-related opportunities and responsibilities. Appropriate behavior at work experience is essential. Along with academic courses, STEP students are required to participate in a variety of field trips. These trips build social and dynamic group skills as part of the goal of building students’ reliability, personal responsibility and commitment while in STEP.

Courses

The grade 10 academic courses include Social Studies, Literary Studies / Creative Writing 10, Workplace Math 10, and Science 10. Social Studies 10 is completed in one year. Literary Studies / Creative Writing, Workplace Math and Science are completed over students’ grade 10 and 11 years. Students also take PE 10, an Applied Skills 10, Career, Life and Education 10 and one elective of their choice.

In their grade 11 year, students complete the second half of Literary Studies / Creative Writing 10, Workplace Math 10 and Science 10. In addition, they take Explorations in Social Studies 11 which is completed over students’ grade 11 and 12 years. Other courses include an Applied Skills 11, Marketing 11 and two electives of their choice.

In their grade 12 year, students complete Composition 11, English Studies 12, Workplace Math 11, Science for Citizens 11 and the second half of Explorations in Social Studies 11. Other courses include an Applied Skills 12 and two elective of their choice.

Work Experience

Work experience placements are a mandatory component of STEP. Work experience placements are arranged in collaboration with and consideration of students’ interests. It is expected that students have the capacity to work with minimum supervision and sufficient social skills to be a valuable employee.
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. The centres respond 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)
  609 Helmcken St, Vancouver, BC V6B 5R1
- South Hill Education Centre Tel: (604)713-5770 [http://go.vsb.bc.ca/schools/adulted](http://go.vsb.bc.ca/schools/adulted)
  6010 Fraser St, Vancouver, BC V5W 2Z7