



SCHOOL  
DISTRICT  
#36  
(SURREY)

# GRADE 10 - 12 COURSE SELECTION 2022-2023

SCHOOL



16060 - 108<sup>th</sup> Avenue  
Surrey, BC V4N 1M1

Phone: (604) 582-9231  
Fax: (604) 582-9268

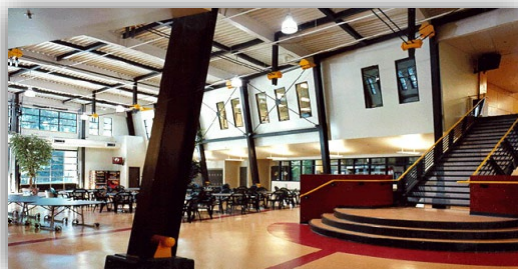
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## Course Planning for Success

The courses offered at Fraser Heights Secondary follow guidelines set out by the Ministry of Education and the Surrey School Board. The program consists of a combination of core courses and elective courses. The courses you choose may help you to explore new fields and perhaps find capabilities and interests you never knew you had.

Selecting elective courses is an important process and should be carried out in consultation with parents. Because courses with insufficient enrollment will not be offered, it is important that students choose alternate electives with care.

Please review your graduation program carefully to ensure that you have enough credits to graduate and to meet the entrance requirements for the post-secondary institution to which you wish to apply.

Please study the contents of this booklet carefully. If you have any questions or concerns, please speak to a school counsellor. [BC Ministry of Education Grad Planner](#)

### Planning a Three Year Graduation Program

#### GRADE 10

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#### GRADE 11

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#### GRADE 12

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8. \_\_\_\_\_

# Graduation Requirements

## 2018 Graduation Program

### Required Courses

#### Required Grade 10 to 12 courses:

Language Arts 10 (4 credits) *	Literary Studies & Creative Writing 10, Literary Studies & New Media 10, Literary Studies & Spoken Language 10
Language Arts 11 (4 credits) *	Composition 11, Creative Writing 11, Literary Studies 11, New Media 11, Spoken Language 11
Language Arts 12 (4 credits) *	English Studies 12
Social Studies 10 (4 credits)	
Social Studies 12 (4 credits) *	20 <sup>th</sup> Century World History 12, Asian Studies 12, BC First Peoples 12, Contemporary Indigenous Studies 12, Human Geography 12, Law Studies 12, Philosophy 12, Physical Geography 12, Social Justice 12
Science 10 (4 credits)	
Science 11 or 12 (4 credits) *	Life Sciences 11, Anatomy and Physiology 12, Chemistry 11 & 12, Physics 11 & 12, Earth Science 11, Geology 12, Science for Citizens 11
Mathematics 10 (4 credits) *	Foundations & Pre-Calculus Math 10, Workplace Math 10
Mathematics 11 or 12 (4 credits) *	Foundations of Math 11, Pre-Calculus Math 11, Workplace Math 11, Foundations of Math 12, Pre-Calculus Math 12, Pre-Calculus Math 12 AP, Calculus 12
Physical & Health Education 10 (4 credits)	
Two Career Education courses (8 credits)	
Arts Education and/or Applied Design, Skills & Technologies (ADST) 10, 11 or 12 (4 credits) *	

### **52 Credits**

\* choose one from a number of course options

## Elective Credits

Students must earn at least 28 elective credits. These credits can be:

Additional Grade 10, 11 or 12 Ministry-Authorized Courses

External Credentials

Board/Authority Authorized courses

Post-secondary credits, and/or

Independent Directed Studies

**28 Credits**

Note: Some External Credentials serve as Required Courses

<b>Overall Total</b>	<b>80 Credits</b>
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Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 Language Arts course and 12 other credits. These may be from required courses or elective credits.

**NOTE:** As part of the updated graduation requirements, students in the [B.C. Graduation Program](#) will have to complete three provincial assessments. They will focus on the demonstration and application of **numeracy** and **literacy**.

- [Graduation Numeracy Assessment – Grade 10](#) (graduation requirement)
- [Graduation Literacy Assessment – Grade 10](#) (graduation requirement starting in 2019/20)
- [Graduation Literacy Assessment – Grade 12](#) (graduation requirement starting in 2020/21)

## Career Life Education 10

### **CAREER LIFE EDUCATION 10 – MCLE-10**

For the 2022/23 school year, grade 10 students will not be enrolled in this course. They will complete it alongside the CLC 11/12 course in their grade 11 year at Fraser Heights

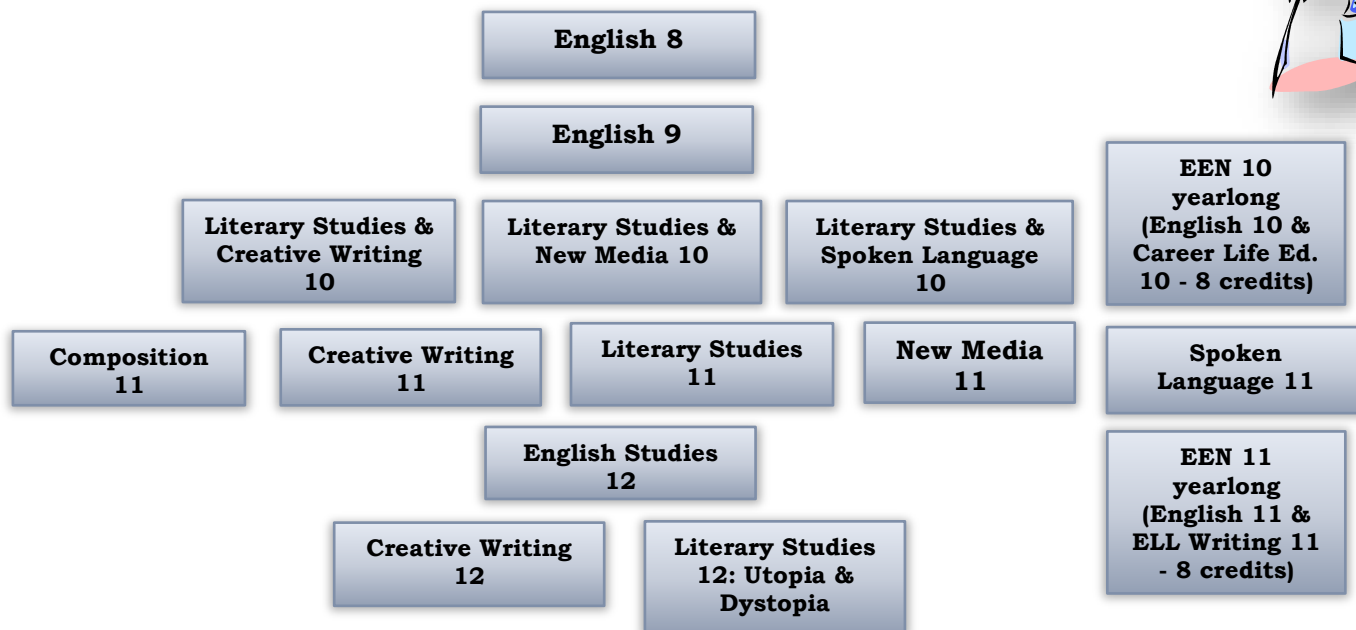
## Career Life Connections & Capstone

### **CAREER LIFE CONNECTIONS 12 – MCLC-12**

Prior to graduation, students will be required to complete four credits of senior career exploration through the Career Life Connections course, as well as a Capstone project and presentation. Career-Life Connections focuses on applying personal career-life management knowledge, skills, and strategies to the one's own personal life journey. The Capstone project asks students to present their journey as a student and their reflection on the Thinking, Communication, and Personal/Social Core Competencies, as well as explain their proposed path forward into post-secondary life.

# English

English 10, 11 and 12, must be successfully completed by all students as part of their Grade 12 graduation requirements. Essentially, English 11 and English 12 are recommended for all students going on to post-secondary institutions.



**ENGLISH 10 - Choose from 1 of the following 3 combinations:**

## 1) LITERARY STUDIES & CREATIVE WRITING 10 - MLTST10/MCTWR10

In this course students will explore and apply various writing processes and will be encouraged to express themselves creatively in a supportive community. Students will experiment with, reflect on, extend, and refine their writing. As well, students will delve deeply into literature (fiction and non-fiction) as they explore specific themes, periods, authors, or areas of the world, as well as work on their writing skills for academic settings. Students will develop higher level thinking and learning skills to broaden their understanding of themselves and the world.

## 2) LITERARY STUDIES & SPOKEN LANGUAGE 10 - MLTST10/MSPLG10

In this course students will collaboratively study, create, and use language to strengthen their verbal communication skills. Students will engage in performance and public speaking. This course may be of interest to students with strong verbal communication skills, students who want to develop their oral language skills, students going into professions in which presentation skills are an asset, and students who may wish to help maintain oral traditions. As in a traditional English class, students will delve deeply into literature (fiction and non-fiction) as they explore specific themes, periods, authors, or areas of the world, and work on their writing skills (both creatively and academically). Students will develop higher level thinking and learning skills to broaden their understanding of themselves and the world.

### 3) LITERARY STUDIES & NEW MEDIA 10 – MLTST10/MNMD-10

In New Media/Focused Literature 10 you will study a combination of both new and traditional texts. Your course could include short stories, novels and poetry as well as newer media forms like movies and documentaries, graphic novels and comics, advertisements, and music videos. You will also create both new and more traditional texts like essays, advertisements, movies, presentations, and other projects. In New Media/Focused Literature 10 you will also examine your own relationship to new and changing technologies like the internet, as well as technology's impact on individuals and society.



**ENGLISH 11 – Choose from 1 of the following 4 choices:**

#### 1) COMPOSITION 11 – MCMPS11

In Composition 11 you will have the opportunity to become a better writer. You will focus on learning about and then creating non-fiction writing in different genres and styles possibly including: journalism, narrative non-fiction, satire, and other forms. You will also deconstruct examples of these forms and genres and write essays about them, working on your analytical writing skills.

You will possibly explore these questions:

1. What does the writer's process look like? What do writers do to produce writing? How can I use this process to create and revise my own writing?
2. What are the features and structures of different forms and genres of writing? How can I use them in my own writing to create different forms and genres?
3. How do writers communicate ideas in different genres? What do we need to be aware of while reading their writing in order to understand and think critically about their ideas?

#### 2) CREATIVE WRITING 11 – MCTWR11

In this course, students will learn to study literature as both readers *and* writers through poetry, drama, novels and short stories. These aspects will all be infused with creative elements that will allow them to become better writers (both creatively and academically). Students will also get the opportunity to workshop their pieces with their peers, getting feedback. Possible creative assignments include short stories, story slams, poetry, memoirs, script writing, and other creative forms of non-fiction like interviews or articles, along with more traditional forms of writing for the English curriculum. You will possibly explore these questions:

1. What does the writer's process look like? What do writers do to produce writing? How can I use this process to create and revise my own writing?
2. What are the features and structures of different forms and genres of writing? How can I use them in my own writing to create different forms and genres?
3. How do writers communicate ideas in different genres? What do we need to be aware of while reading their writing in order to understand and think critically about their ideas? How does this help us become better writers? How can creative writing help our writing as a whole?
4. How can I use creative writing to tell my own story, and to better understand myself?

#### 3) LITERARY STUDIES 11 – MLTST11

This course allows students to delve more deeply into literature, and, of all the new courses, is the one that mostly closely mirrors the 'classic' English class. Depending on the teacher, students may study literary works (fiction and/or non-fiction) of a specific genre, a specific time period, a specific style, a specific author, or a combination of all of these. This course may also be approached thematically.

Students will:

- increase their literacy skills through close reading of appropriately challenging texts
- expand their development as educated global citizens
- broaden their understanding of themselves and the world
- develop their skills of analysis through writing
- further develop higher-level thinking

#### **4) NEW MEDIA 11 – MNMD-11**

New Media 11 focuses on the exploration, analysis, and creation of new media mediums such as podcasts, YouTube, films, postmodern texts, current events and the media, while still maintaining traditional English learning standards. New Media is designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Digital literacy is an essential characteristic of the educated citizen, and in this course, students will further develop critical thinking skills and communication skills to ensure success in this complex and rapidly changing world. The following are possible focus areas in New Media 11:

- Film studies and film creation
- Journalism and publishing
- Media analysis and creation (bias/perspective/advertising)
- Digital communication-blogging, writing for the web, writing for social media, podcasting

#### **ENGLISH STUDIES 12 – MENST12**

*Prerequisite: English 11*

English Studies 12 is a mandatory course which all students must pass in order to graduate. English Studies 12 draws together the learning experiences of 12 years of schooling, it encourages the development of students' confidence, independence and appreciation in the areas of reading, writing, oral communications, viewing and representing. It continues to develop and enhance students' appreciation of literature and language. The activities and resources are increasingly more sophisticated but are carefully selected to appeal to the range of students' interests and abilities.

- Students will read for a variety of purposes, demonstrate interpretive understanding and critically analyze short stories, novels, poetry, drama (e.g. a Shakespeare play) and nonfiction.
- In writing, students will write in a variety of formats employing all stages of the writing process: pre-writing drafting, editing, proofreading and publishing. Emphasis will be on multi-paragraph composition.
- Oral communication skills will develop a critical awareness and appreciation of audience, purpose and context.
- In viewing, students will identify, analyze, interpret and evaluate techniques used to convey meaning in visual and mass media.
- Students will select and create a variety of representational forms to assist in the expression, development and extension of ideas.

#### **DISCOVERY CO-OP**

*Prerequisite: English 10 with teacher recommendation*

The Discovery Program offers students a unique opportunity to complete the English and Social Studies courses they require for graduation and to gain career experience in an all-in-one classroom. Students will spend the year working together toward success at school in a learning cohort and will also complete 90 hours of work experience in the community. Students will complete the following courses to earn 20 credits for four scheduled blocks:

## **LITERARY STUDIES 12: UTOPIA AND DYSTOPIA – MLTST12--S-UD - ELECTIVE**

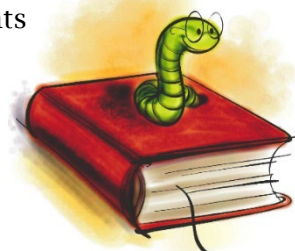
A twist on the old classic English Literature class, this discussion based elective promises to be a fascinating glimpse into the pursuit of perfection. The word utopia comes from the Greek words ou, meaning “no” or “not,” and topos, meaning “place.” Since its original conception, utopia has come to mean a place that we can only dream about, a true paradise, an ideal world. Dystopia, which is the direct opposite of utopia, is a term used to describe a utopian society in which things have gone wrong. This course will explore some dimensions of utopian and dystopian thinking, including treatments of the topic in literature, art, film, and new online media --the last a notable example of a portal to either a utopian or dystopian future, depending on whom you ask! This class primarily focuses on 20<sup>th</sup> and 21<sup>st</sup> century pieces of literature. Students will have a chance to engage with these topics in both critical and creative formats. Students must be prepared for the academic rigour required for this course. It is excellent preparation for post-secondary studies.

## **EEN10 – ENGLISH 10 FOR ELL/CAREER LIFE EDUCATION 10 – MLTST10/MSPLG10/MCLE-10**

Many ELL students really struggle with the regular English classroom environment, especially in regard to how fast the pace of learning is. This often leaves them unsuccessfully prepared for higher level English courses. This course is designed to give these students more time to work on the skills essential for success in English 11 & 12, as well as preparing them for the university world. By pairing it with Careers 10, students get 2 separate full class credits, but with the luxury of a whole year to work on key skills in writing, reading comprehension, and speaking with an English teacher. Special emphasis will be put on speaking skills, and, fostered by an encouraging and compassionate environment, students will blossom into more confident speakers and writers. This is an excellent and special opportunity to get help tailored specifically to ELL needs in the English classroom.

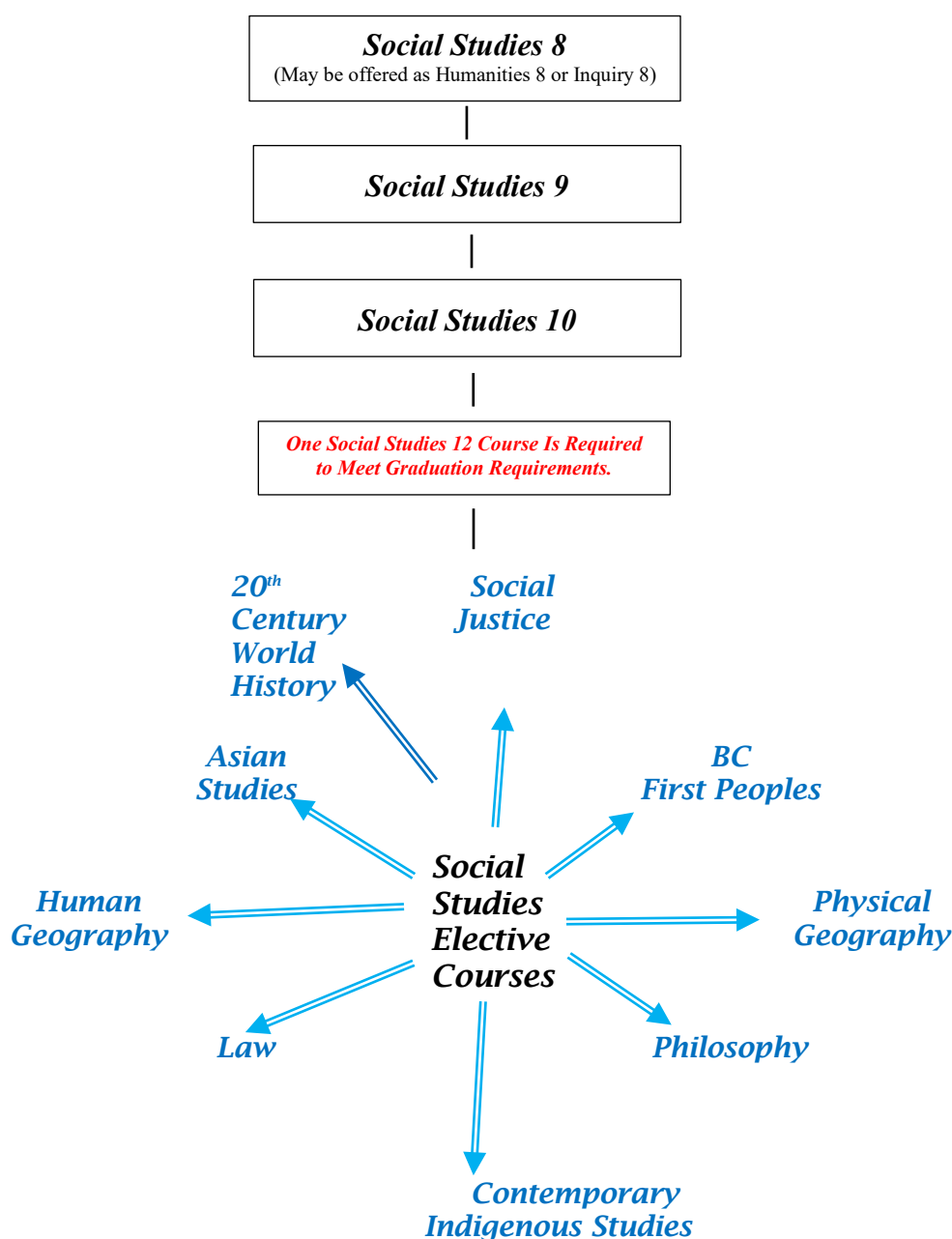
## **EEN11 - ENGLISH 11 FOR ELL/ELL WRITING 11**

Many ELL students really struggle with the transition from Grade 10 to Grade 11 and are thus not successful in a regular English 11 class. This course is designed to give these students more time to work on the skills essential for success in English 12 and the university world. By pairing it with an ELL Writing course, students get credit for two separate courses, with the luxury of extra time so students will be able to blossom into more confident speakers and writers. This is an excellent and special opportunity to get help tailored specifically to ELL needs in the English classroom.



# Social Studies

*Social Studies is a multidisciplinary subject that draws from the social sciences and the overall goal of Social Studies is to develop thoughtful, responsible, active citizens who are able to acquire requisite information to consider multiple perspectives and to defend a position. The curriculum provides students with opportunities as future citizens to critically reflect upon events and issues in order to examine the present, make connections with the past, and consider the future. Through their participation in the social studies courses, students are encouraged to develop an appreciation for democracy, for what it means to be a Canadian and World citizen and for respect for human equality and cultural diversity. Students will develop the ability to critically evaluate information and practice effective communication.*



~ *Social Studies Elective Courses will only be offered if there is sufficient enrolment in the course.* ~

## **SOCIAL STUDIES 10 – MSS--10**

*Prerequisite: Social Studies 9*

The Social Studies 10 course integrates the skills, knowledge and attributes that have been developed in earlier Social Studies courses and consolidates the competency of students in the areas of critical thinking, research and referencing, the development of evidence-based argument, and effective communication. Students will focus on Canadian content from the end of WW I to the present day in the areas of political, economic, and social developments within Canada and in Canada's role in international conflicts, environmental issues, and in the global economy. The knowledge, skills, and competencies that students will use and develop will prepare them to undertake further studies in the Social Studies curriculum and to participate in society as responsible, active and informed citizens.

## **20<sup>th</sup> CENTURY WORLD HISTORY 12 – MWH--12**

The 20th Century involves a wide variety of fascinating people and events that are relevant to the world today. From the role of individuals, mass movements, conflicts, cultural and technological changes, to various beliefs and philosophies, students will be exposed to the forces that irrevocably changed the 20th century world and created many of the issues unravelling today.

The course deals with issues beginning with the Paris Peace Conference at the end of WWI and examines the political, economic, social, individual, religious, technological, geographic, military, and intellectual forces that led to and impacted events from that date forward. Students will use the content from this period of history to expand on and develop their skills in the interpretation, analysis, evaluation and understanding of historical events. Students will build their knowledge and understanding through investigations into interesting, open-ended questions, through the production of evidence-based arguments, through debate and discussion of historical and contemporary issues, and through the construction of and support for their own hypotheses, solutions, and conclusions.

Students will have the opportunity to test their knowledge and understanding through discussions with guest speakers, by watching and analyzing documentary footage and contemporary films, and through participation in the annual Holocaust Symposium at UBC.

## **ASIAN STUDIES 12 – MASIA12**

Asian Studies is a course focusing on political, social, economic and environmental issues in various parts of Asia from 1850 to the present. Some of the big questions for inquiry in this course include:

- What were some of the causes and consequences of both European and Japanese colonialism in Asia?
- What are some of lasting legacies left behind by various independence/nationalist/revolutionary movements in the region?
- How are leaders like Emperor Hirohito, Mao Zedong, Kim Jong-un viewed by their own citizens?
- To what degree are present conflicts in various parts of Asia (China and Japan's clash over islands in the Pacific or India and Pakistan's conflict over Kashmir) a continuation of historic differences?
- What are some of the ethical and environmental questions surrounding two of the fastest growing economies in Asia (China and India)?
- This course will include the analysis of several foreign language films and documentaries from a variety of countries. In addition, guest speakers will be invited to speak to our classes and local field trips will be undertaken when and where possible.

## HUMAN GEOGRAPHY 12 – MHGEO12

A geographer looks to explore, identify, and understand the interactions between humans, as well as between humans and the environment within and between places. This includes the characteristics and influences of location, physical and cultural landscapes, regions, and the movement of people, goods, and ideas. In Human Geography 12, you will explore and research all kinds of interesting topics, as well as create and respond to important questions.

For example:



- Why do people and populations grow, move and change?
- How do populations across the world meet their basic needs?
- Where do people choose to live, or where are people forced to live?
- Do different cultural, political, and economic beliefs affect the use of physical space and the environment?
- Where and how is food grown? What are some traditional and innovative agricultural practices around the world? (Mmm! FOOD!)
- Can we create a healthy relationship between the environment, consumption of resources and things, and the economy?
- What are the various roles of the city including slums, business, commercial centers, residential places and related emergent planning and design?
- Will you be able to solve one of the worlds “Wicked Problems”?

There will be group work, projects, learning based on real life local and global issues, and, hopefully, a field trip or two. Hope you can join the fun.

## PHYSICAL GEOGRAPHY 12 – MPGEO12

While travelling, have you ever viewed a unique landscape or experienced a different climate or storm and wondered how it was formed or what caused it? If so, you will love Physical Geography! It involves learning about the earth and our dynamic environment. Physical Geography studies landforms, volcanism, rivers, glaciers, climate, weather, plate tectonics, topographical maps, aerial photographs, natural disasters, biomes, and natural resources management. Skills from this course can be applied to the following: careers with the Ministry of the Environment, Environmental Impact Assessments, Cartography, Geographic Information Systems GIS, Environmental Law, Rural/Urban Planning, Aviation, and Navigation (NAV Canada) plus many others.

## LAW STUDIES 12 – MLST-12

Law Studies 12 explores the legal rights and responsibilities that affect all Canadian citizens. Students scrutinize the boundaries of our laws and examine the roles of different players within the justice system. Through debating real cases, students come to a complex understanding of the how the legal process functions.

The course involves regular class discussion and critical thinking, primarily through studying current events and issues. Students are expected to consider various viewpoints and make reasoned judgments in order to develop their own positions.

Topics include Criminal Law, Civil Law, and careers in Law.

Field trips and guest speakers are considered valuable parts of the course and generally include:

- Surrey Provincial Court (possibly including the Surrey Pre-Trial Services Centre),
- BC Supreme Court (Downtown Vancouver),
- VPD (Vancouver Police Department) or Surrey RCMP detachment
- Guest speakers include RCMP, Corrections Officers, forensics, and a reformed offender



## PHILOSOPHY 12 – MPHIL12

Is there a real world, or is everything a figment of my imagination? Do we have free will, or do our brains simply respond mechanically to stimuli? What, if anything, distinguishes right from wrong? Philosophers relentlessly pursue the fundamental questions of life, and their techniques apply to problems in any discipline or endeavor. They establish standards of evidence, provide rational methods of resolving conflicts, and create techniques for evaluating ideas and arguments. Philosophy is the search for wisdom and in such an endeavour, there is no end point, nor an ultimate answer.

This course is a survey of several major areas of philosophy: logic and reasoning, metaphysics, epistemology, ethics, and aesthetics. Students will reflect upon philosophical issues through discussions, journaling, inquiry, creative choice projects, and formal critical essays in order to develop the analytical skills necessary for effectively evaluating arguments and thinking independently.

Students taking this course must be prepared to examine and challenge ideas, be respectful of differing ideas and beliefs, and be willing to question their own assumptions and understanding of their own beliefs. Being open minded and thinking critically are a must! Students must be prepared for the rigours that this course will involve.

## SOCIAL JUSTICE 12 – MSJ--12

Social Justice 12 promotes the pursuit of social justice and encourages students to develop the commitment and ability to work toward a more just society. It is a participatory course that requires self-analysis, social analysis, respect for diversity, a willingness to take action and a willingness to respectfully discuss controversial issues.

In this course we will:

- Recognize and understand the causes of injustice
- Apply critical thinking and ethical reasoning skills to social justice issues
- Understand how to act in a socially just manner
- Become responsible agents of change

Questions we will ask include:

- What are my assumptions about how our society functions/ should function? (e.g., competitive, collective)
- What roles do culture and language play in my perceptions, understandings, values, and beliefs?
- Am I privileged or entitled? In what ways?
- Am I oppressed or marginalized? In what ways?
- How do I perpetuate the status quo?
- How do I respond when someone disagrees with me?
- How do I treat others with beliefs and values different from my own?
- What am I willing to do to promote social justice ideals?
- How willing am I to take personal risks in sharing my ideas?

Activities will include:

- Assessing lifelong opportunities related to social justice
- Identifying realistic options for participation (e.g. launching an informational or advocacy campaign, volunteering with existing service groups, organizing a letter-writing campaign, consulting elected officials, making presentations to community groups, organizing workshops or forums, creating and presenting a drama, creating a public service announcement video, launching a web site, creating a podcast).

## **BC FIRST PEOPLES – MBCFP12**

Come and learn and experience BC First Peoples culture, traditions, struggles, resiliency and strengths. Learn about First Peoples connection to the land, traditional knowledge, traditional ecological knowledge, the impact of colonialism, governance, treaty issues, and today's ongoing challenges. This course will give you a chance to explore, develop an understanding of, and connect Indigenous issues to your interests as well as to your future. The BC First Peoples course provides essential knowledge if you are considering a career in Health Care, Law, Politics, Justice, Social Work, Teaching, Arts, Music, Literature or in many other areas.

## **CONTEMPORARY INDIGENOUS STUDIES 12 – MINST12**

You have taken BC First Peoples 12 and would like to explore how BC and Canadian issues link to Canadian and Global Contemporary Indigenous Issues, then this is the course for you. Local action projects, an inquiry project and investigating issues such as:

- Stereotypes and institutionalized racism, examining media portrayals of indigenous peoples, contemporary indigenous arts & media
- Legislation, modern treaty negotiations, alternative justice systems, decolonization approaches, United Nations Declaration of the Rights of Indigenous Peoples
- Protocols and ceremonies, traditional practices, cultural competency, developing economic strategies like joint ventures, partnerships, co-management, consultation versus collaboration, resources managing, ownership, sharing

Expand your knowledge, see how BC topics fit into global issues and how other countries have approached the topics of resources, treaties, education, prisons, reconciliation and so much more.

## **CULTURAL INFLUENCES OF MUSIC ON NORTH AMERICAN SOCIETY 12 – YSSC-2B – ELECTIVE**

In this exciting new, participatory course students will examine the influences of various types of music and genres, with a focus on its effects in our current day society. From mainstream pop, EDM, hip hop/rap, R&B, rock, metal, punk and blues, students will explore in depth the various messages and implications on our culture. Historical perspectives will also be examined, such as the evolution of hip hop and rap, and both its social justice perceptions and misconceptions by audiences.

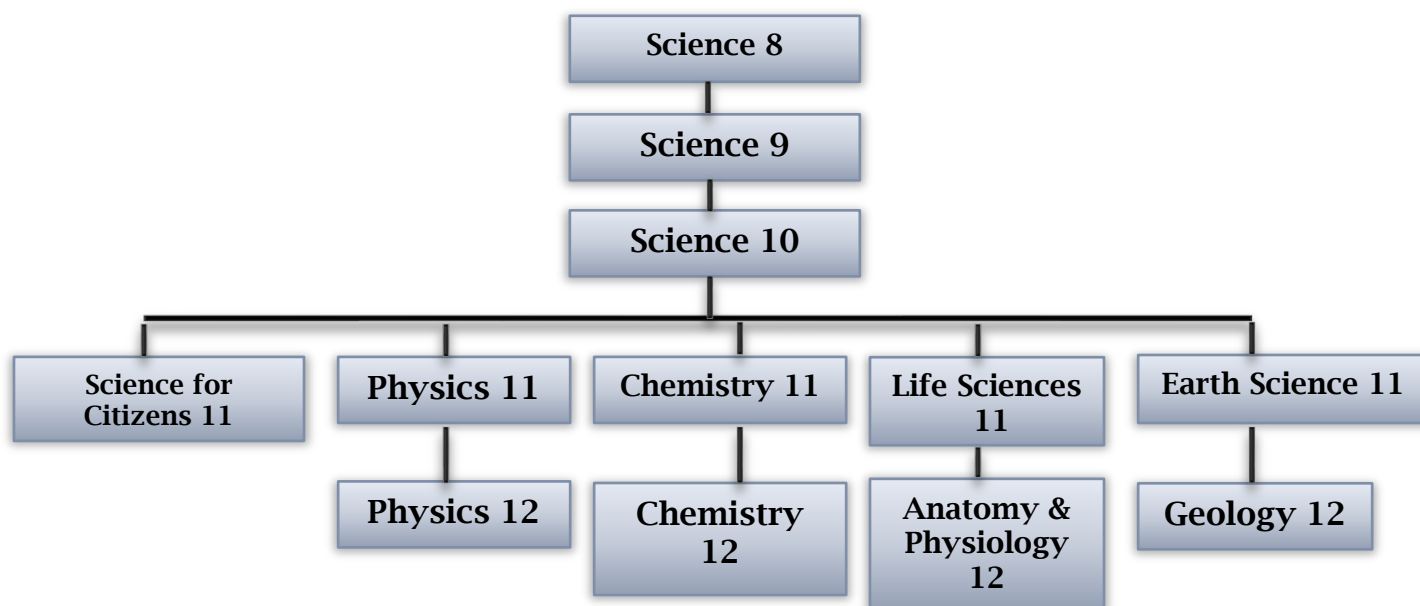
Students will understand how music creates and appeals to cultural values which will prepare them to be informed and active citizens in a media-saturated world. Students will have many ongoing opportunities to present, dissect, & analyze their own Personal choices in music with an ongoing understanding of how it influences their identity.

In addition, portrayals of sexuality, race, gender, age, beauty, and wealth in Pop Culture and the Media (i.e.: Music videos) and how these construct and affirm our beliefs and personal and social identity will be studied.

## **BLACK STUDIES 12 – YAES-2A – ELECTIVE**

Black Studies 12 provides all students with the opportunity to understand and challenge oppressive systems, examine how a diversity of Black peoples affected change in British Columbia and Canada, explore complex contemporary Black identities, and reimagine their place and the futures on these lands. Students will gain a more complete and inclusive understanding of a diversity of Black homelands and the colonial roots of what today is known as Canada. Black Studies provides learners with the skills and knowledge to critically investigate past and present Black contributions, representation, and acts of resistance on the northern lands of Turtle Island.

# Science



## SCIENCE 10 – MSC-10

**Prerequisite:** Science 9

The Science 10 curriculum covers four topics: Genetics, in which students look at patterns of inheritance, DNA, and mechanisms for the diversity of life; Chemical reactions in which students learn to classify matter, balance reactions and differentiate between organic and inorganic compounds; Energy, in which students learn the difference between potential and kinetic energy and their applications in our daily lives; Space, in which students learn about the formation of the universe, as well as how to collect and analyze astronomical data. Success in Science 10 is based on regular attendance and participation as well as the student's commitment to completing homework, studying for quizzes and tests and reviewing daily.

**Evaluation:** 80% classroom mark consisting of laboratory activities, homework, class work, projects, quizzes and tests.

## SCIENCE FOR CITIZENS 11 – MSCCT-11

**Prerequisite:** Science 10

This course may be used to satisfy the Grade 11 Science requirement for graduation. The focus of the class is to have students understand the interactive nature of science, technology and society, and to realize the costs and benefits of modern technology in a variety of fields. Through modules, students will explore a series of topics. Video segments from various sources are built into the program. The activities in this course are designed so that students become more scientifically literate by learning to distinguish between fact and opinion.

***This course can be used to satisfy Ministry graduation requirements but cannot be used for university entrance.***



## PHYSICS 11 – MPH-11

**Prerequisites:** *Science 10 and Foundations & Pre-Calculus Math 10*

Physics 11 is an academic course with an emphasis on problem solving, data collection and interpretation. The main topics are motion in two dimensions, forces, energy, circuits, and wave phenomenon. Physics 11 is recommended for all students who wish to pursue academic studies or career training in scientific, technical and medical fields. It is strongly recommended that students take Pre-Calculus Math 10 prior to taking this course. Students will be required to solve algebraic expressions and right-angle triangles. Evaluation is based on lab work, assignments, quizzes and exams.

## PHYSICS 12 – MPH-12

**Prerequisites:** *Physics 11 with a minimum of C+ or better and Pre-Calculus 11 with a minimum of B or better.*

Physics 12 is recommended as a follow-up physics course suitable for students who have a interest in Physics or who plan to continue in science or engineering. The course covers: Vector Kinematics including relative velocity, Forces and Torque in equilibrium, Energy and Momentum, Circular Motion and Gravitation, Electrostatics, and Electromagnetism. Students will be required to solve complex algebraic expressions and non-right triangles. Evaluation is based on lab work, assignments, quizzes and exams.

## CHEMISTRY 11 – MCH-11

**Prerequisite:** *Science 10 and Recommended completion of Foundations & Pre-Calculus Math 10 with a C+ average or better.*

Chemistry 11 is an interesting and challenging course that builds on concepts and skills developed in Science 8-10. The course begins with an in-depth study of matter, the periodic table, atomic theory, and the structure of atoms and molecules. The mole concept, chemical reactions, stoichiometry, solutions and organic chemistry are then studied in detail. As there is an emphasis on problem solving, students entering Chemistry 11 should have good Math skills.

**Evaluation** is based on lab work, assignments, quizzes and exams.

## CHEMISTRY 12 – MCH-12

**Prerequisite:** *Chemistry 11 (recommended minimum C+ standing) It is recommended that students have completed Pre-Calculus 11*

This course is intended for those students who have shown an aptitude for Chemistry and plan to take Chemistry and related courses at the post-secondary level. Chemistry 12 is a problem-centered course involving more advanced concepts than Chemistry 11. The topics covered are: Reaction Kinetics, Equilibrium, Solubility of Ionic Substances, Acids, Bases and Salts, and Oxidation reduction. Students should have strong foundational math skills.

## LIFE SCIENCES 11 – MLFSC11

**Prerequisite:** *Science 10 (recommended C+ average or better)*

Life Sciences 11 is designed to help students explore the basic principles of Biology. The course begins with a study of evolutionary theory and then surveys a representative sample of organisms ranging from the simplest to the most complex. Units of Microbiology, Plant and Animal biology allow the student to appreciate the diversity of life on earth and to study some organisms in detail. Students also develop basic lab skills such as animal dissection and use of the compound microscope.

This course also combines a leadership/outdoor education component that involves hosting Grade 4 students on field trips to our school's pond and Biology lab! There may also be up to as many as four field trips students will participate in throughout the semester.

**Evaluation** is based on lab work, assignments, quizzes and exams. This course is recommended for any student wishing to pursue science studies at the post-secondary level.

## **ANATOMY & PHYSIOLOGY 12 – MATPH12**

**Prerequisite:** *Completion of Chemistry 11*

This course concentrates on the physiology of living things with a focus on the human body. Anatomy and Physiology 12 is a course intended for those students who are interested in preparing themselves for post-secondary studies in the biological sciences or health sciences. A thorough study of biological molecules and cells leads to the study of tissues, organs and organ systems. Anatomy and Physiology 12 is a comprehensive course that requires a lot of time and effort.



**SCIENCE ACADEMY (4207 – XAT--12--2) (FRASER HEIGHTS ACADEMY FOR INTEGRATED MATHEMATICS AND SCIENCE) (5113 - PREC--12, 4321 - MCH-11, 5321 - MCH-12, 4331 -- MPH-11)**

Students must be selected to enroll into this program as it is open to all students in the district. Please visit our website [fhtsscienceacademy.ca](http://fhtsscienceacademy.ca) for program details and important dates regarding selection.

**Goal:** To allow students in grade 11 and 12 an opportunity to enrich their science experience in a secondary school setting. This enrichment will include:

- Promoting a community of learners to engage in creative and meaningful questions in the field of mathematics and science.
- An opportunity for students to better appreciate the process of acquiring scientific knowledge.
- Allowing students to inquire, seek answers and defend their findings by effectively communicating their ideas.

**Prerequisite:** Pre-Calculus 11 and a passion for Mathematics and Science.

**Logistics:** The program will require a two-year commitment for the student starting in their grade 11 year. Each semester, half of their timetable, two blocks (morning or afternoon) will be designated for the Science Academy. This will continue over the four semesters of their grade 11 and 12 years. During the other two blocks, students will be timetabled with all other Fraser Heights students. This will allow students to take English 11 and 12, Social Studies 11 and other electives within the school community.

During their two blocks of Science Academy students will be in their cohort with a flexible instructional schedule designed by their instructors. The two and half hours each day will be used for lecture, labs, group work and/or independent studies. With this flexible schedule curriculum can be compressed, integration between mathematics and science can be better achieved and the scientific process can be modeled and reinforced.

Students who complete this program will receive:

- 40 high school credit (equivalent to 10 classes)
    - Pre-Calculus 12, Chemistry 11 and 12, Physics 11 and 12 and Industrial Coding and Design (all 4 credits).
    - AP Calculus BC (8 credits)
    - University Dual credit courses (8 credits)
  - Up to 14 University credits (~4 classes)
    - AP Calculus BC (6 credits)
    - SFU Chemistry 121 (4credits), 122 (2credits) and 126 (2credits)
- Or SFU Computing Science 130 (3 credits) and 135 (3 credits)

**Enrollment:** Applications for this program can be found at <http://www.fhscienceacademy.ca/> as the deadline is in February of their grade 10 year. Each year 45 grade 11 students will be accepted into this program and notified in early March. Please visit the website for exact dates and important updates regarding the application process.

In the first year of study, students will be instructed in Pre-Calculus 12, Chemistry 11 and 12, Physics 11 and some Physics 12 topics. Also, students will be introduced to basic coding and design aspects as part of the Industrial Coding and Design 12 course. Along with traditional instruction, an open inquiry approach to learning will be used in preparation for a Capstone project in the grade 12 year. Furthermore, there will be a focus on technology used to collect scientific data in labs, an introduction to basic coding and the use of design to construct working models and prototypes. Also, field trips will be taken to reinforce the process of acquiring and applying scientific knowledge.

In the second year of study, students will be instructed in AP Calculus BC, Physics 12, Industrial Coding and Design 12 and SFU Chemistry 121, 122 and 126 or Computing Science 130 and 135. The SFU courses will be instructed by SFU professors at the Surrey Campus.

**Costs to the Students:** This is yet to be finalized as there are some factors beyond our control. However, this is a potential list of costs associated with being part of the Science Academy.

- This fee includes: lab equipment, chemicals over and above what is normally provided and field studies. ~\$150 per year
- AP Exams written in grade 12 ~\$100
- U-pass during grade 12 year ~\$300 for 8 months

The Ministry of Education will be paying for \*University tuition while taking courses at SFU. This is a savings of about \$1600.

\*The Ministry of Education will not pay for International Students. It is the responsibility of the student to pay their tuition as it will be at the International Student rate.

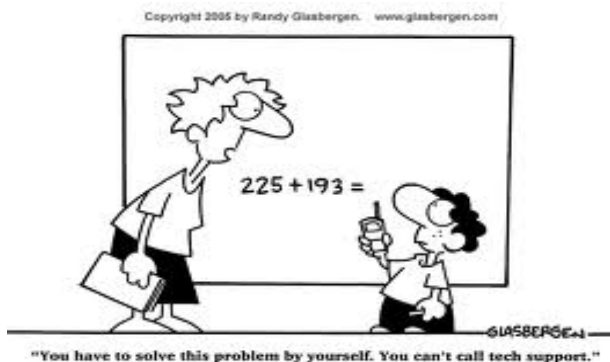
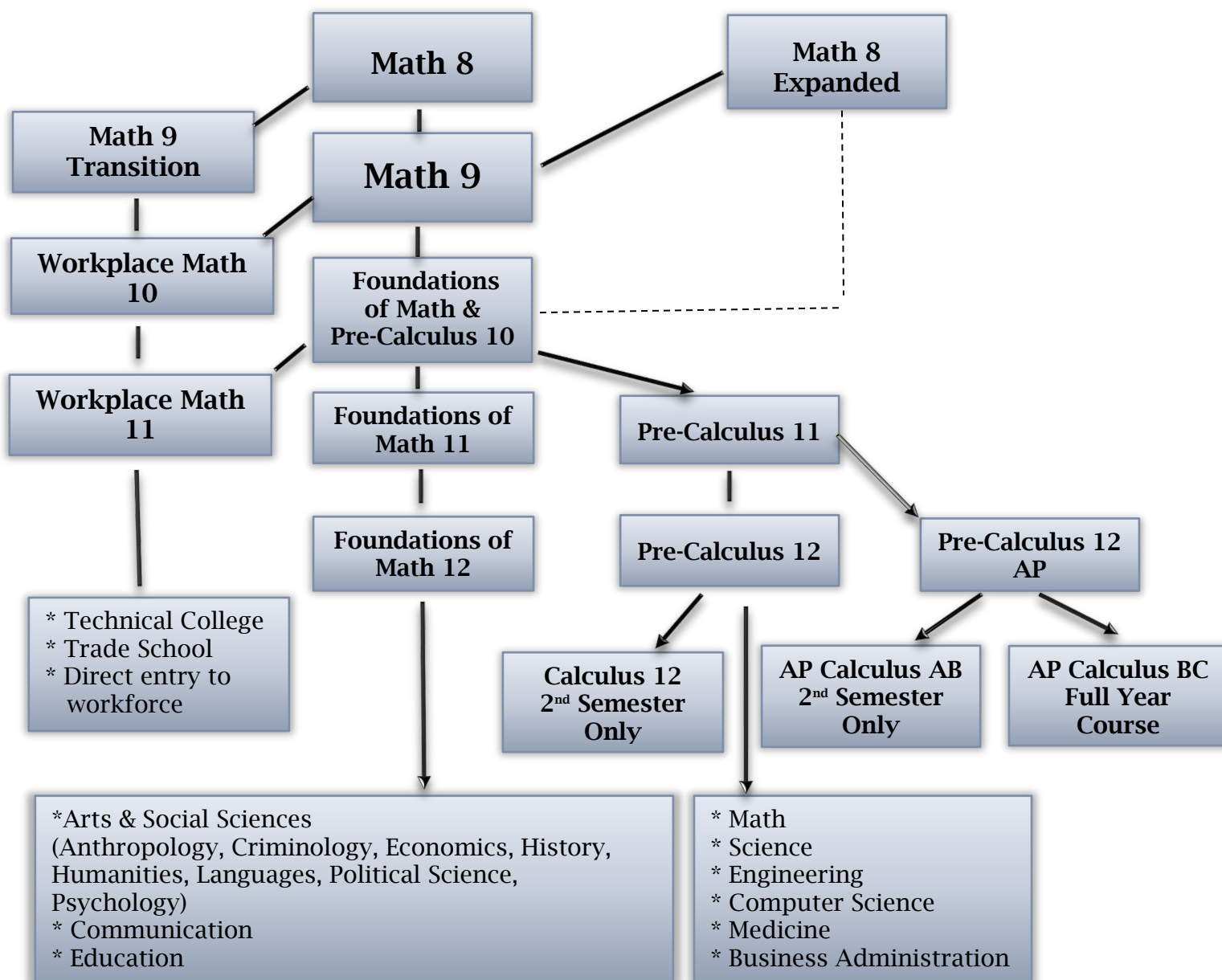
## INDUSTRIAL CODING AND DESIGN 12 - MTICD12

**Prerequisite:** none (Science Academy students only)

Using creative and critical thinking, students can work collaboratively to address real-world challenges by exploring materials, programming, using prototyping tools and equipment, designing and building, developing processes, and communicating the merits of their work. They learn to critically evaluate the appropriateness of the products and prototypes they develop and those developed by others.

# MATHEMATICS

## Mathematics Flow Chart For Students Entering Math 10 – 12



The BC Mathematics curriculum aims to ensure that our citizens are numerate and embody mathematical habits of mind. This is achieved by developing deep mathematical understanding and fluency, logical reasoning, analytical thought, and creative thinking. At Fraser Heights we believe that the development of these skills requires a complex and comprehensive program that gives students the opportunity to experience and appreciate the elegance and beauty of mathematics. Our classes are designed to be inclusive thinking classrooms where students can take risks, experiment, reflect on their learning and develop a growth mindset. This growth mindset is fundamental in developing perseverance and confidence in all students.

Furthermore, it is our belief that learning of mathematics should not be a race. Research has shown that learning concepts earlier does not guarantee a better mathematics student. Often, we have found that self-accelerated students miss important learning opportunities and develop skills that undermine a growth mindset and good mathematical habits of mind. However, we are also aware that students need to be challenged and enter our school with different degrees of experience and abilities.

Starting in grade 10, students have a choice in which mathematics course they will select. Depending on post-secondary plans and future career paths, careful considerations should be made to the selected course. For instance, Workplace Mathematics 10 may be of interest to students wishing to pursue a career in the trades but will not satisfy university requirements. Furthermore, the Pre-Calculus courses are designed for students wanting to enter University however many programs will accept the Foundations pathway. Please refer to the Mathematics Flow Chart above and to Post Secondary admissions to help select the right mathematics course. \*You may need to contact your school counselor or admissions counselors for clarification.

## **WORKPLACE MATHEMATICS 10 – MWPM-10**

**Prerequisite:** *Mathematics 9 or Math 9T*

**General Description:** This course is designed for students who have been successful in Math 9 and prepares students for Workplace 11.

**Topics:** Measurement, games analysis, similarity, trigonometry, proportional reasoning, financial literacy.

## **FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS MATH 10 - MFMP-10**

**Prerequisite:** *Mathematics 9*

**General Description:** This course is designed for students who have been successful in Math 9. It prepares students for Foundations of Math 11 or Pre-Calculus 11.

**Topics:** Number patterns, polynomials, relations and functions, coordinate geometry, trigonometry.

## **WORKPLACE MATHEMATICS 11 – MWPM-11**

**Prerequisite:** *Workplace Math 10 or Foundations of Mathematics & Pre-Calculus 10*

This course is designed for students who have successfully completed Workplace Math 10 or Foundations of Mathematics & Pre-Calculus 10.

**Topics:** Measurements, geometry, personal budget, compound interests, credit, formulas, slope and reasoning.

**Prerequisite:** Foundations and Pre-Calculus 10

**Topics:** Puzzles and games, statistics, relations and functions, financial literacy, quadratic functions, logic, systems of equations.

**Prerequisite:** Foundations and Pre-Calculus 10

**Topics:** Absolute value functions, radical functions, rational expressions, trigonometry, polynomials, quadratic functions, linear and quadratic systems and sequences and series.

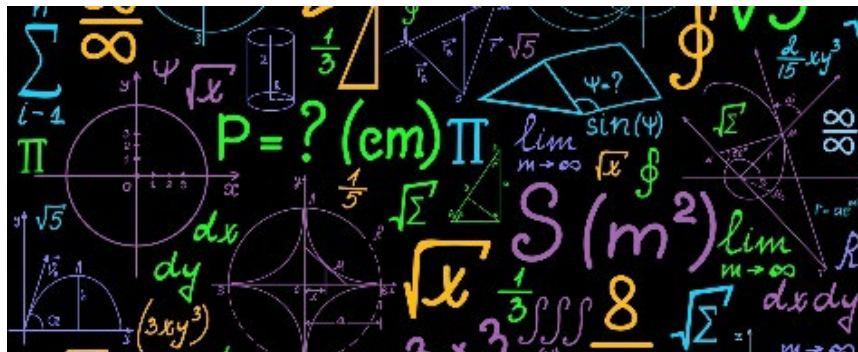
**Prerequisite:** Foundations of Math 11

**Topics:** Probability, exponential, logarithmic, polynomial and trigonometric functions, regressions, combinatorics, set theory.

**Prerequisite:** Pre-Calculus 11

This course is recommended for students who have experienced success in Pre-Calculus 11 and is the prerequisite for Pre-Calculus 12. The goal of this course is to prepare students for Calculus 12 or calculus at university. This stream of courses is for students who intend to achieve degrees in Science, Mathematics Applied Science or Business.

**Topics:** Trigonometric reasoning including angles in standard position, trigonometric identities, geometric series, transformation of functions, rational, polynomial, exponential and logarithmic functions.



## PRE-CALCULUS 12 AP - MPREC12AP

**Prerequisite:** *Pre-Calculus 11 with Teacher recommendation*

Although this course has the same core content as Pre-Calculus 12 the topics are covered at a higher level of academic rigor than in Pre-Calculus 12 and there is a greater emphasis on problems that involve critical thinking. The goal of this course is to prepare students for the rigors of the AP Calculus 12 Curriculum.

**Topics:** Same as Pre-Calculus 12.

## CALCULUS 12 - MCALC12

**Prerequisite:** *Pre-Calculus 12*

This course is designed to prepare students for university mathematics. It is strongly recommended that students have an 'A' or 'B' in Pre-Calculus 12 (or teacher recommendation) before attempting this course.

**Topics:** Functions, limits, derivatives, antiderivatives and differential equations

## AP CALCULUS 12 AB - ACAL-12

**Prerequisite:** *Pre-Calculus 12 AP and teacher recommendation*

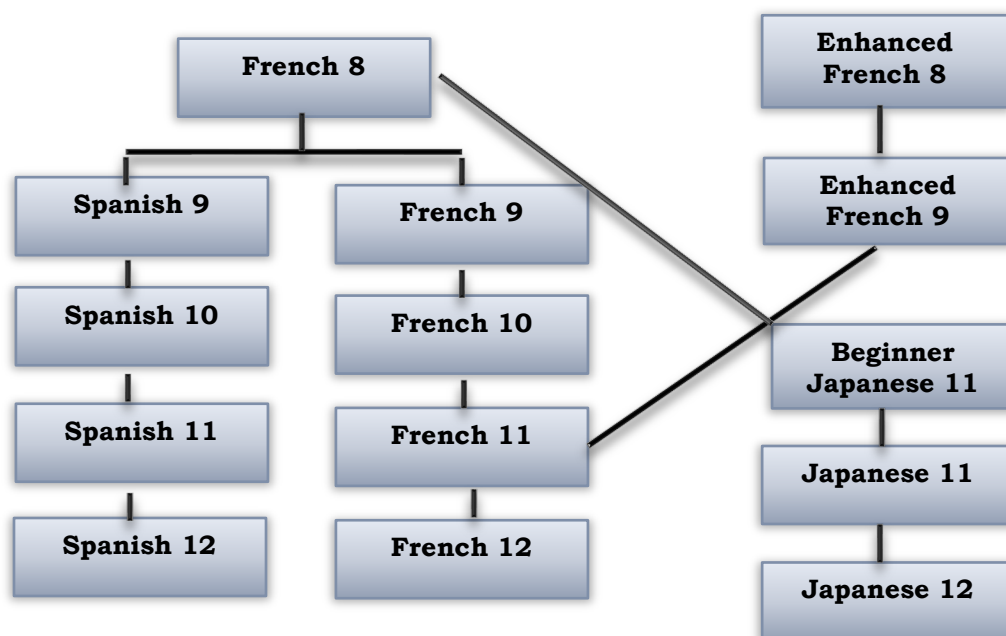
This course is designed to prepare students for the Advanced Placement Calculus AB Exam (which is optional). The AP Calculus exam follows a strict syllabus and if successful allows student to attain university credit for one semester of Calculus. This course is strongly recommended for those planning to apply to a university faculty or program that requires mathematics. Students are not recommended to take this course unless they have completed Pre-Calculus 12 AP.

**Topics:** Functions, Limit and Continuity, Derivatives and their applications, Integrals and their applications

**Evaluation:** 100% on chapter tests and quizzes

# International Languages

The principal goal of our language program is to develop communications skills so that students will have the desire and ability to express themselves in real-life situations. Students should be aware that a grade 11 language course is a prerequisite for most universities. A few universities may allow a Beginner Language 11 or require a Grade 12 language course. Most college programs do not require a second language.



## FRENCH 10 - MFR--10

**Prerequisite:** French 9

Students will continue to develop their ability in the four skills of listening, speaking, reading, and writing. This course gives students the opportunity to use a range of useful vocabulary in oral and written form. Students continue to learn how to use grammar concepts as a tool to help them communicate in an effective and more sophisticated manner. In Grade 10, the student's study, in more detail, the themes of Tourist "Survivor", Careers, the Media, and Urban Legends.



## FRENCH 11 - MFR--11

**Prerequisite:** French 10 or Enhanced French 9

Students will interact with growing confidence in French and will be able to use French resources for research. Grammar increases in complexity and continues to be used as a tool to help students communicate in speaking and writing in an effective and more sophisticated manner. The themes encountered in Grade 11 are: Friends, Social Media and Food. Students are learning about the topics themselves as well as learning the French needed for practical communication about the topics. **Successful completion of French 11 provides the minimum language entrance requirement for most universities.**

## FRENCH 12 - MFR--12

*Prerequisite: French 11*

This course is the culmination of the study of French language and culture at the secondary level. More complex facets of language and literature are introduced. French culture is explored in greater detail. The themes that are studied are: Identity, Critical Thinking and Social Responsibility. As in previous levels, students are learning about the topics themselves as well as learning the French needed for practical communication about the topic. There may be an opportunity for students to take the DELF exam (Diplome d'Etudes de langue francaise). This French proficiency exam is recognized internationally.

## BEGINNER'S JAPANESE 11 - MBJA-11

*Prerequisite: None*

This is an intensive beginner's course that provides the essential skills covered in the Japanese 9 & 10 programs. Students will learn the Hiragana and Katakana writing systems and basic grammar while developing their reading, writing, listening, and speaking skills through communicative experiential units. In addition, they will learn to appreciate the Japanese, Japanese Canadian and First People's cultures through various activities. It is important to verify whether this course meets the language requirement for entrance to the university that the student wishes to attend.

## JAPANESE 11 - MJA--11

*Prerequisite: Beginner's Japanese 11*

This course will review and expand what students have learned in previous Japanese courses. Students will continue to use communicative experiential units to develop their reading, writing, listening and speaking skills. They will learn more complex grammatical structures and add more Kanji to their writing system. The study of Japanese, Japanese Canadian and First People's cultures continues to be an integral part of the course. In addition, students will cover some Japanese - Canadian history including the study of Japanese internment in Canada. **Successful completion of Japanese 11 provides the minimum language entrance requirement for most university programs.**

## JAPANESE 12 - MJA--12

*Prerequisite: Japanese 11*

This course is the culmination of the study of Japanese language and culture at the secondary level. More complex facets of language and literature are introduced. Students will continue to use communicative experiential units to develop their reading, writing, listening and speaking skills. They will learn more complex grammatical structures and add more Kanji to their writing system. The study of Japanese, Japanese Canadian and First People's cultures continues to be an integral part of the course. In addition, students will cover some Japanese - Canadian history including the study of Japanese internment in Canada.

## SPANISH 10 - MSP--10

*Prerequisite: Spanish 9*

Spanish 10 expands and builds upon the material already covered in Spanish 9. Students will further develop their abilities to communicate effectively in Spanish on several topics. The topics explored are the home and chores, sports and health, and daily routine. Grammar points continue to be introduced as a tool to help students communicate in an effective manner. The focus of Spanish 10 is the past tense. Students continue to be exposed to the culture and traditions of Hispanic and First Nations people.

## SPANISH 11 - MSP--11

*Prerequisite: Spanish 10*

Students will interact with growing confidence in Spanish and will be able to use Spanish resources for research. There is also an increased emphasis on reading a variety of fictional works.

***Successful completion of Spanish 11 provides the minimum language entrance requirement for most universities.***

## SPANISH 12 - MSP--12

*Prerequisite: Spanish 11*

This course is the culmination of the study of the Spanish language and culture at the secondary level. We continue to refine skills learned in previous years with a more mature focus on current events, literature and authentic texts. The focus of Spanish 12 is developing a more sophisticated style of communication. The topics explored are travel, the environment, social responsibility.



# HOME ECONOMICS

## FOOD STUDIES 10 - MFOOD10 (4 Arts Education/ADST Credits) **SORRY THIS IS FULL**

*Prerequisite: None*

Students will add to their culinary repertoire and further develop their knowledge of food using the design process. This course will focus on the needs and concerns of individuals and society when it comes to food. Students will be asked to identify issues as they relate to food and use creative and critical thinking skills to design, develop and create practical solutions to such issues. Students will be asked to consider various global views, values, and beliefs in the development of innovative solutions, including aboriginal perspectives. Investigation into and development of culinary techniques will serve to enhance student's understanding and give them the opportunity to create meaningful food products.

## FOOD STUDIES 11/FOOD STUDIES 12 - MFOOD11/MFOOD12 (4 Arts Education/ADST Credits) **SORRY THIS IS FULL**

*Prerequisite: None*

Students will develop skills to prepare and design complex recipes based on themes, needs, and constraints. Students will apply advanced design thinking skills to concepts such as food recalls, food security, food guides, food justice, and food marketing. Through the investigation of personal, social, environmental, and ethical issues, students will develop designs (recipe development and modification) to prototype dishes and explore ingredients, functions, proportions, temperatures, and preparation methods.

## PASTRY ARTS & BAKING 11/PASTRY ARTS & BAKING 12 - YHEC-1A/YHEC-2A **SORRY THIS IS FULL**

*Prerequisite: Foods 9 and/or 10 (or with permission of the teacher)*

This course is designed for learners who have an interest in baking or who are considering a career in the

baking and pastry arts industry. Emphasis will be placed on baking theory, practical knowledge and skills building, time management and production of baked and decorated goods. Students will explore the latest food preparation techniques and apply principles of art and design to create masterpieces. Course topics include an introduction to the elements and principles of design, creative baking, cookie sculpting, candy and chocolate making, artisanal breads, pastries, pies and tarts, fondant and buttercream cakes.



## CULINARY ARTS 11/CULINARY ARTS 12 – MCUL-11/MCUL-12 (4 Arts Education/ADST credits) **SORRY THIS IS FULL**

**Prerequisite:** Foods 9 and/or 10 (or with permission of the teacher)

This course focuses on advanced techniques in food study and preparation. It offers students who have a passion for food, the opportunity to gain further skills in the artistic side of the culinary field. As part of the course, students will be asked to use the skills and techniques explored in the course, as well as, their pre-existing knowledge and interests, to engage with the design process to create original dishes. Students will also be asked to explore the aesthetics, presentation and marketing of food products. Course topics include sauces, meat cookery, spices and herbs, accompaniments, and world cuisine.

## CATERING 12 – MSPSF12 (4 Arts Education/ADST credits)

This course is for students who are interested in learning more about and/or pursuing a career in the culinary field. Students will be taught advanced cooking principles and concepts of cooking, and work on developing time management and leadership skills as they relate to a professional kitchen. They will also explore plating and food styling.

There is a catering component to this course. Students will be involved in providing food items as needed for events in and around the school. Such events may include, but are not limited to: Dances, International Student lunches, Aboriginal Student lunches, Coffee House, Science Academy Year-End, Athletic Banquet and General Meetings. As part of the course, students will be required to meet with potential clientele, develop marketing strategies, and engage in food ordering, menu planning, and costing.

\*Note: This is a year-long course that will be paired with a study block. Some events will take place outside regular class hours.

## **TEXTILES 10 – MTXT-10** (4 Arts Education/ADST credits)

**Prerequisite:** None

If you like to make things to use or wear then this course is for you! This course encourages students to interact with the design process through the creation of various sewing, dying, and craft/home decor items. Whether you are a beginner or experienced sewer, develop your sewing skills while making a garment that is uniquely yours. You will finish this course with skills that will last you a lifetime. Students will be asked to identify and consider important issues surrounding the apparel industry, and use various global views in the design, development and creation of projects, including Aboriginal perspectives. Students will also be encouraged to identify and build on the relationships found between the subject areas.

## **TEXTILES 11/TEXTILES 12 – MTXT-11/MTXT-12** (4 Arts Education/ADST credits)

**Prerequisite:** None

Gain knowledge and develop skills as you construct unique projects and garments using various fabrics and equipment. Whether you have used a sewing machine or not, but have an interest in learning, this course is for you. Students will be given the opportunity to learn and build on skills in areas that are of interest to them while being exposed to new and innovative technologies in textile creation and garment construction. Express your creativity by using the elements and principles of design, and applying this knowledge using an assortment of fabrics and techniques. Create one of kind items from fashion to home décor to crafts. Build a portfolio of personal achievements that showcases your knowledge and demonstrates your design and sewing skills. This course may be of interest to those interested in pursuing a career in fashion and design, garment construction, fashion marketing, or retail.

## **TEXTILES ARTS & DESIGN 11/TEXTILES ARTS & DESIGN 12 – YHEC-1D/YHEC-2D** (4 Arts Education/ADST credits for YHEC-1D only)

**Prerequisite:** None

Are you artistic, creative and like hands on classes? *Textiles Arts & Design* is your opportunity to DESIGN and CREATE your own unique and individual projects and gifts for you or your home: weaving, hand knitting, crocheting, beading, soap making, jewelry making, macramé, quilting, candle making, embroidery, card making, and fabric printing techniques such as dyeing, silk screening, stamping, and more. If *Pinterest* was a course, this would be it! No experience necessary.



## **PSYCHOLOGY 11 - YPSYC1A** (2 ADST & 2 Elective Credits)

**Prerequisite:** None

Ever wonder what makes you, your friends, or your family tick? What makes you different from the rest? This course offers us a little insight from the great masters-Freud, Piaget, Maslow.... Students will explore psychological theories, and methods of research and experimentation, while focusing on topics related to the brain and behavior, sensation and perception, consciousness and dreams, motivation and emotion, cognitive

processes, and infancy and childhood development.

## **PSYCHOLOGY 12 - YPSYC2A**

***Prerequisite:*** None

This course allows students to engage in the use of scientific methods in order to explore and understand a variety of social issues that arise in their personal lives, their community, and in society at large. Students will explore psychological theories, and methods of research and experimentation, while focusing on topics related to the brain and behavior, personality, psychological disorders, conflict, stress, and the role that society and culture play in behavior. This course is intended to give students exposure to subject matter that is typically not examined until students reach post-secondary education.



## **AP PSYCHOLOGY 12 – APSY-12 (4 Arts Education/ADST credits)**

Advanced Placement (AP) Psychology is a fast-paced, content-rich course intended for students interested in taking the AP Psychology exam for first year university credit. AP Psychology students should expect to spend additional time outside of the classroom on coursework and exam preparation. Course topics are similar to Psych 11 and 12 but will be explored in more depth. Topics will include: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning and Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Behavior, Treatment of Abnormal Behavior and Social Psychology. Previous psychology courses are an asset, but not required.

## **FAMILY STUDIES 11 - MIAFR11 (4 Arts Education/ADST credits)**

***Prerequisite:*** None

This course is for students interested in a career in counseling, social work, education, or health care. During this course, students will learn about the types, roles, and functions of interpersonal relationships, with a focus on romantic relationships. Topics will include marriage in contemporary society, interpersonal relationships in families with a focus on communication, healthy/unhealthy relationships, and ending relationships, improving communication skills and resolving conflict.

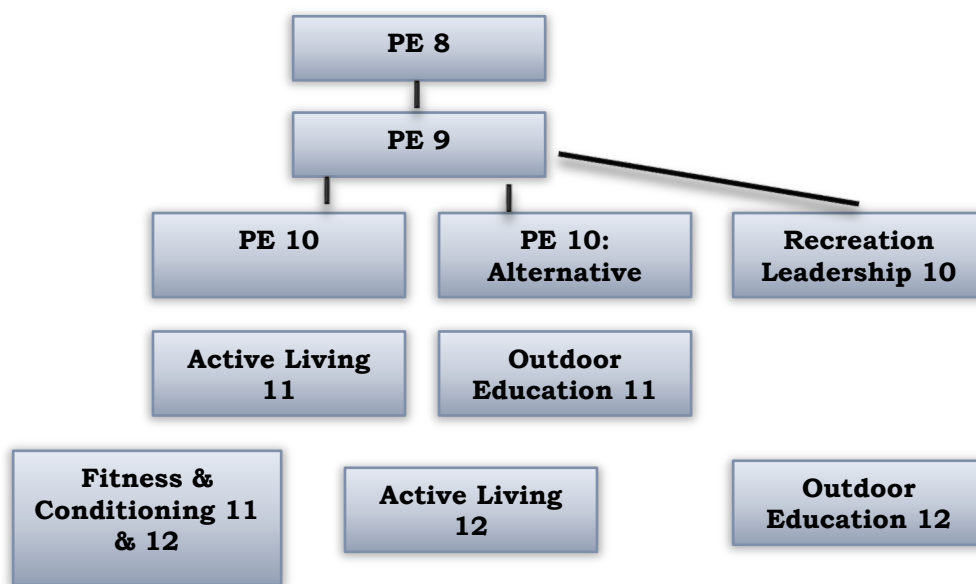
## **FAMILY STUDIES 12 – MCDAC12 (4 Arts Education/ADST credits)**

***Prerequisite:*** None

This course is for students interested in a career in counseling, social work, education, or health care. Topics will include pregnancy from conception to delivery, caregiving and parenting styles, stages of child development, and adolescence. Students can look forward to taking care of infant simulators and examining family structures around the world.



# PHYSICAL EDUCATION



## PHYSICAL AND HEALTH EDUCATION 10 - MPHE10

This course builds on the foundations of Physical and Health Education 9 with an emphasis on how healthy choices are influenced by our physical, emotional, and mental well-being. The PHE10 curricular competencies include a focus on leadership, and the demonstration of proficiency in a variety of individual and team movement patterns and tactics. Students will build on their level of movement competence by applying combinations of skills in individual and team activities. Students will gain an understanding of goal setting through the principles of training. Health education topics include healthy sexual decision making, substance use and abuse, and nutrition. Furthermore, Safety and injury prevention are key components of the Physical and Health Education 10 curriculum.



## PHYSICAL AND HEALTH EDUCATION 10: NON-COMPETITIVE - MPHE10-S-NC

**\*\* This course meets all the requirements of the PHE10 curriculum and will appeal to those students who have an interest in games and activities in a non-competitive environment \*\***

The PHE10 curricular competencies include a focus on leadership, and the demonstration of proficiency in a variety of individual and team movement patterns and tactics. Students will build on their level of movement competence by applying combinations of skills in individual and team activities. Students will gain an understanding of goal setting through the principles of training. Health education topics include healthy sexual decision making, substance use and abuse, and nutrition.

## PHYSICAL EDUCATION AND RECREATION LEADERSHIP 10 (YEARLONG) - MPHE10-S-Y-LEAD/YIPS-OB/MCLE-10

Leadership 10 is a yearlong class that meets every day. The course covers three curriculums: PE 10, Recreational Leadership 10, and Career Ed 10. Grade 10s **do not** have to use their elective to take this course,

but there is a requirement to volunteer outside the school day (before school, at lunch, afterschool.) Students develop their leadership skills and capacity by organizing and running events such as the Grade 8 Retreat and intramural sports tournaments for our grade 8s and 9s. Students will also be heavily involved in the athletics program, officiating many of our matches. This course has field trips to enrich the course, there is a cost associated with these.

**\*\*Please note that there is an application process that students must undergo to be approved for this class.**

### **ACTIVE LIVING 11 (FORMERLY PE11) – MACLV11 ACTIVE LIVING 12 (FORMERLY PE12) – MACLV12**



Physical and Health Education Active Living 11 and 12 are elective courses that build on the competencies learned in PHE 8, 9, and 10. The focus of both courses is on the promotion of health and well-being through team sport organization and participation, leadership, and personal fitness. A unique portion of the Active Living 11 and 12 curriculums is the community recreational activity component. Along with in-school team sport, leadership, and personal fitness activities, students will participate in approximately five field trip activities. These activities will provide students with an opportunity to explore recreational activities provided within the community that promote an active and healthy lifestyle. Examples of possible recreational activity field trips are: bowling, rock climbing, golf, martial arts, racquetball, curling, swimming, and hiking. Please note that participation in these activities requires the payment of a course fee. The emphasis of safety, leadership, responsible decision making, nutrition, and injury prevention principles are major components of the Active Living 11 and 12 curriculums.

### **ACTIVE LIVING 11/12: JUST FOR GIRLS – MACLV11--S-G/MACLV12--S-G**

This course meets all the requirements of the Active 11 and 12 curriculums with an emphasis on the achievement of personal fitness goals that promote health and wellness. This course offers students the freedom to choose sports/games, fitness activities, and community field trips that support life-long activity goals. There is also a cognitive component to the class that explores topics like: anatomy, nutrition, the effects of stress on the body, and fitness/training principles. Course activities include: functional fitness, athletic training, spinning, kickboxing, yoga, self-defense, Zumba, stand-up paddling, and kayaking. Please note: the participation in these activities requires the payment of a course fee.

### **FITNESS AND CONDITIONING 11 & 12 (FORMERLY EXERCISE SCIENCE/SUPERFIT)– MFTCD11/MFTCD12**

This course is a high-performance PE class for athletes. The course is a mixture of competitive game play, individual-based fitness and classroom studies in human anatomy, exercise physiology, and the study of human movement. Students interested in exploring post-secondary studies in the areas of health science, kinesiology, fitness promotion, or teaching would benefit greatly from taking this course. For more details please contact the PE department.

# INDUSTRIAL TECHNOLOGY EDUCATION

## **ELECTRONICS 10 - MTEAR10** (4 Arts Education/ADST Credits)

**Prerequisite:** None

This course is an advancement of Technology Electronics 9. Students will be introduced to more sophisticated problem solving and trouble-shooting techniques, with an introduction to digital electronics. A wide variety of projects are available to the student.

## **ELECTRONICS 11 – MTELE11** (4 Arts Education/ADST Credits)

**Prerequisite:** None

Students will investigate the various electronic components and their uses through a combination of lectures and demonstrations, labs and hands-on projects. The areas of focus will include a blending of safety, use and care of tools and equipment, circuit theory as it applies to DC, AC Analog and Digital Circuits or Systems. Students will be able to interpret electronic laws and demonstrate good workmanship in the construction of projects.

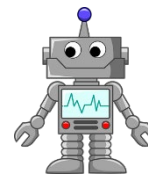
## **ELECTRONICS 12 – MTELE12** (4 Arts Education/ADST Credits)

**Prerequisite:** Electronics 11

This advanced course will explore further the workings of electronic systems, with digital electronics being the central component. Students will improve their ability to read schematic diagrams, design and develop printed circuit boards, assemble, and test teacher/student selected projects.

## **ROBOTICS 10 – MTEAR10-S-ROB** (4 Arts Education/ADST Credits)

**Prerequisite:** None



This is a fast-paced, hands-on course where students have the opportunity to design, build, and program competition robots. Students will have the opportunity to compete in class, but also within the VEX robotics league. Focus will first be on the design process and students will learn the basics of construction as well as how to keep a standardized engineering notebook. Next, students will have numerous opportunities to build various versions of robots to meet that year's game. Then, students will learn various coding skills, starting with block-based coding. Teamwork skills and interpersonal skills are strengthened in this fast-paced team environment.

## **ROBOTICS 11 – MTROB11** (4 Arts Education/ADST Credits)

**Prerequisite:** None

This is a fast-paced, hands-on course where students have the opportunity to design, build, and program competition robots. Students will have the opportunity to compete in class, but also within the VEX robotics league. Focus will first be on the design process and students will learn the basics of construction as well as how to keep a standardized engineering notebook. Next, students will have numerous opportunities to build various versions of robots to meet that year's game. Then, students will learn various coding skills, starting with block-based coding, and they can advance to Robot-C language coding. Students will also can program

various sensors to allow the robot to move autonomously. Teamwork skills and interpersonal skills are strengthened in this fast-paced team environment.

## **ROBOTICS 12 – MTROB12** (4 Arts Education/ADST Credits)

**Prerequisite:** Robotics 10 or 11

This is a fast-paced, hands-on course where students can design, build, and program competition robots. Students will have the opportunity to compete in class, but also within the VEX robotics league. Focus will first be on the design process and students will learn the basics of construction as well as how to keep a standardized engineering notebook. Next, students will have numerous opportunities to build various versions of robots to meet that year's game. Then, students will build on their block-based coding knowledge by advancing to Robot-C language coding. Students will also can program various sensors to allow the robot to move autonomously. Teamwork skills and interpersonal skills are strengthened in this fast-paced team environment.

## **ART METAL 10 – MTMET10-S-AM** (4 Arts Education/ADST credits)

**Prerequisite:** None

This course will incorporate several key art metal working concepts, procedures and practices. The Focus will be on Art metal, jewelry design and construction; students will be working with hand, power and machine tools. This Grade 10 course will develop previously learned skills and processes through advanced projects.

## **ART METAL and JEWELLERY 12 – MTAMJ12** (4 Arts Education/ADST Credits)

**Prerequisite:** Metalwork 11 or 12 or Art Metal 10

This is an artistic course using new & recycled metals as a medium to create original artwork. Students may learn to manipulate metal or construct artistic metal projects using hand tools, oxy-acetylene welding/brazing/cutting. Projects may include gold/silver rings, bracelets, pendants, earrings, necklaces, hair barrettes, wire/metal sculptures and metal signage.

## **METALWORK 10 – MTMET10** (4 Arts Education/ADST Credits)

**Prerequisite:** None

The basic aims of this course are to introduce, practice and develop the skills, knowledge and techniques of working in metal. The use of hand tools and power machines will be taught with safety and efficiency maintained at a high level. Some assigned projects are chosen to give the students a broad range of experiences within the shop facilities using lathes, grinders, drill presses, welding equipment, casting, and art metal projects.

## **METALWORK 11 – MTMET11** (4 Arts Education/ADST Credits)

**Prerequisite:** None

This first project will be assigned and is used to review hand and machine skills taught at the Metalwork 9/10 level. Other projects may be of the student's choice, providing they are suitable to the level of work expected in the course. The course revolves around work done on the shop machinery, which may include: metal lathe, vertical milling machining, as well as welding.

## **METALWORK 12 - MTMET12** (4 Arts Education/ADST Credits)

**Prerequisite:** Metalwork 11

This senior course involves the student in machine work, building knowledge and skills beyond the Metalwork 11 level. Projects made will be governed largely by the student's skills. The theory will center around reinforcement of previous knowledge and around new operations on machines.

## **CAD/CAM/CNC 11 – MTDRF11--S-CCC** (4 Arts Education/ADST Credits)

**Prerequisite:** None

This course is designed for students who are interested in learning or are planning a career in CAD/CAM/CNC. Students will be expected to solve complex 2D, 3D, and solid modeling problems as well as to spend more time on individually designed projects. Assignments will be completed using the Cam program and computer operated machines such as 3D printer, laser cutter, and CNC. Students may also use the shop facilities to construct their project.



## **INDUSTRIAL CODING & DESIGN 12 – MTICD12** (4 Arts Education/ADST Credits)

**Prerequisite:** CAD/CAM/CNC 11 or Drafting 11

This course is designed for students who are interested in learning or are planning a career in CNC & Manufacturing. Students will be expected to solve complex 2D, 3D, and solid modeling problems as well as to spend more time on individually designed projects. Students will be introduced to manufacturing coding languages, such as G-Code. Assignments will be completed using CAM software and computer operated machines such as 3D printer, laser cutter, and CNC. Students may also use the shop facilities to construct their project.

## **DRAFTING 10 – MTDRF10** (4 Arts Education/ADST Credits)

**Prerequisite:** None

Students continue to develop the 2D and 3D drafting skills they acquired in Technology Drafting 9 (if taken previously). Mechanical and architectural drafting are covered using technical sketching techniques, and software such as AutoCAD, Inventor, and SketchUp. A greater emphasis will be placed upon the use of drafting skills in the areas of modeling and problem solving.

## **DRAFTING 11 – MTDRF11** (4 Arts Education/ADST Credits)

**Prerequisite:** None

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of technical sketching, measurement, and a variety of software applications, primarily AutoCAD and Inventor with an emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student selected projects. Scale models may also be created by hand or using a 3D printer or laser cutter.

## **DRAFTING 12 – MTDRF12** (4 Arts Education/ADST Credits)

**Prerequisite:** *Drafting and Design 11*

The main objective of this course is to offer an advanced set of skills and knowledge that will provide valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of conventional technical sketching, measurement, and a variety of software applications, primarily AutoCAD and Inventor with a further emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student selected projects which could serve as a portfolio for post-secondary entrance or to career exploration. Scale models may also be created by hand or using a 3D printer or laser cutter.

## **PRE-ENGINEERING 10 – MTPOW-10** (4 Arts Education/ADST Credits)

**Prerequisite:** *None*

This course will incorporate a variety of engineering principles using a hands-on approach and will have ample opportunity to tackle real-world problems. Students will be introduced to a variety of topics which may include material science, transmission of power, structural characteristics, and transportation. Students may also be introduced to coding, computer control, and microprocessor programming. Students who are interested in pursuing engineering should consider this course.

## **ENGINEERING 11 – MENR-11** (4 Arts Education/ADST Credits)

**Prerequisite:** *None*

This course will incorporate a variety of engineering principles using a hands-on approach and will have ample opportunity to tackle real-world problems. Students will further their understanding of structures and programming and may be introduced to automotive and aviation design. Students will be working in depth with various modelling software and may have the opportunity to prototype their projects by hand or using other technologies like 3D printing and laser cutting. Students who are considering engineering as a career should consider this course. Projects in this course have been designed to benefit students who are interested in attending engineering programs at UBC and BCIT.

## **ENGINEERING 12 – MENR-12** (4 Arts Education/ADST Credits)

**Prerequisite:** *None*

This course will incorporate a variety of engineering principles using a hands-on approach and will have ample opportunity to tackle real-world problems. Students will further their understanding of coding and computer control, as well as air, land, water, and space transportation design. Students may work with computer control, sensors, and microprocessor programming. Students will be working in depth with 3D modeling software and will have opportunities to prototype their projects by hand or using other technologies like 3D printing and laser cutting. Students who are considering engineering as a career should consider this course. Projects in this course have been designed to benefit students who are interested in attending engineering programs at UBC.



## **GLASS WORKS 11: STAINED GLASS - YIA--1B** (2 ADST & 2 Elective Credits)

**Prerequisite:** None

Designed for both the beginner and experienced student, this is a fun, introductory course in stained glass using the Tiffany copper-foil technique. Safety is emphasized while learning the basics of pattern design, glass selection, cutting, shaping, foiling, soldering and finishing techniques. Students will apply these skills in the design and construction of teacher/student selected projects. Individual project designs may be possible subject to instructor approval. Other areas of focus may include lead came, glass etching and bead making.



## **WOODWORK 10 – MWWK-10** (4 Arts Education/ADST Credits)

**Prerequisite:** None

This course encourages students to expand their skills, design/problem solving ability and knowledge of wood and wood related machinery. Teacher selected projects have been designed to promote student development. Individual design of a project may be possible subject to instructor's approval.

## **WOODWORK 11 – MWWK-11** (4 Arts Education/ADST Credits)

**Prerequisite:** None

The main objective of this course is to offer a combination of knowledge and “hands-on” skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

## **WOODWORK 12: MWWK-12** (4 Arts Education/ADST Credits)

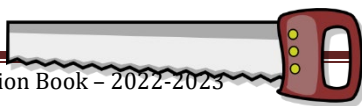
**Prerequisites:** Woodwork 11 or Woodcraft 11

After identifying a variety of wood species and their common applications, students can learn basic furniture or cabinet construction techniques. Historical and modern furniture styles as well as ergonomics will be utilized in the furniture design. With an effective project work-plan, students will construct a piece of cabinetry or furniture using the acquired skills of machining, joining, and finishing with the option of engineered wood products and composite materials along with solid wood. Students will also be expected to identify and use an appropriate selection of hardware, fasteners, and adhesives in the assembly of the project. Students interested in cabinetry may use specific construction techniques including drawer construction and rail and stile doors in the manufacturing of a variety of cabinets.

## **WOODCRAFT 10 – MWWK-10-S-WC** (4 Arts Education/ADST Credits)

**Prerequisite:** None

Fabrication of individually designed or teacher directed craft-type projects allow students to develop previously learned skills. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, inlay and intarsia. With an emphasis on the safe use of tool and machines, advanced procedures will be used to construct several projects. Computer controlled machining may also be included.



## **WOODCRAFT 11 – MWWK-11--S-WC (4 Arts Education/ADST Credits)**

**Prerequisite:** *None*

This course is a practical study of various forms of wood art. The course emphasizes the practical application of woodworking skills and the exploration and development of the principles of design as they relate to various wood art forms. Free form carving, wood sculpturing, relief carving, intarsia and wood burning are a few of the areas which may be covered in this course. CNC engraving may also be incorporated into student projects.

## **WOODCRAFT 12 – MWWK-12--S-WC (4 Arts Education/ADST Credits)**

**Prerequisite:** *Woodwork 11 or Woodcraft 11*

This is an advanced artistic course that uses basic woodworking skills in specific hand and machine tools to explore differing avenues of woodcraft. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, inlay, and Intarsia. Specific hand and machine tool processes which may include CNC, will be employed to fabricate a variety of projects.

## **SKILLS EXPLORATIONS 10-12- MSTX-0A/MSTX-1A/MSTX-2A (4 Arts Education/ADST Credits)**

**Prerequisite:** *None*

This course is open to grade 10, 11 and 12 students who are interested in the trades. This course will be a sampler of 4 of the 5 following trades sectors, depending on interest and availability:

1. Carpentry
2. Electrical
3. Plumbing
4. Welding
5. Drafting & Design

Skills Exploration is a Ministry Authorized course jointly supported by the Ministry of Education and the Industry Training Authority (ITA). Through participation in this course, students learn trades and technology skills and earn credit towards secondary school graduation. Later, students may decide to pursue an industry training program to become a certified tradesperson (journey person) or a certified technician/technologist.

# BUSINESS EDUCATION

## ENTREPRENEURSHIP & MARKETING 10 – MADEM10 (4 Arts Education/ADST Credits)

**“The way to get started is to quit talking and begin doing.” Walt Disney**

- Learn the basics of business in the twenty-first century and how to create your own business.
- Students will learn the basics about Investing, Marketing, Accounting, Entrepreneurship and much more.
- Utilizing the computer lab, students will complete individual or in groups a variety of projects and assignments. Highlights include: The Apprentice or Dragons Den; Stock Market trading; Business Simulation Games and more.
- This is a good introduction course for anyone interested in Business courses in Grade 11 or 12.

## ENTREPRENEURSHIP 12 – MENT-12 (4 Arts Education/ADST Credits)

**“It’s not about ideas. It’s about making ideas happen.”**

- Starting your own business
- Creating a business plan
- Design and create your own product
- Be your own Boss.



## ECONOMICS 12 – MEC--12 (4 Arts Education/ADST Credits)

***“The ideas of economists and political philosophers, both when they are right and when they are wrong are more powerful than is commonly understood.” John Maynard Keynes***

- Economics 12 introduces students to a new way of viewing the world and the behaviour of the people living in it.
- Students will learn to analyze people’s behaviour from the point of view of satisfying individual needs and wants.
- Students will also study how governments attempt to control the economies they govern.
- Cover topics in both Microeconomics and Macroeconomics.
- This is an essential course for students who plan on pursuing studies in business.

## AP ECONOMICS - MICROECONOMICS 12 – AMI--12 (4 Arts Education/ADST Credits)

***Prerequisite: None***

- The purpose of an AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system.
- This course will cover all material that is required for the Microeconomics AP exam.
- This course is looked upon favourably for any university admission as it demonstrates your capability with post-secondary course material.

- Writing the AP exam is not required.

## MARKETING & PROMOTION 11 – MMAP-11 (4 Arts Education/ADST Credits)

### *“Marketing drives the world”*

- Explore your interest: Sports, Fashion, Travel/Hospitality, Video games, Music or Entertainment marketing.
- Create your own designs, prototypes, and bring your creativity to life in your own marketing portfolio.
- See the world through a marketer’s eye and the tricks that are used to get us to buy.
- Recommended for: career in marketing; business school; starting your own business.

## ACCOUNTING 11 – MAC--11 (4 Arts Education/ADST Credits)

### *“Do your numbers add up?”*

- Learn basic accounting concepts such as keeping track of a company’s financial position, revenue, and expenses.
- Understand basic financial information to update and create financial documents in the accounting cycle.
- Students will combine written theory with computer applications – Simply Accounting
- Games: Accounting Monopoly
- Students who enjoy a very structured classroom environment will enjoy this course.
- This course is a pre-requisite for Accounting 12
- Recommended for: career in accounting; business school; starting your own business.

## ACCOUNTING 12 – MACC-12 (4 Arts Education/ADST Credits)

### *“Accounting was the course that helped me more than anything.” Julian Robertson (American billionaire)*

- Accounting 12 is a continuation of Accounting 11 using more advanced procedures.
- Have relevant business skills to be hired for bookkeeping jobs or to add to your resume.
- Complete projects using Simply Accounting and QuickBooks Online.
- COIN TOSS competition – CPA Contest – Learn the skills necessary to compete in this competition and possibly win \$1500.00.
- For mature students who can handle an independent style of learning. Students will work individually at their own pace with given deadline for chapters. Instruction will be via computer and supplemented individually by a teacher.

Prerequisites: Must have taken Accounting 11



## FINANCIAL ACCOUNTING 12 – MFA--12 (4 Arts Education/ADST Credits)

**Prerequisite:** *No prerequisites (students who have completed Accounting 11/12 can take this course)*

- University and post-secondary prep course. This course is designed to prepare students for one of the harder courses in business school.
- This course is open to students who have never taken an accounting course or Accounting 11/12.
- In addition to basic accounting concepts and procedures, students will be introduced to advanced topics such as adjusting entries, classified balance sheet, merchandizing, receivables, long-lived assets, debt financing, equity financing, ownership structure and more.
- Must have course for: career in accounting; business school; starting your own business.

## **E-COMMERCE 12/DIGITAL MARKETING 12 – Mecom12** (formerly Marketing 12) (4 Arts Education/ADST Credits)

**“If you just work on stuff that you like and you’re passionate about, you don’t have to have a master plan with how things will play out.” Mark Zuckerberg**

**Prerequisite:** None

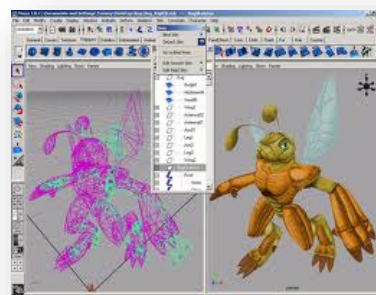
- Learn to market online your hidden talents: Food reviews, stories, YouTube videos, artwork, music and more.
- Examine how the Internet is rapidly becoming one of the primary communication, marketing and commercial medium for businesses in almost every industry,
- Topics include: electronic commerce; e-marketplaces including auctions and portals; online marketing and consumer behaviour; business-to-business e-commerce; e-government; e-learning; social networks; search engine maximization; e-commerce security; payment solutions and order fulfillment; e-commerce security; e-commerce strategy and global issues; legal, ethical and tax issues; and launching an e-commerce business.
- Most of this course will be done through project-based learning and experiencing ecommerce firsthand.
- Recommended for: career in marketing; business school; starting your own business.

## **INFORMATION TECHNOLOGY**

### **COMPUTER STUDIES 10 - MCSTU10** (formerly Information Technology 10) (4 Arts Education/ADST Credits)

**Prerequisite:** None

- An introduction to programming
- Computer hardware basics
- Computer software testing – researching, installing, presenting
- Graphics design
- An introduction to 3-D computer modelling and animation
- An introduction to 2-D animation
- Google SketchUp
- Game designing
- Create your own web site
- Learn how to use Photoshop more effectively



### **MEDIA ARTS 10 – MVAM-10** (4 Arts Education/ADST Credits)

Students will learn:

- Media technologies or image development and design
- Techniques for organizing ideas to structure stories or information and to create points of view in images
- Media production skills
- Standards compliant technology

- Ethical, moral and legal considerations associated with media arts technology use and production
- Understand complex tasks that require different technologies and tools at different stage

#### **COMPUTER INFORMATION SYSTEMS 11 – MCINF11** (4 Arts Education/ADST Credits)

#### **COMPUTER INFORMATION SYSTEMS 12 – MCINF12** (4 Arts Education/ADST Credits)

- Desktop publishing and graphics design using Adobe Photoshop/Illustrator/Flash
- HTML 5
- Fundamentals of digital communication
- An introduction to programming using JavaScript
- 3-D modeling & 3-D animation
- Database design using MS Access

#### **COMPUTER PROGRAMMING 11 – MCMPR11** (4 Arts Education/ADST Credits)

#### **COMPUTER PROGRAMMING 12 – MCMPR12** (4 Arts Education/ADST Credits)

- Students will learn the fundamental concepts and terminology of software application development and develop skills in designing and writing simple computer programs.
- This course is intended for students who wish to:
- Learn what software development is and what software developers do
- Learn programming concepts and terminology to facilitate communication with software developers
- Learn to read, trace, and understand simple code
- Learn to write, test, and debug code to solve a simple problem
- Create simple software applications
- Learn the building blocks of programming using Python
- Use Python commands for robotics
- Create simple Python applications

#### **MEDIA DESIGN 11 – MMEDD11** (4 Arts Education/ADST Credits)

#### **MEDIA DESIGN 12 – MMEDD12** (4 Arts Education/ADST Credits)

This course will provide Grade 11s and 12s with a general introduction to the world of digital media technology. This will be a hands-on based program that will deal with theoretical and practical elements involved with the production of media-based projects. In this course students will be experimenting, creating, design and producing projects within the vast field of media technology. This course will address the principles, concepts and use of technology as a form of communication all based within the context of media (graphical, audio and video).

In this course students will develop skills and be confident users of technology, specifically computers, digital cameras, DAW's and other software applications.

This course is project based with the inclusion of some theoretical essays and presentations. It will also encourage students to be independent thinkers as well as cooperative team learners with a variety of different projects.

#### **ANIMATION 10 – MVAM-10--S-AN** (4 Arts Education/ADST Credits)

**Prerequisite:** None



This is an introductory course in classical and computer animation. Students will learn the basics of classic and 2D animation. Students will study classic animation, such as the Disney style. Students will explore programs that provide opportunities to create and animate computer-generated objects. Students will develop graphic

and digital narratives, while creating personal pieces for a final portfolio, such as comics and flipbooks. The course will focus on skill set development in Adobe Flash, Adobe Illustrator, and Movie Maker.

**ANIMATION 11 – MDCOM11--S-AN** (4 Arts Education/ADST Credits)

***Prerequisite:*** Animation 10 preferred

This is an intermediate course in classical and computer animation. Students will learn intermediate levels of classical, 2D animation and the basics of 3D Animation. Students will explore programs that provide opportunities to create and animate computer-generated objects. Students will create personal pieces for a final portfolio. A graduation portfolio will be required to complete the course. The course will focus on skill set development in Adobe Flash, Adobe Illustrator, Adobe After Effects and Adobe Premiere.

**ANIMATION 12 – MDMD-12** (4 Arts Education/ADST Credits)

***Prerequisite:*** Animation 11 preferred

This is an advanced course in classical and computer animation. Students will learn advanced 2D and 3D animation. Students will learn basic sound production, produce storyboards, and action animation, including short animated desktop videos, which include sound. Students will create personal pieces for a final portfolio. A graduation portfolio will be required to complete the course. The course will focus on skill set development in specific software.

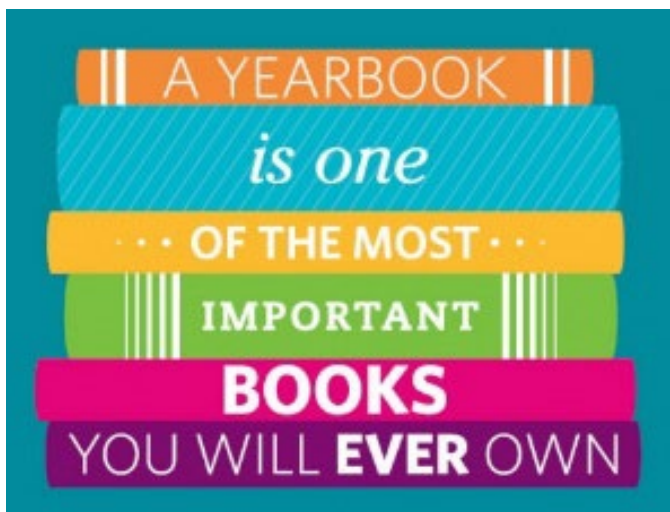
**YEARBOOK 10 – MMEDD10** (4 Arts Education/ADST Credits)

**YEARBOOK 11 – MVAMT11** (4 Arts Education/ADST Credits)

**YEARBOOK 12 – MVAMT12** (4 Arts Education/ADST Credits)

***Prerequisite:*** Computer experience is preferable

This course is designed to enable students to publish the school's yearbook and other publishing documents. Students will learn the fundamentals of graphic art and design. Students will start to develop skills around time management, communication, creative problem solving, and responsibility to a group and contribution to school society. Students will learn to extensively use Adobe InDesign and Adobe Photoshop. Students must be self-motivated and able to meet deadlines. A willingness to participate in and out of class is a must. All students will be required to attend a school sport team game after school to take pictures for the yearbook.



# Drama / Theatre

## **DRAMA: GENERAL 10 - MDRM-10** (4 Arts Education/ADST Credits)

**Prerequisite:** None



This course focuses on improvisation, acting techniques, speech, characterization, and scene presentation. You will work on your skills in character development and script analysis in a collaborative and fun Performing Arts environment. As well, you will learn about theatre production through hands-on work during in-class performances and a January Production for the school & community. Students will have a chance to learn theatre tech in either our junior tech booth or senior tech booth. This course can be used to fulfill the Fine Arts requirement. Some out of class time may be required.

**Some out of class time is required.**

## **DRAMA 11 – MDRM-11** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama /Theatre Course

This course focuses on improvisation, theatre vocabulary, acting techniques, speech, characterization, scene presentation, and theatre history. You will work on your skills in character development and script analysis in a collaborative Performing Arts environment. As well, you will learn about theatre production through hands on work on in class performances and a January Production for the school & community. This course can be used to fulfill the Fine Arts requirement.

**Some out of class time is required.**

## **DRAMA 12 – MDRM-12** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre Course

This course focuses on improvisation, theatre vocabulary, acting techniques, speech, characterization, scene presentation, and theatre history. You will refine and develop your skills in character development and script analysis in a collaborative Performing Arts environment. As well, you will learn about theatre production through hands on work in class performances and a January production for the school and community. This course can be used to fulfill the Fine Arts requirement.

**Some out of class time is required.**

## **DIRECTING AND SCRIPT DEVELOPMENT 11 – MDRDS11** (4 Arts Education/ADST Credits)

**Prerequisite:** One Previous Drama/Theatre Course

This course explores the organizational structure of play direction. You will be introduced to play building, cast organization, student leadership, and scriptwriting techniques in a collaborative performing arts environment. In addition, you will learn about theatre production through hands on work during class performances and a January production for the school and community. This course can be used to fulfill the Fine Arts requirement.

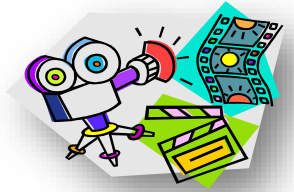
**Some out of class time is required.**

## **DIRECTING AND SCRIPT DEVELOPMENT 12 – MDRDS12** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre course

This course explores the organizational structure of play direction. You will refine and develop your skills in play building, cast organization, student leadership, and scriptwriting techniques in a collaborative performing arts environment. In addition, you will learn about theatre production through hands on work during class performances and a January production for the school and community. This course can be used to fulfill the Fine Arts requirement.

**Some out of class time is required.**



## **THEATRE PRODUCTION 10 – MDRD-10** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre course

This is a technical theatre course where you will focus on theatre background, set and props, costuming, makeup, lighting, sound, & video. You will refine and develop skills in design and management in a collaborative Performing Arts environment. As well, you will learn about theatre production through hands on work on in class performances and a January Production for the school & community. This course can be used to fulfill the Fine Arts requirement.

**Some out of class time is required.**

## **THEATRE PRODUCTION 11 – MDRTP11** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre Course

This is a technical theatre course where you will focus on theatre background, set and props, costuming, makeup, lighting, sound, & video. You will refine and develop skills in design and management in a collaborative Performing Arts environment. As well, you will learn about theatre production through hands on work on in class performances and a January Production for the school & community. This course can be used to fulfill the Fine Arts requirement.

**Some out of class time is required.**

## **THEATRE PRODUCTION 12 – MDRTP12** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre course

This is a technical theatre course where you will focus on theatre background, set and props, costuming, makeup, lighting, sound, & video. You will refine and develop skills in design and management in a collaborative Performing Arts environment. As well, you will learn about theatre production through hands on work on in class performances and a January Production for the school & community. This course can be used to fulfill the Fine Arts requirement.

**Some out of class time is required.**

## **THEATRE COMPANY 10 - MDRTC10 (X Block)** (4 Arts Education/ADST credits)

**Prerequisite:** None

Theatre Company is a theatre production course. Students learn the process of acting and technical theatre through participation in five school productions. Students are introduced to a variety of set and theatre styles. This course can be used to fulfill the Fine Arts requirement.



**Runs at flextime and after school from September to June.**

**THEATRE COMPANY 11 – MDRTC11 (X Block)** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre Course

Theatre Company is a theatre production course. Students learn the process of acting and technical theatre through participation in five school productions. Students are introduced to a variety of set and theatre styles. This course can be used to fulfill the Fine Arts requirement.

**Runs at flextime and after school from September to June.**

**THEATRE COMPANY 12 – MDRTC12 (X Block)** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre Course

Theatre Company is a theatre production course. Students learn the process of acting and technical theatre through participation in five school productions. Students are introduced to a variety of set and theatre styles. This course can be used to fulfill the Fine Arts requirement.

**Runs at flextime and after school from September to June.**

**THEATRE MANAGEMENT 10 – MDRD-10--Y-THMGT (X Block)** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre Course

Theatre Management is an intensive technical theatre course. Students will act as School Technical Directors. They will learn technical and management skills by designing and running various school and community events. This course can be used to fulfill the Fine Arts requirement.

**Runs at flextime and after school from September to June.**

**THEATRE MANAGEMENT 11 – MD RTP11--Y-THMGT (X Block)** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre course

Theatre Management is an intensive technical theatre course. Students will act as School Technical Directors. They will learn technical and management skills by designing and running various school and community events. This course can be used to fulfill the Fine Arts requirement.

**Runs at flextime and after school from September to June.**



**THEATRE MANAGEMENT 12 – MD RTP12--Y-THMGT (X Block)** (4 Arts Education/ADST Credits)

**Prerequisite:** One previous Drama/Theatre course

Theatre Management is an intensive technical theatre course. Students will act as School Technical Directors. They will learn technical and management skills by designing and running various school and community events. This course can be used to fulfill the Fine Arts requirement.

**Runs at flextime and after school from September to June**

# ART

## ART STUDIO 10 - MVA10 (4 Arts Education/ADST Credits)

**Prerequisite:** None

Imaginative and creative students will love this course because it gives the student a chance to develop his or her skills in a area and allows students to experience other forms of visual art. Art history and critical thinking are explored. You can meet new friends and work with other students on group projects. Some emphasis is given to careers in Art and creating a Portfolio online. Participation in the Surrey Secondary Art Shows is possible.

**An art kit is available for purchase.**



## ART STUDIO 11 - MVA11 (4 Arts Education/ADST Credits)

## ART STUDIO 12 - MVA12 (4 Arts Education/ADST Credits)

**Prerequisite:** Introductory - None

**Advanced --** Two previous art courses

Have fun and meet other artistic and creative students like yourself while learning about composition and design in visual art, the history of art, creativity and critical thinking, use of media, technique, archiving and display and scientific, ecological and medical illustration. Career potential and preparation for post-secondary entrance and creating a Portfolio online will be discussed. Participation in the Surrey Secondary Art Shows is possible. **An art kit is available for purchase.**

## STUDIO ARTS 2D 10 - MVAD-10 (4 Arts Education/ADST Credits)

Drawing and Painting 10 has an emphasis on working in paper-based media. Students will be introduced to a variety of artists' work, in order that students will be able to observe how artists use various materials and how they express themselves. Some of the art materials that you will use are: watercolour, pen and ink, charcoal, pastel, scratchboard and collage. Students will learn the techniques, as well as, the set up and clean up procedures for each medium.

## STUDIO ARTS 2D 11 - MVAD-11 (4 Arts Education/ADST Credits)

## STUDIO ARTS 2D 12 - MVAD-12 (4 Arts Education/ADST Credits)

**Prerequisite:** Two previous art courses with a B average or higher

Have fun and meet other artistic and creative students like yourself while drawing and painting. Learn how to be more creative and develop images that awe and inspire. A focus on technical illustration and in particular scientific, forensic, environmental and bio-medical illustration will be addressed. We will be learning about techniques for a variety of painting and drawing styles, how to come up with images and combine them to compose a painting or illustration and discussing what artists in the past have been inspired to create. Career potential and preparation of a Portfolio online will be discussed. Participation in the Surrey Secondary Art Shows is possible.

**Evaluation** will be based on work habits, effort/attitude, assignments, sketchbook, and portfolio.



### **STUDIO ARTS 3D 10 – MVAC-10** (4 Arts Education/ADST Credits)

In this course the student will create in 3 Dimensions whether it's in clay or cardboard, metal or mache. The students will work in groups and individually, learn how to design and display their creations. Students will also examine their own and their peers' artwork, considering ideas, techniques and methods and will use a variety of image development strategies, such as brainstorming, sketching, imagining and observing. The process of making art is where the real growth will occur.



### **STUDIO ARTS 3D 11 – MVAC-11** (4 Arts Education/ADST Credits)

### **STUDIO ARTS 3D 12 – MVAC-12** (4 Arts Education/ADST Credits)

Learn how to use the potter's wheel to make a clay pot, carve a soapstone polar bear or design a life like diorama. In this course you will use your skills to build 3-D projects that have artistic, functional and cultural value. Meet new friends and work on projects together. Topics covered will include composition and design, history of art, creativity and critical thinking, use of media, technique, archiving (recording) and display. Career potential and creating a Portfolio online will be discussed Participation in the Surrey Secondary Art Shows is possible.

***Charges for extra project materials.***

### **GRAPHIC ARTS 11 - MVAGA11** (4 Arts Education/ADST Credits)

This is a foundation course in which students will acquire artistic knowledge and perception and technical skills to express and communicate ideas and feelings graphically. Students will learn the basics of graphic design in preparation of original art combining typography, page layout, and integrated graphic elements. Projects may include cartooning, poster design, graphic novel, infographic, linoprint, monoprint, etching and more.

### **GRAPHIC ARTS 12 – MVAGA12** (4 Arts Education/ADST Credits)

This is an advanced course in which students will express their original creativity visually and develop and showcase their ability to communicate ideas through a variety of graphic media. Students will learn the techniques in approaching solutions to graphic design problems and the historical perspective and cultural context. Students will develop a portfolio/notebook of their work as a tool for preservation, presentation and assessment, and demonstrate his/her personal aesthetic sense by determining the contents of the portfolio, using a set minimum number of pieces. Projects may include cartooning, storyboarding, poster design, graphic novel, page layout, infographic, screen-print, linoprint, monoprint, etching and more.

### **PHOTOGRAPHY 11 – MVAPH11** (4 Arts Education/ADST Credits)

*Prerequisite: None*



This is an intermediate 2-dimensional design course that concentrates on photography, digital media manipulation and editing and an introduction to video media. Students will explore compositional elements, camera operation, photo enhancement and manipulation, studio set-up and lighting, portfolio development, creativity and work habits.

### **PHOTOGRAPHY 12 – MVAPH12** (4 Arts Education/ADST Credits)

*Prerequisite: MVAPH 11 preferred*

This is an advanced course for those students wanting to explore in depth specific areas of photography and video media. Emphasis will be on individual expression through major projects. Students will be expected to work independently and creatively while demonstrating clear technical skills and work habits

## Music

*The goal of lifelong music enjoyment will be explored, along with post-secondary education and careers in music. Evaluation will be based on progress, attitude, and participation in music department activities.*

### **CONCERT BAND 10 - MMUCB10** (4 Arts Education/ADST Credits)

**Prerequisite:** *Successful completion of Band 9 or director's permission*

This course is designed for students who have reached an advanced intermediate level of proficiency on a band instrument. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels. Evaluation will be based on progress, attitude, and participation in music department activities.

### **CONCERT BAND 11 - MIMCB11** (4 Arts Education/ADST Credits)

### **CONCERT BAND 12 - MIMCB12** (4 Arts Education/ADST Credits)

**Prerequisite:** *Successful completion of advanced intermediate level of band or director's permission.*

Students will develop increasing levels of musical proficiency through the widest possible range of repertoire, which can lead to more substantial performance opportunities.

### **MUSIC COMPOSITION & PRODUCTION 11 – MMUCP11** (4 Arts Education/ADST Credits)

### **MUSIC COMPOSITION & PRODUCTION 12 – MMUCP12** (4 Arts Education/ADST Credits)

**Prerequisite:** *2 years music experience (i.e. 2 years band, 2 years piano lessons, etc.); open to Grade 10, 11 & 12 students **and** with permission of teacher*

Students will learn basic theory and compositional techniques used in diverse musical genres. Students will learn to use music composition software and learn to orchestrate compositions in a variety of styles. This course is ideal for students wishing to learn the craft of modern music composition.

### **GUITAR 10 - MMUGT10** (4 Arts Education/ADST Credits)

**Prerequisite:** *None*

This course designed for beginner to intermediate guitar students. Learn how to pick, strum, read tablature and play 99 different chords. We will learn to play classical, blues, Latin, pop rock, jazz...even heavy metal! Students must supply their own acoustic guitar (rentals are available at local music stores). Guitar 10 is a structured course with an emphasis on personal musical interests.

### **GUITAR 11 - MIMG-11** (4 Arts Education/ADST Credits)

### **GUITAR 12 - MIMG-12** (4 Arts Education/ADST Credits)

**Prerequisite:** *None*



This is a Fine Arts course designed for beginner to intermediate guitar students. Learn how to pick, strum, read tablature and play 99 different chords. We will learn to play classical, blues, Latin, pop rock, jazz...even heavy metal! Students must supply their own acoustic guitar (rentals are available at local music stories). Guitar is a structured course with an emphasis on personal musical interests.

**JAZZ BAND 10 - MMUJB10** (4 Arts Education/ADST Credits)  
(Offered during Flex Time only at lunch and afterschool)

**Prerequisite:** Director's permission

This course focuses on an intermediate level of jazz band performance. Various styles of jazz will be studied (swing, Latin, funk, rock) through ensembles and solo works. Improvisation and solo will include intermediate techniques based on scales and chords.

\*Enrolment is limited to standard big band instruments (saxes, trumpets, trombones, piano, bass, guitar and drums). Other instruments by director's permission.

Evaluation will be based on progress, attitude, and participation in music department activities.

**JAZZ BAND 11 - MIMJB11** (4 Arts Education/ADST Credits) (Offered during Flex Time – lunch only)  
**JAZZ BAND 12 - MIMJB12** (4 Arts Education/ADST Credits) (Offered during Flex Time – lunch only)

**Prerequisite:** Director's permission

This course is an introduction to playing Jazz in a Big Band setting. Students will learn basic jazz ensemble performance skills including an introduction to jazz styles, articulations, and jazz improvisation.

\*Enrolment is limited to standard big band instruments (saxes, trumpets, trombone, piano, bass, guitar, and drums). Other instruments by director's permission.

Evaluation will be based on progress, attitude, and participation in music department activities.

**CONCERT CHOIR 10 - MMUCC10** (4 Arts Education/ADST Credits)

Students will have the opportunity to develop their vocal skills and music theory through studying and performing a wide variety of music from classical to pop. Students will be expected to be committed to the class as whole, which includes attending all performances and a conscientious desire to contribute to regular classroom rehearsals. Evaluation will be based on the student's vocal skills and participation in rehearsals.

**CONCERT CHOIR 11 - MCMCC11** (4 Arts Education/ADST Credits)  
**CONCERT CHOIR 12 - MCMCC12** (4 Arts Education/ADST Credits)



**Prerequisites:**

Concert Choir 11 – completion of Concert Choir 9/10 preferred.

Concert Choir 12 – completion of Concert Choir 11 preferred or by permission from the instructor

This course is designed for a more mature and advanced choir student. Students will continue to have an opportunity to further develop their vocal skills and theoretical knowledge. Students will be required to perform within their section of 2, 3, or 4-part harmony. It is also expected that each student will be committed to the class, which includes attending all performances, and a conscientious desire to contribute to regular classroom rehearsals.

Evaluation is based on rehearsal and performance observation, as well as completed assignments.

**VOCAL JAZZ 10 - MMUVJ10** (4 Arts Education/ADST credits) (Occurs Tuesday & Wednesday after school, Thursday at Flextime)  
**VOCAL JAZZ 11 - MCMJV11** (4 Arts Education/ADST credits) (Occurs Tuesday & Wednesday after school, Thursday at Flextime)  
**VOCAL JAZZ 12 - MCMJV12** (4 Arts Education/ADST credits) (Occurs Tuesday & Wednesday after school, Thursday at Flextime)

Looking for a “Glee” ful experience? Explore the world of the contemporary vocal ensemble, from Jazz to Pop, from Gospel to Rock with a few musical show tunes thrown in for good measure.

Vocal Jazz students will learn about vocal production, microphone technique and performance skills. Do you have what it takes?

(Vocal Jazz is a yearlong course offered during flex time.)

## Dance

### DANCE 10-12 - MDCF-10/MDCF-11/MDCF-12

**Prerequisites:** None

This dance class is designed for students who have limited and/or no previous dance experience. Students will learn the basics of stretching and dance technique. Students will learn dance choreography at a beginner ability level. All dance classes will explore various genres such as hip-hop, jazz, contemporary, tap, ballet, and cultural dances. This class will have a performance opportunity.

## OTHERS

### PEER TUTORING 11 - YIPS-1A

### PEER TUTORING 12 - YIPS-2A

The most effective way to learn is to teach. Peer Tutoring provides students a unique opportunity to examine and share knowledge and learning strategies. These courses are designed for peer tutors to address the diversity of a given student population and to model and reinforce successful learning behaviours as well as organizational, study and communication skills.

Students who want to take part in the Peer Tutoring program must:

- be in Grades 11 or 12;
- be students who are willing to help support younger students;
- be excellent role models;
- be proactive, reliable, mature and self-motivated;
- be recommended by at least two teachers or staff; and
- maintain a C+ or better GPA.
- pass an intake interview with Mr. Scarlett or another LST teacher



**See Mr. Scarlett for an application and interview.**

### SKILLS FOR SUCCESS 12 - YIPS-2D

SFS is an interdisciplinary course, which is designed for students to reflect on their personal strengths and improve on personal and educational challenges experienced inside and outside of school. The course is strongly linked to the core competencies as well as skills and values taught by the Learning Support Team (LST); our aim is to provide students with opportunities to engage in topics that are relevant to their personal goals and will prepare them for life after high school. SFS is about supporting students to become active members in their communities and build on the necessary skills to become life-long learners. SFS students will explore their identity and discover how challenges can be overcome by having a strong work ethic and a growth mindset. In order to be successful in this course, students must show a willingness to be self-directed and maintain an open mind towards new ideas. SFS not only focuses on maintaining and achieving core skills, it is also about understanding and celebrating the diversity within our communities.

Students who want to take part in the Skills for Success program will:

- be in grade 12
- be willing to participate in group work and class discussions
- be open to sharing about their challenges and successes
- be willing to meet during lunch and for field trips
- have been successful participants in the learning support program (LST)
- be willing to present and facilitate activities for LST students

**Please contact Mr. Dewar for more information about applying.**

## **LIBRARY INFORMATION AND LITERACY STUDIES 11 – YCAIS1A**

This course provides students with an in-depth study of library management, organization and services. Students will learn research and information technology skills that will be of lifelong value.

Students will also acquire the necessary skills to critically evaluate resources for their appropriateness. Acquisition of resources and processing skills will be taught along with the promotion of library materials and services.

Furthermore, as they assist the Teacher Librarian, this course provides students with an opportunity to practice work related customer service skills. Students will also be given an opportunity to explore library or information related careers.

## **LIBRARY LEARNING COMMONS INQUIRY 12 – YCAIS2A**

### ***Prerequisites:***

*Students taking this course must have successfully completed LIBRARY INFORMATION AND LITERACY STUDIES 11.*

Students will have the opportunity to use all the skills and knowledge acquired in LIBRARY INFORMATION AND LITERACY STUDIES 11 while working in the library on an independent inquiry project. This course will provide students with an opportunity to study a topic of their choice in depth and create personal meaning. Students will work on developing the skills and maturity to work independently in pursuit of becoming a lifelong learner. Initiative, creativity and drive are essential for success.

## **RECREATION LEADERSHIP – YIPS-1B/YIPS-2B (FLEX)**

Leadership 11/12 is a flex-time class, it meets before school, at lunch, or after school. Building on the experiences obtained in Leadership 10, Leadership 11/12 puts students in a new role. They continue to help with events such as the Grade 8 Retreat, FH athletics, and intramurals, but more so in a mentorship role. It also focuses on how to make an impact on larger communities (local, national, global). This course may have field trips to enrich the course, there is a cost associated with these.

**\*\*Please note that there is an application process that students must undergo to be approved for this class. It is recommended to have taken Leadership 10, but it is not mandatory to apply.**

## **WORK EXPERIENCE 12A - MWEX-2A**

Work experience is intended to meet the needs of students by preparing them for the transition from secondary school to the world of work or further training and education. Work Experience allows students to connect what they learn in school with the skills and knowledge needed in the workplace and society in general. Through work experience opportunities, the community provides a “classroom” where students can gain knowledge and experience about the workplace and their own careers. Students must complete 90 hours of work, as well as course assignments, and if they are successful, they will gain four Grade 12 credits, a Career Diploma in one of eight designated areas of study, and valuable experience for their resume.

In the 2022/23 school year, WEX 12A will be scheduled with a study block which will allow placements during the school day.

## **WORK EXPERIENCE 12B - MWEX-2B**

Students who are successful in WEX12A can take an additional course that provides four more credits and a second Career Diploma. The expectations of this course are the same as they would be for WEX12A. This is a good option for those students who decide on a career path after they have completed their first work experience.

## DISTRICT PROGRAMS

There are several District Programs available to students in Grade 11 and 12 (students must apply in Grade 10 or 11) who are interested in getting a head start on their career path. Each program is unique, but essentially students take college courses; while in high school, they get dual credits and these programs are paid for by the School District. To find out more about these specialized programs, check out the District website at [TradesCareerCourses](#).

The District is currently offering the following programs:

Automotive Collision Repair  
Automotive Service Technician  
Automotive Finishing Tech  
Baking  
Carpentry  
Culinary Arts  
Drafting/CADD



Early Childhood Education  
Electrical  
Emily Carr  
Flight Center  
Hairdressing  
Horticulture  
L E P P





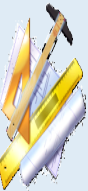


Masonry  
Millwright  
Painter/Decorator  
Plumbing  
Steel Fabrication  
Welding









## SECONDARY SCHOOL APPRENTICESHIP

An Apprenticeship is an agreement between a student, an employer, a union, and the Industry Training Authority, where the student agrees to work under the supervision of a qualified journeyman to learn a trade. SSA is a one- or two-year program where students are registered as apprentices, trained and paid by the employer to complete 480 hours of workplace-based training, and students get 16 credits towards graduation.

Upon graduation from high school, the completion of the 480 paid hours of work in the trade, and continued employment for five months after high school graduation, students will be given a \$1000 scholarship from the Ministry of Education.

	Program	Content	Where	Credentials	When to Apply	Minimum Requirements
	<b>Automotive Collision Repair Technician</b>	Automotive Collision Repair Training	Vancouver Community College Automotive Collision Dept. 1155 E Broadway	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and College</li> <li>Level 1 Apprenticeship</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Math 10</li> <li>English 11 or Communications 12</li> <li>Mechanical aptitude</li> </ul>
	<b>Automotive Service Technician</b>	Automotive Service Technician Training	Lord Tweedsmuir Secondary including 4 weeks at Kwantlen Polytechnic University	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and university</li> <li>Level 1 Apprenticeship</li> <li>Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>C in Foundations or Applications of Math 11</li> <li>Physics 11 or Science &amp; Technology 11 recommended</li> <li>English 11</li> <li>AST 11</li> </ul>

	<b>Automotive Refinishing Prep Technician</b>	Automotive Refinishing Prep and Refinishing	Vancouver Community College Automotive Collision Dept. 1155 East Broadway	<ul style="list-style-type: none"> <li>Dual credit for coursework, high school and college</li> <li>Level 1 Apprenticeship Technical Training</li> <li>VCC Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Math 10</li> <li>English 11 or Communications 12</li> </ul>
	<b>Baking &amp; Pastry Arts</b>	General baking training/cake and pastry specialization	Vancouver Community College	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and college</li> <li>Level 1 Apprenticeship</li> <li>Technical Training</li> <li>Vancouver Community College Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Workplace or Foundations of Math 10</li> <li>English 10</li> <li>Food Safe Certificate Level 1</li> </ul>
	<b>Carpentry</b>	Carpentry Training	Guildford Park Secondary or Frank Hurt Secondary including 4 weeks at Kwantlen Polytechnic University	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and University</li> <li>Level 1 Apprenticeship Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>C in Foundations or Workplace Math 10</li> <li>C in English 10</li> <li>Reading and measurement skills</li> <li>Physical ability to do the work</li> </ul>
	<b>Culinary Arts</b>	Cook Training	Tamanawis Secondary and Vancouver Community College	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and College</li> <li>Level 1 Apprenticeship Technical Training</li> <li>Vancouver Community College Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Math 10</li> <li>English 10</li> <li>Food Safe Certificate Level 1</li> </ul>
	<b>CTC Drafting/ CADD</b>	Computer Drafting	Kwantlen Polytechnic University	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and university</li> <li>Kwantlen credits</li> <li>Graduate with a Dogwood Diploma. Students do not pay post-secondary tuition if accepted</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Grade 10 completion</li> <li>Workplace or Foundations of Math 10 with C+ or higher</li> <li>Strong interest in CADD/Drafting</li> <li>Registered and currently attending a public secondary school in Surrey</li> <li>Strongly recommend completion of Grade 11 and Math 11</li> </ul>
	<b>Electrical and Industrial Electronics</b>	Electrical installations training	Princess Margaret Secondary	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and College</li> <li>Level 1 Apprenticeship Technical Training</li> <li>BCIT Certificate</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Workplace or Foundations of Math 10</li> <li>Foundations or Applications of Math 11 is strongly recommended</li> <li>Physics 11 is strongly recommended</li> </ul>
	<b>Emily Carr Head start In Art</b>	Portfolio Development	Guildford Park Secondary	<ul style="list-style-type: none"> <li>First Year Foundation degree credit at Emily Carr University and transfer credit to other Fine Art Programs</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>C in English 12 plus two other Grade 12 courses and two Grade 12 electives</li> <li>Course tuition is paid by the student.</li> </ul>

	<b>Hairdressing</b>	Theory and salon training	School District #36 Hairdressing School	<ul style="list-style-type: none"> <li>Level 1 Apprenticeship Technical Training</li> <li>Cosmetology Industry Association Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Successful completion of Grade 10</li> <li>C in English and Math 10</li> <li>Physical ability to do the work</li> </ul>
	<b>Horticulture</b>	Skills for landscape/ greenhouse industry or retail nursery	Kwantlen Polytechnic University (Langley Campus)	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and College</li> <li>Level 1 Apprenticeship Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Grade 10 completion recommended</li> <li>At least a C in Math and English 10</li> <li>Physical ability to do the work</li> </ul>
	<b>Law Enforcement Preparatory</b>	Skills to pass various entrance requirements for law enforcement	Nicola Valley Institute of Technology	<ul style="list-style-type: none"> <li>LEP equips students with required knowledge to pass various entrance requirements for law enforcement or other related enforcement fields</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>English 10 and Math 10</li> <li>RCMP record check</li> <li>Class 5 driver's license</li> </ul>
	<b>Masonry</b>	Skills and knowledge to work with bricks, blocks and stone	Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and university</li> <li>Level 1 Apprenticeship Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Successful completion of Grade 10 with at least a C in Math and English 10</li> <li>Grade 11 completion recommended</li> <li>Physical ability to do the work</li> </ul>
	<b>Millwright</b>	Skills to work in Industrial Mechanics, Machinist and Metal working	Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and university</li> <li>Level 1 Apprenticeship Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Foundations or Applications of Math 11</li> <li>C in English 11</li> <li>Pass Kwantlen Test for Trades</li> <li>Physics 11 recommended</li> <li>Grade 11 completion recommended</li> <li>Physical ability to do the work</li> </ul>
	<b>Painter/Decorator</b>	Skills to work as a Painter or Decorator			During course selection	
	<b>Plumbing</b>	Skills and knowledge to begin work in Plumbing	Panorama Ridge Secondary	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and university</li> <li>Level 1 Apprenticeship Technical Training</li> <li>Kwantlen Certificate of Completion</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>At least a C in Workplace or Foundations of Math 10 and English 10</li> <li>Physics 11 recommended</li> </ul>
	<b>Welding</b>	Welding, various methods	Kwantlen Polytechnic University (Cloverdale Campus)	<ul style="list-style-type: none"> <li>Dual credit for coursework; high school and university</li> <li>Level "C" certification</li> <li>Kwantlen University credits</li> </ul>	During course selection	<ul style="list-style-type: none"> <li>Successful completion of Grade 10 with at least a C in Math and English 10</li> <li>Grade 11 completion recommended</li> <li>Physical ability to do the work</li> </ul>

	<b>Secondary School Apprenticeship</b>	On-the-job registered trades training in many different areas	Employer's site outside of school hours	Apprenticeship credit, possible SSA scholarship (\$1,000)	Any time after age 15 student must be employed	<ul style="list-style-type: none"> <li>• Must meet academic requirements of the trade in order to continue with next level of training</li> <li>• Check individual trade requirements</li> </ul>
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## SCHOOL & DISTRICT SERVICES

*There are several specialty programs offered in the Surrey School District. Descriptions of the some of the specialty programs available in the Surrey School District are listed below. To find out more about the program options, including admission requirements, contact the counselling department or administration at the school.*

### SCHOOL BASED SERVICES

#### COUNSELLING

Counselling services are a personal resource service for students and a resource for teachers and families. Counsellors act as advocates for students and their families. Seeing a counsellor is a simple matter facilitated by an appointment system within the school. The counsellors provide the following services:

##### Personal Counselling

- confidential discussion of personal concerns

##### Educational Counselling

- selection of courses, program planning, graduation requirements, post-secondary entrance requirements and reference materials, student concerns regarding courses and study skills

##### Career Counselling

- exploration of values, interests, abilities, needs
- establishing career goals and exploration of related occupations

##### Referrals

- after consultation, counsellors may provide appropriate referrals to other school system services or non-school agencies

#### LEARNING SUPPORT TEAM

The Learning Support Team (LST) located in room 210 is open to all students at Fraser Heights Secondary. LST has many levels of support that students can access. Whether you need a quiet place to study during flex time, word processing or research support, help with your classes, study skills or test taking strategies, the Learning Support Team is there to help you. Depending on how much help you need the LST department offers many levels of support for you throughout your educational career at Fraser Heights Secondary. The types of support available to you include:

- **Peer Tutors:** Peer Tutors are students in Grades 11-12 with a C+ average or better who want to help students in the younger grades be successful. Peer tutors are trained by the LST department and then placed in classes to work with any students who are struggling. This course offers students a chance to give back to the Fraser Heights community and step beyond their usual role as students to take on more responsibility as mentors in the classroom. In addition, peer tutors are also available for all students during lunch from 11:30 am to 12:00 pm for Homework Club.
- **In Class Support:** Teachers and Special Education Assistants provide in class support for students in academic classes. If an SEA is in a class, they are available to help any students in the class who are struggling. The LST department members are also a great resource for test taking strategies, organizational skills, and adapted materials.
- **Pull Out Support:** students who are needing additional support or one on one help can come to the LST room for pull out support. This can be done in small groups or one on one. All that is needed is permission from your classroom teacher.

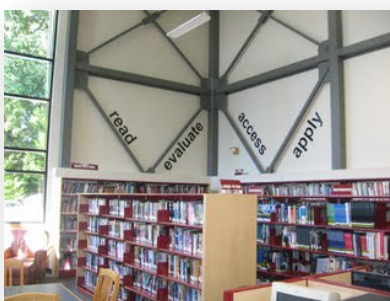
- Support Blocks: Support blocks are available to students who need extra help and support in order to be successful. Students needing this level of support need to speak to the LST staff in order to have their support block put in place.
- Additional Support Available:
  - Adapted materials
  - Homework Club
  - Computers for word processing/internet research
  - One on one support
  - Small group support
  - Drop in support

## LIBRARY LEARNING COMMONS

### Working Together for Student Success!

The Fraser Heights Library Learning Commons is open to students from 7:45 am - 3:15 pm most days. Flextime/lunch is a great time to come in and work on assignments. Our collection of non-fiction and reference books supports and enriches the curriculum and provides a wide reading level. We also have a great collection of fiction books and we subscribe to many magazines.

Students can access the internet, the SD36 on-line databases, and word processing programs through the use of several computers. The teacher-librarian is available to assist students with research projects, study skills, information technology skills and make suggestions for recreational reading.



## SCHOOL RESOURCE OFFICERS (SRO)

The school resource group is comprised of seven RCMP members. These officers aid in giving lectures to the elementary grades and problem solving for the secondary students.

## B.A.S.E.S. PROGRAM

**B.A.S.E.S.** stands for **B**asic **A**cademic, **S**ocial, and **E**mployment **S**kills program. Students are placed in the **B.A.S.E.S.** program by the school district. Students in the **B.A.S.E.S.** program are generally on a modified school program and will receive a School Leaving Certificate rather than a Dogwood High School Diploma upon graduation.

The goal of the **B.A.S.E.S.** program is to prepare students for the working world and independent living within the community.

Functional academics, life skills, social skills, community skills and employment skills are the focus of the **B.A.S.E.S.** program.

## ABORIGINAL PROGRAM

At Fraser Heights we have an enthusiastic and committed Aboriginal Team working for the success of all Aboriginal Youth. Aboriginal Youth includes First Nations (Status and Non-Status), Metis and Inuit. Our team members are Mrs. Sampson - Aboriginal Advocate Teacher, Mr. Wesley - Aboriginal Youth Care Worker, our administration, counselors, teaching and support staff. All staff work to support the vision and goals of the Surrey Aboriginal Education Enhancement Agreement (2013-2018):

**To have every Aboriginal learner graduate with dignity, purpose and options.**

- Increase positive identity and sense of belonging for all Aboriginal learners;
- Increase knowledge and understanding of Aboriginal History, traditions, and cultures for all learners; and
- Increase achievement for Aboriginal learners.

At Fraser Heights we have special events, luncheons, in class support, as well as flextime and after school support. The District Aboriginal Department sponsors events such as the District Aboriginal Grad Ceremony. Throughout the year we receive email notices about scholarships, special programs and job opportunities. To be a part of our Aboriginal program here at Fraser Heights, contact your counselor or Mrs. Sampson.



## ELL & Transition to English Courses

Arrival at Fraser Heights Secondary & Completion of the ELL Welcome Centre or International Education Placement Test

### ELL 1

**New student ages 13-19 with little or no English**

- No Science, English or SS courses.
- PE, math semester 2, some elective courses.

### ELL 2

**Passed ELL 1 or new student ages 13-19, assessed at level 2**

- PE, Math & elective courses can be taken.
- Science 2<sup>nd</sup> semester is better

### ELL 3

**Passed ELL 2 or new student ages 13-19, assessed at level 3**

- PE, Math, Science & electives.
- Social Studies can be taken 2<sup>nd</sup> semester if making progress.
- No English courses yet

### Crossroads Program

**Communications 11 & 12** can be an excellent option for students needing more exposure to English prior to taking EN 11 & 12, or in place of EN 11 and 12. The Crossroads program provides students with 20 credits including work experience 12.

**ELL Writing** is available for students to learn and practice academic English vocabulary and writing skills. This is a 4-credit course.

### EEN 10 combined with Career Life Education 10 8 Graduation Credits

- Taken to further improve academic writing and reading comprehension.
- **Year-long** preparation for provincial exam and subsequent English courses.
- Full academic load of Socials, Science, Math, Planning 10 and electives.

### EN 10 Strong Writing & English Language Skills

- Based on recommendation of ELL3 teacher and English Dept.
- Based on course work and annual ELL assessment.

### Other Language Support Classes

**ELL Reading Support** – Available for ELL 1 and beginning ELL 2 students who are struggling with reading comprehension.

**Regular English 11**

- Based on English 10 Teacher Recommended

## DISTRICT BASED SERVICES

### YOUTH CARE WORKERS: ITINERANT AND SCHOOL BASED

Youth Care Workers provide for students in connection programs. As well, Itinerant Youth Care Workers are a district resource used to provide short term strategic intervention for students in regular classroom settings who require behavioural support. They may also provide support for students referred to or transitioning from connection programs.

### DISTRICT RESOURCE COUNSELLORS

- Counsel students/families as requested.
- Consult with counselors, administrators and School Based Teams regarding high risk students.
- Consultation, negotiation and coordination with students/parents, district/school personnel for placement of students who are suspended over five days.
- Participate in or represent our school district on specific community committees.
- Act as an advocate for students and families.
- Act as a resource for school-based Crisis Response Teams.
- Assign and supervise itinerant childcare worker placements.
- Liaison for Ministry programs.

### HOSPITAL HOMEBOUND TEACHER SERVICE

This service provides direct instruction to students who are unable to attend school due to a non-contagious medical situation. The Hospital Homebound Service can be accessed via the school counsellors.

### INTEGRATION SUPPORT TEACHERS

This is a school and/or District based service supporting low incidence students and their classroom teachers.

### SCHOOL PSYCHOLOGISTS

Provide district based, educational assessment services designed to support students, school personnel, and parents in enhancing academic, adaptive, and social skills for students.

### SPEECH/LANGUAGE PATHOLOGISTS

Provide support to those students who's educational and/or social progress is adversely affected by communication difficulties.

### VISITING TEACHER PROGRAM

Teachers are assigned to teach students at home or at Student Services who are unable, for a period of given time to fit into an appropriate classroom facility in our district. The students who may be on waiting lists for rehabilitative and behavior disorder classes have school phobias or other problems.

### Other Special Support Services that are available include:

- Multicultural Workers
- Educational Evaluation
- First Nations Education
- Hearing and Vision Services

- Career Preparation, Work Experience and Secondary School Apprenticeship

Guildford Learning Centre  
10215 - 152 A Street  
Telephone: 604-951-9553

- Adolescent Day Treatment Program

North Surrey Learning Centre  
200 - 9260 - 140 Street  
Telephone: 778-578-7707

## Financial Awards Information

*Each year, hundreds of Surrey high school students apply for scholarships and other forms of financial aid in order to pursue their interests and studies at the post-secondary level. Many of these students choose to expand their educational horizons by participating in a wide variety of specialized programs, ranging from student exchanges and youth conferences to work-study programs. Others invest time, energy and expertise in preparing for contests and competitions designed specifically for the benefit of secondary students.*

*Information on financial opportunities can be accessed from a variety of sources. School counselling staff and/or individuals from a Scholarship Committee will circulate information on scholarship opportunities during the school year. Students should review the Fraser Heights scholarship website [Fraser Heights Scholarship Information](#) to gain a broad perspective of existing scholarship and contest possibilities. Students are also encouraged to consult university and college calendars for additional information on scholarships and specific criteria. The following information highlights a few of the many scholarship opportunities that are available:*

### PROVINCIAL SCHOLARSHIP PROGRAM

The program's purpose is to recognize student achievement and encourage students to pursue post-secondary education. Winners must meet basic eligibility requirements and the specific requirements for each scholarship. Please check the "Handbook of Procedures for the Graduation Program" on the BC Ministry of Education website for updated scholarship information and application requirements.

#### [Provincial Scholarships Program Information for Students](#)

SCHOLARSHIP	APPLICATION REQUIRED	APPLICATION PROCESS	WINNERS SELECTED BY	VOUCHERS MAILED
BC Achievement Scholarship \$1,250	NO	None	Ministry	October
District/Authority Scholarship \$1,250	Yes	Students applies to District/Authority	District/Authority & Validated by Ministry	October
BC Excellence Scholarship \$5,000	Yes	Each school's Selected Grade 12 nominee applies Directly to Ministry	Ministry Committee	September
Pathway to Teacher Education Scholarship \$5,000	Yes	Student applies to Ministry	Ministry Committee	September

### UNIVERSITY ENTRANCE SCHOLARSHIPS (up to \$30,000)

Students apply directly to various post-secondary institutions for consideration based on the Grade Point Average and extra-curricular involvement in athletics, the arts, community service and student government. Additional entrance scholarships require nominations from high school staff.

### **SCHOOL DISTRICT AND SCHOOL SCHOLARSHIPS, BURSARIES AND AWARDS**

Students are considered for a variety of school-based and community awards based largely on Grade Point Average and extra-curricular involvement in athletics, the arts, student government and community service. In some cases, citizenship, humanitarianism, special needs and/or contribution to specific programs are an integral part of the scholarship and award. The Surrey School District administers several scholarships and bursary opportunities to its graduates called Partners 36 Scholarship. This is made possible through the contributions of individuals, corporations and community service organizations. Application forms are available at your school and submitted to your school's scholarship contact each year.

*Please consult your school-based Counselling Department or Student Services Centre for additional information on financial opportunities.*



### **ADDITIONAL INFORMATION**

For information on local colleges and universities, and financial aid available, please refer to the specific post-secondary institution's calendar, or web page, or the following internet sites:

[Provincial Awards Program](#)

[Applybc](#)

[Student Aid bc](#)

[Scholarships Canada](#)

[Education Planner](#)

[Aboriginal Scholarship Guide](#)

