



# JOHNSTON HEIGHTS SECONDARY SCHOOL

IB Middle Years Programme World School Since 2017  
IB Diploma Programme World School September 2021

## Grade 10 Course Selection 2022-2023 Class of 2025





## Welcome to Johnston Heights Secondary School

At Johnston Heights Secondary School, we are a learning community of over 1400 students and staff from grades 8 to 12. We have a strong tradition of excellence in Academics, Fine Arts, Citizenship, Athletics, and Career Development. We are proud to be the largest authorized International Baccalaureate (IB) Middle Years Programme (MYP) School in the Province. Starting in September 2021, we are now also offering the IB Diploma Programme, which will reshape our school and offer new opportunities for our senior students. It is our privilege to enter into this journey of learning with students as they prepare for the challenges of life after high school graduation.

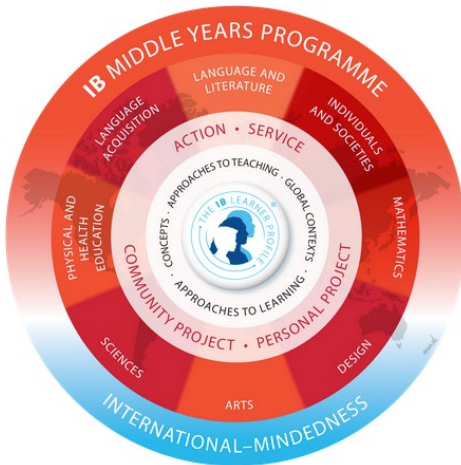
This Course Selection book is produced to assist you in becoming better informed as you make your course selections as a secondary school student at Johnston Heights Secondary School. The courses offered at Johnston Heights follow the guidelines set out by the BC Ministry of Education, the Surrey School District #36, and the IB Middle Years and Diploma Programmes.

Along with this book, the school's website is a useful source of course selection and school information <http://www.surreyschools.ca/schools/johnht/>.

<b>Administrative Team:</b>	Ms. K. Sadhra	Principal	
	Ms. A. Lahnert	Vice-Principal	(A-K)
	Mr. S. Campbell	Vice-Principal	(L-Z)

<b>Counsellors:</b>	Ms. T. Tifenbach	Mr. M. Sharma	Ms. R. Flack/ Mr.	Ms.
	(A-D)	(E-K)	B. Emerson (L-Q)	E. Domingo (R-Z)

# The IB Middle Years Programme



The International Baccalaureate (IB) Middle Years Programme is a framework of learning that encourages students to become creative, critical and reflective thinkers which:

- Emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world
- Fosters the development of skills for communication, intercultural understanding and global engagement — essential qualities for young people living in a connected world

## The Middle Years Programme at Johnston Heights

- Addresses holistically students' intellectual, social, emotional and physical well-being
- Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- Ensures breadth and depth of understanding through study in eight subject groups
- Requires the study of at least two languages (English plus a second language) to support students in understanding their own cultures and those of others
- Empowers students to participate in service with the community
- Helps to prepare students for further education, the workplace and a lifetime of learning

## The IB MYP Personal Project - Grade 10

To complete the IB Middle Years Programme, each student will have completed a personal project by the end of Grade 10. The personal project encourages students to practice and strengthen their Approaches to Learning (ATL) skills, to consolidate prior and subject specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centered and age-appropriate; they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. All students will create a learning goal and a related product goal. MYP projects help students to develop the attributes of the IB learner profile, provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners.

Students will complete the IB Personal Project largely on their own time, receive feedback and supervision through their CLE 10 class, and present their learning at the end of the process to the school. The IB Personal Project mark will appear on students' final report cards as a separate course and students receive two credits towards graduation for completing this project.

## **Grade 10 “Plan for Success”**

In Grade 10 a Johnston Heights “Plan for Success” includes the required courses, an elective course and your IB Personal Project. Some of the required courses are the same for all grade 10 students while some of the grade 10 required courses you choose between the options available. As in previous years at Johnston Heights you may also take any optional x block courses which take place outside of regular school hours.

### **Required Courses:**

- MYP Career Life Explorations (CLE) 10
- MYP Physical Education & Health 10
- MYP Sciences 10
- MYP Individuals & Societies 10

### **Required Choice Courses:**

- MYP Language and Literature
- MYP Language Acquisition 10 (French or Spanish)
- MYP Mathematics 10 (FMP or Workplace)
- MYP Elective 10

### **✓ Choose Your MYP Language and Literature Course:**

- Literary Studies 10 w/ Composition 10
- Spoken Language 10 w/ Composition 10

### **✓ Choose Your MYP Mathematics Course:**

- Workplace Math 10
- Foundations of Mathematics and Pre-Calculus 10

### **✓ Choose Your MYP Language Acquisition Course:**

- French 10
- Spanish 10

### **✓ Choose Your ELECTIVE 10 Course:**

#### **MYP Arts:**

- Concert Band 10
- Dance Foundations 10
- Drama 10: Acting
- Visual Arts: Art Studio 10

#### **Leadership:**

- Recreational Leadership 10

#### **MYP Design (ADST):**

- Culinary Arts 10
- Food Studies 10
- Media Design 10
- Product Design 10
- Textiles 10
- Game & App Design 10

You may also take any **OPTIONAL COURSES**. These are all X blocks courses which take place outside of regular school hours:

- Concert Choir 10
- Drama: Theatre Company 10
- Drama: Theatre Production 10
- Jazz Band 10
- Dance Company 10

## Course Planning

The courses offered at Johnston Heights Secondary follow the guidelines set out by the Ministry of Education and the Surrey School Board and consist of a combination of core courses and elective courses. The courses you choose will lead you on your path to graduation and allow you to explore your capabilities and interests.

It is important to review your graduation program carefully and to choose your courses wisely. You need to ensure you have enough credits to meet graduation requirements. When you choose your electives, keep in mind your goals or plans for after high school graduation. For instance, if you would like to attend a certain program or attend a post-secondary institution you will need to meet their specific requirements. You can/will learn about different programs in your Career courses.

Since selecting elective courses is such an important process, it should be carried out in consultation with your parents. Courses with insufficient enrollment will not be offered; therefore, it is important that students choose alternate electives with care. Study the contents of this course selection booklet carefully. If you have any questions or concerns, feel free to speak to or make an appointment with a school counsellor.

## Graduation Requirements

In order to obtain a British Columbia Certificate of Graduation (a Dogwood Diploma) issued under the authority of the Minister of Education you must satisfy the Graduation requirements of the British Columbia School System.

### 2018 Graduation Program

Students will need to earn a minimum of 80 credits to graduate. These 80 credits must consist of specific required courses as well as elective courses. Of these credits, a total of 52 credits are derived from the required courses, which are listed below. The remaining 28 credits are made up of elective courses, where 12 of these credits must be at the Grade 12 level.

### 2018 Graduation Program Requirements

<u>Required Courses</u>	<u>Credits</u>	<u>Minimum Required Electives</u>	<u>Credits</u>
English 10, 11 and 12	12	Gr 12 Elective	4
Science 10	4	Gr 12 Elective	4
Science 11 or 12	4	<b>Total of Min. Gr 12 Electives Credits</b>	<b><u>8</u></b>
Math 10	4	Gr 10 or 11 or 12 Elective	4
Math 11 or 12	4	Gr 10 or 11 or 12 Elective	4
Social Studies 10	4	Gr 10 or 11 or 12 Elective	4
Social Studies 11 or 12	4	Gr 10 or 11 or 12 Elective	4
Physical Education 10	4	Gr 10 or 11 or 12 Elective	4
Fine Arts and/or Applied Skills 10, 11, 12	4	<b>Total of Additional Elective Credits</b>	<b><u>20</u></b>
CLC, CLE and a Capstone	8	<b>SubTotal Elective Credits</b>	<b>28</b>
<b>Required Courses Total Credits</b>	<b><u>52</u></b>		
		<b>Grand Total Credits</b>	<b><u>80</u></b>
		<b>Grand Total Credits</b>	<b><u>80</u></b>

## **Course Selection**

The courses offered at Johnston Heights Secondary at the Grade 10 level are listed below. They include the required core courses, as well as the elective courses. As part of the graduation requirements, you will need to successfully complete English 10, Science 10, Math 10, Social Studies 10, and Physical Education 10 among other requirements.

### **MYP LANGUAGE & LITERATURE**

MYP Language and Literature must be successfully completed by all students as part of their Grade 12 graduation requirements. You may choose either of the MYP Language and Literature courses listed below.

#### **Literary Studies 10 w/Composition 10**

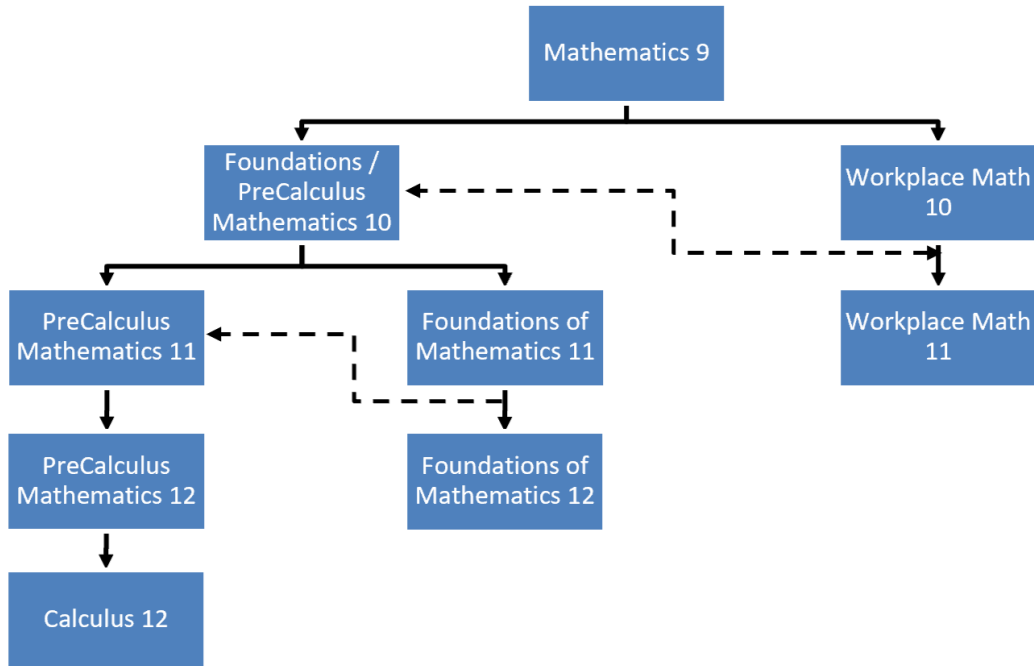
This is a MYP Language and Literature course that values language literacy as essential and fundamental to learning, thinking and communicating. In particular, this course will help develop English literacy skills, with a special emphasis in the areas of reading and writing. This course will not only help improve reading strategies for deeper understanding of a variety of texts, but more importantly, will promote reading for interest and enjoyment. Some examples of texts studied include fiction, non-fiction, technical, First Peoples, World Literature, song/rap lyrics, media and online writings, and graphic novels. This course will also help develop academic and professional writers through the teaching of grammar, structures, techniques, conventions and style. Some examples of written work include essays, journals, blogs, poetry, song/rap lyrics, stories, and other innovative and creative written expressions.

#### **Spoken Language 10 w/Compositon 10**

This is a MYP Language and Literature course that values language literacy as essential and fundamental to learning, thinking and communicating. In particular, this course will help develop English literacy skills, with a special emphasis in the areas of speaking and writing. This course will explore in greater detail the art of speaking and the power to communicate through word and voice. Examples of using the voice to empower include formal and inform speeches, individual and group presentations, class discussions and debates, dramatizations and readers' theatre, poetry reading/Slam Poetry/spoken word/rap, interviews, First Peoples oral culture/tradition, and multi-social-media platforms such as Podcasts and YouTube. This course will also help develop academic and professional writers through the teaching of grammar, structures, techniques, conventions and style. Some examples of written work include speeches, proposals, reflections, monologues and scenes, poetry/spoken word, song/rap lyrics, and other innovative and creative written expressions, as well as academic essays and responses.

## **MYP MATHEMATICS**

The MYP Mathematics program is designed to provide all students with the opportunity to progress in achieving their intellectual, social, human, and career goals. Students should explore course options, keeping their career objectives in mind, and what courses they will need to fulfill their goals. It is also stressed that both parents and students maintain contact with the math teacher when concerns or questions arise regarding math placement.



### **Workplace Math 10**

Workplace Math will teach students math they will use in a job or their daily life. This pathway is specifically designed for someone who is planning to enter a technical college or a trade school. Workplace 10 will provide students with the mathematical understanding and skills needed for entry into the workforce.

### **Foundations of Mathematics and Pre-Calculus 10**

*Recommended Prerequisite:* Generally, completion of Math 9 with a “C” standing or higher *Description:* This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. *Topics:* Algebra and number, functions and relations, and measurement. Topics covered in this course are algebra, number, geometry, measurement, relations and functions, trigonometry and logical thinking, and financial literacy. Emphasis of the course is to develop computational fluency through applied problem solving, and to develop mathematical skills of reasoning and analyzing, understanding and solving, communicating and representing, then connecting and reflecting. Students will connect the MYP (Middle Year Program) Approaches to Learning to their learning in this course.

*Required Equipment:* Scientific Calculator. *Recommended:* TI83 or TI84 Graphing Calculator

## **MYP INDIVIDUALS & SOCIETIES 10**

According to BC's Ministry of Education, the overarching goal of social studies is, "to develop graduates who have the skills, knowledge, and competencies to be active, informed citizens." To create such citizens, teachers focus on four main areas of achievement: Knowing and Understanding, Investigating, Communication and Thinking Critically. By engaging students in inquiry-based learning teachers are asking to students to 'uncover' the past rather than just covering the content.

The focus of Social Studies 10 is on Canada's growth as a nation in the past century and its relationship to the world. Students will examine how local, national and global conflict can have lasting effects on the contemporary world. Students will learn about Canada's role in the modern world, Canada's government structure, the development of human rights, and the importance of civic engagement.

## **MYP SCIENCES 10**

The Science 10 curriculum covers four major topics across various scientific disciplines. In Biology, we discuss genetics and inheritance. In Chemistry, we focus on chemical processes and reactions. In Physics, we discuss energy conservation and transformation. Finally, in the Space Unit, we focus on the Big Bang Theory and how the Universe changes over time. *Evaluation* is based on the four Criteria of the MYP Program: A) Knowledge and Understanding, B) Inquiry and Design, C) Analyzing and Evaluating, and D) Reflecting on the Impacts of Science.

## **MYP LANGUAGE ACQUISITION**

The principal goal of our MYP Language Acquisition 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 many 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.

## **English Language Development 10**

ELD 10 is designed for students with beginner English (450). This course introduces and develops the four main English language skills of reading, writing, listening, and speaking. A combination of direct strategic instruction and authentic scenarios are used to encourage English language use. The course focuses on developing common social vocabulary and strategies needed to read, write, and understand information in English. The focus is on basic, fundamental English grammar and syntax. This course does not satisfy the Language Arts 10 requirement.

## **French 10**

French 10 expands and builds upon the material already covered in French 9. Students will further develop the four skills of listening, speaking, reading, and writing. There is an increased emphasis on reading and writing. Grammar points continue to be introduced as a tool to help students communicate in an effective manner. Students will continue to identify similarities between French cultures and their own. The themes encountered are: pastimes and hobbies, French cultural groups across Canada, and examining their own communities through the lens of communities in Québec.

## **Spanish 10**

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 a number of topics. Grammar points *continue to be introduced as a tool to help students communicate in an effective manner. Students continue to be introduced to the culture, traditions, and daily lives of Hispanic people. The students will encounter, through the text and video presentations, people from a variety of Spanish cultures including Spain, Mexico and Florida as well as those from other Hispanic countries.*



## **MYP PHYSICAL and HEALTH EDUCATION 10**

The aim of Physical and Health Education 8-10 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle.

The students will have the opportunity to:

- Participate in, and experience, a variety of performance and leisure-oriented activities.
- Develop positive attitudes towards physical activities.
- Be able to develop positive personal and social behaviours, and work cooperatively in group activities.
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.

Activities include individual and dual activities, team games, and dance. Examples of activities include: badminton, pickleball, weight training, basketball, softball, soccer, football, volleyball, lacrosse, field hockey, floor hockey, minor games, and various styles of dance.

*Evaluation:* Physical Education students will be evaluated in the following four areas:

- Movement and Active Living – sports skills
- Cognitive Development – principles and concepts; rules and strategies.
- Personal & Social Responsibility – student’s attitude, participation, and cooperation.
- Fitness – flexibility, cardiovascular endurance, power, strength, and agility.

## **MYP DESIGN (ADST)**

### **Culinary Arts 10**

Culinary Arts 10 is an introductory course for students who wish to explore large batch (or large quantity ) food service operational service. Students would be trained on correct knives skills and equipment identification. Culinary Arts 10 focuses on quantity food preparation and service. Students develop the skills necessary for commercial food preparation as they participate in activities related to receiving, storing, and presenting nutritious foods. Students also have opportunities to develop attitudes required by food-service professionals and to practice customer service. Students consider their own and their customer’s safety while handling equipment and supplies, managing the working environment, and preventing food-borne illnesses. As they experience the creative preparation and presentation of food, they build an awareness of its social and cultural significance. Students also gain a basic understanding of the economics of operating a food-related enterprise, including purchasing, cost accounting and portion control.

### **Food Studies 10**

*Prerequisite:* None. Learn how to prepare foods that are fun, delicious and nutritious. In Food Studies 10 students will acquire nutrition information and apply it to meals, snacks and basic food preparation skills. Technical skill development will be emphasized. Additionally, students will have the opportunity to learn about various food issues that impact our personal lives and communities. Highlights of the semester include:

- |                                   |                               |
|-----------------------------------|-------------------------------|
| • Appetizers, side & main dishes  | • Healthy snacks              |
| • Dumpling design                 | • Gingerbread house design    |
| • Breakfast, lunch & dinner meals | • Personal choice design labs |

Students will use the IB MYP design cycle in order to explore concepts, ideas and issues that have both a local global significance.

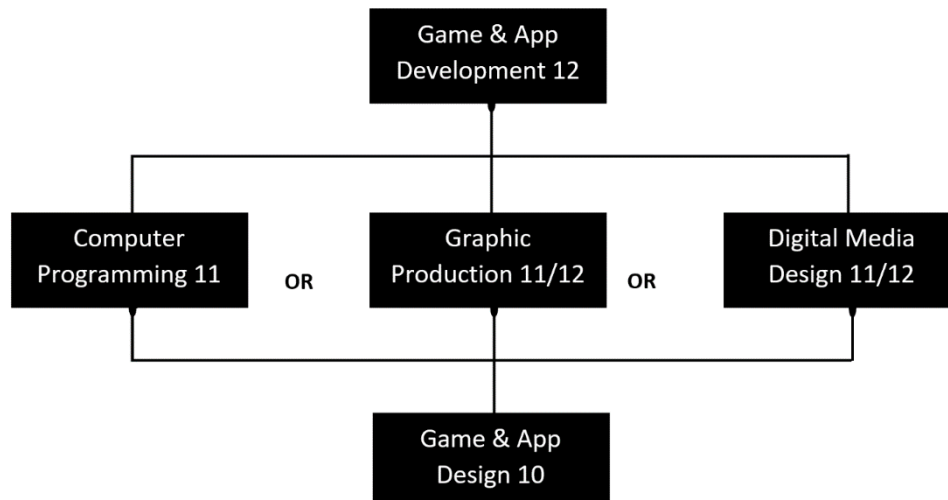
## **Game & App Design 10**

*Prerequisite: None*

Interested in developing games and apps? Want to learn how to create visual assets for these digital spaces? Curious to see what computer programming is all about? This course is meant for anyone who has ever wondered “How are video games and apps made?”

Game and App Design 10 is a course designed for students who want to learn more about and participate in the type of design work being done in the video game and app industries. Students will learn how to use Unity to write code and develop virtual worlds, Blender to design and create 3D models and animations, as well as strategies for tying their work on both platforms together into fully realized projects. As they learn, design, and develop, students will explore the wider design industry and learn about project workflow, professional roles and responsibilities, and the people who work in the industry. By the end of the course, students will learn how to utilize the design cycle to ideate and create games and apps of their own design!

*Software used: Unity, Microsoft Visual Studios, Blender, BandLab*



This course is strongly recommended for students interested in taking *Computer Programming 11* and/or *Graphic Production 11* and/or *Digital Media Design 11* – one of which is required if you want to take the advanced *Game and App Development 12* course!

## **Media Design 10**

Media Design 10 is the final course in the IB Middle Years Program digital media design track. Students taking this course will continue to explore, learn, and create using numerous digital design tools and platforms to create image and video media. This course focuses primarily on content creation for the web, guiding you through learning how to edit and produce photos, 2D image assets, and video footage designed for platforms such as YouTube and Twitch. By the end of the course, you will have the tools and understanding to create your own thematic and design-rich content for your favorite content-hosting platform!

*Software used: Adobe Photoshop, Illustrator, AfterEffects, Premiere Pro, and OBS Studio.*

## **Product Design 10**

This course encourages students to expand their skills, design/problem solving ability using the design cycle and enhances their knowledge of the following techniques:

### **Electronics & Robotics**

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. Robotics: Students will learn about the following software and programs: Lego Challenge, VexIQ, Sumobots, Arduino Controlled robots.

### **Drafting, Design & 3D Printing**

Students continue to develop the drafting skills they have been introduced to in Product Design 9. Mechanical and architectural drafting is covered using board drawing and AutoCAD. A greater emphasis will be placed upon the use of drafting skills in the areas of modeling and problem solving. Students will also use the Design Labs to construct a scale model of their project.

### **Woodwork**

Students will have the opportunity to explore the artistic, craft, cultural, and historic aspects of woodworking. Whereas most woodworking courses focus on the structural and practical uses of wood, woodcraft examines the creative, artistic expressions of this universal medium. Through lectures, demonstrations, media, and guest artisans, students will participate in a hands-on artistic approach to woodworking. In addition, students will be introduced to the safe use of hand and power tools, and learn the environmental, historical, and cultural connections to woodcrafts around the world. Furthermore, students will be exposed to a variety of woodcraft techniques so that they can acquire the skills and knowledge to express their own ideas in this medium.

### **Material Science**

This unit establishes an understanding of the most common materials, their properties and resulting uses, and the implications of their uses in the larger context of material life cycles. The structural makeup of wood species, metals, polymers, and composite materials are discovered and their resulting properties, costs, and life cycle consequences are clarified. An understanding of basic mechanical properties is established hands on by conducting tension, compression, and 3-point bending tests. Physical performance of material constructs as synergy between form and material properties is further illustrated. For students who like to innovate and who want to apply knowledge to the real problems of a modern technological society, material identification and testing provides a broad range of exciting opportunities to enhance their knowledge of the design process.

## **Textiles 10**

*Prerequisite: None.* Interested in exploring the world of fashion design or sewing your own clothes? Join us and learn new skills and techniques. Highlights of the semester include:

- mood boards showcasing your favourite designer's work
- a jacket or hoodie representative of your favourite designer's work
- learn to use sewing & embroidery machines and sergers
- increase your knowledge of fashion design
- fashion design, pattern drafting and sewing

## **MYP ARTS**

The Arts courses available at Johnston Heights are categorized into Performing Arts, Music and Visual Arts courses.

### **Dance Foundations 10**

This course is an introductory technique course for beginner dancers that gives an overview of dance fundamentals across many genres. Students will study space and movement, the history and culture surrounding various genres of dance, and basic choreography skills. Students will engage in both sides of dance as choreographer and dancer. This course is intended to maximize student creativity, collaboration, and confidence by providing a safe space for students to explore new methods of artistic expression.

### **Dance Company 10 - 12 \* Block X (Outside timetable)**

**Required: Teacher Permission. Dance Company members need to audition to be considered for this after-school class.** This course is appropriate for those with strong work ethic and previous dance experience either at school and/or at a studio. In this performance-based class, dancers will be improving their technique and creating choreography for stage. There will be multiple workshop and performance opportunities.

### **Drama 10: Acting**

Curious, creative and dynamic students will enjoy the fun and challenge of Drama 10. Students will inquire into the four key concepts of the arts (Aesthetics, Change, Communication, and Identity) by developing skills in voice, movement, improv, and character/scene study. In every unit of this course, elements of each of these skills will be taught and explored. Students will learn to work together to create group and solo performances inspired by theatre history, mask, clown, theatre sports, scripted scenes and monologues, and devised creations. In addition to each unit, throughout the year students will be expected to research and lead warm up activities, help to maintain a positive, safe, and productive environment for creativity, and stay up to date with process journal entries. As they explore the fulfilling and complex art form of theatre, students will develop creativity and self-confidence, and will enjoy the rewards of team success as they work together through the process of creating meaningful art that reflects the world around them.

### **Theatre Company 10 \*Block X (Outside timetable)**

**Required: Teacher Permission** Theatre Company 10 is a dynamic after-school class based on the model of a professional theatre company and produces a full and varied season of theatre each year. Active participation in theatre creates personal and cultural connections and reveals insight into the human experience. Theatre Company is the hands-on application of acting, directing, design, technical, backstage and managerial aspects, and permits students to showcase their talents and abilities in front of a public audience. Students work as a team to produce two mainstage productions. Students must be available after school two days a week, and then more leading up to our performance week. Growth as a theatre company is dependent on perseverance, collaboration, and reflection. **Students must be available afterschool two days a week, and for the full duration of our show weeks.**

### **Theatre Production 10 \*Block X (Outside timetable)**

Theatre Production includes stage management, set design and construction, costume design, lighting design, and sound design. Students work in crews lead by their peers to create the aesthetic of our school productions. Theatre Production is a high energy class and students must be responsible and able to work independently as well as under direct supervision of the teacher. This class requires students to have a strong work ethic and to invest in the values of the program: Teamwork, Enthusiasm, Commitment and Excellence! If you are seeking experience in the behind scenes world of Theatre, this is the class for you! Theatre production is a great introduction to employment in Theatre or Film. Students must be available afterschool two days a week, and for the full duration of our show weeks.

**Students must be available afterschool two days a week, and for the full duration of our show weeks.**

## **Concert Band 10**

Band 10 is designed to develop skills that lead to self-confidence and a deeper knowledge of music – both its history and place in today’s society. Students will continue to develop skills learned in previous years in band, and a focus of the year will be making music as a unified ensemble (blending and balancing sound and considering yourselves as parts of a whole). As a more experienced group, students will be able to tackle music that is both more challenging and more exciting. There will be performances in school and at festivals, and potentially an overnight field trip. Limited instruments are available for rental from the school (\$120 for the year).

## **Junior Concert Choir (Grade 9-10) \*Block X (Outside timetable)**

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. The course continues to focus on vocal technique, and introduces more challenging repertoire. Students are expected to be committed to the class as a whole, which includes attending all class rehearsals and performances. There will be performances in school and at festivals. This course will take place on Wednesdays and Thursdays after school (3pm to 4:30pm).

## **Junior Jazz Band (Grade 9-10) \*Block X (Outside timetable)**

The Jazz Band is open to students in Grade 9 and 10. Jazz Band builds on the skills gained in Band 8 and 9. Students will be learning more specific styles and genres of music including Jazz, Rock, and Latin. This type of study involves a deeper look at rich musical texture as well as experimenting with improvisation in recognized musical forms. There will be performances in school, and possibly at festivals. Jazz Band takes place on Monday and Wednesday mornings before school starts (7am to 8:25am). Limited instruments are available for rental from the school (\$120 for the year).

## **VISUAL ARTS: Art Studio 10**

*Prerequisite:* None. This course will introduce and continue to develop or improve the student’s skills in many areas of creative, hands-on study. Students who have not taken Art 8 or Art 9 are introduced to a variety of drawing or rendering techniques using traditional and not so traditional media and those who have taken Art 9 will expand their knowledge and skills by completing a variety of new and challenging projects. Students need not know how to draw already as they can be introduced to various drawing “tricks” in class. Art students will also continue to explore the principles, elements and history of design, print-making, cartooning, three dimensional studies using clay, painting, calligraphy and crafts such as paper making, marbling and origami. There are also opportunities to help with decorating display cases, theatre company plays, creating banners and entering the many art design contests that come to our school from community groups. Evaluation is the result of the student’s process of design, the finished project, sketchbook work, and daily participation.

## **MYP CAREER EDUCATION**

### **Career Life Explorations (CLE) 10**

Career Life Explorations is a required course, which offers you many opportunities to explore and develop personal interests, passions and competencies, while making connections with post-graduation options, careers and life path possibilities. Topics include:

- Career exploration
- Mental health & wellbeing
- Goal setting, planning, and decision-making
- Employability skills
- Work safety and ethics

## **LEADERSHIP**

### **Physical Education and Recreational Leadership 10 (PERLS)**

Purpose: to facilitate school culture via the creation of an environment and activities aimed at student engagement inclusion, creativity, activity, and service.

Structure: This will be a timetabled class happening within the normal school day operating as a mini co-op combining Recreational Leadership with Physical and Health Education 10. Therefore, physical Education and Recreational Leadership will be a combination of in class learning, planning, and implementing of school, athletics, and physical education initiatives.

#### **Learning Opportunities**

Athletics:

- Officiating (Volleyball, Basketball (Elementary), Soccer (Elementary))
- Basketball Game Management
- Event organization (Cross-country and Track Meets, Elementary school Play-days)
- Coaching (Elementary Teams)

Physical Education

- Mentorship in class
- Event Organization (JH Pentathlon, JH Strong Person)
- Organization of Gym spaces and equipment

School Community

- Event Organization (Pep Rallies, Staff vs Students)
- Intramural Sport Organization
- School Initiatives (JH Radio, Service Initiatives)