School District 5

Status: approved

School Name: Fernie Secondary School

Course Name: Art Metal 11

Course Code: YARM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2004

Prerequisites: Gr.9 Metalwork an asset

Course Synopsis:

This course has been developed so that students can explore different types of metals and techniques beyond those that are used in traditional metalworking.
School District 5

Status: approved

School Name: Fernie Secondary School

Course Name: Textile Arts & Crafts 11

Course Code: YTAC 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2004

Prerequisites: none, although experience using a sewing machine would be an asset

Course Synopsis:

This course has been designed to help students gain an appreciation for the effort and creativity put into handmade crafts. As they gain skills and confidence, they will be able to use their newly acquired talents to make enjoyable (and possibly profitable!) use of their spare time.
School District 5

Status: approved

School Name: Fernie Secondary School

Course Name: Tutoring 11

Course Code: YTUT 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2004

Prerequisites:

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will develop skills in learning styles, communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of lifelong learning and helping others. Tutoring 11 will likely fit into the Health and Human Services focus.
School District 5

Status: approved

School Name: Mount Baker Secondary

Course Name: Outdoor Careers 11

Course Code: YODC 11

Category: Fitness and Recreation

Grade Level of Course: ☐ 10 ☒ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100 (min.)

Date Approved: May 4, 2004

Prerequisites: P.E. 10

Course Synopsis:

This course has been developed to encourage students to explore and experience a variety of recreational activities that will be readily available beyond their high school years. As this course is presented in an alternate school setting, it accommodated students with irregular schedules and diverse backgrounds and needs. Evaluation is based primarily on participation leading to accumulated course hours.
School District 5

Status: approved

School Name: Mount Baker Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved:  May 4, 2004

Prerequisites:  None

Course Synopsis:

This course has been developed to support students in facing the challenges of understanding themselves, interacting with groups, knowing where they come from, and gaining awareness of their society. It is important that young people accept these challenges with a thorough base of knowledge rather than racing to opinions that are predicated on media and personal intuition. Through a series of units students are exposed to the psychological facts, principles and phenomena associated with psychology.
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Breakfast Club 11

Course Code: YBKCL 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 13, 2005

Prerequisites: NONE

Course Synopsis:

Many students are employed in the hospitality industry in this community. There is a need for trained employees at the entry level for food preparation and service. This course will offer the student an opportunity to learn the skills necessary in this area of employment focusing on breakfast preparation.

This course will enhance the school environment and improve student performance through sale of healthy breakfast choices. With the outlook of increased tourism visits towards 2010, these skills will be in great demand.

Learning Resources:

Cooking videos
Internet - Health Canada, Canada's Nutrition Guide

Additional Information:

With the governments mandate for healthier schools, this course will be one opportunity to meet this outcome by providing students with healthy breakfast choices.
This course has been offered at David Thompson Secondary School since 1998, usually in the second semester of each year. It is a popular grade 12 course with a wide variety of students enrolled. Many grade 11 students take it after Social Studies 11. An added benefit for them is the ability to get a grade 12 credit while in grade 11. An unexpected delight in enrolment is grade 12 students that have already taken History 12, but did not have the time to study in detail because of the high-paced nature of History 12. For counsellors, Conflict in the 20th Century 12 has been a course that has enabled them to easily schedule students with timetable difficulties or students that have come to David Thompson Secondary after the start of the school year. It provides students an interesting, non-academic grade 12 course that any grade 12 student (and several grade 11 students) can take and be successful in.

Course Synopsis:
This is a history of the twentieth century course with content modelled after History 12 but delivered in a way that is similar to Civics 11. The course will examine the following topics:
The World of 1919
The Interwar Period
World War II
The Cold War
The World After the Cold War and into the 21st century
Canada's Role in the 20th Century

Learning Resources:
Since this course has been offered to students at David Thompson Secondary since Sept. 1998, numerous resources already exist in the school. Access to one of the computer labs is often required as is the approved text, DeMarc, Neil, The World This Century: Working With Evidence. London: Collins Educational, 1994

Additional Information:
This course has been offered at David Thompson Secondary School since 1998, usually in the second semester of each year. It is a popular grade 12 course with a wide variety of students enrolled. Many grade 11 students take it after Social Studies 11. An added benefit for them is the ability to get a grade 12 credit while in grade 11. An unexpected delight in enrolment is grade 12 students that have already taken History 12, but did not have the time to study in detail because of the high-paced nature of History 12. For counsellors, Conflict in the 20th Century 12 has been a course that has enabled them to easily schedule students with timetable difficulties or students that have come to David Thompson Secondary after the start of the school year. It provides students an interesting, non-academic grade 12 course that any grade 12 student (and several grade 11 students) can take and be successful in.
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Current Events 11

Course Code: YCEV 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 14, 2002

Prerequisites: Social Studies 10

Course Synopsis:

This course will focus on the following topics:
- Contemporary social, political, economic and technological events at the local, provincial, national and international levels
- Bias and point of view
- Primary vs. secondary source materials
- News events from various geo-political presepectives
- Historical context of significant world local, national and international events
- The role of significant individuals

The course will also develop the following skills:
- language and vocabulary
- reading and comprehension
- critical thinking
- oral expression and listening
- effective research and writing
- media literacy
- cooperative-group work
- debating

Learning Resources:

Internet access
CBC news
Local and national newspapers
Library resources

Optional: CBC "News in Review" video series
Course Synopsis:

The Fire Academy Training 12 (FACT 12) course is designed to prepare students for direct entry into the College of the Rockies Structure Fire Academy Training Program. Candidates for the course and subsequent programs will be expected to successfully fulfill the selection and screening process as outlined in the COTR Academy Program specificaitons.

Successful candidates will be trained in a pre-entry Stucture Fire Suppression program tha encompasses theoretical and practical componenets. The theoretical component will be based on National Fire Protection Association (NFPA) standards as well as the International Fire Service Training Association (IFSTA) training curriculum. Sudents who successfully complete the required standards will be awarded direct entry into the Fire Academy Program in Cranbrook immediately after graduation in accordance with the College of the Rockies.

Learning Resources:

IFSTA Manual
Video Edu-Kits
Fire Department Apparatus

Additional Information:

This course is developed in cooperation with and courtesy of the College of the Rockies and the City of Cranbrook Fire Department (Chief Gerald Fox). This is a tremendous opportunity for students to acquire the basic firefighter skills that will facilitate entry into the Fire Academy Training program at the College of the Rockies in Cranbrook. At all times, safety of the students will be paramount. At no time will a student of the FACT 12 course be permitted to train or respond in any way without the personal attendant assigned from the fire department. The course will be delivered in a way to ensure a complete fit with the requirements of the Academy at the College of the Rockies. A student's acceptance into the Academy program will be the decision of the appropriate personnel from the Academy only. The school will make a recommendation based on student performance to the entrance committee for each student who applies to the program.
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Intro to Trades 12

Course Code: YITR 12

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 19, 2005

Prerequisites: Grade 10

Course Synopsis:

The Introduction to Trades 10 week intensive program provides students with instruction in the following trade areas:

- Team Building Skills/Goal Setting
- Occupational First Aid Level 1
- Computers/TOEWS
- Conflict Resolution on the Job
- Welding
- Electrical
- Tiling
- Painting
- WCB Hazard Recognition
- Transportation Endorsement
- Trades Math
- Forklift Certification
- Plumbing
- Automotive
- S100
- WHMIS

This course helps prepare students for basic work in the trades industry and/or for further education and training in trades. Students work on a variety of practical projects and are given instruction on basic tools and safety. A variety of certificates are included in the program such as First Aid, WHMIS, Transportation of Dangerous Goods, S-100 Fire Suppression and Safety, Basic Rigging and Forklift Training.

Learning Resources:

Dependant on the trade

Additional Information:

This program is a partnership effort between the College of the Rockies and David Thompson Secondary School. All such partnerships are guided by the COTR/DTSS partnership agreement.
School District 6

Status: approved

School Name: David Thompson Secondary
Course Name: Metal Art 10
Course Code: YMTLA 10
Category: Trades and Technology

Grade Level of Course:  
10
11
12

Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: September 19, 2004
Prerequisites: Gr. 9 TECH, Metals an asset

Course Synopsis:
This course has been developed so that students can explore different types of metal and techniques beyond those that are used in traditional metalworking.

Learning Resources:
Web pages on the internet

Guest speakers and instructors
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Metal Art 11

Course Code: YMTLA 11

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: September 14, 2004

Prerequisites:

Course Synopsis:

This course has been developed so that students can explore different types of metal and techniques beyond those that are used in traditional metalworking.

Learning Resources:

Web pages

Guest speakers and instructors
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Metal Art 12

Course Code: YMTLA 12

Category: Trades and Technology

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: September 14, 2004

Prerequisites:

Course Synopsis:
This course has been developed so that students can explore different types of metal and techniques beyond those that are used in traditional metalworking.

Learning Resources:
Web pages on the internet

Guest speakers and instructors
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Outdoor Recreation 12

Course Code: YOR 12

Category: Fitness and Recreation

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: April 11, 2006

Prerequisites: none

Course Synopsis:

The purpose of this course is to develop practical skills, attitudes, knowledge, and provide outdoor experiences for the students.

This will promote healthy lifestyles and a positive respect for the environment.

Learning Resources:

i. Community Businesses and Ministry of Forest Personnel
ii. Blue Lake Forest Education Centre
iii. Equipment
iv. Resource People
v. Videos/DVD
vi. Bear Aware Program
vii. Avalanche Awareness Program
viii. First Aid Resource People

Additional Information:

This course is subject to extra student fees to participate. Prior to events requiring funding, permission forms with trip and financial information will be submitted. Students will need to purchase, rent, or have use of various outdoor equipment throughout the course. The unit order may be altered depending on whether it is offered in semester 1 or 2.
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support students in facing the challenges of understanding themselves, interacting with groups, knowing where they come from and gaining awareness of their society. It is important that young people accept these challenges with a thorough base of knowledge rather than racing to opinions that are predicated on media and personal intuition. Through a series of units, students are exposed to the psychological facts, principles and phenomena associated with psychology.

Learning Resources:

- David G. Myers, Psychology (6th Edition)
- Psychology Today, magazine
- Wayne Werten, Themes and Variations (5th Edition)
- Focus Area/Portfolio Guide, Ministry of Education
- Resources consisting of videos, collected articles, magazines and various websites

Additional Information:

Optional topics to cover in Psychology 12 include: Stress and Health, Growth and Development, Motivation and Emotion, Social Psychology and States of Consciousness. These may be included in the course of instruction or be research topics, extra topics or topics of choice for some students for Independent Studies Credit.
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 10, 2005

Prerequisites: Gr. 11 or 12, students will be required to be interviewed prior to entering the program

Course Synopsis:

In Teacher Assistant 12, the expectation is that students will pursue more complex challenges and build upon previous experiences from Tutoring 11 or 12, Teacher Assistant 11, Leadership 11 or 12 and/or Work Experience 11 or 12. Teacher Assistant 12 students will be placed in an environment that enhances their focus area choice.

This is a participatory course that prepares and motivates students to provide assistance to a teacher in their schools and communities. Students will work under the supervision of a teacher or mentor to provide assistance to a teacher in a variety of teacher activities. Students will develop skills in organization, self directedness, communication, interpersonal relationships, leadership, teamwork and in confidentiality. Students will apply these skills daily in activities related to supporting a teacher. Teacher Assistant 12 will fit into one or more of the Focus groups depending on the choice and concentration of each individual student.

Learning Resources:

Learning resources may include but are not isolated to the following:

1. Employability Skills:
   a. Essential Skills (Human Resources Dev. Canada)
   c. Planning 10 IRP
   d. Focus Areas document - Human Services/post-secondary/Career Resources
   e. Portfolio Document

2. Video Equipment
3. Books/texts/articles:
   a. 7 Habits of Highly Effective Teens - Sean Covey
   b. Tutoring by Helping - Elizabeth Sabrinsky Foster
   c. "It Really Works" - Dway Jamieson
   d. Lesson plan development resources
4. Work Experience 12 IRP
5. Related materials:
   a. Canadian Association of Student Advisors website
   6. Appendix of other resources:
      a. Maslow's Hierarchy of Needs
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Tutoring 12

Course Code: YTUT 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 10, 2005

Prerequisites: Grade 11 or 12 student will be required to interview prior to entering the program

Course Synopsis:

In Tutoring 12 the expectation is that students will pursue more complex challenges and build upon previous experiences from Tutoring 11, Teacher Assistant 11 or 12, Leadership 11 or 12, and/or Work Experience 11 or 12. Tutoring 12 students will be distinguished by being placed in an environment that enhances their focus area choice.

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will develop skills in learning styles, communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of lifelong learning and helping others. Tutoring 12 will fit into one or more of the Focus groups depending on the choice and concentration of each individual student.
Learning Resources:

Learning resources may include but are not isolated to the following:

1. Employability Skills
   a. Essential Skills (Human Resources Development Canada)
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources
   e. Portfolio Document

2. Video equipment

3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Sean Covey
   b. Tutoring by Helping – Elizabeth Sabrinsky Foster
   c. “It really Works” – by Dawn Jamieson in BCTeacher Nov-Dec 1982
   d. Lesson plan development resources

4. Work Experience 12 IRP

5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors
      www.casaa-resources.net/ Excellent source of student leadership materials.

6. Appendix of other resources
   a. Maslow’s Hierarchy of Needs
School District 6

Status: approved

School Name: David Thompson Secondary

Course Name: Web Page Design 12

Course Code: YWD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: April 11, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to support students that want to learn web design. This course will introduce students to all aspects of web design. They will start by learning about the basics of design and format for web pages. They will then be introduced to publishing works online. Finally they will work through a series of units that will allow them to create a working web page with increasing functionality.

Learning Resources:

• Software: Dreamweaver 8
• Macromedia Dreamweaver 8 Hands on Training

Additional Information:

Enrichment activity could be development of a web page for a teacher or course.

This course could lead into a Web Master work experience course where students are responsible for the maintenance of the DTSS student web site. At the same time working with the new students taking Web Master 1 and mentoring them for their success.
School District 6

Status: approved

School Name: Golden Alternate School

Course Name: Outdoor Pursuits and Lifestyle Recreation 12

Course Code: YOPLR 12

Category: Fitness and Recreation

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: June 8, 2004

Prerequisites: P.E. 10

Course Synopsis:

This course has been developed to encourage students to explore and experience a variety of recreational activities that will be readily available beyond their high school years. *As this course is presented in an alternate school setting, it accommodated students with irregular schedules and diverse backgrounds and needs. Evaluation is based primarily on participation leading to accumulated course hours.

Learning Resources:

- Contract Instructors
- Internet (for research)
- Local Facilities - by hire
- Money available to purchase or rent material and/or equipment

Additional Information:

Attendance to weekly organized activities is not mandatory. Students are encouraged to participate as often as possible, but may be temporarily excluded due to behaviour related to low interest.

This course is quite "open" to be directed and individualized. Planned activities will vary based on geography, teacher interest and background, as well as student interest, "group size" and the availability of local "experts".
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Animation Arts 11

Course Code: YANA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 50

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

Animation Arts focuses on developing the knowledge, skills and attitudes students need to appreciate and create digital animation. Students will have the opportunity to utilize computer technologies to create and manipulate images to express or elicit specific audience responses. In developing digital animation students apply elements of interactive website design and development, animation authoring, defining audience goals and creative media composition. Students examine current use of animation and critically evaluate existing practice in the field.

In Animation Arts 11, students have opportunities to:
- develop skills required to use digital technologies as tools for animation
- design, create and present digital animations that reflects their own individuality and creativity
- examine current usage and influences of animation art on society and use that knowledge to anticipate future developments
- develop animation art literacy in order to make informed critical decisions in response to their own and others' animation production
- explore career options related to animation areas and develop skills useful in pursuing those options

Learning Resources:

Macromedia Flash MX application software
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Art Metal 11

Course Code: YARM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 14, 2004

Prerequisites: NONE

Course Synopsis:

Art Metal 11 is a 2 credit Fine Arts and Design course designed to teach students basic metal art and design skills. This is a project based course that will require the students to design and build projects emphasizing expression and aesthetic appeal. Students will explore 2-D design elements using metal fabrication and casting techniques. This course supports the Fine Arts and Design Focus Area. It may also provide students with opportunities to gather portfolio evidence for the Arts and Design aspect.

Learning Resources:

Art books with images of silhouettes and shapes.
Access to a computer lab for internet resources of metal art.
Art books with 2D and 3D design images
Books with information about metal casting and jewellery casting techniques.
Metal Textbook

Additional Information:

This course has been taught at Golden Secondary School since 2000.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Athletic Pursuits 10A

Course Code: YATHS 10A

Category: Fitness and Recreation

Grade Level of Course:  
[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2006

Prerequisites: P.E. 9 or 10

Course Synopsis:

Athletic Pursuits 10 will provide an opportunity for the student to participate in many of the same activities and opportunities that are included in regular high school physical education program but at an advanced level with other physically skilled and highly motivated students. The program will concentrate mostly on team sports. This course will introduce advanced team strategies and tactics not used in the regular program which prepares and motivates students personally and inspires them to assist others in their schools and community. This course will also provide the opportunity for students to understand, explore, and apply advanced personal physical fitness into their lifestyles and athletic pursuits.

Learning Resources:

Print Materials – Various handouts/overheads of rules and officiating duties of each sport (created by instructor)

Videos - Basketball: Skills and Drills, 1995
- Volleyball Basics Level 1-4, 1989
- Tae B(beginner/Advanced), 1998

DVD - Pumping Iron, 2002
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Athletic Pursuits 10B

Course Code: YATHS 10B

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 13, 2007

Prerequisites: PE 9 or 10

Course Synopsis:

Will provide an opportunity for the student to participate in many of the same activities and opportunities that are included in regular high school physical education program but at an advanced level with other physically skilled and highly motivated students. The program will concentrate mostly on team sports. This course will introduce advanced team strategies and tactics not used in the regular program which prepares and motivates students personally and inspires them to assist others in their schools and community. This course will also provide the opportunity for students to understand, explore, and apply advanced personal physical fitness into their lifestyles and athletic pursuits.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Automotive Service & Repair 11A

Course Code: YATT 11A

Category: Trades and Technology

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  June 8, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students to explore possible future career choices in the automotive service and repair industry. Students learn to perform a variety of preventative service and repair procedures with an emphasis on safety and the highest industry standards. As a culmination, students will make decisions regarding their own future vocational objectives, as well as having the ability to effectively maintain and operate their personal vehicles.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Automotive Service & Repair 11B

Course Code: YATT 11B

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students to explore possible future career choices in the automotive service and repair industry. Students learn to perform a variety of preventative service and repair procedures with an emphasis on safety and the highest industry standards. As a culmination, students will make decisions regarding their own future vocational objectives, as well as having the ability to effectively maintain and operate their personal vehicles.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Automotive Service & Repair 12A

Course Code: YATT 12A

Category: Trades and Technology

Grade Level of Course: 10  11  X12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

This course has been developed for students to enhance and build upon knowledge and skills learned in Automotive Technology 12. This program will support and encourage students to explore and develop higher level skill sets in service and repair techniques. Students will have the opportunity to perform 100 hours of work experience in areas of their own interest.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Automotive Service & Repair 12B

Course Code: YATT 12B

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  
June 8, 2004

Prerequisites:  
none

Course Synopsis:

This course has been developed for students to enhance and build upon knowledge and skills learned in Automotive Technology 12. This program will support and encourage students to explore and develop higher level skills sets in service and repair techniques. Students will have the opportunity to perform 100 hours of work experience in areas of their own interest.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Creative Cuisine 10

Course Code: YCRCU 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 14, 2004

Prerequisites: Foods 8, Foods 9 or permission of the instructor

Course Synopsis:

This course will allow the student to explore a variety of food experiences. Through discussion, research and preparing diverse recipes, the students will come to appreciate international tastes and cultures. The students will produce meals under supervision, independently and in groups, thereby generating usable life skills for maintaining a healthy lifestyle. A home cooking project utilizes parents as part of the assessment process. Group meals will develop the social benefits related to food. The course content supports the graduation focus areas of tourism, hospitality and foods. It may also provide opportunities for students to gather portfolio evidence for the aspect 3.3 of the Career Planning area and the aspect 6.3 of the Personal Health area.

Learning Resources:

Cooking books
Recipe books
Internet

Additional Information:

This course can be extended to generate 4 credits. At Golden Secondary it is taught in both French and English.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Creative Cuisine 11

Course Code: YCRCU 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 50

Date Approved: December 14, 2004

Prerequisites: NONE

Course Synopsis:

Creative Cuisine 11 focuses on encouraging students to use their creative expressions by connecting the artistic value in food to the practical skills of food preparation for the enjoyment of food in a social context. There is a strong emphasis on design by having students make connections to the elements and principles of design through laboratory experiences that push the ordinary into the creative. In society, where food plays many roles, students will research and investigate these roles in various cultures and ethnic groups. Through this experience, students will foster a better understanding and knowledge of the multicultural richness and varied social customs in the preparation and sharing of food. Students will have the opportunity to express their learning through group presentations, demonstrations, laboratory experiences, written work, multi-media presentations, demonstrations, laboratory experiences, written work, multi-media presentations or oral reports; and self and peer evaluations. Students will develop various skills related to planning recipes and meals, presentation of food for aesthetics, management of time, budget and supplies and safe food handling practices. Students will gain an awareness of the nutritional importance of food and its role in our physical maintenance and wellness.

Learning Resources:

Text: Food for Today
Videos: Colour in Everyday Life and Food Safe 1 video and student workbook
Internet
Guest Speakers
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Hospitality Foods 11

Course Code: YHF 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10

11 [X]

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 14, 2005

Prerequisites: None

Course Synopsis:

Hospitality Foods 11 focuses on quantity food preparation and service and is designed to fill a growing demand in the food service industry to building student confidence and skill level to better equip them for entry level jobs. The course provides students with basic skills and knowledge in areas of food safety, equipment operation and maintenance, ordering and receiving of food, quantity food preparation, basic nutrititional concerns and menu planning, and front-end service. Students will work cooperatively to plan, prepare and serve appealing, nutritionally balanced meals to the school population. Students learn to market the menu items, determine pricing and determine how meals will be served by considering environmental, time and financial factors. The units are organized under the curriculum organizers of safety, sanitation and equipment; principles of food preparation, food preparation skills and food service.

Learning Resources:

Professional Cooking, 3rd Edition
Food Safety video
Food Safe Level 1 student manual and video
Internet
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Hospitality Foods 12

Course Code: YHF 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 14, 2005

Prerequisites: Hospitality Foods 11

Course Synopsis:

Hospitality Foods 12 focuses on developing leadership and management qualities in students as they participate in quantity food preparation and service. Hospitality Foods 12 will build student confidence and skill level to better equip them for food service jobs. There is an emphasis on developing management skills and leadership qualities. The course provides students with improving their skills and knowledge in areas of food safety, equipment operation and maintenance, ordering and receiving of food, quantity food preparation, basic nutritional concerns and menu planning and front-end service. Students will work cooperatively to plan, prepare and serve appealing, nutritionally balanced meals to the school population. Students learn to market the menu items, determine pricing and determine how meals will be served by considering environmental, time and financial factors. The units are organized under the curriculum organizers of safety, sanitation and equipment; principles of food preparation, food preparation skills and food service.

Learning Resources:

Professional Cook, 3rd Edition
Food Safety video
Food Safe Level I student manual and video
Internet
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 8, 2004

Prerequisites: Recommended Leadership 10 or permission of the instructor following application process

Course Synopsis:

This course will deal with the theoretical and practical applications of human relations. The time in class will be spent primarily on event implementation, management and evaluation. The students will develop peer helping skills, practice efficient public speaking, be involved in promotion and running of school events. However, the focus will be on school and community-wide relations.

Learning Resources:

- CASAA Leadership Handbook (Canadian Association of Student Activities and Advisors)
- CIRA Student Leadership Development Guide (Canada Intramural Recreation Association)
- NASSAP National Association of Secondary School Principals
- Focus Area Guide/Portfolio Guide - Ministry of Education

Additional Information:

Obviously this course will differ by region, dependent on community needs and geographic location. It will also be dependent on the strengths of the teacher, composition of the class itself and the needs to the school and community.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Outdoor Education 10

Course Code: YPR 10A

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 8, 2010

Prerequisites: none

Course Synopsis:

This course provides an introduction to outdoor pursuits where students will participate in activities such as climbing, backpacking, cross country skiing, hiking and orienteering. Students will learn about local plants, animals, culture and history in order to develop perspectives on the environment and conservation issues. Students in the senior Outdoor Education class will also engage in Ice Climbing, Rock Climbing, and Canoeing.
This course is extremely dependant on environmental conditions and consequently the outline above will not be rigid. Outdoor activities will depend on the weather, time and the ability of the class. Field Trips will be dependant on the above conditions as well as scheduling. If the instructor is not entirely qualified to teach segments of the course, experts in the field will be hired to ensure complete safety from foreseeable hazards.

Course Synopsis:
This course has been designed to introduce students to the outdoors and to familiarize them with several of the many outdoor pursuits available in the surrounding area. The students will gain an increased awareness of their environment and their place in it while engaging in challenging and new pursuits. There will also be a focus on safety in the outdoors with respect to first aid, survival and objective hazards/potential risk analysis.

Learning Resources:
Red Cross First Aid - Standard and CPR Manual
Bear Aware Program - Ministry of Forests
Avalanche 1 Program: Recreational level (CAA)
Numerous videos for each activity
OUTdoor instructional slides
Equipment - specific to each activity
Resource persons, guest speakers

Additional Information:
This course is extremely dependant on environmental conditions and consequently the outline above will not be rigid. Outdoor activities will depend on the weather, time and the ability of the class. Field Trips will be dependant on the above conditions as well as scheduling. If the instructor is not entirely qualified to teach segments of the course, experts in the field will be hired to ensure complete safety from foreseeable hazards.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Personal Fitness 11

Course Code: YHRA 11C

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☐ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 9, 2010

Prerequisites: Physical Education 10

Course Synopsis:

In Personal Fitness, students will be required to submit a weekly activity log and journal highlighting the different physical activities that they did throughout the week. Students will also be required to complete a number of assignments/projects based around physical fitness and health related topics.
School District 6

School Name: Golden Secondary
Course Name: Photography 10
Course Code: YVPA 10A
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 100

Date Approved: February 9, 2010

Prerequisites:

Course Synopsis:

This course will introduce students to the 35 mm digital SLR. Students will apply principals of composition and design to create more effective photographs. In addition Adobe Photoshop will be used to enhance and improve photographs.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support students in facing the challenges of understanding themselves, interacting with groups, knowing where they come from and gaining awareness of their society. It is important that young people accept these challenges with a thorough base of knowledge rather than racing to opinions that are predicated on media and personal intuition. Through a series of units, students are exposed to the psychological facts, principles and phenomena associated with psychology.

Learning Resources:

- David G. Myers, Psychology (6th Edition)
- Psychology Today, magazine
- Wayne Werten, Themes and Variations (5th Edition)
- Focus Area/Portfolio Guide, Ministry of Education
- Resources consisting of videos, collected articles, magazines and various websites

Additional Information:

Optional topics to cover in Psychology 12 include: Stress and Health, Growth and Development, Motivation and Emotion, Social Psychology and States of Consciousness. These may be included in the course of instruction or be research topics, extra topics or topics of choice for some students for Independent Studies Credit.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Recreational Leadership 10

Course Code: YRECL 10

Category: Fitness and Recreation

Grade Level of Course: 10

Number of Course Credits: 2

Number of Hours of Instruction: 50

Date Approved: June 8, 2004

Prerequisites: Letter of application

Course Synopsis:

This course will deal with the theoretical and practical applications of human relations. The time in class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership and peer helping. The students will develop peer helping skills, learn how to run meetings, practice efficient public speaking, be involved in promotion and running of school events and work on school and community relations.

Learning Resources:

- CASSA Leadership Handbook (Canadian Association of Student Activities and Advisors)
- CIRA - Students Leadership Development Guide (Canadian Intramural Recreation Association)
- 7 Habits of Highly Effective Teens
- NASSAP - National Association of Secondary School Principals
- Focus Area Guide/Portfolio Guide, Ministry of Education

Additional Information:

Obviously this course will differ by region dependent on community needs and geographic location. It will also be dependent on the strengths of the teacher composition of the class itself and the needs to the school and community.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Teacher Assistant 10A

Course Code: YTA 10A

Category: Other

Grade Level of Course:  

☒ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 13, 2007

Prerequisites:

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals and/or small groups of students. YTA students will acquire and develop skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership, and teamwork. They will apply these skills in roles such as tutoring and mentoring.

Learning Resources:

Essential Skills (Human Resources Dev't Canada)
Conference Board of Canada Employability Skills
Planning 10 IRP
School District 6

Status: approved
School Name: Golden Secondary
Course Name: Teacher Assistant 10B
Course Code: YTA 10B
Category: Other

Grade Level of Course:  

Number of Course Credits: 2
Number of Hours of instruction: 60
Date Approved: March 13, 2007

Prerequisites:

Course Synopsis:
This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals and/or small groups of students. YTA students will acquire and develop skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership, and teamwork. They will apply these skills in roles such as tutoring and mentoring.

Learning Resources:
Essential Skills (Human Resources Dev't Can)
Conference Board of Canada Employability Skills
Planning 10 IRP
School District 6

Status: approved

School Name: Golden Secondary
Course Name: Teacher Assistant 11A
Course Code: YTA 11A
Category: Other

Grade Level of Course:  
10  √ 11  12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved:  
March 13, 2007

Prerequisites:

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals and/or small groups of students. YTA students will acquire and develop skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership, and teamwork. They will apply these skills in roles such as tutoring and mentoring.

Learning Resources:

Essential Skills (Human Resources Dev’t Can)
Conference Board of Canada Employability Skills
Planning 10 IRP
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Teacher Assistant 11B

Course Code: YTA 11B

Category: Other

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 13, 2007

Prerequisites:

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals and/or small groups of students. YTA students will acquire and develop skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership, and teamwork. They will apply these skills in roles such as tutoring and mentoring.

Learning Resources:

Essential Skills (Human Resources Dev't Can)
Conference Board of Canada Employability Skills
Planning 10 IRP
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Teacher Assistant 12A

Course Code: YTA 12A

Category: Other

Grade Level of Course: ☑ 10 ☐ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 10, 2005

Prerequisites:

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals and/or small groups of students. YTA students will acquire and develop skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership, and teamwork. They will apply these skills in roles such as tutoring and mentoring.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Teacher Assistant 12B

Course Code: YTA 12B

Category: Other

Grade Level of Course:  
- 10
- 11
- **12**

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 13, 2007

Prerequisites:

**Course Synopsis:**

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals and/or small groups of students. YTA students will acquire and develop skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership, and teamwork. They will apply these skills in roles such as tutoring and mentoring.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Tutoring 11

Course Code: YTUT 11

Category: Other

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 8, 2004

Prerequisites: Students are required to attend an interview prior to entering the program

Course Synopsis:

This a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a variety of learning activities. Students will develop skills in learning styles, communication, interpersonal relations, coaching, leadership, teamwork and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will learn the value and complexity of social diversity, while acquiring an appreciation of the importance of lifelong learning and helping others. Tutoring 11 will likely fit into the Health and Human Service focus.

Learning Resources:

1. Employability Skills:
   a. Essential Skills (Human Resources Development Canada)
   b. Conference Board of Canada Employability Skills
   c. Planning 10 IRP
   d. Focus Area document - Human Services/post secondary/Career Resources

2. Video Equipment

3. Books/text/articles:
   a. 7 Habits of Highly Effective Teens - Sean Covey
   b. Tutoring by Helping - Elizabeth Sabrinsky Foster
   c. It Really Works - Dawn Jamieson in BC Teacher Nov - Dec. 1982

4. Works Experience 12 IRP

5. Related Materials
   a. Through CASAA- Canadian Association of Student Advisors www.casasa-resources.net - excellent source of student leadership materials

6. Appendix of other resources:
   a. Maslow's Hierarchy of Needs
The purpose of this course is to introduce students to the concepts essential to filmmaking. The skills they acquire in this class will prepare them for higher level video production curricula in subsequent grades. Their feature projects will become part of the technical component of their personal portfolio.

School District 6

Status: approved

School Name: Golden Secondary

Course Name: Video Production 10

Course Code: YVP 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 2

Number of Hours of instruction: 50

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

The technological revolution has changed the way we perceive and interact with society. The use of electronic visual media as communication tools has become increasingly important. This course is meant to provide an introduction to digital video editing. It provides the student with a platform to develop and critique digital video in an intelligent manner and with a critical eye. The course will emphasise our role as creators and the impact of the message generated through the art form. Time will also be invested in developing a critical eye to determine what makes a successful film. Student will learn how to shoot video and prepare to edit and package their product for screening. It is hoped that this course will act as a precursor for senior video production courses (CPVP 12).

Learning Resources:

- iMovie tutorial software (native to IMac computers)
- Video tapes of commercial films that target specific technical and artistic components

Additional Information:

The purpose of this course is to introduce students to the concepts essential to filmmaking. The skills they acquire in this class will prepare them for higher level video production curricula in subsequent grades. Their feature projects will become part of the technical component of their personal portfolio.
School District 6

Status: approved
School Name: Golden Secondary
Course Name: Yearbook 10
Course Code: YCCT10A
Category: Fine Arts, Design, and Media
Grade Level of Course: [ ] 10  [ ] 11  [ ] 12
Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: October 12, 2010
Prerequisites: none

Course Synopsis:
An introduction to collaborating as a team in making decisions around the layout and production of the school yearbook. Students will be introduced to work in the areas of photography, marketing and advertising, yearbook layout and design, page layout and design, writing and editing, and distribution. The yearbook is produced using Herff Jones software called Y is for Yearbook. All students will begin to become familiar with this software and have the chance to discuss, make decisions, and work in all of the areas above. Each student will assist with different sections of the Yearbook. As students progress through Yearbook 11 and 12 they will be able to take on a more responsible role in the completion of the Yearbook.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Yearbook 11

Course Code: YCCT11A

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: October 12, 2010

Prerequisites: Yearbook 10

Course Synopsis:

Yearbook 11 is a continuation of team collaboration in making decisions around the layout and production of the school yearbook. Students will continue to work in the areas of photography, marketing, and advertising, yearbook layout and design, page layout and design, writing and editing, and distribution. The Yearbook is produced using Herff Jones software called Y is for Yearbook. All students will continue to work with this software and have the chance to discuss, make decisions, and work in all of the areas above. Each student will be given the opportunity to prepare different sections of the Yearbook. Yearbook 12 will be a culmination of the skills developed in Yearbook 10 and 11.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 20, 2005

Prerequisites: None

Course Synopsis:

This 4-credit course is available to students in grades 11 or 12. Students are responsible for the layout and production of the school yearbook. Students may be assigned to work in the areas of digital photography, still photography, writing and editing, page layout, advertising and/or distribution. The yearbook is produced using a desktop publishing program (Adobe Indesign) in cooperation with a Canadian publisher.

Learning Resources:

Yearbook Publisher and Representative
Technical Support
Industry reference material
Manuals for equipment and software
Yearbooks created by other schools
Yearly evaluation of yearbooks
Yearbook workshops
Teacher created resources
Websites
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 20, 2005

Prerequisites: None

Course Synopsis:

This 4 credit course is available to students in grade 12. Students are responsible for the mentoring of Yearbook 11 students with regards to layout and production of the school yearbook. Students will take on a leadership role and editorial responsibilities. Students may be assigned to assist in the management of the following: digital photography, still photography, writing and editing, page layout, advertising and/or sales. The yearbook is produced using a desktop publishing program (Adobe InDesign) in cooperation with a Canadian publisher.

Learning Resources:

Yearbook Publisher and Representative
Technical Support
Industry reference material
Manuals for equipment and software
Yearbooks created by other schools
Yearly evaluation of yearbooks
Yearbook workshops
Teacher created resources
Websites
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Yearbook 12

Course Code: YCCT12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: October 12, 2010

Prerequisites: Yearbook 10 & 11

Course Synopsis:

Yearbook 12 is a culmination of the skills developed in Yearbook 10 and 11. Students will work collaboratively as a team in making decisions around the layout and production of the school Yearbook. Student will be assigned to work in the areas of photography, marketing and advertising, yearbook layout and design, page layout and design, writing and editing, and distribution. The Yearbook is produced using Herff Jones software called Y is for Yearbook. All students become familiar with this software and have the chance to discuss, make decisions and work in all of the areas above. Each student is responsible for different sections of the Yearbook

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School District 6

Status: approved

School Name: Golden Secondary

Course Name: Yearbook 12

Course Code: YCCT12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: October 12, 2010

Prerequisites: Yearbook 10 & 11

Course Synopsis:

Yearbook 12 is a culmination of the skills developed in Yearbook 10 and 11. Students will work collaboratively as a team in making decisions around the layout and production of the school Yearbook. Student will be assigned to work in the areas of photography, marketing and advertising, yearbook layout and design, page layout and design, writing and editing, and distribution. The Yearbook is produced using Herff Jones software called Y is for Yearbook. All students become familiar with this software and have the chance to discuss, make decisions and work in all of the areas above. Each student is responsible for different sections of the Yearbook.
School District 6

Status: approved

School Name: Golden Secondary

Course Name: Yearbook 12

Course Code: YCCT12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: October 12, 2010

Prerequisites: Yearbook 10 & 11

Course Synopsis:

Yearbook 12 is a culmination of the skills developed in Yearbook 10 and 11. Students will work collaboratively as a team in making decisions around the layout and production of the school Yearbook. Student will be assigned to work in the areas of photography, marketing and advertising, yearbook layout and design, page layout and design, writing and editing, and distribution. The Yearbook is produced using Herff Jones software called Y is for Yearbook. All students become familiar with this software and have the chance to discuss, make decisions and work in all of the areas above. Each student is responsible for different sections of the Yearbook.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Creative Writing 12

Course Code: YCWR 12

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: June 13, 2006

Prerequisites: none

Course Synopsis:

This course has been developed to assist students in enriching their writing skills and gain a greater appreciation of writing, in the following genres: fiction, non-fiction and poetry. Creative Writing includes the full spectrum of writing venues such as descriptive writing, interpretive writing, essays, point of view, personal response and opinion pieces, short stories, letter writing, and editorials; however, creative Writing 12 is an incredible opportunity to explore two genres in depth: poetry and fiction. In addition to this, students learning is enhance by: reading samples of professional writing, traveling to writing festivals (Banff/Calgary), creating print publication (zines) and reading/performing original work in public at the year end (Writings from the Hallways).

Specific Goals:
1. An understanding and appreciation of the creative process.
2. An increased familiarity with the writer’s problems, tools, techniques, and basic forms.
3. A deeper respect and excitement for the power and possibility of language.
4. An enhanced critical awareness and tolerance in what each student reads.
5. An increased objectivity that allows the student to evaluate and revise his or her own work more effectively.
6. The achievement of a higher level of competence in the student’s ability to express herself/himself.
7. An enhanced appreciation of literature.

Learning Resources:

- poetry books (we’ve had 60 poetry books donated from Brick Books)
- Poets in the Classroom (Struthers, B., Klassen, S., ed.)
- resources consisting of videos, articles, magazines, and various websites.

Additional Information:

This is the 9th year of Creative Writing at Selkirk. Many students like to take the course two years in a row to enrich their skills (the other option they can take is Writing 12, which is Ministry Authorized). Many students have gone on to Creative Writing Programs at Universities.

This course meets the ministry requirements for both fine arts and applied skills and students can earn two credits (2) of each upon successful completion of this course.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Equestrian Studies 10

Course Code: YEQS 10

Category: Fitness and Recreation

Grade Level of Course:  

- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 15, 2005

Prerequisites: Interview to determine interest

Course Synopsis:

This is an introductory course to horses and riding. In the course a student with little or no riding experience will explore the world of horses. As well as learning the basics of riding, students will develop a general knowledge of horses, use terminology related to horses and demonstrate correct safety procedures around horses. Those students who choose the optional riding component (at additional cost) will receive approximately 100 hours, during the school week, of working with horses and riding instruction from certified instructors. The optional riding component will be part of the Rocky Mountain Sport School.

This course supports the Graduation Focus Area of Fitness and Recreation. It will also provide students with opportunities to gather portfolio evidence for the aspect Personal Health.

Learning Resources:

Magazines: Horse Care, Horse Journal, Dressage Today

Websites: Western Canada Veterinary College, Horse Council BC

Guest speakers: Farrier, Trainer

Equine Canada Learn to Ride Program

Canadian Pony Club Riding Levels Program

Videos will be purchased as funds allow
**Additional Information:**

There will be a partnership between Rocky Mountain School District and Windover Equestrian Center providing the Equine Canada Instructor/Coaches and facilities to ensure a quality practical riding educational experience. In delivering the Equine Program there will also be a partnership between Selkirk Secondary and Continuing Education. A BC Certified teacher will provide the theory component; thus providing quality educational experience that will earn credits towards the BC Graduation Dogwood certificate.

The proposed Equine Studies Program is designed to include the following BC credit courses:
- Equine Studies 10: Introduction to horses and riding
- Equine Studies 11: Skills in horsemanship and knowledge of horse management
- Equine Studies 12: Advanced equestrian skills and research into related careers
- Equine Studies Wk Experience: Career Preparation in the Horse Industry

Students have the opportunity to become members of Pony Club (at their own expense) and may be tested and receive certification at Pony Club levels. Students who are a member of the BC Summer Games Team will receive credit for Athlete 10 (UXSA 10). Students who attain a Canadian Pony Club Level B Certificate will receive 4 credits toward Applied Skills 11 (UCPC 11); while students who attain a Canadian Pony Club Level B2 will receive 4 credits toward Applied Skills 12 (UCPC 12).

Students will be given the opportunity as part of the course to travel to Spruce Meadows in Calgary Alberta to view “The Masters”, an international show jumping venue. Students will also take field trips to a breeding farm and demonstrations of various sports e.g., jumping, dressage, reining etc.

Safety will be addressed in a comprehensive manner. Students will receive Safety instruction both in the classroom and at the equestrian center. Parents will be asked to attend a safety informational meeting to advise them of both the risks and the precautions being taken; in addition, parents will be asked to sign a waiver as is customary in the sport of horses.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Equestrian Studies 11

Course Code: YEQS 11

Category: Fitness and Recreation

Grade Level of Course:  

10

X 11

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 15, 2005

Prerequisites: Equine Studies 10 or equivalent

Course Synopsis:

This is an intermediate course where the students further their knowledge in all areas of horsemanship. Students will receive instruction on topics such as the following: horse, physiology, buying and care of a horse, individual research projects on topics of their interest and Equine related businesses. Students will begin in depth study on their chosen riding discipline, for example, dressage, jumping, barrels etc.

All students will continue to develop their riding skills. Those students who choose the optional riding component (at additional cost) will continue to receive approximately 100 hours, during the school week, of riding instruction from certified Canadian Equestrian Federation coaches and have the opportunity to receive certification for Pony Club Levels and/or Equine Canada Rider Levels in English and/or Western.

This course supports the Graduation Focus Area of Tourism & Hospitality, Science & Applied Science, Trades & Technology, Business & Applied Business as well as Fitness and Recreation. It may also provide students with opportunities to gather portfolio evidence for the following aspects: Education and Career Planning, Employability Skills, Community Involvement & Responsibility and Personal Health.

Learning Resources:

Magazines: HorseCare, Horse Journal, Dressage Today
Websites: Western Canada Veterinary College, Horse Council BC
Guest speakers: Farrier, Trainer
Equine Canada Learn to Ride Program
Canadian Pony Club Riding Levels Program
There will be a partnership between Rocky Mountain School District and Windover Equestrian Center providing the Equine Canada Instructor/Coaches and facilities to ensure a quality practical riding educational experience. In delivering the Equine Program there will also be a partnership between Selkirk Secondary and Continuing Education. A BC Certified teacher will provide the theory component; thus providing quality educational experience that will earn credits towards the BC Graduation Dogwood certificate.

The proposed Equine Studies Program is designed to include the following BC credit courses:
Equine Studies 10 - and introduction to horses and riding
Equine Studies 11: Skills in horsemanship and knowledge horse management
Equine Studies 12: Advanced equestrian skills & research into related careers
Equine Studies Wk Experience: Career Preparation in the Horse Industry

Students have the opportunity to become members of Pony Club (at their own expense) and may be tested and receive certification at Pony Club levels. Students who are a member of the BC Summer Games Team will receive credit for Athlete 10 (UXSA 10). Students who attain a Canadian Pony Club Level B Certificate will receive 4 credits toward Applied Skills 11 (UCPC 11); while students who attain a Canadian Pony Club Level B2 will receive 4 credits toward Applied Skills 12 (UCPC 12). Students who are a member of the BC Summer Games Team will receive credit for Athlete 10 (UXSA 10).

Students will be given the opportunity as part of the course to travel to Spruce Meadows in Calgary Alberta to view “The Masters”, an international show jumping venue. Students will also take field trips to a breeding farm and demonstrations of various sports eg., Jumping, Dressage, Reining etc.

Safety will be addressed in a comprehensive manner. Students will receive Safety instruction both in the classroom and at the equestrian center. Parents will be asked to attend a safety informational meeting to advise them of both the risks and the precautions being taken; in addition, parents will be asked to sign a waiver as is customary in the sport of horses.

Additional Information:
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School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Equestrian Studies 12

Course Code: YEQS 12

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: June 13, 2006

Prerequisites: Equestrian Studies 11 New students are required to have an interview to determine the level of their

Course Synopsis:

This is an advanced course in horsemanship. In this course students will develop riding skills equivalent to Pony Club Level C / Rider 2 under certified Canadian Equestrian Federation coaches. They will have the opportunity to receive more advanced certification for Pony Club Levels and/or Equine Canada Rider Levels in English and/or Western. Students will demonstrate proficient riding skills in their chosen discipline, be it dressage, jumping, barrels, or other. As well as the 50 hours of riding instruction, students will receive an equivalent amount of theory including research on areas of choice, horse training, and possible careers; this will include development of business plans and post secondary education. This course may support the Graduation Focus Areas of Business and Applied Business, Trades, Tourism, Science and Applied Science, as well as Fitness and Recreation. It may, depending on the area of study the student chooses, also provide students with opportunities to gather portfolio evidence for the following aspects: Education and Career Planning, Employability Skills, Responsibility, Arts and Design, Community Involvement and Responsibility, and Personal Health.

Learning Resources:

• Magazines eg. “HorseCare”, “Horse Journal”, Dressage Today
• Websites eg. Western Canada Veterinary College in Saskatoon, Horse Council BC
• Guest speakers eg Farrier, Trainer
• Equine Canada Learn to Ride Program
• Canadian Pony Club Riding Levels Program

www.bcsta.org
Additional Information:

There will be a partnership between Rocky Mountain School District and Kimberley Community Businesses (Windover Equestrian Center) providing the necessary expertise and facilities to ensure a quality equestrian educational experience. In delivering the Equine Program there will also be a partnership between Selkirk Secondary School and Continuing Education.

The Equine Program is composed of the following courses:
• Equestrian Studies 10 - an introduction to horses
• Equestrian Studies 11 - skills in horsemanship & related careers
• Equestrian Studies 12 – advanced equestrian skills
• Equestrian Studies Wk Experience – Careers with Horses

Safety will be addressed in a comprehensive manner. Students will receive safety instruction both in the classroom and at the equestrian center. Parents will be asked to attend a safety informational meeting to advise them of both the risks and the precautions being taken; in addition, parents will be asked to sign a waiver as is customary in the sport of horses.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Forensic Science 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 9, 2007

Prerequisites: Science 10, Principles of Math 10, at least one of Biology, Chemistry, or Physics 11

Course Synopsis:

Students will gain and apply knowledge from human physiology, math, computer technology, chemistry, physics, anthropology, entomology, medicine, social sciences and the Canadian criminal justice system. The course will be inquiry based through labs, case studies, field trips and guest speakers. The activities will teach and strengthen student skills in reading, technical and professional writing, critical thinking and problem solving, observation, interpretation, and reasoning. Students will repeatedly apply a scientific inquiry approach to the problem of an unsolved crime, whether real or fictional.

Learning Resources:

Criminal Code of Canada
How to Use the Criminal Code of Canada Workbook
Introductory Forensic Science Educational Activities
Advanced Forensic Science Education Activities
Introductory Forensic Science Crime Case Studies
Forensic Science for High School Students
Local Resource People (Dentist, RCMP)
Internet Resources

Additional Information:

Requires teacher with specialty training in Biology, Chemistry, Physics, or Forensic Science, or successful teaching experience in senior Biology/Chemistry/Physics. This course as presented should be taught in a high school Chemistry lab setting.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 8, 2004

Prerequisites: Planning 10 and a Letter of application

Course Synopsis:

This course will deal with the theoretical and practical applications of human relations. The time in class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership and peer helping. The students will develop peer helping skills, learn how to run meetings, practice efficient public speaking, be involved in promotion and running of school events and work on school and community relations.

Learning Resources:

- CASAA Leadership Handbook (Canadian Association of Student Activities and Advisors)
- CIRA - Student Leadership Development Guide (Canadian Intramural Recreation Association)
- 7 Habits of Highly Effective Teens
- NASSAP - Natinal Association of Secondary School Principals
- Focus Area Guide/Portfolio Guide - Ministry of Education

Additional Information:

Obviously this course will differ by region dependent on community needs and geographic location. It will also be dependent on the strengths of the teacher, composition of the class itself and the needs to the school and community.
School District 6

Status: approved

School Name: Selkirk Secondary School
Course Name: Leadership/Coaching 12
Course Code: YLDCH 12
Category: Fitness and Recreation
Grade Level of Course: 10  11  X 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: June 8, 2004
Prerequisites: Leadership 11 and a Letter of Application

Course Synopsis:

This course is an in-depth follow-up to Leadership 11. It will deal with the theoretical and practical applications of human relations. The time in class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership and peer helping. The students will develop peer helping skills, learn how to run meetings, practice efficient public speaking, be involved in promotion and running of school events and work on school and community relations.

Learning Resources:

- CASAA Leadership Handbook (Canadian Association of Student Activities and Advisors)
- CIRA - Students Leadership Development Guide (Canadian Intramural Recreation Association)
- 7 Habits of Highly Effective Teens
- NASSAP - National Association of Secondary School Principals
- Focus Area Guide/Portfolio Guide - Ministry of Education

Additional Information:

Obviously this course will differ by region dependent on community needs and geographic location. It will also be dependent on the strengths of the teacher composition of the class itself and the needs to the school and community.
**School District 6**

Status: approved

School Name: Selkirk Secondary School

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Other

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 13, 2006

Prerequisites: Students must be identified as having special needs as delineated by ministry criteria and have a cu

**Course Synopsis:**

Learning Strategies 10 is a course designed to support students identified with learning disabilities or learning difficulties prepare for graduation and life-long learning. The course has been developed to provide students with learning opportunities to gain a clear understanding of their disability and their strengths and weaknesses. As students develop their learning profile, they will have the opportunity to try a repertoire of strategies to identify and develop those learning strategies which empower them to achieve success.

Recognizing the scope of learning differences, strengths and weaknesses, interests and ambitions in career planning, the course must have the flexibility to tailor goals and learning outcomes to meet the needs of individual learners as outlined in their Individual Education Plan (IEP).

**Learning Resources:**

Learning resources in this course are student specific depending on the student IEP.

Resources include but are not restricted to:
- word recognition software
- audio text readers (i.e. Kurzweil)
- typing programs (i.e. All the Right Type)
- scanners
- graphics tablets
- texts on tape
- word processor
- calculators
- planners
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Learning Strategies 11

Course Code: YLS 11

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 13, 2006

Prerequisites: Students must be identified as having special needs as delineated by ministry criteria and have a cu

Course Synopsis:

Learning Strategies 11 is a course designed to support students identified with learning disabilities or learning difficulties prepare for graduation and life-long learning. The course has been developed to provide students with learning opportunities to gain a clear understanding of their disability and their strengths and weaknesses. As students develop their learning profile, they will have the opportunity to try a repertoire of strategies to identify and develop those learning strategies which empower them to achieve success.

Recognizing the scope of learning differences, strengths and weaknesses, interests and ambitions in career planning, the course must have the flexibility to tailor goals and learning outcomes to meet the needs of individual learners as outlined in their Individual Education Plan (IEP).

Learning Resources:

Learning resources in this course are student specific depending on the student IEP.

Resources include but are not restricted to:
- word recognition software
- audio text readers (i.e. Kurzweil)
- typing programs (i.e. All the Right Type)
- scanners
- graphics tablets
- texts on tape
- word processor
- calculators
- planners
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Learning Strategies 12

Course Code: YLS 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 13, 2006

Prerequisites: Students must be identified as having special needs as delineated by ministry criteria and have a
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Course Synopsis:

Learning Strategies 12 is a course designed to support identified learning disabled students with their preparation for graduation and life-long learning. The course has been developed to provide students with learning opportunities to extend their understanding of their disability so that they are better able to articulate their learning profile. In Learning Strategies 11, students identify and apply specific learning strategies which are effective in meeting their educational needs. In Learning Strategies 12, the students take the learning strategies learned in LS 11 and adapt them for use in a variety of learning situations. The focus of this course is on the problem solving process and application and/or adaptation of specific learning strategies to successfully address the different educational challenges they encounter.

This course promotes development of independence of action by students which will assist them to become their own advocate, achieve their educational and career objectives, as well as develop the flexibility to deal with change. In addition, students will explore different career and/or educational opportunities and advocate on their own behalf to gain the information and support they require specific to their disability. Upon completion of the course, their completed self awareness portfolio, which illustrates their learning profile, can be used when pursuing educational or career opportunities.

Recognizing the scope of learning differences, strengths and weaknesses, interests and ambitions in career planning, the course must have the flexibility to tailor goals and learning outcomes to meet the needs of individual learners as outlined in their Individual Education Plan (IEP).
Learning Resources:

Learning resources in this course are student specific depending on the student IEP.

Resources include but are not restricted to:
- word recognition software
- audio text readers (i.e. Kurzweil)
- typing programs (i.e. All the Right Type)
- internet access
- college and university calendars
- scanners
- graphics tablets
- texts on tape
- word processor
- calculators
- planner

www.bcsta.org
This course is preliminary to the Outdoor Careers 12 and Outdoor Careers 12 Work experience program. This course is dependent on appropriate funding since it involves significant travel, multi-day trips, equipment purchase/replacement and certification.

Course Synopsis:

This course has been designed to enable students to develop skills, attitudes and knowledge regarding the natural environment and to provide students with a background of experience that can prepare them for a career in the outdoor or natural resource sector. The East Kootenay offers a diverse and rich environment as a setting for student experiences.

Learning Resources:
- RedCross First Aid: Standard and CPR Manual
- Bear Aware Program: Ministry of Forests
- Avalanche 1 Program: Recreational level (CAA)
- Numerous videos for each activity
- Outdoor slide instructional series: U of C
- Equipment, specific to each activity
- Resource person

Additional Information:

This course is preliminary to the Outdoor Careers 12 and Outdoor Careers 12 Work experience program. This course is dependent on appropriate funding since it involves significant travel, multi-day trips, equipment purchase/replacement and certification.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Outdoor Careers Work Experience 12

Course Code: Y0CWE 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 110-120

Date Approved: June 8, 2004

Prerequisites: Outdoor Careers 12 Work Experience

Course Synopsis:

This course is a follow-up to Career Prep - Outdoor Careers 11 and integrates with a work experience component in the areas of outdoor recreation and natural resources.

Learning Resources:

- Red Cross First Aid, Snowmobile Sagety Program
- Avalanche 1 Program, Recreational Level CAA, Mountain Council of BC
- Many videos supporting each activity
- Topographical Map Series
- Slides: U of C Outdoor Series
- Resource People
- Multitude of Equipment

Additional Information:

This course supports and integrates with Outdoor Careers 12 Work Experience Program. Normally this course takes place from February to June with a focus on the winter portion. This course depends on appropriate funding since it involves significant travel, multi-day trips, safety equipment rental, purchase and maintenance of gear and certifications.

This course has significant risks which should always be assessed on an ongoing basis by the instructor and participants.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support students in facing the challenges of understanding themselves, interacting with groups, knowing where they come from and gaining awareness of their society. It is important that young people accept these challenges with a thorough base of knowledge rather than racing to opinions that are predicated on media and personal intuition. Through a series of units, students are exposed to the psychological facts, principles and phenomena associated with psychology.

Learning Resources:

- David G. Myers, Psychology (6th Edition)
- Psychology Today, magazine
- Wayne Werten, Themes and Variations (5th Edition)
- Focus Area/Portfolio Guide, Ministry of Education
- Resources consisting of videos, collected articles, magazines and various websites

Additional Information:

Optional topics to cover in Psychology 12 include: Stress and Health, Growth and Development, Motivation and Emotion, Social Psychology and States of Consciousness. These may be included in the course of instruction or be research topics, extra topics or topics of choice for some students for Independent Studies Credit.
**School District 6**

Status: approved

School Name: Selkirk Secondary School

Course Name: Superfit/Strength and Conditioning 10

Course Code: YSFSC 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 9, 2007

Prerequisites: P.E. 9

**Course Synopsis:**

Will allow students to develop an individual program based on specific conditioning needs in different sports/activities. Will enable students to make use of all facilities/equipment by offering this course outside of regular school timetable. Students will learn principles of weight training, nutrition, energy system usage and apply them to self-designed program suited to their specific needs.

**Additional Information:**

The ultimate goal of this course is to enable students to maintain a fitness program, with appropriate changes for their entire life.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Superfit/Strength and Conditioning 11

Course Code: YSFSC 11

Category: Fitness and Recreation

Grade Level of Course: 10 [ ] 11 [X] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 8, 2004

Prerequisites: P.E. 10

Course Synopsis:

This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning needs in different sports and activities. It will enable students to make use of all facilities and equipment by offering this course outside of the regular school timetable. Also, it would allow student to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day. Students will learn principles in such techniques as weight training, agility and balance training, nutrition and energy system usage and apply then to a self designed program suited to their specific needs.

Learning Resources:

- Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002
- The Pilates Body, Broadway Books, Siler, 2000
- www.strengcoach.com - Strength Training

Additional Information:

This is a new course based on a pilot project designed and implemented in 1996. Schools will need access to fitness facilities and modern strength and conditioning equipment. Students will develop strength and conditioning programs that can be adapted to their changing fitness goals and personal fitness level. The ultimate goal is to enable students to maintain a fitness program, with appropriate changes for their entire life.
School District 6

Status: approved

School Name: Selkirk Secondary School

Course Name: Superfit/Strength and Conditioning 12

Course Code: YSFSC 12

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 8, 2004

Prerequisites: P.E. 10, P.E. 11, Strength and Conditioning 11

Course Synopsis:

This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning need in different sports, and activities. It will enable students to make use of all facilities and equipment by offering this course outside of the regular school timetable. Also, it would allow students to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day. Students will learn principles in such techniques as weight training, plyometrics, agility and balance training, energy systems usage and apply them to a self designed program suited to their specific needs. Also, students will apply concepts in sport psychology and nutrition to augment their physical training regime. In addition, students will learn basic facility development and planning and apply business marketing and management concepts to the fitness industry.

Learning Resources:

- Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002
- The Pilates Body, Broadway Books, Siler 2000
- Psychology from Start to Finish, Sports Book Publisher, Schubert and Klavora, 1990
- www.strengthcoach.com - Strength Training

Additional Information:

This is a new course based on a pilot project designed and implemented in 1996. Schools will need access to fitness facilities and modern strength and conditioning equipment. Student will develop strength and conditioning programs that can be adapted to their changing fitness goals and personal fitness level. The ultimate goal is to enable students to maintain a fitness program, with appropriate changes for their entire life. Also, the course will allow students to combine strength and conditioning principles with concepts in business marketing and management for future post-secondary application.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2008

Prerequisites: Art Foundations 12

Course Synopsis:

This course is designed for students with a strong interest in visual art who intend to pursue work or study at a post secondary level. By Grade 12, these students will already have a firm grounding in most aspects of visual arts and are ready to focus on one or two areas of study. Together with their instructor, they will design an individual area of focus, i.e. portraiture, hand built pottery, colour field painting. This individual area of focus will be supported by art history research that relates to their topic area. As well, supporting the career side of this course will be gallery and curatorial study and a unit that deals with commercial design in graphic, industry and architecture.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: BAA Badminton 10

Course Code: YBA 10

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 50 - 60

Date Approved: June 27, 2007

Prerequisites: n/a

Course Synopsis:

An indepth study of the sport of badminton. A review of its roots, history, and development into the modern game. Basic and intermediate stroke technique and strategy will be covered. Drills and skill exercises will be used to accomplish this, as well as video analysis. Advanced strokes and strategies may be introduced and reviewed if skill levels warrant.

Understanding of badminton rules and regulations will be covered. Singles, doubles, and mixed doubles will be covered equally. Review and clarification of tournament draws and formats.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: BAA Badminton 11

Course Code: YBA 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2

Number of Hours of instruction: 50 - 60

Date Approved:  June 27, 2008

Prerequisites:  n/a

Course Synopsis:

An indepth study of the sport of badminton. A review of its roots, history, and development into the modern game. Basic and intermediate stroke technique and strategy will be covered. Drills and skill exercises will be used to accomplish this, as well as video analysis. Advanced strokes and strategies may be introduced and reviewed if skill levels warrant.

Understanding of badminton rules and regulations will be covered. Singles, doubles, and mixed doubles will be covered equally. Review and clarification of tournament draws and formats.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: BAA Badminton 12

Course Code: YBA 12

Category: Fitness and Recreation

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 2

Number of Hours of instruction: 50 - 60

Date Approved: June 27, 2007

Prerequisites: n/a

Course Synopsis:

An indepth study of the sport of badminton. A review of its roots, history, and development into the modern game. Basic and intermediate stroke technique and strategy will be covered. Drills and skill exercises will be used to accomplish this, as well as video analysis. Advanced strokes and strategies may be introduced and reviewed if skill levels warrant.

Understanding of badminton rules and regulations will be covered. Singles, doubles, and mixed doubles will be covered equally. Review and clarification of tournament draws and formats.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: BAA Crime Scene Investigation 11

Course Code: YCSI 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 50 - 60

Date Approved:    June 26, 2007

Prerequisites:

Course Synopsis:

This course will provide students with the opportunity to learn to think critically, pay attention to detail, and use specific principles of physical science, life science, earth science, archaeology, and anthropology in working practically as crime scene investigators.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: BAA Crime Scene Investigation 12

Course Code: YCSI 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 50 - 60

Date Approved: June 26, 2007

Prerequisites: -

Course Synopsis:

This course will provide students with the opportunity to learn to think critically, pay attention to detail, and use specific principles of physical science, life science, earth science, archaeology, and anthropology in working practically as crime scene investigators.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: BAA Film Studies 11B

Course Code: YFIS 11B

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 2/2

Number of Hours of instruction: 60/60

Date Approved: December 11, 2007

Prerequisites: None

Course Synopsis:

This course will develop the students’ ability to critically analyze film. It will begin with a survey of the language of film; this includes form, narrative structure, editing, mise-en-scene, cinematography and sound. Students will then be introduced to several approaches of analyzing films; genre study with an emphasis on Film Noir, historical, star analysis, auteur study and independent/national cinema. The first half of the course covers the eras of the Silent Film and the beginnings of sound in the early 1930’s; the second half focuses on the Hollywood Studio Era and the development of international cinema. All students will maintain a film journal and make presentations to the class.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary
Course Name: Computer Animation
Course Code: YCANI 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2
Number of Hours of instruction: 50
Date Approved: January 15, 2008
Prerequisites: None

Course Synopsis:

This course will develop and enhance students' knowledge of and ability to generate various sketches, storyboards, graphic designs and publications using 2D computer animations. Students will work both independently and in collaborative groups to analyze, plan and create complex 2D graphic publications and 2D animations - taking them through the appropriate development, production and presentation stages. Students will learn and utilize a variety of advanced layering methods, image manipulation methods, and lighting, environment and camera special effects. As well, students will apply basic movie effects to their final rendered output. Students will develop employable working skills, project management skills, communication techniques, time management skills and self-assessment skills. Students will explore career opportunities in the animation field, and they will develop works for their post secondary portfolios, personal school-based web pages and a school-based media arts show.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Computer Animation 10

Course Code: YCANI 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: December 11, 2007

Prerequisites: None

Course Synopsis:

This course will develop student's knowledge of and ability to generate various sketches, storyboards, tutorials, 2D graphic designs, 3D objects and computer animations and rendered outputs. Students will work both independently and in collaborative groups to analyze, plan and create 2D graphic publications and 2D/3D animations - learning to develop ideas through various production and presentation stages. In doing so, students will learn a variety of computer techniques specific to the various programs, image manipulation methods, and lighting, environment and camera effects. Students will develop employable working skills, project, management skills, communication techniques, time management and self-assessment skills. Students will explore career opportunities in graphic design and computer animation, and they will begin portfolio development. Students will present their sketches and 2D/3D work in a school based media art show. Students will also gain exposure to the Internet and basic Web Page Design.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Computer Animation 12

Course Code: YCANI 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

  10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: December 11, 2007

Prerequisites: None

Course Synopsis:

See Computer Animation 11
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Criminology 11

Course Code: YCRIM 11

Category: Choose a Category

Grade Level of Course:  

10  x 11  12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: January 15, 2008

Prerequisites: None

Course Synopsis:

Criminology 11 is a course that covers current trends and issues in the legal system that are examined along with exploration of criminal and deviant behaviour. In conjunction with a look at Justice System careers, and the workings of criminal courts, the course analyzes the Young Offenders Act, Youth Court, and young people in conflict with the law.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Criminology 12

Course Code: YCRIM 12

Category: Other

Grade Level of Course:  

10  11   X  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 11, 2007

Prerequisites:

Course Synopsis:

Criminology is the study of crime, explanations of crime and the examination of crime reduction. Through readings, guest speakers, film, video and class discussions, students will examine the interactions between law and society, law and crime, law and the Criminal Justice System, and the Criminal Justice System and society. Criminology 12 differs from Law 12 in that Criminology is not concerned with knowing the law; instead, it focuses on the dynamics behind the law.
School District 8

Status: locked

School Name: Crawford Bay Elem-Secondary

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 115 - 120

Date Approved: April 12, 2005

Prerequisites: None, but recommended that students have taken a Food Studies course or have some cooking experience

Course Synopsis:

This is a ‘hands-on’ course where students will learn the elements and principles of design and apply them to food. Students will develop and apply skills in food preparation and emphasis will be placed on developing an appreciation for food presentation and food as an edible art form. Some of the edible works of art students will create include: spice art, cookie dough impressions, yeast breads sculptures, garnishes, decorated cakes and many other projects. This course also focuses on developing both team and independent work skills. Students throughout the course will create a photo portfolio of their food creations, which can be used for future studies, job interviews and help to meet some of the requirements for their grad portfolio.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Explorations in Lifelong Learning 10

Course Code: YIPS10A

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: August 18, 2010

Prerequisites: None

Course Synopsis:

This course is designed to involve students in weekly ‘Workshop Wednesdays’ in which learning experiences are designed based on the passions and curiosities of facilitators and students. Students will be involved in projects, workshops, outings, and events in the four learning strands of Arts, Media, & Hobbies; Physical Outings & Events; Cultural Events & Community Connections; and Environmental Projects.

Learning Resources:

Various, dependent on particular workshops, projects and outings.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Explorations in Lifelong Learning 11

Course Code: YIPS11A

Category: Other

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: August 18, 2010

Prerequisites:

Course Synopsis:

This course is designed to involve students in weekly ‘Workshop Wednesdays’ in which learning experiences are designed based on the passions and curiosities of facilitators and students. Students will be involved in projects, workshops, outings, and events in the four learning strands of Arts, Media, & Hobbies; Physical Outings & Events; Cultural Events & Community Connections; and Environmental Projects. This course requires students to become active leaders in the projects, workshops, and outings.

Learning Resources:

Various, dependent on particular workshops, projects and outings.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Explorations in Lifelong Learning 12

Course Code: YIPS12A

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: August 18, 2010

Prerequisites:

Course Synopsis:

This course is designed to involve students in weekly ‘Workshop Wednesdays’ in which learning experiences are designed based on the passions and curiosities of facilitators and students. Students will be involved in projects, workshops, outings, and events in the four learning strands of Arts, Media, & Hobbies; Physical Outings & Events; Cultural Events & Community Connections; and Environmental Projects. This course requires students to become active in designing and planning for the projects, workshops, and outings.

Learning Resources:

Various, dependent on particular workshops, projects and outings.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Film Studies 11A

Course Code: YFIS 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 2/2

Number of Hours of instruction: 60/60

Date Approved: December 11, 2007

Prerequisites: None

Course Synopsis:

This course will develop the students’ ability to critically analyze film. It will begin with a survey of the language of film; this includes form, narrative structure, editing, mise-en-scene, cinematography and sound. Students will then be introduced to several approaches of analyzing films; genre study with an emphasis on Film Noir, historical, star analysis, auteur study and independent/national cinema. The first half of the course covers the eras of the Silent Film and the beginnings of sound in the early 1930’s; the second half focuses on the Hollywood Studio Era and the development of international cinema. All students will maintain a film journal and make presentations to the class.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Film Studies 12

Course Code: YFIS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 11, 2007

Prerequisites: Film Studies 11

Course Synopsis:

This course is designed as a more academically rigorous extension of Film Studies 11. It is intended to be taught in conjunction with Film Studies 11 so that a low number of students can be accommodated. Topics for study are broadly defined as: auteur study, national cinema study and thematic study.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Forensic Science 11

Course Code: YFSC 11

Category: Choose a Category

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: January 15, 2008

Prerequisites: Science 10 & Principles of Math 10
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary
Course Name: Human Performance 11
Course Code: YHP 11
Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 2/4
Number of Hours of instruction: 55/110
Date Approved: January 15, 2008
Prerequisites: None

Course Synopsis:

This course has been designed in order to provide a holistic approach to self prescribing exercise for adolescents. Students learn a variety of scientific principles, techniques and methodologies pertaining to strength and conditioning. Students will understand how to condition and train the body in order to practically apply these methods onto themselves and with the hope that they will continue to live a healthy active lifestyle. The base approach of this course is science and knowledge that transforms to the practical use of these methodologies and principles. A variety of units are used in order to cover all topics that are encompassed under the title of Human Performance. Exercise physiology and its subsequent foundations are the corner stone of this class.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Human Performance 12

Course Code: YHP 12

Category: Fitness and Recreation

Grade Level of Course:  □ 10  □ 11  × 12

Number of Course Credits: 2/4

Number of Hours of instruction: 55/110

Date Approved: January 15, 2008

Prerequisites: None

Course Synopsis:

This course has been designed in order to provide a holistic approach to self prescribing exercise for adolescents. Students learn a variety of scientific principles, techniques and methodologies pertaining to strength and conditioning. Students will understand how to condition and train the body in order to practically apply these methods onto themselves and with the hope that they will continue to live a healthy active lifestyle. The base approach of this course is science and knowledge that transforms to the practical use of these methodologies and principles. A variety of units are used in order to cover all topics that are encompassed under the title of Human Performance. Exercise physiology and its subsequent foundations are the corner stone of this class.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Leadership 10

Course Code: YLEAD10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 2/4

Number of Hours of Instruction: 57.5/115

Date Approved: January 15, 2008

Prerequisites: None

Course Synopsis:

This course is designed within our school to teach leadership skills to motivated students who then become an integral part of planning and carrying out school activities. These activities fall under the window of student's council, intramural activities and community events. Through the leadership curriculum, students will learn what it means to be a leader and reflect upon their own leadership skills and styles to become more effective in their role within the school. Specific skills that students learn in this course are goal setting, communication, organization, planning, conflict resolution, and public speaking. These skills are applied within the school and community when planning events, leagues, dances, and peer helping/counselling.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 2 or 4

Number of Hours of instruction: 120

Date Approved: December 11, 2007

Prerequisites: None

Course Synopsis:

This course is designed to instruct students in the various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self-awareness, human relations, and promotion and staging of school events. An essential part of this class is active "hands on, minds on" experimental learning. In this course students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Leadership 12

Course Code: YLEAD12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: December 11, 2007

Prerequisites: None

Course Synopsis:

See Leadership 11
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 2/4

Number of Hours of instruction: 50/100

Date Approved: January 15, 2008

Prerequisites: Students will be identified through School Based Team, Learning Centre, and/or Counsellor

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies for successful reading, research, and writing across the curriculum. It will also explore study skill strategies, and organizational/time management strategies.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Learning Strategies 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course:   [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 2/4

Number of Hours of instruction: 50/100

Date Approved: January 15, 2008

Prerequisites: Students will be identified through School Based Team, Learning Centre, and/or Counsellor

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies for successful reading, research, and writing across the curriculum. It will also explore study skill strategies, and organizational/time management strategies.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Learning Strategies 12

Course Code: YLS 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 2/4

Number of Hours of instruction: 50/100

Date Approved: January 15, 2008

Prerequisites: Students will be identified through School Based Team, Learning Centre, and/or Counsellor

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies for successful reading, research, and writing across the curriculum. It will also explore study skill strategies, and organizational/time management strategies.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Outdoor Pursuits 10

Course Code: YODP 10

Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 50 - 60

Date Approved: April 20, 2004

Prerequisites: Good physical health

Course Synopsis:

This course is to provide students with the opportunity to develop skills, knowledge and attitudes for sale and enjoyable outdoor experiences.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Outdoor Pursuits 11

Course Code: YODP 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: January 15, 2008

Prerequisites: PE 10, Science 10, and approval of instructor

Course Synopsis:

This course has been designed to introduce students to the outdoors and to familiarize them with several of the many outdoor pursuits available in the surrounding area. The students will gain an increased awareness of their environment and their place in it while engaging in challenging and new pursuits. There will also be a focus on safety in the outdoors with respect to first aid, survival and potential risks/hazards analysis.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Peer Helping 10

Course Code: YPHEL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

10    11    12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2008

Prerequisites: Students will be required to follow an application process which will include a questionnaire, 
teach

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools. Students will develop skills in communication, interpersonal relations, leadership, teamwork and conflict resolution and apply these skills in mentoring roles. They will work with individuals and/or small groups. Students will learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.
School District 8

Status: approved

School Name: Crawford Bay Elem-Secondary

Course Name: Teacher Helper

Course Code: YTHLP 10

Category: Choose a Category

Grade Level of Course:  
☐ 10  ☐ 11  ☐ 12

Number of Course Credits: 2/4

Number of Hours of instruction: 60/120

Date Approved: January 15, 2008

Prerequisites: Students must have teacher permission and recommendation and, in most cases, have already successful

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Students Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 8

Status: locked

School Name: Homelinks Centre

Course Name: Independent Studies 12A

Course Code: YFED12A

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 1, 2011

Prerequisites:

Course Synopsis:

Parallel to BA Teacher Helper 12, this course “is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, and decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others” (A. Baker, 2004; N. Robinson, 2007).
**School District 8**

Status: approved

School Name: J V Humphries Elem-Secondary

Course Name: BAA Astronomy 11

Course Code: YASTR 11

Category: Science and Applied Sciences

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 100-120

Date Approved: April 17, 2007

Prerequisites: Science 10

**Course Synopsis:**

This course is an introduction to the science of astronomy including its history, techniques, tools, and theories. Topics would include history of astronomy, observational tools and techniques, our solar system components and formation theories, evolution and classification of stars, features within our galaxy, structure and origin of the universe, space exploration, and the search for extra terrestrial life.

This course would support students exploring the Science and Applied Science Focus Area. It may also enable them to produce evidence for their Graduation Portfolio.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: BAA English as a Second Language 10

Course Code: YESL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 13, 2007

Prerequisites: None

Course Synopsis:

This course has been designed to enable English as a second language learners to extend their abilities in the four main areas of language acquisition: listening, speaking, reading and writing. Central to the language acquisition is a cultural component. The main resource we have chosen for this course, Tapestry (level 3), will address the four main areas of language acquisition with a thematic approach through culture. In addition to using this resource in the classroom, there will be various scheduled cultural excursions and events throughout the course.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: BAA English as a Second Language 11

Course Code: YESL 11

Category: Choose a Category

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 13, 2007

Prerequisites: None

Course Synopsis:

This course has been designed to enable English as a second language learners to extend their abilities in the four main areas of language acquisition: listening, speaking, reading and writing. Central to the language acquisition is a cultural component. The main resource we have chosen for this course, Tapestry (level 3), will address the four main areas of language acquisition with a thematic approach through culture. In addition to using this resource in the classroom, there will be various scheduled cultural excursions and events throughout the course.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 115 - 120

Date Approved: April 12, 2005

Prerequisites: None, but recommended that students have taken a Food Studies course or have some cooking experience

Course Synopsis:

This is a 'hands-on' course where students will learn the elements and principles of design and apply them to food. Students will develop and apply skills in food preparation and emphasis will be placed on developing an appreciation for food presentation and food as an edible art form. Some of the edible works of art students will create include: spice art, cookie dough impressions, yeast breads sculptures, garnishes, decorated cakes and many other projects. This course also focuses on developing both team and independent work skills. Students throughout the course will create a photo portfolio of their food creations, which can be used for future studies, job interviews and help to meet some of the requirements for their grad portfolio.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Individualized Strength & Conditioning

Course Code:

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: January 12, 2010

Prerequisites: P.E. 10

Course Synopsis:

This is an introductory course in modern strength and conditioning principles. Students learn principles in such techniques as weight training, agility, and balance training, nutrition, and energy system usage and apply them to a self designed program suited to their specific conditioning needs in different sports, and activities. Students keep a detailed log book of many aspects of their physical training. Regular fitness testing occurs requiring periodic adaptations in their program.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Individualized Strength & Conditioning

Course Code:

Category: Choose a Category

Grade Level of Course:  
- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: January 12, 2010

Prerequisites: P.E. 10

Course Synopsis:

This is an introductory course in modern strength and conditioning principles. Students learn principles in such techniques as weight training, agility, and balance training, nutrition, and energy system usage and apply them to a self designed program suited to their specific conditioning needs in different sports, and activities. Students keep a detailed log book of many aspects of their physical training. Regular fitness testing occurs requiring periodic adaptations in their program.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Individualized Strength & Conditioning

Course Code:

Category: Choose a Category

Grade Level of Course:  

10  
   
11  [X]  
   
12  

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved:  January 12, 2010

Prerequisites:  P.E. 10

Course Synopsis:

This is an introductory course in modern strength and conditioning principles. Students learn principles in such techniques as weight training, agility, and balance training, nutrition, and energy system usage and apply them to a self designed program suited to their specific conditioning needs in different sports, and activities. Students keep a detailed log book of many aspects of their physical training. Regular fitness testing occurs requiring periodic adaptations in their program.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Individualized Strength & Conditioning

Course Code:

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: January 12, 2010

Prerequisites: P.E. 10

Course Synopsis:

This is an introductory course in modern strength and conditioning principles. Students learn principles in such techniques as weight training, agility, and balance training, nutrition, and energy system usage and apply them to a self designed program suited to their specific conditioning needs in different sports, and activities. Students keep a detailed log book of many aspects of their physical training. Regular fitness testing occurs requiring periodic adaptations in their program.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Math Topics 12

Course Code: YMATH12A

Category: Science and Applied Sciences

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 1, 2010

Prerequisites: Principles Math 11

Course Synopsis:

This Course is available to students who have completed Principles of Mathematics 11 and are currently enrolled in Principles of Mathematics 12. Topics include: Linear systems and Matrices, Matric operations, functions, geometry, the Nature, Development and Role of the Mathematics in the world, conic sections and statistics.

Learning Resources:

The resources for this course will be teacher-developed materials Addison-Wesley Western Canada Edition 12.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Modeling and Animation Prep 11

Course Code: YCCT 11A

Category: Trades and Technology

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-110

Date Approved: January 11, 2011

Prerequisites:

Course Synopsis:

In this course, students will learn the basics of 3D computer modeling for animation. The goal is to acquire knowledge of computer modeling techniques and to be able to produce modeled objects for animations and architectural design. Students will gain skills in how to use the Blender, modeling and animation program to make 3D objects ranging from toys to automobiles and architectural structures. Following a series of video tutorials combined with in class lectures they will explore the extensive range of modeling tools available in the Blender program, and since many 3D modeling programs use similar tools and interfaces, acquire skills transferable to other modeling and drafting programs such as MAYA.

The students also learn about other graphic and modeling programs available by searching industry websites for images and textures for their models and scenes. They are shown how to manipulate these images in Photoshop or Gimp if necessary for their projects. All students are required upon completion of the tutorial to design and model a major project of choice, using the majority of modeling tools from the tutorials. They are encouraged to design their projects with an animation in mind but can treat it as an architectural or industrial design project as well. Students who complete all of the tutorials and the major design project early are introduced to the Blender animation portion of the program and are encouraged to produce a small animation.

Learning Resources:

Various Learning resources will be used, depending on availability and time:

- Blender.org wiki and web resources
- Teacher generated video resources
- Teacher resources
- Book Thinking Animation: Bridging the Gap Between 2D and CG
- Book Introducing Character Animation with Blender 2.5
- Book Beginning Blender: Open Source 3D Modeling, Animation, and Game Design
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Orientation and Mobility (O & M) 11

Course Code: YPA11A

Category: Other

Grade Level of Course:  
- 10
- X 11
- 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: August 31, 2010

Prerequisites:

• Books

• Internet sites
  o Texas School for the Blind and Visually Impaired
  o Hadley School for the Blind
  o Dog Guide Schools

Course Synopsis:

This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Two.

Learning Resources:
This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

**School District 8**

Status: approved

School Name: L V Rogers Secondary

Course Name: Orientation and Mobility (O & M) 12

Course Code: YPA12A

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: August 31, 2010

Prerequisites: Orientation and Mobility 11

**Course Synopsis:**

This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Three.

**Learning Resources:**

• Books

• Internet sites
  o Texas School for the Blind and Visually Impaired
  o Hadley School for the Blind
  o Dog Guide Schools

Additional Information: This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

**Additional Information:**

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 8

Status: approved

School Name: L V Rogers Secondary
Course Name: Outdoors Careers 11
Course Code: YODC 11
Category: Trades and Technology

Grade Level of Course:  
10  
11  
12
Number of Course Credits: 4
Number of Hours of instruction: 140
Date Approved:  April 12, 2005
Prerequisites:  The student will take this course in the second semester of the grade 12 year and in order to graduate

Course Synopsis:

The purpose of this course is to develop the work skills, attitude and knowledge which will give students the opportunity for a smooth transition from school to work. Students will participate in Work Experience 12 in an area of interest to them. The work experience will be 8 hours a day for one week blocks. This course would support students in exploring the Trades and Technology Focus Area, as well as enabling them to produce evidence for their portfolio, especially in relation to the Employability Skills aspect. Evidence may be acquired in relation to following portfolio aspects:

2.2 - Demonstrate positive interpersonal skills
4.1 - Complete 30 hours of work of volunteer experience
4.2 - Demonstrate fundamental employability skills such as punctuality, reliability, attendance and truthworthiness.
4.3 - Demonstrate personal management skills
4.4 - Demonstrate teamwork skills
5.3 - Use information technology to manage information
6.1 - Engage in 80 hours of moderate or intense physical activity
6.2 - Engage in additional 80 hours of moderate or intense physical activity

Note: It is important to note that even though Outdoor Careers is written up as two courses they actually are actually taken together, with Work Experience 12 and 12A being an integral part.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Recreational Leadership 12

Course Code: YRECL 12

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☑ 11 ✗ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 12, 2005

Prerequisites: P.E. 11 or with permission of instructor

Course Synopsis:

This course will deal with the theoretical and practical applications of human relations. The time in class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership and peer helping. The students will develop peer helping skills, learn how to run meetings, be involved in promotion and running of school events, volunteer within the community, and work on school and community relations.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Speech & Debate 11

Course Code: YSPD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 12, 2005

Prerequisites: None

Course Synopsis:

This is a participatory course that provides students with the opportunity to gain credit for their speech and debate experiences. The course will provide instruction in research, writing persuasive speeches, critical analysis, the cross examination process and rebuttal. Students will also be given the opportunity for peer and self evaluation. These skills will be gained through the cross examination and parliamentary style of debate.

The work and effort required for current speech and debate activities will be recognized in a formal way. The students will accumulate their hours of instruction through regularly scheduled club meetings and attendance at tournaments, festivals or other in-class opportunities. The majority of this course involves students working under the supervision of a teacher. The course content includes skills and knowledge required to participate in a presentation venue in either public speaking and/or debate tournaments. Students would be encouraged to register for local, regional or provincial tournament or festival opportunities.
School District 8

Status: approved

School Name: L V Rogers Secondary

Course Name: Speech & Debate 12

Course Code: YSPD 12

Category: Liberal Arts and Humanities

Grade Level of Course:  ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 12, 2005

Prerequisites: Speech and Debate 11

Course Synopsis:

This is a participatory course that provides students with the opportunity to further develop their skills in speech and debate and to gain credit for their debate experiences, especially organizing and orchestrating a debate tournament. The students will accumulate their hours of instruction through regularly scheduled club meetings and in the participation of the design and orchestration of a tournament. The student may be involved in other presentation models. The majority of this course involves students working under the supervision and mentoring of a teacher/coach. The course content will include the skills and knowledge required to organize a debate and tournaments or other presentation models (public speaking competition or in class debates). Students will be encouraged to register for local, regional or provincial tournament or festival opportunities.
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: BAA Braille 10

Course Code: YBR 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 26, 2007

Prerequisites: Ability to understand abstract concepts. Functional use of hands.

Course Synopsis:

This course has been developed for students who are blind or visually impaired in order that they develop Braille competencies in Braille reading and writing and to explore the richness, complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations.
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: BAA Fire Suppression 12

Course Code: YFRS 12

Category: Trades and Technology

Grade Level of Course:  

☐ 10  ☑ 11  ✗ 12

Number of Course Credits: 4

Number of Hours of instruction: 136

Date Approved:  May 8, 2007

Prerequisites:  Grade 11 completion

Course Synopsis:

This course/program is intended to provide interested students with a certification level Fire Suppression. Students will become familiar with BC Forst Service Fire Suppression Organization and strategies. Students will be introduced to and develop fire suppression crew skills. Integration into job and/or career opportunities will be facilitated through the certification process. Students will develop operational and safety skills with respect to Fire Suppression competencies.
School District 8

Status: approved

School Name: Mount Sentinel Secondary
Course Name: Forestry 11
Course Code: YF 11
Category: Trades and Technology

Grade Level of Course:  
10 □ 11 □ 12

Number of Course Credits:

Number of Hours of instruction: 160
Date Approved: ,
Prerequisites: Special Training, Facilities or Equipment Required

Course Synopsis:
The purpose of this course is to develop the work skills, attitudes and knowledge which will present an opportunity for a smooth transition from school to work. This course would support students in exploring the Trades and Technology Focus Area, as well as enabling them to produce evidence for their portfolio, especially in relation to the Employability Skills. Evidence may be acquired in relation to following portfolio aspects:
2.2-Demonstrate positive interpersonal skills
4.1-Complete 30 hours of work of volunteer experience
4.2-Demonstrate fundamental skills
4.3-Demonstrate personal management skills
4.4-Demonstrate teamwork skills
6.1-Engage in 80 hours of moderate or intense physical activity

Learning Resources:
Safety videos, forestry-related posters, topographical maps, teacher-developed materials
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: Forestry 11

Course Code: YF 11

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits:

Number of Hours of instruction: 160

Date Approved:

Prerequisites: Special Training, Facilities or Equipment Required

Course Synopsis:

The purpose of this course is to develop the work skills, attitudes and knowledge which will present an opportunity for a smooth transition from school to work. This course would support students in exploring the Trades and Technology Focus Area, as well as enabling them to produce evidence for their portfolio, especially in relation to the Employability Skills. Evidence may be acquired in relation to following portfolio aspects:

2.2-Demonstrate positive interpersonal skills
4.1-Complete 30 hours of work of volunteer experience
4.2-Demonstrate fundamental skills
4.3-Demonstrate personal management skills
4.4-Demonstrate teamwork skills
6.1-Engage in 80 hours of moderate or intense physical activity

Learning Resources:

Safety videos, forestry-related posters, topographical maps, teacher-developed materials.
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: Individualized Strength & Conditioning

Course Code:

Category: Choose a Category

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: January 12, 2010

Prerequisites: P.E. 10

Course Synopsis:

This is an introductory course in modern strength and conditioning principles. Students learn principles in such techniques as weight training, agility, and balance training, nutrition, and energy system usage and apply them to a self designed program suited to their specific conditioning needs in different sports, and activities. Students keep a detailed log book of many aspects of their physical training. Regular fitness testing occurs requiring periodic adaptations in their program.
School District 8

Status: approved

School Name: Mount Sentinel Secondary
Course Name: Mt. Sentinel Outdoor Program 11A
Course Code: YLRA 11A
Category: Fitness and Recreation

Grade Level of Course:  

[ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4
Number of Hours of Instruction: 120

Date Approved: April 20, 2010
Prerequisites: None

Course Synopsis:

This course will seek to educate students in outdoor leadership and skills, instill an environmental ethic, and empower students through outdoor and wilderness exploration and experiences.
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: Outdoors Careers 11

Course Code: YODC 11

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 140

Date Approved: April 12, 2005

Prerequisites: The student will take this course in the second semester of the grade 12 year and in order to graduate.

Course Synopsis:

The purpose of this course is to develop the work skills, attitude and knowledge which will give students the opportunity for a smooth transition from school to work. Students will participate in Work Experience 12 in an area of interest to them. The work experience will be 8 hours a day for one week blocks. This course would support students in exploring the Trades and Technology Focus Area, as well as enabling them to produce evidence for their portfolio, especially in relation to the Employability Skills aspect. Evidence may be acquired in relation to following portfolio aspects:

2.2 - Demonstrate positive interpersonal skills
4.1 - Complete 30 hours of work of volunteer experience
4.2 - Demonstrate fundamental employability skills such as punctuality, reliability, attendance and truthworthiness.
4.3 - Demonstrate personal management skills
4.4 - Demonstrate teamwork skills
5.3 - Use information technology to manage information
6.1 - Engage in 80 hours of moderate or intense physical activity
6.2 - Engage in additional 80 hours of moderate or intense physical activity

Note: It is important to note that even though Outdoor Careers is written up as two courses they actually are actually taken together, with Work Experience 12 and 12A being an integral part.
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: Permaculture 12

Course Code: YAED 12A

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 29, 2011

Prerequisites: none

**Course Synopsis:**

This course will provide the skills, knowledge, and attitudes necessary for the design, construction, and maintenance of a permaculture environment. The students will engage in project-based, experiential learning activities in the application of permaculture principles to the school surroundings.

Permaculture: “a consciously designed landscapes which mimic the patterns and relationships found in nature, while yielding an abundance of food, fibre, and energy for provision of local needs” (Holmgren).

**Learning Resources:**

There are a variety of resources that will be required for this course, but the most important is the support of the school administration, district board office, and maintenance staff. Students will be engaging in a variety of projects aimed at making the school environment mimic the patterns and relationships found in nature; clearly a positive relationship with all partners involved will be essential to the project’s success.

In terms of actual supplies, there are a variety of books and documentaries that could be useful for this program, but the most important starting point would be Permaculture: Principles and Pathways Beyond Sustainability by David Holmgren.

This course will also require a significant initial investment for tools and infrastructure. However, part of the challenge for the students will be to come up with creative ideas for funding to support their projects. There are a variety of grants available that focus on greening school grounds, as well as potential for the development of an eco-preneurial business model that could enable the course to become self-sufficient.
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: Russian 10

Course Code: YRU 10

Category: Other

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Russian 9

Course Synopsis:

In the community where Mt. Sentinel Secondary School is located, where a significant portion of the population is made up of people of Russian heritage, it is important for young people to be given opportunities to communicate in Russian. In addition to bringing personal satisfaction, communicative competence in Russian expands national and international career opportunities in many fields such as commerce, hospitality and tourism.

An ability to communicate in Russian also encourages the development of an open-minded attitude towards Russian speaking and other cultural groups, and increases the student's awareness of their own cultures. This is an important goal for citizens of a province as culturally and linguistically diverse as British Columbia.
School District 8

Status: approved

School Name: Mount Sentinel Secondary

Course Name: Russian 10

Course Code: YRU 10

Category: Other

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved: ,

Prerequisites: Russian 9

Course Synopsis:

In the community where Mt. Sentinel Secondary School is located, where a significant portion of the population is made up of people of Russian heritage, it is important for young people to be given opportunities to communicate in Russian. In addition to bringing personal satisfaction, communicative competence in Russian expands national and international career opportunities in many fields such as commerce, hospitality and tourism. An ability to communicate in Russian also encourages the development of an open-minded attitude towards Russian speaking and other cultural groups, and increases the student's awareness of their own cultures. This is an important goal for citizens of a province as culturally and linguistically diverse as British Columbia.

Learning Resources:

The ministry promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials in a variety of media and formats. These include, but are not limited to, materials in print video, and software formats as well as combinations of these formats intended for use by teachers and students. The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes such as independent outcomes at any particular level. A multimedia approach is encouraged. Some selected resources have been identified to support cross-curricular integration.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Fitness for Life 11

Course Code: YFFL 11

Category: Fitness and Recreation

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 105 - 120

Date Approved: April 12, 2005

Prerequisites: None

**Course Synopsis:**

Students will experience a wide variety of fitness and recreation activities. Students will design and implement plans for balanced healthy living including exercise, nutrition stress management and well being, rest and work. Students will learn how the cardio-vascular, muscular, and skeletal systems relate to human motor performance. They will design specific personal fitness programs using the fitness components, principles of training and energy system usage. Also, concepts in fitness will enable students to keep a detailed log book of their training program.

Students will meet four of the Personal Health Portfolio Requirements upon completion of this course. ie. Aspects 6.1, 6.3, 6.4 and 6.5. This course supports the Fitness and Recreation Focus Area.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Outdoors Careers 11

Course Code: YODC 11

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 140

Date Approved: April 12, 2005

Prerequisites: The student will take this course in the second semester of the grade 12 year and in order to graduate

Course Synopsis:

The purpose of this course is to develop the work skills, attitude and knowledge which will give students the opportunity for a smooth transition from school to work. Students will participate in Work Experience 12 in an area of interest to them. The work experience will be 8 hours a day for one week blocks. This course would support students in exploring the Trades and Technology Focus Area, as well as enabling them to produce evidence for their portfolio, especially in relation to the Employability Skills aspect. Evidence may be acquired in relation to following portfolio aspects:

2.2 - Demonstrate positive interpersonal skills
4.1 - Complete 30 hours of work of volunteer experience
4.2 - Demonstrate fundamental employability skills such as punctuality, reliability, attendance and truthworthiness.
4.3 - Demonstrate personal management skills
4.4 - Demonstrate teamwork skills
5.3 - Use information technology to manage information
6.1 - Engage in 80 hours of moderate or intense physical activity
6.2 - Engage in additional 80 hours of moderate or intense physical activity

Note: It is important to note that even though Outdoor Careers is written up as two courses they actually are actually taken together, with Work Experience 12 and 12A being an integral part.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Peer Mediation 11

Course Code: YPED 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 12, 2005

Prerequisites: None

Course Synopsis:

This is a participatory course that motives students to provide mediation to others in their schools and communities. Peer mediation is based on the premise that students frequently relate to other students in a unique way when they are experiencing frustration and conflict in their relationships. Mediation is a way of working with conflict to find creative solutions that strengthen relationships for those in dispute. Students will work under the supervision of a teacher, mentor and/or administrator to provide mediation to students as individuals and/or small groups. Students will develop skills in communication, interpersonal relations, leadership, anger management, teamwork, conflict management, resolution and mediation. Students will also learn the value and complexity of social diversity as they work towards helping disputants create workable solutions.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Peer Mediation 12

Course Code: YPED 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 12, 2005

Prerequisites: Students will have to complete and pass Peer Mediation 11 before enrolling in Peer Mediation 12

Course Synopsis:

Peer Mediation 12 is an extension of the Peer Mediation 11 course. It piggy-backs the units outlined in Peer Mediation 11. The Peer Mediation 12 student is always the lead mediator. If not actively involved in a current mediation, the Peer Mediation 12 students will take an active role in the classroom. They will provide leadership and take part in small group instruction. They will mentor grade 11 students both in the classroom and in mediations. They will continue to monitor and update ongoing disputes through follow-up discussions and meetings. They will update and monitor files.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 20, 2004

Prerequisites:  Interview prior to entering program.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide assistance to students as individuals and/or small groups in a variety of learning activities.

Students will develop skills in learning styles, communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring.

Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of lifelong learning and helping others. Tutoring 11 will fit into the Health and Human Services focus area.

www.bcsta.org
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 12, 2005

Prerequisites: Grade 11 or 12 student. The student will be required to interview prior to entering the program.

Course Synopsis:

In Peer Tutoring 12 the expectation is that students will pursue more complex challenges and build upon previous experiences in Peer Tutoring 11, Teacher Assistant 11 or 12, Leadership 11 or 12, and/or Work Experience 11 or 12. Peer Tutoring 12 students will be distinguished by being placed in an environment that enhances their focus area choice.

This is a participatory course that prepares and motivates students to provide assistance to others in their school and community. Students will work under the supervision of a teacher or mentor to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will develop skills in learning styles, communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of lifelong learning and helping others. Peer Tutoring 12 will fit into one or more of the Focus areas depending on the choice and concentration of each individual student.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 12, 2005

Prerequisites:  

None

Course Synopsis:

This course has been developed to assist students in understanding themselves and the behavior of other people (peers, parents, siblings, teachers, employers). Students face many challenges. Psychology 11 will present a framework from which students can begin to build on an understanding of human behavior. This course supports students in facing the challenges of interacting with groups, analyzing behavior, and gaining awareness of society. It is important that young people accept these challenges with a thorough base of knowledge rather than making opinions based on media and personal intuition. Through a series of units, students are exposed to the world of psychology and how it applies to the world in which they live.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: ☐ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 12, 2005

Prerequisites: None

Course Synopsis:

The Psychology 12 course is developed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.
School District 8

Status: approved

School Name: Prince Charles Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Choose a Category

Grade Level of Course: □ 10  □□ 11  □ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 12, 2005

Prerequisites: Grade 11 or 12 student. The student will be required to interview prior to entering the program.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to a teacher in their school and community. Students will work under the supervision of a teacher or mentor to provide assistance in a variety of teacher activities. Students will develop skills in organization, self directedness, communication, interpersonal relationships, leadership, teamwork, and confidentiality. Students will apply these skills daily in activities related to supporting a teacher. Teacher Assistant 11 will fit into one or more of the Focus groups depending on the choice and concentration of each individual student.

www.bcsta.org
School District 8

School Name: Salmo Secondary
Course Name: Outdoors Careers 11
Course Code: YODC 11
Category: Trades and Technology

Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 140
Date Approved: April 12, 2005

Prerequisites: The student will take this course in the second semester of the grade 12 year and in order to graduate.

Course Synopsis:
The purpose of this course is to develop the work skills, attitude and knowledge which will give students the opportunity for a smooth transition from school to work. Students will participate in Work Experience 12 in an area of interest to them. The work experience will be 8 hours a day for one week blocks. This course would support students in exploring the Trades and Technology Focus Area, as well as enabling them to produce evidence for their portfolio, especially in relation to the Employability Skills aspect. Evidence may be acquired in relation to following portfolio aspects:

2.2 - Demonstrate positive interpersonal skills
4.1 - Complete 30 hours of work of volunteer experience
4.2 - Demonstrate fundamental employability skills such as punctuality, reliability, attendance and truthworthiness.
4.3 - Demonstrate personal management skills
4.4 - Demonstrate teamwork skills
5.3 - Use information technology to manage information
6.1 - Engage in 80 hours of moderate or intense physical activity
6.2 - Engage in additional 80 hours of moderate or intense physical activity

Note: It is important to note that even though Outdoor Careers is written up as two courses they actually are actually taken together, with Work Experience 12 and 12A being an integral part.
School District 8

Status: approved

School Name: Salmo Secondary

Course Name: Technology for Community Leadership Development 11

Course Code: YTCLD 11

Category: Trades and Technology

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

This course is available to students in grades 11 and 12. Students taking the course will produce educational modules (in the form of multimedia productions) and offer them to community members through an innovative "train the trainer" approach. The BTD course is designed to provide students with opportunities to work closely with members of the community and create a sense of leadership and responsibility within the community.

The delivery of BTD in the classroom will focus on the development of leadership skills, self-confidence, creative thinking, and innovative problem solving. Students will have the opportunity to have fun, be creative and share their ideas with community members and classmates.

Students will research and analyse community needs, develop training modules to address those needs and offer the resulting training modules to community members free of charge. Students will decide on the best method of module development based on their analysis of the research, and use the equipment and software necessary to create the presentation. Equipment could include audio recorders, digital video cameras, digital image editors, web page editors, animation programs, video capture programs and others. As students progress through the course they will participate in ongoing evaluations of themselves and their peers.
School District 8

Status: approved

School Name: W.E. Graham Community

Course Name: Valhalla Wilderness Program 10

Course Code: YVWP 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 

Number of Hours of instruction: 120

Date Approved: ,

Prerequisites:  
Student application package (student letter/teacher questionnaire/3 reference letters/Medical form)

Course Synopsis:

the Valhalla Wilderness Program introduces students to the technical skills of self-propelled wilderness travel through all four seasons. To accomplish this safely through all four seasons students learn about decision making with safety as their guide. Students learn to develop and appreciate the strength within themselves, the potential of a co-operative motivated group and lastly and importantly develop a sense of stewardship for the wilderness.
School District 8

Status: approved

School Name: W.E. Graham Community School

Course Name: Valhalla Wilderness Program 10

Course Code: YVWP 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:  

Course Synopsis:

The Valhalla Wilderness Program introduces students to the technical skills of self-propelled wilderness travel through all four seasons. To accomplish this safely through all four seasons students learning about decision making with safety as their guide. Students learn to develop and appreciate the strength within themselves, the potential of a co-operative motivated group and lastly and importantly develop a sense of stewardship for the wilderness.
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Active Life/Portfolio Development 11

Course Code: YALPD 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  X  

12  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 24, 2005

Prerequisites: None

Course Synopsis:

The curriculum will be organized around three areas:

1. Active living - concepts, personal fitness, sports nutrition, positive attitude.

2. Movement - sport specific skill development, efficient body mechanics (alpine/nordic skiing, archery, bowling, curling, cycling, golf, fitness training, hiking, snow shoeing, racquetball, skating, squash, tennis, weight training).

3. Graduation Portfolio Development - assist the student in the development of his/her individual Graduation Portfolio. He/she will be assisted in the selection and presentation of his/her portfolio evidence that reflects his/her accomplishments, experiences, and plans following graduation. The physical activity standard of a minimum 80 hours of moderate to intense physical activity must be met in grade 11 and/or 12. A course fee (TBA) will be charged for this course since some activities engaged in by the class have a cost to the participant (i.e.: alpine skiing, bowling, fitness gym, golf and others).

The course content may vary each semester depending on class composition, equipment availability, site availability, weather, or other environmental limitations (seasons when course is offered).
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Automotive Maintenance/Portfolio Development 11

Course Code: YAMPD 11

Category: Trades and Technology

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 24, 2005

Prerequisites: None

Course Synopsis:

This general mechanics course will teach students the basics of automotive maintenance including safety, tools, small engine operation, and routine car care. This course will also assist students in the development of their individual graduation portfolio. Students will be assisted in the selection and presentation of their portfolio evidence that reflects their interests, accomplishments, experiences, and plans following graduation.
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Computer Applications 10

Course Code: YCMAP 10

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 8, 2004

Prerequisites: Computer Applications 9

Course Synopsis:
This course has been developed to allow students to build their computer skills developed in previous grade levels. Students will learn the basic processes of Word Processing (Microsoft Word), Spreadsheet (Microsoft Excel), Database (Microsoft Access), Electronic Presentation Skills (Microsoft PowerPoint). Students will also build upon the web page development and publishing skills learned in previous grades through the introduction of more HTML, as well as XML, DHTML, frames, forms, and java scripting.

Learning Resources:

Books

Software
- All the Right Type
- Microsoft Office Professional Version (with FrontPage & Publisher included)
- Microsoft Visual Basic 5.0

Videos
- The Net
- News clips/documentaries on New Technology – recorded by instructor.

Internet
- Various Web pages as examples
- Various Programming Resources
School District 19

Status: approved

School Name: Revelstoke Secondary
Course Name: Computer Media/Portfolio Development 11
Course Code: YCMPD 11
Category: Business and Applied Business

Grade Level of Course:  

10  
11  
12  
Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: May 24, 2005
Prerequisites: None

Course Synopsis:
The Computer Media/Portfolio Development Course works to build student computer skills while at the same time helping students to develop and maintain the portfolio requirements needed for graduation. Using the portfolio requirements as a basis, students will receive guidance in organizing, storing and presenting their gathered information electronically. Linking together WebPages, scanned document, edited pictures, animations and videos students will learn how to maintain, update and present their Digital Media Portfolio Project.

Learning Resources:

Software Resources:
oAdobe GoLive
oAdobe After Effects
oAdobe Premier or Movie Maker
oAdobe Illustrator
oAdobe Photoshop
oFlash MX
oMicrosoft Office Suite

Hardware Resources
oComputers with Interne Access
oMoodle Server
oProjector
oScanner
oDigital Cameras
oVideo Cameras

Instructor Resources:
oAfter Effects® & Photoshop®: Animation and Production Effects for DV and Film
oUsing Information Technology: A Practical Introduction to Computers & Communications, Fifth Edition
oFlashTM MX 2004 Accelerated: A Full-Color Guide
oPhotoshop® for Right-Brainers: The Art of Photo Manipulation
School District 19

School Name: Revelstoke Secondary
Course Name: Jazz Band 11
Course Code: YJE 11

Category: Fine Arts, Design, and Media
Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of Instruction: 100
Date Approved: May 24, 2005

Prerequisites: Jazz Band 10 or have permission from the instructor and be enrolled in an instrumental concert band

Course Synopsis:
The Jazz Band Program is designed to be a supplement to the Instrumental Concert Band Program. Students will learn and continue to improve many skills including jazz improvisation, jazz articulations and techniques, and jazz theory. Students will continue to present performances to the school and the public. The Jazz Band course has a strong emphasis on performance and uses a wide variety of repertoire to teach the basic topics.

All of the topics in the Jazz Band course are interconnected and taught throughout the duration of the course. It is expected that students will continue to learn throughout the year and improve their skills through individual and group practice.

The Jazz Band course focuses and emphasizes performance, since the students have acquired their musical foundation and ensemble skills (such as intonation, rhythm, dynamics, balance, and blend) in the Concert Band courses. All topics relate to performance and are oriented around the repertoire.

Learning Resources:
- Commercial Recordings of various Jazz musicians
- Videos
  - In the Key of Oscar
  - Sousa to Satchmo
  - The Buena Vista Social Club
  - The Glenn Miller Story
  - Yardbird
  - Ray
  - Beyond the Sea
- Multimedia
  - The Breathing Gym
- Finale Music Notation Software
- Garage Band Software
- Books
- Method Books
This course is based on the current Locally Developed Jazz Band Course and on the Instrumental Music Jazz Band Course offered by the Ministry of Education. This course operates outside of the timetable and will require students to perform in the evenings and weekends, including in late June, once classes are finished.
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Jazz Band 12

Course Code: YJE 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  May 24, 2005

Prerequisites:  Jazz Band 11 or have permission from the instructor and be enrolled in an instrumental concert band

Course Synopsis:

The Jazz Band Program is designed to be a supplement to the Instrumental Concert Band Program. Students will continue to improve many skills including jazz improvisation, jazz articulations and techniques, and jazz theory. Students will continue to present performances to the school and the public. Students at this level will be expected to act as mentors to younger students and to perform a large number of solos. The Jazz Band course has a strong emphasis on performance and uses a wide variety of repertoire to teach the basic topics.

All of the topics in the Jazz Band course are interconnected and taught throughout the duration of the course. It is expected that students will continue to learn throughout the year and improve their skills through individual and group practice.

The Jazz Band course focuses and emphasizes performance, since the students have acquired their musical foundation and ensemble skills (such as intonation, rhythm, dynamics, balance, and blend) in the Concert Band courses. All topics relate to performance and are oriented around the repertoire.

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Learning Resources:

• Commercial Recordings of various Jazz musicians
• Videos
  • In the Key of Oscar
  • Sousa to Satchmo
  • The Buena Vista Social Club
  • The Glenn Miller Story
  • Yardbird
  • Ray
  • Beyond the Sea
  • The Pianist
• Multimedia
  • The Breathing Gym
  • Finale Music Notation Software
  • Garage Band Software
• Books
  • The Jazz Ensemble Director’s Handbook, John Berry, Jenson Publications, 1990.
• Method Books

Additional Information:

This course is based on the current Locally Developed Jazz Band Course and on the Instrumental Music Jazz Band Course offered by the Ministry of Education. This course operates outside of the timetable and will require students to perform in the evenings and weekends, including in late June, once classes are finished.
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Jazz Ensemble 10

Course Code: YJE 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 8, 2004

Prerequisites:

Commercial Recordings of various Jazz musicians

Videos
- In the Key of Oscar
- Sousa to Satchmo
- The Buena Vista Social Club
- The Glenn Miller Story
- Yardbird

Multimedia
- The Breathing Gym
- Finale Music Notation Software

Books

Method Books

Course Synopsis:

The Jazz Band Program is designed to be a supplement to the Instrumental Concert Band Program. Students will learn and continue to improve many skills including jazz improvisation, jazz articulations and techniques, and jazz theory. Students will continue to present performances to the school and the public. The Jazz Band course has a strong emphasis on performance and uses a wide variety of repertoire to teach the basic topics.

All of the topics in the Jazz Band course are interconnected and taught throughout the duration of the course. It is expected that students will continue to learn throughout the year and improve their skills through individual and group practice.

The Jazz Band course focuses and emphasizes performance, since the students have acquired their musical foundation and ensemble skills (such as intonation, rhythm, dynamics, balance, and blend) in the Concert Band courses. All topics relate to performance and are oriented around the repertoire.

Learning Resources:

Commercial Recordings of various Jazz musicians

Videos
- In the Key of Oscar
- Sousa to Satchmo
- The Buena Vista Social Club
- The Glenn Miller Story
- Yardbird

Multimedia
- The Breathing Gym
- Finale Music Notation Software

Books

Method Books
Additional Information:

This course is based on the current Locally Developed Jazz Band Course and on the Instrumental Music Jazz Band Course offered by the Ministry of Education. This course operates outside of the timetable and will require students to perform in the evenings and weekends, including in late June, once classes are finished.
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Fitness and Recreation

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: June 8, 2004

Prerequisites: None

Course Synopsis:

This course prepares and motivates students to provide leadership to others as well as benefit individually from the knowledge and skills they will develop. The topics that this course covers includes; self-awareness, leadership and leadership styles, goal setting, organization and time management, decision making and problem solving, teamwork and cooperation, communication skills, public speaking, and conflict resolution and mediation skills. Students will develop these skills in and outside of the classroom through theoretical and practical means. Participation in class activities and volunteering time in the school/community is essential to achieving the course goals.

Learning Resources:

Textbook:
- The Seven Habits of Highly Effective Teens. Covey, Sean

Other book resources:
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Arctic Expedition. Ukens, Lorraine
- Wilderness Survival. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Quicksilver. Butler, Steve and Karl Rohnke
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart

www.bcsta.org
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 13, 2006

Prerequisites:

Course Synopsis:

This course builds upon Leadership 11 by encouraging the student to take on a greater leadership role within the school and community. In class students will cover, in depth, topics such as leadership traits and leadership styles, goal setting, organization and time management, decision making and problem solving, teamwork and cooperation, communication skills, public speaking, conflict mediation, and self awareness. Outside of the class, students will have the opportunity to put the knowledge and skills they have learned in class to practical use. They will be expected to find a mentor in the school or community and work with that person in a leadership role - taking on a greater responsibility than previous volunteer hours have required.

Learning Resources:

Butler, Steve and Karl Rohnke. Quicksilver.
Clemmer, Jim. Growing the Distance.
Covey, Sean. The Seven Habits of Highly Effective Teens.
Jackson, Tom. Activities that Teach.
Jackson, Tom. More Activities that Teach.
Ukens, Lorraine. All Together Now.
Ukens, Lorraine. Arctic Expedition.
Ukens, Lorraine. Wilderness Survival.
Ukens, Lorraine. Working Together.
Various contributors. Leadership Lessons.

Newsletter: Above and Beyond: Canadian Association of Student Activity Advisors.

Movies that contain leadership concepts within the central theme:
• Lean on Me
• Rudy
• Remember the Titans
School District 19

Status: approved
School Name: Revelstoke Secondary
Course Name: Nutrition/Portfolio Development 11
Course Code: YNPD 11
Category: Other

Grade Level of Course:  

- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: March 21, 2006
Prerequisites: None

Course Synopsis:
The curriculum will be organized around two areas:

1. Nutrition – This course will expose students to the knowledge of planning and preparation of nutritious choices for a healthy diet.

2. Graduation Portfolio Development - assist the student in the development of his/her individual Graduation Portfolio. He/she will be assisted in the selection and presentation of his/her portfolio evidence that reflects his/her accomplishments, experiences, and plans following graduation.

Learning Resources:

Textbook: Food for Today

Other resources: None
School District 19

Status: approved

School Name: Revelstoke Secondary
Course Name: Recreational Leadership 11
Course Code: YRECL 11
Category: Fitness and Recreation

Grade Level of Course: □ 10  □ 11  □ 12
Number of Course Credits: 4
Number of Hours of Instruction: 100
Date Approved: May 24, 2005
Prerequisites: None

Course Synopsis:
This course builds upon Leadership 10 and continues to encourage students to develop their leadership skills so that they are better equipped to benefit themselves and others. The students will cover similar topics to the prerequisite (self awareness, leadership and leadership styles, goal setting, organization and time management, decision making and problem solving, teamwork and cooperation, communication skills, public speaking, conflict mediation, stress management and other health topics) but in greater depth. Students will develop these skills in and outside the classroom through theoretical and practical means. They will be required to participate in class activities as well as lead them. Volunteer hours in the school and/or community will be increased.

Learning Resources:

• Books
  • Butler, Steve and Karl Rohnke. Silver Bullets.
  • Butler, Steve and Karl Rohnke. Quicksilver.
  • Glemmer, Jim. Growing the Distance.
  • Covey, Sean. The Seven Habits of Highly Effective Teens.
  • Glover, D.R. and D.W. Midura. Team Building through Physical Challenges.
  • Jackson, Tom. Activities that Teach.
  • Jackson, Tom. More Activities that Teach.
  • McGraw, Jay. Life Strategies for Teens.
  • Ukens, Lorraine. All Together Now.
  • Ukens, Lorraine. Arctic Expedition.
  • Ukens, Lorraine. Wilderness Survival.
  • Ukens, Lorraine. Working Together.
  • Various contributors. Leadership Lessons.
  • Newsletter: Above and Beyond: Canadian Association of Student Activity Advisors.

• Videos
  • Lean on Me
  • Rudy
  • Remember the Titans
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Superfit 11

Course Code: YSPFT 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11 [X]  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  May 22, 2007

Prerequisites:  PE 10

Course Synopsis:

This course has been developed for those students wanting a more comprehensive course incorporating all aspects of fitness for lifelong learning and good physical/mental health. Units of study include: strength training, cardiovascular endurance, flexibility, nutrition, sports psychology, anatomy and physiology.

Learning Resources:

• Textbook: None
• Selected Articles from
  o Concepts of Physical Fitness and Labs
  o Foundations of Sport and Exercise Psychology
  o Gray’s Anatomy Atlas
  o Current exercise and peer reviewed human physiology journals
• Articles from Internet
• CrossFit Journal
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Other

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: March 21, 2006

Prerequisites: Teacher’s recommendation, counsellors approval, and completed lower level.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum

1. Employability Skills
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment
3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Steven Covey
   b. Tutoring by Helping – Elizabeth Sabrinisky Foster
4. Work Experience 12 IRP
5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors www.casaa-resources.net/ (excellent source of student leadership materials.)
   b. Maslow’s Hierarchy of Needs http://web.utk.edu/~gwynne/maslow.HTM

This course provides many opportunities for students to add to their graduation portfolio including letters of reference, information about related careers, photo essays, videotapes and reports.
Student Teacher Assistants do not take the place of either the Classroom Teacher or School Support Workers. Instead they will enhance the learning environment in the classroom by becoming yet another part of the support team for students.

This framework was adapted from a framework developed by Chase Secondary School who recognized the support and information provided several others including the writing team of Kootenay-Boundary (Pat Dooley-Coordinator).

Adapted from BAA Teacher Assistant course developed by District 59 – Peace River South
School District 19

Status: approved

School Name: Revelstoke Secondary
Course Name: Teacher Assistant 12
Course Code: YTA 12
Category: Other

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: March 21, 2006
Prerequisites: Teacher’s recommendation, counsellors approval, and completed lower level.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum

1. Employability Skills
   a. Essential Skills (Human Resources Development Canada)
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment
3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Steven Covey
   b. Tutoring by Helping – Elizabeth Sabirnisky Foster
4. Work Experience 12 IRP
5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors www.casaa-resources.net/ (excellent source of student leadership materials.)
   b. Maslow’s Hierarchy of Needs http://web.utk.edu/~gwynne/maslow.HTM

This course provides many opportunities for students to add to their graduation portfolio including letters of reference, information about related careers, photo essays, videotapes and reports.
Additional Information:

Student Teacher Assistants do not take the place of either the Classroom Teacher or School Support Workers. Instead they will enhance the learning environment in the classroom by becoming yet another part of the support team for students.

This framework was adapted from a framework developed by Chase Secondary School who recognized the support and information provided several others including the writing team of Kootenay-Boundary (Pat Dooley-Coordinator).

Adapted from BAA Teacher Assistant course developed by District 59 – Peace River South
School District 19

Status: approved

School Name: Revelstoke Secondary

Course Name: Video Game Creation 11

Course Code: YVGC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 22, 2007

Prerequisites: Minimum: Principals of Math 10,

Course Synopsis:

Students will learn the basics of computer animation. They will be introduced to industry standard software. The learning material format for this course will be a combination of demonstration lectures and tutorials. Students will have a chance to demonstrate the skills they have learned through a final project.

Learning Resources:

Student textbook: N/A

Teacher Resources we already have:
- Java Programming
- Flash MX 2004 Game Design
- Flash MX 2004

Teacher Resources we will need to purchase:
- By: Andrew Rollings, Ernest Adams
- Cost: $40.00
- Basic Game Design & Creation for Fun & Learning (Game Development Series). Book & CD-ROM. (Paperback)
- By Nanu Swamy (Author), Naveena Swamy (Author)
- Cost: $35.00
- The Game Maker’s Apprentice: Game Development for Beginners (Paperback)
- By Jacob Habgood (Author), Mark Overmars (Author)
- Cost: $35.00

Software we already have:
- Adobe Flash
- Java Editor
- GoLive

Software we will need to purchase/install:
- GameMaker ($20.00 per computer)

Internet:
- RSS Moodle (site license – yearly fee)
Throughout this entire Physical Education course it is expected that the students will also:
• Demonstrate full participation
• Participate in all fitness programs including out of class gym time
• Demonstrate and appreciation and enjoyment for the sport
• Continue developing physical fitness, motor skills & abilities
• Be willing to help coach and officiate in future school or community VB games, leagues, or tournaments wherever possible
Throughout this entire Physical Education course it is expected that the students will also:
• Demonstrate full participation
• Demonstrate and appreciation and enjoyment for the sport and
• Continue developing physical fitness, motor skills & abilities
School District 23

Status: approved

School Name: Central School Programs

Course Name: Asian Studies 12

Course Code: YANST 12

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Social Studies 11

Course Synopsis:

Asian Studies 12 asks students to investigate contemporary realities and current events in various Asian regions with a focus on emerging economic, military and political powers. Students will be exposed to an interdisciplinary study, drawing on history, political science, economics, cultural studies, and geography. Students will develop an appreciation for a variety of cultures resulting in better informed, more aware and tolerant global citizens. Students will develop critical thinking, summary and paraphrasing skills, as many documentaries and articles will be examined.
School District 23

Status: approved

School Name: Central School Programs

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  X

12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: None. CAD 9/10 is helpful.

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through three main processes: computer assisted drafting; computer assisted machining; and computer numerical control. Students will take projects from the design stage right to the completed artifact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Career Explorations 10

Course Code: YCE 10

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 8, 2006

Prerequisites:  None

Course Synopsis:

This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. The program consists of career-related classroom instruction and work experience for secondary students, age 15 or older, who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Chess 12

Course Code: YLRA 12F

Category: Fitness and Recreation

Grade Level of Course:  □ 10   □ 11   X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Chess 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and end game knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with end-game methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.
School District 23

Status: approved

School Name: Central School Programs
Course Name: Elite Sports Training 11
Course Code: YESPT 11
Category: Choose a Category

Grade Level of Course:  

10   11   12

Number of Course Credits: 2
Number of Hours of instruction: 60
Date Approved: March 8, 2006
Prerequisites: None

Course Synopsis:

This course offers both male and female students the opportunity to learn and explore the world of elite sports. It will allow students to enhance their lives through exposure to elite training concepts and participation in elite sport experiences. The students will learn advanced skill analysis, mental and psychological training, goal setting, nutrition, and athletic training. Also the students will learn about and develop core strength, speed, agility, and endurance. The students will be certified in sport officiating, receive training in NCCP Level One coaching theory, and participate in an athletic training programme. Students will also learn the value of community contribution through the volunteer component of the course, which allows students to work with a variety of age groups in the sports community.
School District 23

Status: approved

School Name: Central School Programs

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Choose a Category

Grade Level of Course:  
[ ] 10  
[ ] 11  
[ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course is for students at the beginning-intermediate level who are ready to learn the specific skills necessary for successful academic writing, reading and speaking.

Students will experience the process of writing, reading and speaking through interesting content combined with focused work on vocabulary, grammar, and syntax. Students will practice expressing information, ideas and opinions in logical and coherent order and in a variety of written and spoken formats. Students will gain the skills, experience and confidence necessary to meet the writing, reading and speaking expectations of the Grade 10 English curriculum.
School District 23

Status: approved

School Name: Central School Programs

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Intermediate English acquisition

Course Synopsis:

This course is for students at the intermediate level who are ready to apply the specific skills necessary for successful academic writing, and provide them with a variety of writing, reading and conversational situations. Emphasis will be on learning various strategies in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies and Science.
School District 23

Status: approved

School Name: Central School Programs

Course Name: European Languages & Culture 11

Course Code: YEULC 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, German and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, German, and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Fire Management & Silviculture 11

Course Code: YFMS 11

Category: Trades and Technology

Grade Level of Course:  

|   | 10 | X 11 | 12 |

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Fire Management and Silviculture course is an introductory course for basic fire suppression and safety. Students explore the role of fire as a natural part of forest ecosystems and forest succession. Silviculture activities include opportunities to learn about seed collection, storage and distribution. Students will also be introduced to the seedling production process – from cone collection to tree planting.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Firefighting 12

Course Code: YPSS 12A

Category: Health and Human Services

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: Completion of Grade 10

Course Synopsis:

With the increasing disappearance of the “baby boomers” in the workforce, there are large numbers of retirements from fire departments across the country. The opportunities for students to enter this “dream” career have never been so numerous. Likewise, fire departments that depend on paid-on-call fire fighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. This Fire Fighting 12 course is our attempt to help our students discover and qualify for an exciting, rewarding career of vital service to their community. At the same time, we are assisting our local fire department, Westside Fire / Rescue, to address a recruitment situation in a timely manner.
School District 23

Status: approved

School Name: Central School Programs
Course Name: First Nations Art Studio 10
Course Code: YVPA 10C
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: November 26, 2008
Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12. The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.
To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Central School Programs

Course Name: First Nations Art Studio 11

Course Code: YVPA 11C

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Central School Programs
Course Name: First Nations Art Studio 12
Course Code: YVPA 12C
Category: Fine Arts, Design, and Media

Grade Level of Course:   [ ] 10   [ ] 11   [X] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: November 28, 2008
Prerequisites: None

Course Synopsis:

This is the same course as YVPA 10C and YVPA 11C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Forest Engineering 12

Course Code: YFCE 12

Category: Trades and Technology

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Forest Engineering course is an introductory course for road and block layout, and builds on basic information gained in previous Forestry courses. Students will be introduced to road and block layout, review their Geographic Positioning System (GPS) skills and learn hand traversing. An introduction to Terrain Stability for sensitive slopes and the computer program RoadEng are also included.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Golf 12

Course Code: YGOLF 12

Category: Fitness and Recreation

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10, 11

Course Synopsis:

Golf 12 is the third of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 and 11 courses before they attempt the Golf 12 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous two courses.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Introduction to Recreational Vehicle Technician 12

Course Code: YIRT 12

Category: Trades and Technology

Grade Level of Course:  
- ☑ 10
- ☑ 11
- ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: None

Course Synopsis:

Beginning with the basics, this course develops a student’s technical skills through the production and maintenance of recreational vehicles. The course focuses on the construction of a small RV but also includes maintenance, upgrades and renovations of existing RV’s. Students will learn about the following topics: RV design; frame construction; wall, floor and roof framing; electrical; plumbing; cabinetry; waterproofing and finishing. Students will have some choice in the design of the base unit to be constructed. This is a hands-on, project-based course designed as an introduction, and potentially a stepping stone, to the RV Technician program offered at Okanagan College.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Language Development 12

Course Code: YLAD 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Upper-intermed. to advanced level of English acquisition

Course Synopsis:

This course is for students at the upper intermediate to advanced level who are ready to work independently in order to be successful with academic writing, reading and speaking. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned.
School District 23

Status: approved

School Name: Central School Programs
Course Name: Learning Strategies 10
Course Code: YLS 10

Category: Choose a Category

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: March 8, 2006
Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring. This course is organized into four units: Understanding Yourself as a Learner; Planning and Organizing for Learning; Reading for Learning and Writing for Learning. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Mixed Martial Arts/Self-Defence 11

Course Code: YMASD 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to a practical system of personal self-defence. This effective system of self-defence is a life skill that will incorporate punching and blocking from Boxing; holding and locking from Aikido; and throwing, mat work and takedowns from Jiu-Jitsu.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Choose a Category

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Audition or instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students will develop their skills for performance. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: C+ in Eng. 11 or Eng. 12

Course Synopsis:

Students will develop the various dimensions of their thinking -- imaginative, critical, analytical, and problem-solving skills -- as they work on their essays and oral presentations. Guided practice in analytical reading and in the writing of well-argued prose will help students to articulate, examine, and reflect on their own ideas, as well of those of others. Study of formal and informal reasoning in the particularly rigorous style used in philosophy enables students to develop skills of argument in a systematic way. As students become acquainted with philosophical questions and methods, they learn to think with more insight and clarity about issues touching their own lives and about larger issues in the world around them.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:
?
Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
?
Improve their skill and fitness through a variety of physical activities.
?
Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to purse post-secondary athletic and/or academic scholarships.
?
Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
?
Be presented with opportunities to complete coaching, officiating and first aid certifications.
?
Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

[ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

? Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
? Improve their skill and fitness through a variety of physical activities.
? Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
? Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
? Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

? Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

? Improve their skill and fitness through a variety of physical activities.

? Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

? Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

? Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Central School Programs
Course Name: Reconnecting Youth 11
Course Code: YPA 11A
Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: November 26, 2008
Prerequisites: None

Course Synopsis:

Resiliency 11 is a course developed from the Reconnecting Youth (RY) prevention program curriculum for high school students who are ‘disconnected’ from school and who are at-risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:

- Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
- Enhance personal and social protective factors

Resiliency 11 was developed and its effectiveness researched under the following conditions:

- Resiliency 11 is offered as a regular elective in a secondary school curriculum
- Resiliency 11 is delivered for credit in daily class sessions typically 55 - 75 minutes per class during regular school hours.
- Resiliency 11 is taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-20
School District 23

Status: approved

School Name: Central School Programs

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: ☐ 10  ☐ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

**Course Synopsis:**

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics through the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Strategies for Learning 11

Course Code: YSFL 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved:  March 8, 2006

Prerequisites:  By recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

March 8, 2006

Prerequisites:  

Teacher permission and recommendation

Course Synopsis:

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.
School District 23

Status: approved
School Name: Central School Programs
Course Name: Technology Principles 12
Course Code: YTCPR 12
Category: Trades and Technology
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: March 8, 2006
Prerequisites: Basic computer literacy

Course Synopsis:

The Technology Principles course will provide students course credit for the Okanagan College NTEN 117 course of the same name. The courses will prepare students for a career in the field of networking technologies. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Textiles, Arts & Crafts

Course Code: YTXAC11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: None

Course Synopsis:

This course provides an opportunity for students to have fun, think, problem solve and be creative while learning design elements and construction techniques. This is done by designing & creating many varied crafts (jewellery, Christmas crafts, pillows, bags, quilting, needlework, greeting cards, candles). Students will have the skills to possibly start a craft business or continue to pursue an area of interest. Students will work on assignments and individual projects.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Visually Impaired Technology 10

Course Code: YVSIT 10

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits:

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Visually Impaired Technology 11

Course Code: YVSIT 11

Category: Health and Human Services

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Visually Impaired Technology 12

Course Code: YVSIT 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: As per each module

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Central School Programs

Course Name: Work Readiness 11

Course Code: YWRD 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 ☐ 11 ☒ 12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to provide the basic skills and encouragement necessary to enable at-risk students to be successful in their transition from school to the worksite.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Asian Studies 12

Course Code: YANST 12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Social Studies 11

Course Synopsis:

Asian Studies 12 asks students to investigate contemporary realities and current events in various Asian regions with a focus on emerging economic, military and political powers. Students will be exposed to an interdisciplinary study, drawing on history, political science, economics, cultural studies, and geography. Students will develop an appreciation for a variety of cultures resulting in better informed, more aware and tolerant global citizens. Students will develop critical thinking, summary and paraphrasing skills, as many documentaries and articles will be examined.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: None. CAD 9/10 is helpful.

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through three main processes: computer assisted drafting; computer assisted machining; and computer numerical control. Students will take projects from the design stage right to the completed artifact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Career Explorations 10

Course Code: YCE 10

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 8, 2006

Prerequisites:  None

Course Synopsis:

This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. The program consists of career-related classroom instruction and work experience for secondary students, age 15 or older, who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Chess 12

Course Code: YLRA 12F

Category: Fitness and Recreation

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Chess 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and end game knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with end-game methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Elite Sports Training 11

Course Code: YESPT 11

Category: Choose a Category

Grade Level of Course:  

10  

X 11  

12  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course offers both male and female students the opportunity to learn and explore the world of elite sports. It will allow students to enhance their lives through exposure to elite training concepts and participation in elite sport experiences. The students will learn advanced skill analysis, mental and psychological training, goal setting, nutrition, and athletic training. Also the students will learn about and develop core strength, speed, agility, and endurance. The students will be certified in sport officiating, receive training in NCCP Level One coaching theory, and participate in an athletic training programme. Students will also learn the value of community contribution through the volunteer component of the course, which allows students to work with a variety of age groups in the sports community.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course is for students at the beginning-intermediate level who are ready to learn the specific skills necessary for successful academic writing, reading and speaking.

Students will experience the process of writing, reading and speaking through interesting content combined with focused work on vocabulary, grammar, and syntax. Students will practice expressing information, ideas and opinions in logical and coherent order and in a variety of written and spoken formats. Students will gain the skills, experience and confidence necessary to meet the writing, reading and speaking expectations of the Grade 10 English curriculum.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Intermediate English acquisition

Course Synopsis:

This course is for students at the intermediate level who are ready to apply the specific skills necessary for successful academic writing, and provide them with a variety of writing, reading and conversational situations. Emphasis will be on learning various strategies in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies and Science.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: European Languages & Culture 11

Course Code: YEULC 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, German and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, German, and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Fire Management & Silviculture 11

Course Code: YFMS 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  November 28, 2007

Prerequisites:  Participation in the Forestry Program

Course Synopsis:

The Fire Management and Silviculture course is an introductory course for basic fire suppression and safety. Students explore the role of fire as a natural part of forest ecosystems and forest succession. Silviculture activities include opportunities to learn about seed collection, storage and distribution. Students will also be introduced to the seedling production process – from cone collection to tree planting.
**School District 23**

Status: approved

School Name: George Elliot Secondary

Course Name: Firefighting 12

Course Code: YPSS 12A

Category: Health and Human Services

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: Completion of Grade 10

**Course Synopsis:**

With the increasing disappearance of the “baby boomers” in the workforce, there are large numbers of retirements from fire departments across the country. The opportunities for students to enter this “dream” career have never been so numerous. Likewise, fire departments that depend on paid-on-call fire fighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. This Fire Fighting 12 course is our attempt to help our students discover and qualify for an exciting, rewarding career of vital service to their community. At the same time, we are assisting our local fire department, Westside Fire / Rescue, to address a recruitment situation in a timely manner.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: First Nations Art Studio 10

Course Code: YVPA 10C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [X]  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

November 26, 2008

Prerequisites:  

None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12. The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: First Nations Art Studio 11

Course Code: YVPA 11C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 [ ]

11 [X]

12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the backbone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: First Nations Art Studio 12

Course Code: YVPA 12C

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☑️ 10  ☑️ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 10C and YVPA 11C (it may be offered at any one of grade 10, 11, or 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the backbone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting, and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Forest Engineering 12

Course Code: YFCE 12

Category: Trades and Technology

Grade Level of Course:  

10 ☐  

11 ☐  

12 ☑  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Forest Engineering course is an introductory course for road and block layout, and builds on basic information gained in previous Forestry courses. Students will be introduced to road and block layout, review their Geographic Positioning System (GPS) skills and learn hand traversing. An introduction to Terrain Stability for sensitive slopes and the computer program RoadEng are also included.
School District 23

Status: approved

School Name: George Elliot Secondary
Course Name: Golf 10
Course Code: YGOLF 10
Category: Choose a Category
Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 23, 2005
Prerequisites: None

Course Synopsis:

Golf 10 is the first of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. This course is an alternative to Physical Education 10 with the exception that the location for the completion of the program would be on the golf course or practise facility rather than the gymnasium and that golf will be the physical activity focus, along with healthy lifestyles and personal and social responsibility.

This course, as is the case in Golf 11 and 12, leads students through a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components, which takes into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught. Students who take this course are expected to know the golf swing and the different shots, which are taught as extensions of the normal golf swing.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Golf 11

Course Code: YGOLF 11

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10

**Course Synopsis:**

Golf 11 is the second of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 course before they attempt the Golf 11 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous course.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Golf 12

Course Code: YGOLF 12

Category: Fitness and Recreation

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10, 11

Course Synopsis:

Golf 12 is the third of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 and 11 courses before they attempt the Golf 12 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous two courses.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Introduction to Recreational Vehicle Technician 12

Course Code: YIRT 12

Category: Trades and Technology

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: None

Course Synopsis:

Beginning with the basics, this course develops a student’s technical skills through the production and maintenance of recreational vehicles. The course focuses on the construction of a small RV but also includes maintenance, upgrades and renovations of existing RV’s. Students will learn about the following topics: RV design; frame construction; wall, floor and roof framing; electrical; plumbing; cabinetry; waterproofing and finishing. Students will have some choice in the design of the base unit to be constructed. This is a hands-on, project-based course designed as an introduction, and potentially a stepping stone, to the RV Technician program offered at Okanagan College.
School District 23

Status: approved
School Name: George Elliot Secondary
Course Name: Language Development 12
Course Code: YLAD 12
Category: Liberal Arts and Humanities

Grade Level of Course:  
☐ 10  ☐ 11  ☑ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 8, 2006
Prerequisites: Upper-intermed. to advanced level of English acquisition

Course Synopsis:

This course is for students at the upper intermediate to advanced level who are ready to work independently in order to be successful with academic writing, reading and speaking. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Choose a Category

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring. This course is organized into four units: Understanding Yourself as a Learner; Planning and Organizing for Learning; Reading for Learning and Writing for Learning. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Mixed Martial Arts/Self-Defence 11

Course Code: YMASD 11

Category: Fitness and Recreation

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to a practical system of personal self-defence. This effective system of self-defence is a life skill that will incorporate punching and blocking from Boxing; holding and locking from Aikido; and throwing, mat work and takedowns from Jiu-Jitsu.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  November 28, 2007

Prerequisites:  Audition or instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students will develop their skills for performance. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Staff Recommendation

Course Synopsis:

By the end of the Peer Tutoring 11 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Teacher recommendation

Course Synopsis:

By the end of the Peer Tutoring 12 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: C+ in Eng. 11 or Eng. 12

Course Synopsis:

Students will develop the various dimensions of their thinking -- imaginative, critical, analytical, and problem-solving skills -- as they work on their essays and oral presentations. Guided practice in analytical reading and in the writing of well-argued prose will help students to articulate, examine, and reflect on their own ideas, as well of those of others. Study of formal and informal reasoning in the particularly rigorous style used in philosophy enables students to develop skills of argument in a systematic way. As students become acquainted with philosophical questions and methods, they learn to think with more insight and clarity about issues touching their own lives and about larger issues in the world around them.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:
?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
?Improve their skill and fitness through a variety of physical activities.
?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
?Be presented with opportunities to complete coaching, officiating and first aid certifications
?Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

School Name: George Elliot Secondary
Course Name: Principles of Soccer 11
Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: November 28, 2007
Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:
?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
?Improve their skill and fitness through a variety of physical activities.
?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
?Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

- Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
- Improve their skill and fitness through a variety of physical activities.
- Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
- Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
- Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 □ 11 X 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: English 10

Course Synopsis:

This is the first of two courses that will guide students through the diverse field of psychology. Psychology 11 will provide an interesting and comprehensive overview of selected areas in the field of psychology. The scientific study of human behavior will start with an introduction to the history of psychology, including pioneers in the development of modern psychology and the various schools of psychological thought. What psychologists do and careers in psychology will also be described. Psychological methods psychologists use to collect data and observe behavior are investigated. The purpose of statistics and the basic concepts of statistics used in psychology are covered. As well, the ethical use of research with humans and other animals is discussed. The course will look at what the characteristics and origins of abnormal behavior are. Classification of abnormal behaviors and the impact of mental disorders on society will also be discussed. Social psychology, including the following topics: attitude formation, individual and group behavior, bias, discrimination, conformity, obedience, altruism, aggression, plus the development and influence of cults are covered. Theories regarding states of consciousness, including sleep and dreams, and altered states of consciousness, including hypnosis and psychoactive drugs, will be introduced and reviewed. The course will conclude with a unit on the development of personality, theories of personality, and assessment tools used in personality development.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Psychology 11, suggested Biology 11

Course Synopsis:

Psychology 12 is a locally developed course that takes an in-depth look at the biological background of psychology. There will be a focus on the scientific implications of biology and its influence on our conscious and unconscious reactions to a stimulus. Language and intellectual capabilities will be examined and the influence of culture and society on one’s development and retention. The concepts of memory and emotion will be studied in terms of biological basis and practical application within society. A brief review of psychological disorders will lead into the idea of psychotherapies and the various applications and disciplines. The final area of study will be developmental psychology, with an emphasis on the cycles experienced by humans throughout their life.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Reconnecting Youth 11

Course Code: YPA 11A

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Resiliency 11 is a course developed from the Reconnecting Youth (RY) prevention program curriculum for high school students who are ‘disconnected’ from school and who are at-risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:

• Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
• Enhance personal and social protective factors

Resiliency 11 was developed and its effectiveness researched under the following conditions:

• Resiliency 11 is offered as a regular elective in a secondary school curriculum
• Resiliency 11 is delivered for credit in daily class sessions typically 55 - 75 minutes per class during regular school hours.
• Resiliency 11 is taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-20
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Sailing 11

Course Code: YSAIL 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Graduates of Sailing 11 will be competent to sail a dinghy in up to 15 knots of breeze. Students will follow Canadian Yachting Association White Sail 1-3 curriculum in addition to learning about weather, safe boating, nutrition, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both a skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Sailing 12

Course Code: YSAIL 12

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of Instruction: 110

Date Approved: November 10, 2004

Prerequisites: None

Course Synopsis:

Graduates of Sailing 12 will be competent to sail a dinghy in up to 25 knots of breeze. Students will follow Canadian Yachting Association Bronze Sail 4 curriculum in addition to learning about advanced weather forecasting, boat maintenance, racing, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:   10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Strategies for Learning 11

Course Code: YSFL 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

**Course Synopsis:**

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Liberal Arts and Humanities

Grade Level of Course: 

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 8, 2006

Prerequisites: Teacher permission and recommendation

Course Synopsis:

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Technology Principles 12

Course Code: YTCPR 12

Category: Trades and Technology

Grade Level of Course:  

10

11

X12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Basic computer literacy

Course Synopsis:

The Technology Principles course will provide students course credit for the Okanagan College NTEN 117 course of the same name. The courses will prepare students for a career in the field of networking technologies. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Visually Impaired Technology 10

Course Code: YVSIT 10

Category: Health and Human Services

Grade Level of Course:  
- X 10
- X 11
- X 12

Number of Course Credits:

Number of Hours of instruction: 30-120

Date Approved:  
March 8, 2006

Prerequisites:  
Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Visually Impaired Technology 11

Course Code: YVSIT 11

Category: Health and Human Services

Grade Level of Course:  □  10  ☒  11  □  12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Visually Impaired Technology 12

Course Code: YVSIT 12

Category: Health and Human Services

Grade Level of Course:  

- [ ] 10  
- [ ] 11  
- [x] 12  

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: As per each module

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: George Elliot Secondary

Course Name: Work Readiness 11

Course Code: YWRD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to provide the basic skills and encouragement necessary to enable at-risk students to be successful in their transition from school to the worksite.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 

[ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course introduces students to modeling and simple animation using the industry-standard tool Lightwave, and provides a foundation for further work with sophisticated 3-D and imaging tools. Students will become acquainted with basic block-modeling, lofting, extrusion, and various techniques for creating regular structures and terrains. They will explore basic and advanced approaches to lighting and several methods for designing materials and applying textures to 3-D meshes. They will also learn the fundamentals of set-key animation and basic character rigging. In addition to technical subjects, students will learn about the history and developmental trajectory of 3-D graphics.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Asian Studies 12

Course Code: YANST 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Social Studies 11

Course Synopsis:

Asian Studies 12 asks students to investigate contemporary realities and current events in various Asian regions with a focus on emerging economic, military and political powers. Students will be exposed to an interdisciplinary study, drawing on history, political science, economics, cultural studies, and geography. Students will develop an appreciation for a variety of cultures resulting in better informed, more aware and tolerant global citizens. Students will develop critical thinking, summary and paraphrasing skills, as many documentaries and articles will be examined.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved:  March 8, 2006

Prerequisites:  None.  CAD 9/10 is helpful.

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through three main processes: computer assisted drafting; computer assisted machining; and computer numerical control. Students will take projects from the design stage right to the completed artifact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Career Explorations 10

Course Code: YCE 10

Category: Trades and Technology

Grade Level of Course:  

10 □  
11 □  
12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 8, 2006

Prerequisites:  None

Course Synopsis:

This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. The program consists of career-related classroom instruction and work experience for secondary students, age 15 or older, who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Chess 12

Course Code: YLRA 12F

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Chess 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and endgame knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with end-game methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Commercial Music 11

Course Code: YCMUS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: None

Course Synopsis:

This will be an introductory course to common practices in sound and recording engineering. Students will develop a basic understanding of how sound is controlled and handled by soundboards and digital multi-track recorders. They will learn the artistry of engineering live sound for music and multi-faceted events and taking that sound and recording it to digital disc. Students will also explore the careers and talents of professional sound and recording engineers and in a more global sense, students will learn to "Hear" the world around them in a new and profound manner.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Commercial Music 12

Course Code: YCMUS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February 23, 2005

Prerequisites:  

Commercial Music 11

Course Synopsis:

This will be an advanced course to common practices in sound and recording engineering. Students will develop an advanced understanding of how sound is controlled and handled by soundboards and digital multi-track recorders. They will learn the artistry of engineering live sound for music and multi-faceted events and taking that sound, recording it to digital disc and producing their own CD’s.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Debate and Speech 10

Course Code: YDESP 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course is an introductory course in speech and debate designed for students with a serious interest in current social issues and public speaking. Students will be introduced to techniques of cross-examination debate, as well as formal and impromptu speeches. Research skills will be taught and practiced. Students will be expected to speak publicly in various situations, including debate tournaments. All classes will take place outside the regular timetable. This is a rigorous course for students with strong academic backgrounds and interests. Permission of instructor is required.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Debate and Speech 11

Course Code: YDESP 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Permission of instructor is required

Course Synopsis:

This course is designed for students with a serious interest in current social issues and public speaking. Students will review techniques of cross-examination debate and be introduced to parliamentary style debate, as well as formal and impromptu speeches. Research skills will be taught and practiced. Students will be expected to speak publicly in various situations, including debate tournaments. All classes will take place outside the regular timetable. As well, all classes will include multi-grade levels. This is a rigorous course for students with strong academic backgrounds and interests. Permission of instructor is required.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Debate and Speech 12

Course Code: YDESP 12

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course is designed for students with a serious interest in current social issues and public speaking. Students will review techniques of cross-examination debate and parliamentary style debate, as well as formal and impromptu speeches. Research skills will be extended and practiced. Students will be expected to speak publicly in various situations, including debate tournaments. All classes will take place outside the regular timetable. As well, all classes will include multi-grade levels. This is a rigorous course for students with strong academic backgrounds and interests. Permission of instructor is required.
School District 23

Status: approved

School Name: Kelowna Senior Secondary
Course Name: Elite Sports Training 11
Course Code: YESPT 11

Category: Choose a Category
Grade Level of Course:  
10 11 12

Number of Course Credits: 2
Number of Hours of instruction: 60
Date Approved: March 8, 2006
Prerequisites: None

Course Synopsis:

This course offers both male and female students the opportunity to learn and explore the world of elite sports. It will allow students to enhance their lives through exposure to elite training concepts and participation in elite sport experiences. The students will learn advanced skill analysis, mental and psychological training, goal setting, nutrition, and athletic training. Also the students will learn about and develop core strength, speed, agility, and endurance. The students will be certified in sport officiating, receive training in NCCP Level One coaching theory, and participate in an athletic training programme. Students will also learn the value of community contribution through the volunteer component of the course, which allows students to work with a variety of age groups in the sports community.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course is for students at the beginning-intermediate level who are ready to learn the specific skills necessary for successful academic writing, reading and speaking.

Students will experience the process of writing, reading and speaking through interesting content combined with focused work on vocabulary, grammar, and syntax. Students will practice expressing information, ideas and opinions in logical and coherent order and in a variety of written and spoken formats. Students will gain the skills, experience and confidence necessary to meet the writing, reading and speaking expectations of the Grade 10 English curriculum.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Intermediate English acquisition

Course Synopsis:

This course is for students at the intermediate level who are ready to apply the specific skills necessary for successful academic writing, and provide them with a variety of writing, reading and conversational situations. Emphasis will be on learning various strategies in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies and Science.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: European Languages & Culture 11

Course Code: YEULC 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, German and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, German, and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Fashion Design 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Textile Studies 11, Textile Studies 12

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. Students will gain skills and knowledge in the technical aspects of pattern making and the construction of the garments they have designed. Students will redesign commercial patterns and create basic slopers, which are the beginning of flat pattern designs. Students proceed from an original design, applying their knowledge of the elements and principles of design, to full scale patterns, to finished garments. Students will explore the depth of the Canadian Apparel Industry and will focus on major Canadian Designers. Students will prepare for the Skills Canada Women’s Apparel Design and Construction Competition which is held each spring. Students will prepare for and model in a Fashion Show. With these acquired skills students will be able to pursue a career in fashion design.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Film Studies 11

Course Code: YFIS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 23, 2005

Prerequisites:  English 10 minimum grade of 65%

Course Synopsis:

This course is intended to give students in-depth experience in movie analysis and criticism. It will enable them to understand, analyze, and criticize movies in ways similar to the ways in which they are required to respond to novels, poetry, and short stories in English 11 and 12. In other words, they will learn to write about the plots, characters, symbols, themes, techniques, and styles of movies. Students will study the elements of a motion picture, the roles of various figures involved in the making of a motion picture, the widely recognized genres of motion pictures presently in existence, and a brief history of the motion picture industry in the U.S. and Europe.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Fire Management & Silviculture 11

Course Code: YFMS 11

Category: Trades and Technology

Grade Level of Course:  

10  
 11  
 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Fire Management and Silviculture course is an introductory course for basic fire suppression and safety. Students explore the role of fire as a natural part of forest ecosystems and forest succession. Silviculture activities include opportunities to learn about seed collection, storage and distribution. Students will also be introduced to the seedling production process – from cone collection to tree planting.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Firefighting 12

Course Code: YPSS 12A

Category: Health and Human Services

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 26, 2008

Prerequisites: Completion of Grade 10

Course Synopsis:

With the increasing disappearance of the “baby boomers” in the workforce, there are large numbers of retirements from fire departments across the country. The opportunities for students to enter this “dream” career have never been so numerous. Likewise, fire departments that depend on paid-on-call fire fighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. This Fire Fighting 12 course is our attempt to help our students discover and qualify for an exciting, rewarding career of vital service to their community. At the same time, we are assisting our local fire department, Westside Fire / Rescue, to address a recruitment situation in a timely manner.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: First Nations Art Studio 10

Course Code: YVPA 10C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12. The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the backbone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Kelowna Senior Secondary
Course Name: First Nations Art Studio 11
Course Code: YVPA 11C
Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: November 26, 2008
Prerequisites: None

Course Synopsis:
This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.
To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: First Nations Art Studio 12

Course Code: YVPA 12C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 10C and YVPA 11C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Forest Engineering 12

Course Code: YFCE 12

Category: Trades and Technology

Grade Level of Course: 

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Forest Engineering course is an introductory course for road and block layout, and builds on basic information gained in previous Forestry courses. Students will be introduced to road and block layout, review their Geographic Positioning System (GPS) skills and learn hand traversing. An introduction to Terrain Stability for sensitive slopes and the computer program RoadEng are also included.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Golf 10

Course Code: YGOLF 10

Category: Choose a Category

Grade Level of Course:  
10 [X]  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Golf 10 is the first of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. This course is an alternative to Physical Education 10 with the exception that the location for the completion of the program would be on the golf course or practise facility rather than the gymnasium and that golf will be the physical activity focus, along with healthy lifestyles and personal and social responsibility.

This course, as is the case in Golf 11 and 12, leads students through a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components, which takes into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught. Students who take this course are expected to know the golf swing and the different shots, which are taught as extensions of the normal golf swing.
School District 23

Status: approved
School Name: Kelowna Senior Secondary
Course Name: Golf 11
Course Code: YGOLF 11
Category: Fitness and Recreation
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 23, 2005
Prerequisites: Golf 10

Course Synopsis:

Golf 11 is the second of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 course before they attempt the Golf 11 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous course.
School District 23

Status: approved

School Name: Kelowna Senior Secondary
Course Name: Golf 12
Course Code: YGOLF 12
Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 23, 2005
Prerequisites: Golf 10, 11

Course Synopsis:

Golf 12 is the third of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 and 11 courses before they attempt the Golf 12 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous two courses.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Health Science 12

Course Code: YHS 12

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Must be taken in conjunction with Biology 12

Course Synopsis:

Active living and wellness are integral in today’s society as health is being recognized as a basic resource. Fast paced lifestyles are contributing to an increase in cardiovascular disease and high stress environments. In addition to these factors, demographic surveys suggest that the percentage of our population over 50 years of age will increase dramatically over the next ten years. Consequently, there will be career opportunities in the traditional public health care system as well as private health and fitness businesses. The public school system needs to take a step in initiating and promoting interest and experience in this ever-growing sector.

The Health Science 12 course would provide students interested in health, physical fitness and leisure with the opportunity to investigate related career options as they develop fundamental health science related skills. The course will contribute to the physical, intellectual, human, social and career development needs of the students. The overall objective is to allow students to acquire the knowledge, skills and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing vocational field.

Health Science 12 will share a few common areas of study with Biology 12; however the focus of study in each course would be different. In Health Science 12 the focus would be placed on the promotion of health in systems of the body as well as examining disorders that may occur that inhibit normal functioning. (For a comparison of the learning outcomes for both courses refer to Appendix A).
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: History of Rock and Roll: Cultural 11

Course Code: YHRR 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: Social Studies 10

Course Synopsis:

This course has been developed to help students to discover the cultural, social and political roots of today's music. They will be encouraged to explore the synthesis of black musical styles brought to North America by the slave trade which were gradually incorporated into the white culture and out of which Rock and Roll was born. They will be further encouraged to look to the future of pop culture as Canadian and North American culture is infused with a widening range of world cultures. Students will combine musical experiences in a critical listening environment with explorations of the global happenings that occurred as the music developed. The units of music will be placed in a time frame as issues surrounding events often find their way into the music of the time. The music and history will be explored together to tie the events and issues to the music of the time in each unit using listening, analysis, discussion, writing, and creative responses. Learning outcomes for the course are grouped under the curriculum organizers: Skills and Processes, Social Issues, Cultural Issues, Political Issues, Religious Issues, and Environmental Issues. As students are given the instruction, support and opportunity to develop skills in collecting, interpreting, and presenting a variety of perspectives on significant issues of the day. Students are given the opportunity for self and peer assessment in each of the seven units.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Introduction to Recreational Vehicle Technician 12

Course Code: YIRT 12

Category: Trades and Technology

Grade Level of Course:  

☑ 10  ☐ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: None

Course Synopsis:

Beginning with the basics, this course develops a student’s technical skills through the production and maintenance of recreational vehicles. The course focuses on the construction of a small RV but also includes maintenance, upgrades and renovations of existing RV’s. Students will learn about the following topics: RV design; frame construction; wall, floor and roof framing; electrical; plumbing; cabinetry; waterproofing and finishing. Students will have some choice in the design of the base unit to be constructed. This is a hands-on, project-based course designed as an introduction, and potentially a stepping stone, to the RV Technician program offered at Okanagan College.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Jazz Studies 10

Course Code: YJZS 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: Jazz Band 9 or Band 9

Course Synopsis:

This will be an introductory course to introduce and develop basic skills related to the performance and improvisation of jazz in a traditional combo setting. Students will study and practice specific techniques essential to the production of various jazz idioms. Students will develop a basic understanding and identification of specific styles significant to the history of jazz. They will also learn to improvise and perform an appropriate jazz solo within the context of a traditional jazz combo and present projects to classmates and groups of community members. Students will explore the careers and talents of professional musicians and in a more global sense, students will learn to "Hear" the world around them in a new and more auditory intelligent manner.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Jazz Studies 11

Course Code: YJZS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: Jazz Band 10 or Band 10

Course Synopsis:

This will be an intermediate course to develop skills related to the performance and improvisation of jazz in a traditional combo setting. Students will study and practice specific techniques essential to the production of various jazz idioms. Students will develop a more complete understanding and identification of specific styles significant to the history of jazz. They will also learn to better improvise and perform appropriate jazz solos within the context of a traditional jazz combo, and present projects to classmates and groups of community members. Students will continue to explore the careers and talents of professional musicians and in a more global sense, students will want to "Hear" the world around them in a new and more auditory intelligent manner.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Jazz Studies 12

Course Code: YJZS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  11  

X12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 23, 2005

Prerequisites:  Jazz Band 11 or Band 11

Course Synopsis:

This will be an advanced course to develop skills related to the performance and improvisation of jazz in a traditional combo setting. Students will study and practice specific techniques essential to the production of various advanced jazz idioms. Students will develop a more complete understanding and identification of specific styles significant to the history of jazz. They will also learn to better improvise and perform advanced jazz solos within the context of a traditional jazz combo and present projects to classmates and groups of community members. Students will explore the careers and talents of professional musicians and in a more global sense, students will learn to "Hear" the world around them in a new and more auditory intelligent manner.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Language Development 12

Course Code: YLAD 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Upper-intermed. to advanced level of English acquisition

Course Synopsis:

This course is for students at the upper intermediate to advanced level who are ready to work independently in order to be successful with academic writing, reading and speaking. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned.
**School District 23**

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: None

**Course Synopsis:**

This course offers students the opportunity to learn and practice leadership skills. This course is mainly teacher directed with students learning through following a set procedure. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through organization of low-risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Kelowna Senior Secondary
Course Name: Leadership 11
Course Code: YLEAD 11
Category: Liberal Arts and Humanities

Grade Level of Course: 

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: February 23, 2005
Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. Students will take an active role in planning and implementing with the teacher acting as a facilitator. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through a variety of low and high risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10  ☐ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. Students will be self-directed with the teacher acting as an advisor only. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through organization of high risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Choose a Category

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 8, 2006

Prerequisites:  None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring. This course is organized into four units: Understanding Yourself as a Learner; Planning and Organizing for Learning; Reading for Learning and Writing for Learning. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Mixed Martial Arts/Self-Defence 11

Course Code: YMASD 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to a practical system of personal self-defence. This effective system of self-defence is a life skill that will incorporate punching and blocking from Boxing; holding and locking from Aikido; and throwing, mat work and takedowns from Jiu-Jitsu.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Choose a Category

Grade Level of Course:  

       10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Audition or instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students will develop their skills for performance. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Outdoor Education 11

Course Code: YOE 11

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course will provide an atmosphere that crackles with excitement, enthusiasm and wonder. It will provide training in a variety of outdoor pursuits. These may include: backpacking, camping, survival techniques, path finding, tracking, use and maintenance of outdoor tools and other outdoor skills. Students will be evaluated using a variety of approaches, including personal journals, skill presentations, reports, class projects and practical camp situations.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Outdoor Education 12

Course Code: YOE 12

Category: Fitness and Recreation

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students with an interest in outdoor education /pursuits an opportunity to explore the many aspects of outdoor leadership, including outdoor trip planning and preparation, wilderness first aid leadership, risk management, route finding and navigation. Through study and practice students will develop outdoor leadership skills.

The course will include many activities outside of school, such as: canoeing, rock climbing, back packing, camping, winter camping. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping one another become effective outdoor leaders. The course will provide students the opportunity to develop their social skills as well as help advance their outdoor skills. Given the outdoor leadership emphasis of the course, it is strongly recommended that students take Outdoor Education 11 or equivalent prior to enrolling in this course.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Staff Recommendation

Course Synopsis:

By the end of the Peer Tutoring 11 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Liberal Arts and Humanities

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Teacher recommendation

Course Synopsis:

By the end of the Peer Tutoring 12 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10, 11, x 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: C+ in Eng. 11 or Eng. 12

Course Synopsis:

Students will develop the various dimensions of their thinking -- imaginative, critical, analytical, and problem-solving skills -- as they work on their essays and oral presentations. Guided practice in analytical reading and in the writing of well-argued prose will help students to articulate, examine, and reflect on their own ideas, as well of those of others. Study of formal and informal reasoning in the particularly rigorous style used in philosophy enables students to develop skills of argument in a systematic way. As students become acquainted with philosophical questions and methods, they learn to think with more insight and clarity about issues touching their own lives and about larger issues in the world around them.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:
- Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
- Improve their skill and fitness through a variety of physical activities.
- Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
- Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
- Be presented with opportunities to complete coaching, officiating and first aid certifications.
- Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

? Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

? Improve their skill and fitness through a variety of physical activities.

? Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

? Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

? Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  November 28, 2007

Prerequisites:  By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: English 10

Course Synopsis:

This is the first of two courses that will guide students through the diverse field of psychology. Psychology 11 will provide an interesting and comprehensive overview of selected areas in the field of psychology. The scientific study of human behavior will start with an introduction to the history of psychology, including pioneers in the development of modern psychology and the various schools of psychological thought. What psychologists do and careers in psychology will also be described. Psychological methods psychologists use to collect data and observe behavior are investigated. The purpose of statistics and the basic concepts of statistics used in psychology are covered. As well, the ethical use of research with humans and other animals is discussed. The course will look at what the characteristics and origins of abnormal behavior are. Classification of abnormal behaviors and the impact of mental disorders on society will also be discussed. Social psychology, including the following topics: attitude formation, individual and group behavior, bias, discrimination, conformity, obedience, altruism, aggression, plus the development and influence of cults are covered. Theories regarding states of consciousness, including sleep and dreams, and altered states of consciousness, including hypnosis and psychoactive drugs, will be introduced and reviewed. The course will conclude with a unit on the development of personality, theories of personality, and assessment tools used in personality development.
School District 23

Status: approved

School Name: Kelowna Senior Secondary
Course Name: Psychology 12
Course Code: YPSY 12
Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 23, 2005
Prerequisites: Psychology 11, suggested Biology 11

Course Synopsis:

Psychology 12 is a locally developed course that takes an in-depth look at the biological background of psychology. There will be a focus on the scientific implications of biology and its influence on our conscious and unconscious reactions to a stimulus. Language and intellectual capabilities will be examined and the influence of culture and society on one’s development and retention. The concepts of memory and emotion will be studied in terms of biological basis and practical application within society. A brief review of psychological disorders will lead into the idea of psychotherapies and the various applications and disciplines. The final area of study will be developmental psychology, with an emphasis on the cycles experienced by humans throughout their life.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Reconnecting Youth 11

Course Code: YPA 11A

Category: Health and Human Services

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Resiliency 11 is a course developed from the Reconnecting Youth (RY) prevention program curriculum for high school students who are ‘disconnected’ from school and who are at-risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:

• Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
• Enhance personal and social protective factors

Resiliency 11 was developed and its effectiveness researched under the following conditions:

• Resiliency 11 is offered as a regular elective in a secondary school curriculum
• Resiliency 11 is delivered for credit in daily class sessions typically 55 - 75 minutes per class during regular school hours.
• Resiliency 11 is taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-20
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Robotics 12

Course Code: YRBTC 12

Category: Trades and Technology

Grade Level of Course:  
☐ 10  ☐ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 23, 2005

Prerequisites:  None

**Course Synopsis:**

This course uses LEGO, sensors, motors, and the Handy Board microcontroller board programmed in Interactive C to construct autonomous wheeled mobile robots. The course contains structured laboratory exercises in LEGO mechanics, software design, sensor and motor principles, and feedback control. Time is spent designing mobile robots that will compete in several robotic competitions. The lectures will focus on motors, sensors, and control.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Sailing 11

Course Code: YSAIL 11

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☑️ 11 ☐️ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Graduates of Sailing 11 will be competent to sail a dinghy in up to 15 knots of breeze. Students will follow Canadian Yachting Association White Sail 1-3 curriculum in addition to learning about weather, safe boating, nutrition, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both a skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Sailing 12

Course Code: YSAIL 12

Category: Fitness and Recreation

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: November 10, 2004

Prerequisites: None

Course Synopsis:

Graduates of Sailing 12 will be competent to sail a dinghy in up to 25 knots of breeze. Students will follow Canadian Yachting Association Bronze Sail 4 curriculum in addition to learning about advanced weather forecasting, boat maintenance, racing, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Statistics 12

Category: Science and Applied Sciences

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Kelowna Senior Secondary
Course Name: Strategies for Learning 11
Course Code: YSFL 11
Category: Liberal Arts and Humanities

Grade Level of Course:  
\[ \square \quad 10 \quad \large \times \quad 11 \quad \square \quad 12 \]
Number of Course Credits: 4
Number of Hours of instruction: 100-120
Date Approved: March 8, 2006
Prerequisites: By recommendation

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course: ☐ 10 ☐ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Teacher permission and recommendation

Course Synopsis:

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Technology Principles 12

Course Code: YTCPR 12

Category: Trades and Technology

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Basic computer literacy

Course Synopsis:

The Technology Principles course will provide students course credit for the Okanagan College NTEN 117 course of the same name. The courses will prepare students for a career in the field of networking technologies. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Visually Impaired Technology 10

Course Code: YVSIT 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Visually Impaired Technology 11

Course Code: YVSIT 11

Category: Health and Human Services

Grade Level of Course: 10 ☐ 11 ☑ 12 ☐

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Kelowna Senior Secondary
Course Name: Visually Impaired Technology 12
Course Code: YVSIT 12
Category: Health and Human Services

Grade Level of Course: 10 11 12
Number of Course Credits: 1-4
Number of Hours of instruction: 30-120
Date Approved: March 8, 2006
Prerequisites: As per each module

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
**School District 23**

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Work Readiness 11

Course Code: YWRD 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

**Course Synopsis:**

This course has been developed to provide the basic skills and encouragement necessary to enable at-risk students to be successful in their transition from school to the worksite.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Yearbook 10

Course Code: YYB 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This is a year-long grade 10 course. Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.
School District 23

Status: approved

School Name: Kelowna Senior Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10

11

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

March 31, 2004

Prerequisites:  

Art Foundations 12

Course Synopsis:

This course is designed for students with a strong interest in visual art that intend to pursue work or study at a post secondary level. By grade 12, these students will already have a firm grounding in most aspects of visual arts and are ready to focus on one or two areas of study. Together with their instructor, they will design an individual area of focus, i.e. portraiture, hand built pottery, colour field painting. This individual area of focus will be supported by art history research that relates to their topic area. As well, supporting the career side of this course will be gallery and curatorial study and a unit that deals with commercial design in graphic, industry and architecture.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Asian Studies 12

Course Code: YANST 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Social Studies 11

Course Synopsis:

Asian Studies 12 asks students to investigate contemporary realities and current events in various Asian regions with a focus on emerging economic, military and political powers. Students will be exposed to an interdisciplinary study, drawing on history, political science, economics, cultural studies, and geography. Students will develop an appreciation for a variety of cultures resulting in better informed, more aware and tolerant global citizens. Students will develop critical thinking, summary and paraphrasing skills, as many documentaries and articles will be examined.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved:  March 8, 2006

Prerequisites:  None. CAD 9/10 is helpful.

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through three main processes: computer assisted drafting; computer assisted machining; and computer numerical control. Students will take projects from the design stage right to the completed artifact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.
**School District 23**

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Canadian Literature 12

Course Code: YCANL 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

- [ ] 10  
- [ ] 11  
- [x] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: English or Honours English 11

**Course Synopsis:**

This course is designed to prepare students to read, discuss, and write about literature at a university level. In a thematic-based study, students will focus on short stories, poetry, and novels. Emphasis is placed on critical reading and intelligent, capable discussion (both written and oral) of the literature. Students are also strongly encouraged to write the Advanced Placement English exam during the latter part of the course.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Career Explorations 10

Course Code: YCE 10

Category: Trades and Technology

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. The program consists of career-related classroom instruction and work experience for secondary students, age 15 or older, who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Trades and Technology

Grade Level of Course: 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Chess 12

Course Code: YLRA 12F

Category: Fitness and Recreation

Grade Level of Course:  

- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Chess 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and end game knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with end-game methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.

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School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary
Course Name: Creative Writing 11
Course Code: YCWR 11
Category: Liberal Arts and Humanities

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: English 10 or Honours English 10

Course Synopsis:

This course is designed to foster students’ ability to write in modes not otherwise taught extensively in the humanities curriculum. Students will learn to recognize various creative techniques, to ascertain their effect in a literary work, and to incorporate these styles within their own writing. Emphasis will be placed on using Canadian literature to augment the students’ skills in this course.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Debate and Speech 10

Course Code: YDESP 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course is an introductory course in speech and debate designed for students with a serious interest in current social issues and public speaking. Students will be introduced to techniques of cross-examination debate, as well as formal and impromptu speeches. Research skills will be taught and practiced. Students will be expected to speak publicly in various situations, including debate tournaments. All classes will take place outside the regular timetable. This is a rigorous course for students with strong academic backgrounds and interests. Permission of instructor is required.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Debate and Speech 11

Course Code: YDESP 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 23, 2005

Prerequisites:  Permission of instructor is required

Course Synopsis:

This course is designed for students with a serious interest in current social issues and public speaking. Students will review techniques of cross-examination debate and be introduced to parliamentary style debate, as well as formal and impromptu speeches. Research skills will be taught and practiced. Students will be expected to speak publicly in various situations, including debate tournaments. All classes will take place outside the regular timetable. As well, all classes will include multi-grade levels. This is a rigorous course for students with strong academic backgrounds and interests. Permission of instructor is required.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Debate and Speech 12

Course Code: YDESP 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  X 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 23, 2005

Prerequisites:  None

Course Synopsis:

This course is designed for students with a serious interest in current social issues and public speaking. Students will review techniques of cross-examination debate and parliamentary style debate, as well as formal and impromptu speeches. Research skills will be extended and practiced. Students will be expected to speak publicly in various situations, including debate tournaments. All classes will take place outside the regular timetable. As well, all classes will include multi-grade levels. This is a rigorous course for students with strong academic backgrounds and interests. Permission of instructor is required.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Elite Sports Training 11

Course Code: YESPT 11

Category: Choose a Category

Grade Level of Course:  

10 [ ]  

X 11 [ ]  

12 [ ]

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course offers both male and female students the opportunity to learn and explore the world of elite sports. It will allow students to enhance their lives through exposure to elite training concepts and participation in elite sport experiences. The students will learn advanced skill analysis, mental and psychological training, goal setting, nutrition, and athletic training. Also the students will learn about and develop core strength, speed, agility, and endurance. The students will be certified in sport officiating, receive training in NCCP Level One coaching theory, and participate in an athletic training programme. Students will also learn the value of community contribution through the volunteer component of the course, which allows students to work with a variety of age groups in the sports community.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Choose a Category

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course is for students at the beginning-intermediate level who are ready to learn the specific skills necessary for successful academic writing, reading and speaking.

Students will experience the process of writing, reading and speaking through interesting content combined with focused work on vocabulary, grammar, and syntax. Students will practice expressing information, ideas and opinions in logical and coherent order and in a variety of written and spoken formats. Students will gain the skills, experience and confidence necessary to meet the writing, reading and speaking expectations of the Grade 10 English curriculum.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Intermediate English acquisition

Course Synopsis:

This course is for students at the intermediate level who are ready to apply the specific skills necessary for successful academic writing, and provide them with a variety of writing, reading and conversational situations. Emphasis will be on learning various strategies in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies and Science.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary
Course Name: European Languages & Culture 11
Course Code: YEULC 11
Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 8, 2006
Prerequisites: None

Course Synopsis:
This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, German and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, German, and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Fashion Design 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Textile Studies 11, Textile Studies 12

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. Students will gain skills and knowledge in the technical aspects of pattern making and the construction of the garments they have designed. Students will redesign commercial patterns and create basic slopers, which are the beginning of flat pattern designs. Students proceed from an original design, applying their knowledge of the elements and principles of design, to full scale patterns, to finished garments. Students will explore the depth of the Canadian Apparel Industry and will focus on major Canadian Designers. Students will prepare for the Skills Canada Women’s Apparel Design and Construction Competition which is held each spring. Students will prepare for and model in a Fashion Show. With these acquired skills students will be able to pursue a career in fashion design.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Fire Management & Silviculture 11

Course Code: YFMS 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

November 28, 2007

Prerequisites:  

Participation in the Forestry Program

Course Synopsis:

The Fire Management and Silviculture course is an introductory course for basic fire suppression and safety. Students explore the role of fire as a natural part of forest ecosystems and forest succession. Silviculture activities include opportunities to learn about seed collection, storage and distribution. Students will also be introduced to the seedling production process – from cone collection to tree planting.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Firefighting 12

Course Code: YPSS 12A

Category: Health and Human Services

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  November 26, 2008

Prerequisites:  Completion of Grade 10

Course Synopsis:

With the increasing disappearance of the “baby boomers” in the workforce, there are large numbers of retirements from fire departments across the country. The opportunities for students to enter this “dream” career have never been so numerous. Likewise, fire departments that depend on paid-on-call fire fighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. This Fire Fighting 12 course is our attempt to help our students discover and qualify for an exciting, rewarding career of vital service to their community. At the same time, we are assisting our local fire department, Westside Fire / Rescue, to address a recruitment situation in a timely manner.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: First Nations Art Studio 10

Course Code: YVPA 10C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10  
- [ ] 11  
- [x] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: First Nations Art Studio 11

Course Code: YVPA 11C

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: First Nations Art Studio 12

Course Code: YVPA 12C

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 10C and YVPA 11C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Forest Engineering 12

Course Code: YFCE 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Forest Engineering course is an introductory course for road and block layout, and builds on basic information gained in previous Forestry courses. Students will be introduced to road and block layout, review their Geographic Positioning System (GPS) skills and learn hand traversing. An introduction to Terrain Stability for sensitive slopes and the computer program RoadEng are also included.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: French Culture 11

Course Code: YFRCL 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 23, 2005

Prerequisites: French 10

Course Synopsis:

This course has been developed to encourage students to explore the richness and beauty of the French culture. Students will discuss and engage in oral presentations in French. They will examine various aspects of French culture such as history, geography, art and architecture, music, film and magazines. Students will be encouraged to use technology to present their research projects. This course is available to grade eleven and twelve students.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Golf 10

Course Code: YGOLF 10

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Golf 10 is the first of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. This course is an alternative to Physical Education 10 with the exception that the location for the completion of the program would be on the golf course or practice facility rather than the gymnasium and that golf will be the physical activity focus, along with healthy lifestyles and personal and social responsibility.

This course, as is the case in Golf 11 and 12, leads students through a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components, which takes into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught. Students who take this course are expected to know the golf swing and the different shots, which are taught as extensions of the normal golf swing.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Golf 11

Course Code: YGOLF 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10

Course Synopsis:

Golf 11 is the second of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 course before they attempt the Golf 11 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous course.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Golf 12

Course Code: YGOLF 12

Category: Fitness and Recreation

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 23, 2005

Prerequisites:  Golf 10, 11

Course Synopsis:

Golf 12 is the third of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 and 11 courses before they attempt the Golf 12 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous two courses.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course: 10 ☐ 11 X 12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Must also be enrolled in Hairdressing 11B; must have completed grade 10 course requirements

Course Synopsis:

Introduction to Hairdressing (Theory) – H11A is the first of seven courses in a two-year, comprehensive Hairdressing Program designed for grades eleven students (male and/or female) who have a serious interest in exploring hairdressing as a viable career choice. Upon successful completion of the six learning units of Hairdressing 11A, students will have a firm grounding in the theory of basic hairdressing fundamentals including: establishing a professional image; salon ecology (hygiene, bacteriology and sanitation); hair services (with an emphasis on draping and performing shampooing/conditioning/scalp massage); introduction to hair cutting; hair design decisions (facial analysis); and introduction to hair styling including curl formation using blow-drying, irons, and rollers and basic comb-out styles.
School District 23

School Name: Mount Boucherie Senior Secondary
Course Name: Hairdressing 11B
Course Code: YHA 11B
Category: Trades and Technology

Grade Level of Course:  
10    ✔  11    ☒  12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved:  February 23, 2005
Prerequisites: Must be enrolled in HA 11A and 11C; must have completed grade 10 course requirements

Course Synopsis:

Level Two - Hairdressing (Theory and Applied Skills) – Hairdressing 11B is the third of seven courses in a two-year, comprehensive Career Preparation Trades Program designed for grade eleven students (male and/or female) who have a serious interest in exploring hairdressing as a viable career choice. Upon successful completion of the six learning units of Hairdressing 11B, students will have a firm grounding in the Theory and Applied Skills of hairdressing fundamentals including: Career Management; Retail Sales and Marketing; Salon Management; Advanced Hair Styling; Introduction to Skin Care and Makeup.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Must also be enrolled in YHA11A, completed gr 10 courses, attend MtB full time
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Hairdressing 12A (Theory)

Course Code: YHA 12A

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Consult Mt. Boucherie for details

Course Synopsis:

Hairdressing 12A is the fourth of a seven courses in a two-year, comprehensive Career Preparation Trades Program designed for grade 11 and 12 students (male and/or female) who have a serious interest in exploring hairdressing as a viable career choice. Upon successful completion of the five learning units of Hairdressing 12A, students will have a firm grounding in the theory of hairdressing fundamentals including: Trichology; Diseases and Disorders of the hair, scalp, and skin; Advanced Hair cutting; Introduction to Permanent Waving; Introduction to Hair Colouring.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Hairdressing 12B (Applied Skills)

Course Code: YHA 12B

Category: Trades and Technology

Grade Level of Course:  

10   11   X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   February 23, 2005

Prerequisites: Consult Mt. Boucherie for details

Course Synopsis:

Hairdressing 12B is the fifth of seven courses in a two-year, comprehensive Career Preparation Trades Program designed for grade 11 and 12 students (male and/or female) who have a serious interest in exploring hairdressing as a viable career choice. Upon successful completion of the six learning units of Hairdressing 12B, students will have a firm grounding in the applied skills of hairdressing fundamentals including: Trichology; Diseases and Disorders of the Hair, Scalp, and Skin; Advanced Hair Cutting; Introduction to Permanent Waving; Introduction to Hair Colouring; Client Marketing and Retention.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Hairdressing 12C (Theory)

Course Code: YHA 12C

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Contact Mt. Boucherie for details

Course Synopsis:

Hairdressing 12C is the sixth of seven courses in a two-year, comprehensive Career Preparation Trades Program designed for grade eleven students (male and/or female) who have a serious interest in exploring hairdressing as a viable career choice. Upon successful completion of the five learning units of Level Four Hairdressing (Theory) – Hairdressing 12C, students will have a firm grounding in the theory of hairdressing fundamentals including: Basic Electricity, Anatomy and Physiology, Advanced Hair Cutting (Clippers and Razor), Advanced Permanent Waving, and Advanced Hair Colouring.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Hairdressing 12D (Applied Skills)

Course Code: YHA 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Contact Mt. Boucherie for details

Course Synopsis:

Hairdressing 12D is the seventh of seven courses in a two-year, comprehensive Career Preparation Trades Program designed for grade 11 and 12 students (male and/or female) who have a serious interest in exploring hairdressing as a viable career choice. Upon successful completion of the six learning units of Hairdressing 12D, students will have a firm grounding in the theory of hairdressing fundamentals including: Basic Electricity, Anatomy and Physiology, Advanced Hair Cutting (Clippers and Razor), Advanced Permanent Waving, and Advanced Hair Colouring.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Introduction to Recreational Vehicle Technician 12

Course Code: YIRT 12

Category: Trades and Technology

Grade Level of Course:  
10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  November 28, 2007

Prerequisites:  None

Course Synopsis:

Beginning with the basics, this course develops a student’s technical skills through the production and maintenance of recreational vehicles. The course focuses on the construction of a small RV but also includes maintenance, upgrades and renovations of existing RV’s. Students will learn about the following topics: RV design; frame construction; wall, floor and roof framing; electrical; plumbing; cabinetry; waterproofing and finishing. Students will have some choice in the design of the base unit to be constructed. This is a hands-on, project-based course designed as an introduction, and potentially a stepping stone, to the RV Technician program offered at Okanagan College.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Italian Culture 11

Course Code: YITC 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to encourage students to explore the richness and beauty of the Italian culture. Students will learn basic Italian vocabulary and phrases useful for travel. They will examine various aspects of Italian culture such as history, geography, art and architecture, music, film and Italian cuisine. Students will be encouraged to use technology to present their research projects. This course is available to grade eleven and twelve students.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Language Development 12

Course Code: YLAD 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Upper-intermed. to advanced level of English acquisition

Course Synopsis:

This course is for students at the upper intermediate to advanced level who are ready to work independently in order to be successful with academic writing, reading and speaking. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. This course is mainly teacher directed with students learning through following a set procedure. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through organization of low-risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Liberal Arts and Humanities

Grade Level of Course:   10   11   12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. Students will take an active role in planning and implementing with the teacher acting as a facilitator. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through a variety of low and high risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. Students will be self-directed with the teacher acting as an advisor only. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through organization of high risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring. This course is organized into four units: Understanding Yourself as a Learner; Planning and Organizing for Learning; Reading for Learning and Writing for Learning. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Media Analysis and Current Events 11

Course Code: YMACE 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
February 23, 2005

Prerequisites:  
None

Course Synopsis:

www.bcsta.org
Media and Current Events is a course designed to prepare and inform the naive or inexperienced mind to critically examine news at all levels and to appreciate the role of the media in selecting, packaging, and delivering the content. The course will examine the historical development of news media and consumer media. Being media literate instills within the individual a ‘media-receptive’ mindset, which encourages the person to actively question both purpose and persuasion.

Students will be expected to use their knowledge, experience, insight and imagination to understand the images – both visual and non-visual – created by the media. They will learn that being media literate requires more than being an active, questioning audience; it also requires applying knowledge and curriculum insight to facilitate an understanding of the intended ‘message’.

A media literate individual will be empowered to make a positive contribution to the world in which he or she lives. Imagination, curiosity, wisdom and sound judgment will enable the student as the audience, to better understand his or her own world and not be led into following or creating a false or incorrect image: an image created for and ‘published’ by agencies external to the self, family and community.

The student will become competent at identifying and ‘reading’ the message and the persuasion linked to this message. Furthermore, students will be able to evaluate the effectiveness of the message and its appropriateness in a specifically defined audience or a broader, public audience.

Students will be expected to enhance their ability to communicate and argue in writing and in voice. To reinforce and facilitate these learning processes, the writing process and the nature of argument are the learning strategies to be employed throughout the course.

This course is contemporary and relevant. Hence, current events and contemporary issues will be utilized to further fuel student and audience interest. Students will be required to submit articles to various local and national publications.

Course work will be expected to be factual, informative and objective. However, due to the nature of this course, students will also be expected to exercise persuasive language as a tool in the defense of argument. Once students experience and comprehend the power and influence of persuasive language, they will be required to exercise their newfound ‘power’ with integrity and taste.

Students will be introduced to basic strategies in the various media, learning how the intended audience or publication will affect the style, format and the content of the ‘the message’. Students will learn that advertisements, film, song, news stories, and photographs can be presented from several points of view, depending on the intent of the producer or editorial policy. Producers, station managers and editors, combined with the demographics of the intended audience, will dictate the style and format of ‘the message’. Finally, students will become aware of the journalists’ responsibility to accurately and objectively inform the public versus the media mandate to ‘sell information’ through sensationalism, exploitation and media capitalism.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Mixed Martial Arts/Self-Defence 11

Course Code: YMASD 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  √  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to a practical system of personal self-defence. This effective system of self-defence is a life skill that will incorporate punching and blocking from Boxing; holding and locking from Aikido; and throwing, mat work and takedowns from Jiu-Jitsu.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Modern Golf Theory 12

Course Code: YMGLF 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Enrollment in Central Okanagan Golf Academy

Course Synopsis:

Modern Golf 12 represents the theoretical portion of the Golf Academy’s curriculum and will augment the playing, conditioning and fitness, and work experience components of the Academy’s curricular plan. Modern Golf 12 is the fourth of seven courses in a one to three year, comprehensive Career Preparation Recreation Program designed for grade 10, 11 and 12 students (male and/or female) who have a serious interest in exploring golf as a viable career choice. Upon successful completion of the eight learning units of Modern Golf 12, students will have a firm grounding in the theory of golf including: The History of Golf, Etiquette, Handicapping, Course Rating and Playing Formats, Rules and Interpretations, Competitive Golf, The Golf Industry, Club Repair, Maintenance and Fitting and Tournament Organization.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Choose a Category

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Audition or instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students will develop their skills for performance. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.
**School District 23**

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Outdoor Education 11

Course Code: YOE 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

**Course Synopsis:**

This course will provide an atmosphere that crackles with excitement, enthusiasm and wonder. It will provide training in a variety of outdoor pursuits. These may include: backpacking, camping, survival techniques, path finding, tracking, use and maintenance of outdoor tools and other outdoor skills. Students will be evaluated using a variety of approaches, including personal journals, skill presentations, reports, class projects and practical camp situations.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Outdoor Education 12

Course Code: YOE 12

Category: Fitness and Recreation

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students with an interest in outdoor education/pursuits an opportunity to explore the many aspects of outdoor leadership, including outdoor trip planning and preparation, wilderness first aid leadership, risk management, route finding and navigation. Through study and practice students will develop outdoor leadership skills.

The course will include many activities outside of school, such as: canoeing, rock climbing, back packing, camping, winter camping. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping one another become effective outdoor leaders. The course will provide students the opportunity to develop their social skills as well as help advance their outdoor skills. Given the outdoor leadership emphasis of the course, it is strongly recommended that students take Outdoor Education 11 or equivalent prior to enrolling in this course.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary
Course Name: Peer Counselling 11
Course Code: YPCOU 11
Category: Health and Human Services

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 23, 2005
Prerequisites: Teacher Recommendation

Course Synopsis:

Peer Counselling 11 is designed to provide training to students in communication, interpersonal and counselling intervention skills. Students will also develop greater self-awareness and self esteem through a variety of self exploratory and team building activities. These skills enable students to help their peers with the problem-solving process, and take an active role in helping their peers with the problem solving process, and to create and deliver prevention programs in a Secondary School. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional’s role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to meet with individuals who work at various aspects of the profession.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Health and Human Services

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Peer Counselling 12

Course Synopsis:

Peer Counselling 12 is designed as a follow-up course to Peer Counselling 11 but students will be expected to participate as facilitators in Resiliency Skills Training Sessions at our feeder schools as their major project. Students will continue to develop greater self-awareness and self esteem through a variety of self exploratory and team building activities and to practice their counselling skills through interactions with each other at a two day Retreat off campus.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 23, 2005

Prerequisites: Staff Recommendation

Course Synopsis:

By the end of the Peer Tutoring 11 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 23, 2005

Prerequisites:  Teacher recommendation

Course Synopsis:

By the end of the Peer Tutoring 12 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10 □ 11 ✔ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 8, 2006

Prerequisites: C+ in Eng. 11 or Eng. 12

Course Synopsis:

Students will develop the various dimensions of their thinking -- imaginative, critical, analytical, and problem-solving skills -- as they work on their essays and oral presentations. Guided practice in analytical reading and in the writing of well-argued prose will help students to articulate, examine, and reflect on their own ideas, as well of those of others. Study of formal and informal reasoning in the particularly rigorous style used in philosophy enables students to develop skills of argument in a systematic way. As students become acquainted with philosophical questions and methods, they learn to think with more insight and clarity about issues touching their own lives and about larger issues in the world around them.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: None

Course Synopsis:

This will be an introductory course to traditional black and white photography. Students will develop an understanding of how light is controlled and handled by cameras and film. They will learn the chemistry and artistry of developing prints from their negatives. Students will also explore the careers and imagery of professional photographers. In a more global sense, students will learn to “See” the world around them in a new and more visually intelligent manner.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 31, 2004

Prerequisites: Photography 11

Course Synopsis:

This will be an advanced course in traditional black and white photography. Students will expand on their understanding of how light is controlled and handled by cameras and film. They will not only develop proficiency in shooting, developing and printing images but expand on their repertoire of advanced techniques with the camera and the darkroom. Students will also explore the careers and imagery of professional photographers. Students will continue to, in a more global sense, learn to “See” the world around them in a new a more visually intelligent manner.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

?Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

10  [X]  11  [ ]  12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: English 10

Course Synopsis:

This is the first of two courses that will guide students through the diverse field of psychology. Psychology 11 will provide an interesting and comprehensive overview of selected areas in the field of psychology. The scientific study of human behavior will start with an introduction to the history of psychology, including pioneers in the development of modern psychology and the various schools of psychological thought. What psychologists do and careers in psychology will also be described. Psychological methods psychologists use to collect data and observe behavior are investigated. The purpose of statistics and the basic concepts of statistics used in psychology are covered. As well, the ethical use of research with humans and other animals is discussed. The course will look at what the characteristics and origins of abnormal behavior are. Classification of abnormal behaviors and the impact of mental disorders on society will also be discussed. Social psychology, including the following topics: attitude formation, individual and group behavior, bias, discrimination, conformity, obedience, altruism, aggression, plus the development and influence of cults are covered. Theories regarding states of consciousness, including sleep and dreams, and altered states of consciousness, including hypnosis and psychoactive drugs, will be introduced and reviewed. The course will conclude with a unit on the development of personality, theories of personality, and assessment tools used in personality development.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course:  [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Psychology 11, suggested Biology 11

Course Synopsis:

Psychology 12 is a locally developed course that takes an in-depth look at the biological background of psychology. There will be a focus on the scientific implications of biology and its influence on our conscious and unconscious reactions to a stimulus. Language and intellectual capabilities will be examined and the influence of culture and society on one’s development and retention. The concepts of memory and emotion will be studied in terms of biological basis and practical application within society. A brief review of psychological disorders will lead into the idea of psychotherapies and the various applications and disciplines. The final area of study will be developmental psychology, with an emphasis on the cycles experienced by humans throughout their life.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Reconnecting Youth 11

Course Code: YPA 11A

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Resiliency 11 is a course developed from the Reconnecting Youth (RY) prevention program curriculum for high school students who are ‘disconnected’ from school and who are at-risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:

• Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
• Enhance personal and social protective factors

Resiliency 11 was developed and its effectiveness researched under the following conditions:

• Resiliency 11 is offered as a regular elective in a secondary school curriculum
• Resiliency 11 is delivered for credit in daily class sessions typically 55 - 75 minutes per class during regular school hours.
• Resiliency 11 is taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-20
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Sailing 11

Course Code: YSAIL 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Graduates of Sailing 11 will be competent to sail a dinghy in up to 15 knots of breeze. Students will follow Canadian Yachting Association White Sail 1-3 curriculum in addition to learning about weather, safe boating, nutrition, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both a skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Sailing 12

Course Code: YSAIL 12

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☐ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: November 10, 2004

Prerequisites: None

Course Synopsis:

Graduates of Sailing 12 will be competent to sail a dinghy in up to 25 knots of breeze. Students will follow Canadian Yachting Association Bronze Sail 4 curriculum in addition to learning about advanced weather forecasting, boat maintenance, racing, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Statistics 12

Category: Science and Applied Sciences

Grade Level of Course: □ 10 □ 11 □ □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Statistics 12

Course Code: 

Category: Science and Applied Sciences

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Strategies for Learning 11

Course Code: YSFL 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑️ 10 ☒️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

**Course Synopsis:**

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

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**School District 23**

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Teacher permission and recommendation

**Course Synopsis:**

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Technology Education - Medieval Armouring 10

Course Code: YTEMA 10

Category: Trades and Technology

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course starts from the basics and develops a student's metal working skills through medieval armouring projects. This course focuses on the traditional techniques of a medieval armourer, as well as touching on modern tools and equipment to speed up the manufacturing process. Blacksmithing, forging, sheet metal armouring, and chainmaille work will all be included in this course. Students will have choices in projects within a set of standard projects. This is a hands-on project-based course.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Technology Education - Medieval Armouring 11

Course Code: YTEMA 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February 23, 2005

Prerequisites:  

None

Course Synopsis:

This course continues from the Technology Education 10: Medieval Armouring course and further develops a student's metal working skills through medieval armouring projects. This course focuses on the traditional techniques of a medieval armourer, as well as touching on modern tools and equipment to speed up the manufacturing process. Blacksmithing, forging, sheet metal armouring, leather work, and chainmaille work will all be included in this course. Students will have choices in projects within a set of standard projects as well as develop their own final project. This is a hands-on project-based course.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Technology Principles 12

Course Code: YTCPR 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Basic computer literacy

Course Synopsis:

The Technology Principles course will provide students course credit for the Okanagan College NTEN 117 course of the same name. The courses will prepare students for a career in the field of networking technologies. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary
Course Name: Visually Impaired Technology 10
Course Code: YVSIT 10

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits:
Number of Hours of instruction: 30-120
Date Approved: March 8, 2006
Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary
Course Name: Visually Impaired Technology 11
Course Code: YVSIT 11
Category: Health and Human Services

Grade Level of Course:  

10 [ ] 11 [X] 12 [ ]

Number of Course Credits: 1-4
Number of Hours of instruction: 30-120
Date Approved: March 8, 2006
Prerequisites: Listed with individual modules

Course Synopsis:
The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Visually Impaired Technology 12

Course Code: YVSIT 12

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: As per each module

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: War and Society 12

Course Code: YWSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2005

Prerequisites: Social Studies 11 or permission from instructor

Course Synopsis:

War and Society 12 builds on the foundation of knowledge, skills, and understanding that students gain in social studies from their early years through Grade 11. The curriculum introduces students to the discipline of history as part of their wider education. It also prepares them for continued study in history and careers in the social sciences and humanities.

War and Society 12 is a study of military history from Greece and Rome to the end of the Second World War. The phenomenon of war has had a compelling effect on the social, economic and political life of society, and as such becomes an important focus of historical study. One cannot understand war without understanding its political and social underpinnings. Conversely, one cannot understand political history or cultural development without understanding war. This course is roughly divided between the period leading up to the end of the First World War and a more intensive study of the Second World War.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: Work Readiness 11

Course Code: YWRD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

**Course Synopsis:**

This course has been developed to provide the basic skills and encouragement necessary to enable at-risk students to be successful in their transition from school to the worksite.
School District 23

Status: approved

School Name: Mount Boucherie Senior Secondary

Course Name: YHOLO 12

Course Code: Holocaust 12

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Social Studies 11 or permission of instructor

Course Synopsis:

This course was developed in part as a reply to Holocaust Educator Yehuda Bauers plea to stop “simply training competent barbarians.” The issues this course addresses are, we believe, crucial to any students’ public school experience in today’s world. Motivation for many of today’s societal ills and societal / individual accountability must be focussed upon if future Holocausts are to be avoided.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Asian Studies 12

Course Code: YANST 12

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Social Studies 11

Course Synopsis:

Asian Studies 12 asks students to investigate contemporary realities and current events in various Asian regions with a focus on emerging economic, military and political powers. Students will be exposed to an interdisciplinary study, drawing on history, political science, economics, cultural studies, and geography. Students will develop an appreciation for a variety of cultures resulting in better informed, more aware and tolerant global citizens. Students will develop critical thinking, summary and paraphrasing skills, as many documentaries and articles will be examined.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: None. CAD 9/10 is helpful.

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through three main processes: computer assisted drafting; computer assisted machining; and computer numerical control. Students will take projects from the design stage right to the completed artifact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Career Explorations 10

Course Code: YCE 10

Category: Trades and Technology

Grade Level of Course: [x] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. The program consists of career-related classroom instruction and work experience for secondary students, age 15 or older, who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.
**School District 23**

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Planning 10

**Course Synopsis:**

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Chess 12

Course Code: YLRA 12F

Category: Fitness and Recreation

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Chess 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and end game knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with end-game methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Elite Sports Training 11

Course Code: YESPT 11

Category: Choose a Category

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:  March 8, 2006

Prerequisites:  None

Course Synopsis:

This course offers both male and female students the opportunity to learn and explore the world of elite sports. It will allow students to enhance their lives through exposure to elite training concepts and participation in elite sport experiences. The students will learn advanced skill analysis, mental and psychological training, goal setting, nutrition, and athletic training. Also the students will learn about and develop core strength, speed, agility, and endurance. The students will be certified in sport officiating, receive training in NCCP Level One coaching theory, and participate in an athletic training programme. Students will also learn the value of community contribution through the volunteer component of the course, which allows students to work with a variety of age groups in the sports community.
School District 23

Status: approved

School Name: Okanagan Mission Secondary
Course Name: ESL Language Development 10
Course Code: YESLD 10

Category: Choose a Category

Grade Level of Course: [x] 10  [ ] 11  [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course is for students at the beginning-intermediate level who are ready to learn the specific skills necessary for successful academic writing, reading and speaking.

Students will experience the process of writing, reading and speaking through interesting content combined with focused work on vocabulary, grammar, and syntax. Students will practice expressing information, ideas and opinions in logical and coherent order and in a variety of written and spoken formats. Students will gain the skills, experience and confidence necessary to meet the writing, reading and speaking expectations of the Grade 10 English curriculum.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Intermediate English acquisition

Course Synopsis:

This course is for students at the intermediate level who are ready to apply the specific skills necessary for successful academic writing, and provide them with a variety of writing, reading and conversational situations. Emphasis will be on learning various strategies in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies and Science.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: European Languages & Culture 11

Course Code: YEULC 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

March 8, 2006

Prerequisites:  

None

Course Synopsis:

This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, German and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, German, and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Fire Management & Silviculture 11

Course Code: YFMS 11

Category: Trades and Technology

Grade Level of Course: ☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Fire Management and Silviculture course is an introductory course for basic fire suppression and safety. Students explore the role of fire as a natural part of forest ecosystems and forest succession. Silviculture activities include opportunities to learn about seed collection, storage and distribution. Students will also be introduced to the seedling production process – from cone collection to tree planting.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Firefighting 12

Course Code: YPSS 12A

Category: Health and Human Services

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: Completion of Grade 10

Course Synopsis:

With the increasing disappearance of the “baby boomers” in the workforce, there are large numbers of retirements from fire departments across the country. The opportunities for students to enter this “dream” career have never been so numerous. Likewise, fire departments that depend on paid-on-call fire fighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. This Fire Fighting 12 course is our attempt to help our students discover and qualify for an exciting, rewarding career of vital service to their community. At the same time, we are assisting our local fire department, Westside Fire / Rescue, to address a recruitment situation in a timely manner.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: First Nations Art Studio 10

Course Code: YVPA 10C

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12. The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the backbone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: First Nations Art Studio 11

Course Code: YVPA 11C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

November 26, 2008

Prerequisites:  

None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: First Nations Art Studio 12

Course Code: YVPA 12C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 10C and YVPA 11C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
**School District 23**

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Forest Engineering 12

Course Code: YFCE 12

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2007

Prerequisites: Participation in the Forestry Program

**Course Synopsis:**

The Forest Engineering course is an introductory course for road and block layout, and builds on basic information gained in previous Forestry courses. Students will be introduced to road and block layout, review their Geographic Positioning System (GPS) skills and learn hand traversing. An introduction to Terrain Stability for sensitive slopes and the computer program RoadEng are also included.

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School District 23

Status: approved
School Name: Okanagan Mission Secondary
Course Name: Golf 10
Course Code: YGOLF 10
Category: Choose a Category

Grade Level of Course:  
- [x] 10  
- [] 11  
- [] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved:  February 23, 2005
Prerequisites:  None

Course Synopsis:

Golf 10 is the first of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. This course is an alternative to Physical Education 10 with the exception that the location for the completion of the program would be on the golf course or practise facility rather than the gymnasium and that golf will be the physical activity focus, along with healthy lifestyles and personal and social responsibility.

This course, as is the case in Golf 11 and 12, leads students through a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components, which takes into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught. Students who take this course are expected to know the golf swing and the different shots, which are taught as extensions of the normal golf swing.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Golf 11

Course Code: YGOLF 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10

Course Synopsis:

Golf 11 is the second of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 course before they attempt the Golf 11 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous course.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Golf 12

Course Code: YGOLF 12

Category: Fitness and Recreation

Grade Level of Course:  
- 10
- 11
- X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10, 11

Course Synopsis:

Golf 12 is the third of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 and 11 courses before they attempt the Golf 12 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous two courses.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Health Science 12

Course Code: YHS 12

Category: Fitness and Recreation

Grade Level of Course:  
10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Must be taken in conjunction with Biology 12

Course Synopsis:

Active living and wellness are integral in today’s society as health is being recognized as a basic resource. Fast paced lifestyles are contributing to an increase in cardiovascular disease and high stress environments. In addition to these factors, demographic surveys suggest that the percentage of our population over 50 years of age will increase dramatically over the next ten years. Consequently, there will be career opportunities in the traditional public health care system as well as private health and fitness businesses. The public school system needs to take a step in initiating and promoting interest and experience in this ever-growing sector.

The Health Science 12 course would provide students interested in health, physical fitness and leisure with the opportunity to investigate related career options as they develop fundamental health science related skills. The course will contribute to the physical, intellectual, human, social and career development needs of the students. The overall objective is to allow students to acquire the knowledge, skills and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing vocational field.

Health Science 12 will share a few common areas of study with Biology 12; however the focus of study in each course would be different. In Health Science 12 the focus would be placed on the promotion of health in systems of the body as well as examining disorders that may occur that inhibit normal functioning. (For a comparison of the learning outcomes for both courses refer to Appendix A).
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Human Performance 10

Course Code: YHP 10

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10
- [x] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

**Course Synopsis:**

The Human Performance 10 course will provide students with the opportunity to survey various components of health, physical fitness, strength and conditioning, psychology, and leisure pursuits. The course will contribute to the physical, intellectual, human and social development of the student. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Human Performance 12

Course Code: YHP 12

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

The Human Performance 12 course will provide students interested in health, physical fitness, strength and conditioning, psychology, and leisure pursuits with the opportunity to investigate related career options as they develop fundamental physiological related skills. The courses will contribute to the physical, intellectual, human, social, and career development needs of the students. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Introduction to Recreational Vehicle Technician 12

Course Code: YIRT 12

Category: Trades and Technology

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: None

Course Synopsis:

Beginning with the basics, this course develops a student’s technical skills through the production and maintenance of recreational vehicles. The course focuses on the construction of a small RV but also includes maintenance, upgrades and renovations of existing RV’s. Students will learn about the following topics: RV design; frame construction; wall, floor and roof framing; electrical; plumbing; cabinetry; waterproofing and finishing. Students will have some choice in the design of the base unit to be constructed. This is a hands-on, project-based course designed as an introduction, and potentially a stepping stone, to the RV Technician program offered at Okanagan College.
School District 23

Status: approved

School Name: Okanagan Mission Secondary
Course Name: Language Development 12
Course Code: YLAD 12
Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Upper-intermed. to advanced level of English acquisition

Course Synopsis:

This course is for students at the upper intermediate to advanced level who are ready to work independently in order to be successful with academic writing, reading and speaking. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Choose a Category

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring. This course is organized into four units: Understanding Yourself as a Learner; Planning and Organizing for Learning; Reading for Learning and Writing for Learning. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Mixed Martial Arts/Self-Defence 11

Course Code: YMASD 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to a practical system of personal self-defence. This effective system of self-defence is a life skill that will incorporate punching and blocking from Boxing; holding and locking from Aikido; and throwing, mat work and takedowns from Jiu-Jitsu.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Choose a Category

Grade Level of Course:  ☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Audition or instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students will develop their skills for performance. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites:

**Course Synopsis:**

Peer Counselling 10 is designed to provide teacher-directed introductory training to students in communication and basic counselling intervention skills. Students will gain self-awareness and develop self-esteem through a variety of exploratory and team building activities. Students will work closely with their teacher and student mentors in identifying problems, helping others to understand the essence of a problem and assisting with the decision-making process. Orientation to the peer counselling program includes ethics, role and responsibility, and development of effective daily routines.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Staff Recommendation

Course Synopsis:

By the end of the Peer Tutoring 11 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Teacher recommendation

Course Synopsis:

By the end of the Peer Tutoring 12 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: C+ in Eng. 11 or Eng. 12

Course Synopsis:

Students will develop the various dimensions of their thinking -- imaginative, critical, analytical, and problem-solving skills -- as they work on their essays and oral presentations. Guided practice in analytical reading and in the writing of well-argued prose will help students to articulate, examine, and reflect on their own ideas, as well of those of others. Study of formal and informal reasoning in the particularly rigorous style used in philosophy enables students to develop skills of argument in a systematic way. As students become acquainted with philosophical questions and methods, they learn to think with more insight and clarity about issues touching their own lives and about larger issues in the world around them.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

- Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
- Improve their skill and fitness through a variety of physical activities.
- Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
- Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
- Be presented with opportunities to complete coaching, officiating and first aid certifications
- Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  
- 10
- 11  [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:
- Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
- Improve their skill and fitness through a variety of physical activities.
- Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
- Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
- Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

10  ✔️ 11  ❌ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: English 10

Course Synopsis:

This is the first of two courses that will guide students through the diverse field of psychology. Psychology 11 will provide an interesting and comprehensive overview of selected areas in the field of psychology. The scientific study of human behavior will start with an introduction to the history of psychology, including pioneers in the development of modern psychology and the various schools of psychological thought. What psychologists do and careers in psychology will also be described. Psychological methods psychologists use to collect data and observe behavior are investigated. The purpose of statistics and the basic concepts of statistics used in psychology are covered. As well, the ethical use of research with humans and other animals is discussed. The course will look at what the characteristics and origins of abnormal behavior are. Classification of abnormal behaviors and the impact of mental disorders on society will also be discussed. Social psychology, including the following topics: attitude formation, individual and group behavior, bias, discrimination, conformity, obedience, altruism, aggression, plus the development and influence of cults are covered. Theories regarding states of consciousness, including sleep and dreams, and altered states of consciousness, including hypnosis and psychoactive drugs, will be introduced and reviewed. The course will conclude with a unit on the development of personality, theories of personality, and assessment tools used in personality development.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Psychology 11, suggested Biology 11

Course Synopsis:

Psychology 12 is a locally developed course that takes an in-depth look at the biological background of psychology. There will be a focus on the scientific implications of biology and its influence on our conscious and unconscious reactions to a stimulus. Language and intellectual capabilities will be examined and the influence of culture and society on one’s development and retention. The concepts of memory and emotion will be studied in terms of biological basis and practical application within society. A brief review of psychological disorders will lead into the idea of psychotherapies and the various applications and disciplines. The final area of study will be developmental psychology, with an emphasis on the cycles experienced by humans throughout their life.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Reconnecting Youth 11

Course Code: YPA 11A

Category: Health and Human Services

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Resiliency 11 is a course developed from the Reconnecting Youth (RY) prevention program curriculum for high school students who are ‘disconnected’ from school and who are at-risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:

• Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
• Enhance personal and social protective factors

Resiliency 11 was developed and its effectiveness researched under the following conditions:

• Resiliency 11 is offered as a regular elective in a secondary school curriculum
• Resiliency 11 is delivered for credit in daily class sessions typically 55 - 75 minutes per class during regular school hours.
• Resiliency 11 is taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-20
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Sailing 11

Course Code: YSAIL 11

Category: Fitness and Recreation

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of Instruction: 110

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Graduates of Sailing 11 will be competent to sail a dinghy in up to 15 knots of breeze. Students will follow Canadian Yachting Association White Sail 1-3 curriculum in addition to learning about weather, safe boating, nutrition, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both a skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Sailing 12

Course Code: YSAIL 12

Category: Fitness and Recreation

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: November 10, 2004

Prerequisites: None

Course Synopsis:

Graduates of Sailing 12 will be competent to sail a dinghy in up to 25 knots of breeze. Students will follow Canadian Yachting Association Bronze Sail 4 curriculum in addition to learning about advanced weather forecasting, boat maintenance, racing, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Statistics 12

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Strategies for Learning 11

Course Code: YSFL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

☑ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved:  March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
**School District 23**

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Teacher permission and recommendation

**Course Synopsis:**

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Technology Principles 12

Course Code: YTCPR 12

Category: Trades and Technology

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Basic computer literacy

Course Synopsis:

The Technology Principles course will provide students course credit for the Okanagan College NTEN 117 course of the same name. The courses will prepare students for a career in the field of networking technologies. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Visually Impaired Technology 10

Course Code: YVSIT 10

Category: Health and Human Services

Grade Level of Course: 10  11  12

Number of Course Credits:

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
**Course Synopsis:**

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Okanagan Mission Secondary

Course Name: Visually Impaired Technology 12

Course Code: YVSIT 12

Category: Health and Human Services

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: As per each module

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Okanagan Mission Secondary
Course Name: Work Readiness 11
Course Code: YWRD 11
Category: Liberal Arts and Humanities

Grade Level of Course: 11

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 8, 2006
Prerequisites: None

**Course Synopsis:**

This course has been developed to provide the basic skills and encouragement necessary to enable at-risk students to be successful in their transition from school to the worksite.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Asian Studies 12

Course Code: YANST 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Social Studies 11

Course Synopsis:

Asian Studies 12 asks students to investigate contemporary realities and current events in various Asian regions with a focus on emerging economic, military and political powers. Students will be exposed to an interdisciplinary study, drawing on history, political science, economics, cultural studies, and geography. Students will develop an appreciation for a variety of cultures resulting in better informed, more aware and tolerant global citizens. Students will develop critical thinking, summary and paraphrasing skills, as many documentaries and articles will be examined.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: None. CAD 9/10 is helpful.

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through three main processes: computer assisted drafting; computer assisted machining; and computer numerical control. Students will take projects from the design stage right to the completed artifact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Career Explorations 10

Course Code: YCE 10

Category: Trades and Technology

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. The program consists of career-related classroom instruction and work experience for secondary students, age 15 or older, who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Chess 12

Course Code: YLRA 12F

Category: Fitness and Recreation

Grade Level of Course:  
☐ 10  
☐ 11  
☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Chess 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and end game knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with end-game methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.
**School District 23**

Status: approved

School Name: Rutland Senior Secondary

Course Name: Elite Sports Training 11

Course Code: YESPT 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 8, 2006

Prerequisites: None

**Course Synopsis:**

This course offers both male and female students the opportunity to learn and explore the world of elite sports. It will allow students to enhance their lives through exposure to elite training concepts and participation in elite sport experiences. The students will learn advanced skill analysis, mental and psychological training, goal setting, nutrition, and athletic training. Also the students will learn about and develop core strength, speed, agility, and endurance. The students will be certified in sport officiating, receive training in NCCP Level One coaching theory, and participate in an athletic training programme. Students will also learn the value of community contribution through the volunteer component of the course, which allows students to work with a variety of age groups in the sports community.
School District 23

Status: approved

School Name: Rutland Senior Secondary
Course Name: Environmental Sciences 12
Course Code: YENSC 12
Category: Science and Applied Sciences

Grade Level of Course:  
- [X] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 23, 2005
Prerequisites: None (Chem & Bi 11 recom)

Course Synopsis:

This course has been developed to support and encourage students to explore the richness and diversity of the natural environment. Students learn of the natural world and then spend course time researching the decline in the quality of air, land and water resources, primarily since the onset of the Industrial Revolution. Individual and group projects are designed to investigate specific issues and propose hypothetical solutions to these issues. Students are allowed to design class presentations using techniques which most interest them, including Power Point, skits, games, video, and posters. Learning outcomes for the course include analysis of issues, development of creative avenues to present information, and self and peer assessments. Students are expected to become involved in local and regional environmental action plans. Community sponsors are contacted and larger environmental activities are engaged by the students. The approach outlined above supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting a variety of perspectives on significant issues.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Choose a Category

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course is for students at the beginning-intermediate level who are ready to learn the specific skills necessary for successful academic writing, reading and speaking.

Students will experience the process of writing, reading and speaking through interesting content combined with focused work on vocabulary, grammar, and syntax. Students will practice expressing information, ideas and opinions in logical and coherent order and in a variety of written and spoken formats. Students will gain the skills, experience and confidence necessary to meet the writing, reading and speaking expectations of the Grade 10 English curriculum.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

March 8, 2006

Prerequisites:  

Intermediate English acquisition

**Course Synopsis:**

This course is for students at the intermediate level who are ready to apply the specific skills necessary for successful academic writing, and provide them with a variety of writing, reading and conversational situations. Emphasis will be on learning various strategies in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies and Science.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: European Languages & Culture 11

Course Code: YEULC 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, German and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, German, and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Fire Management & Silviculture 11

Course Code: YFMS 11

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
November 28, 2007

Prerequisites:  
Participation in the Forestry Program

Course Synopsis:

The Fire Management and Silviculture course is an introductory course for basic fire suppression and safety. Students explore the role of fire as a natural part of forest ecosystems and forest succession. Silviculture activities include opportunities to learn about seed collection, storage and distribution. Students will also be introduced to the seedling production process – from cone collection to tree planting.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Firefighting 12

Course Code: YPSS 12A

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: Completion of Grade 10

Course Synopsis:

With the increasing disappearance of the “baby boomers” in the workforce, there are large numbers of retirements from fire departments across the country. The opportunities for students to enter this “dream” career have never been so numerous. Likewise, fire departments that depend on paid-on-call fire fighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. This Fire Fighting 12 course is our attempt to help our students discover and qualify for an exciting, rewarding career of vital service to their community. At the same time, we are assisting our local fire department, Westside Fire / Rescue, to address a recruitment situation in a timely manner.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: First Nations Art Studio 10

Course Code: YVPA 10C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12. The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: First Nations Art Studio 11

Course Code: YVPA 11C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the backbone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: First Nations Art Studio 12

Course Code: YVPA 12C

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 10C and YVPA 11C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Forest Engineering 12

Course Code: YFCE 12

Category: Trades and Technology

Grade Level of Course:  

10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Forest Engineering course is an introductory course for road and block layout, and builds on basic information gained in previous Forestry courses. Students will be introduced to road and block layout, review their Geographic Positioning System (GPS) skills and learn hand traversing. An introduction to Terrain Stability for sensitive slopes and the computer program RoadEng are also included.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Golf 10

Course Code: YGOLF 10

Category: Choose a Category

Grade Level of Course:  
	× 10  
	□ 11  
	□ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
	February 23, 2005

Prerequisites:  
	None

Course Synopsis:

Golf 10 is the first of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. This course is an alternative to Physical Education 10 with the exception that the location for the completion of the program would be on the golf course or practise facility rather than the gymnasium and that golf will be the physical activity focus, along with healthy lifestyles and personal and social responsibility.

This course, as is the case in Golf 11 and 12, leads students through a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components, which takes into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught. Students who take this course are expected to know the golf swing and the different shots, which are taught as extensions of the normal golf swing.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Golf 11

Course Code: YGOLF 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10

Course Synopsis:

Golf 11 is the second of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 course before they attempt the Golf 11 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous course.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Golf 12

Course Code: YGOLF 12

Category: Fitness and Recreation

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10, 11

Course Synopsis:

Golf 12 is the third of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 and 11 courses before they attempt the Golf 12 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous two courses.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Hockey Canada Skills Academy 10

Course Code: YHCSA 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 23, 2005

Prerequisites:  Member of Kelowna, Winfield, or Westside Minor Hockey Assoc.

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy TM.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Hockey Canada Skills Academy 11

Course Code: YHCSA 11

Category: Fitness and Recreation

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Must be member of Kelowna, Winfield, or Westside Minor Hockey Assoc.

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy TM.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Hockey Canada Skills Academy 12

Course Code: YHCSA 12

Category: Fitness and Recreation

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Member of local Minor Hockey Association

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy TM.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Human Performance 10

Course Code: YHP 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

The Human Performance 10 course will provide students with the opportunity to survey various components of health, physical fitness, strength and conditioning, psychology, and leisure pursuits. The course will contribute to the physical, intellectual, human and social development of the student. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Human Performance 11

Course Code: YHP 11

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February 23, 2005

Prerequisites:  

None

Course Synopsis:

The Human Performance 11 course will provide students with the opportunity to survey various components of health, physical fitness, strength and conditioning, psychology, and leisure pursuits. The courses will contribute to the physical, intellectual, human and social development of the student. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life.
School District 23

Status: approved

School Name: Rutland Senior Secondary
Course Name: Human Performance 12
Course Code: YHP 12
Category: Fitness and Recreation

Grade Level of Course:   [ ] 10   [ ] 11   [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

The Human Performance 12 course will provide students interested in health, physical fitness, strength and conditioning, psychology, and leisure pursuits with the opportunity to investigate related career options as they develop fundamental physiological related skills. The courses will contribute to the physical, intellectual, human, social, and career development needs of the students. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Introduction to Recreational Vehicle Technician 12

Course Code: YIRT 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: None

Course Synopsis:

Beginning with the basics, this course develops a student’s technical skills through the production and maintenance of recreational vehicles. The course focuses on the construction of a small RV but also includes maintenance, upgrades and renovations of existing RV’s. Students will learn about the following topics: RV design; frame construction; wall, floor and roof framing; electrical; plumbing; cabinetry; waterproofing and finishing. Students will have some choice in the design of the base unit to be constructed. This is a hands-on, project-based course designed as an introduction, and potentially a stepping stone, to the RV Technician program offered at Okanagan College.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Language Development 12

Course Code: YLAD 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Upper-intermed. to advanced level of English acquisition

Course Synopsis:

This course is for students at the upper intermediate to advanced level who are ready to work independently in order to be successful with academic writing, reading and speaking. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. This course is mainly teacher directed with students learning through following a set procedure. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through organization of low-risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. Students will take an active role in planning and implementing with the teacher acting as a facilitator. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through a variety of low and high risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Liberal Arts and Humanities

Grade Level of Course:  ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. Students will be self-directed with the teacher acting as an advisor only. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will learn through organization of high risk activities.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Leadership and Government 11

Course Code: YLDGV 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the area of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Leadership and Government 12

Course Code: YLDGV 12

Category: Choose a Category

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. This course has a more intense focus on the development of community and school culture than the Leadership and Government 11 course. Students will continue to develop lifelong skills in the area of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Leadership and Society 10

Course Code: YLDSC 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This introductory course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the area of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Choose a Category

Grade Level of Course:  X 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring. This course is organized into four units: Understanding Yourself as a Learner; Planning and Organizing for Learning; Reading for Learning and Writing for Learning. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Metal Art 10

Course Code: YMTLA 10

Category: Trades and Technology

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to expose students to the role that metal art and jewellery has in society today. Students are encouraged to explore metal in its artistic use through the design, development, and manufacturing of many different artefacts. Students learn about what makes jewellery aesthetically pleasing. A number of projects are to be completed, including an aluminium pendant, copper ring, nickel silver ring, sterling silver ring, stained glass ornament and a candelabra. There are many other projects that may also be included depending on the students’ interests.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Mixed Martial Arts/Self-Defence 11

Course Code: YMASD 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to a practical system of personal self-defence. This effective system of self-defence is a life skill that will incorporate punching and blocking from Boxing; holding and locking from Aikido; and throwing, mat work and takedowns from Jiu-Jitsu.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Audition or instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students will develop their skills for performance. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Outdoor Education 11

Course Code: YOE 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course will provide an atmosphere that crackles with excitement, enthusiasm and wonder. It will provide training in a variety of outdoor pursuits. These may include: backpacking, camping, survival techniques, path finding, tracking, use and maintenance of outdoor tools and other outdoor skills. Students will be evaluated using a variety of approaches, including personal journals, skill presentations, reports, class projects and practical camp situations.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Outdoor Education 12

Course Code: YOE 12

Category: Fitness and Recreation

Grade Level of Course:  
10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students with an interest in outdoor education /pursuits an opportunity to explore the many aspects of outdoor leadership, including outdoor trip planning and preparation, wilderness first aid leadership, risk management, route finding and navigation. Through study and practice students will develop outdoor leadership skills.

The course will include many activities outside of school, such as: canoeing, rock climbing, back packing, camping, winter camping. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping one another become effective outdoor leaders. The course will provide students the opportunity to develop their social skills as well as help advance their outdoor skills. Given the outdoor leadership emphasis of the course, it is strongly recommended that students take Outdoor Education 11 or equivalent prior to enrolling in this course.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
February 23, 2005

Prerequisites:  
Staff Recommendation

Course Synopsis:

By the end of the Peer Tutoring 11 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Liberal Arts and Humanities

Grade Level of Course:  
☐ 10    ☐ 11    □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Teacher recommendation

Course Synopsis:

By the end of the Peer Tutoring 12 course, a student will have gained knowledge and skills related to teaching and learning. Students will develop a basic understanding of learning disabilities that impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others in a peer relationship. Students will have a greater understanding of the complexity of the teaching-learning process and the importance of human relationships in the process.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

☐ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 8, 2006

Prerequisites:  C+ in Eng. 11 or Eng. 12

Course Synopsis:

Students will develop the various dimensions of their thinking -- imaginative, critical, analytical, and problem-solving skills -- as they work on their essays and oral presentations. Guided practice in analytical reading and in the writing of well-argued prose will help students to articulate, examine, and reflect on their own ideas, as well of those of others. Study of formal and informal reasoning in the particularly rigorous style used in philosophy enables students to develop skills of argument in a systematic way. As students become acquainted with philosophical questions and methods, they learn to think with more insight and clarity about issues touching their own lives and about larger issues in the world around them.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

?Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.

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School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

? Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

? Improve their skill and fitness through a variety of physical activities.

? Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

? Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

? Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Production Graphics 10

Course Code: YPRGR 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This course will introduce students to the world of graphics and print media. Students will learn how the graphics industry works and how each component functions together. The emphasis of the program will be to expose students to all aspects of the graphics industry so they can better understand each process. This exposure will be gained by designing and creating their work on industry standard computer programs, outputting their files to a production method, printing their work on traditional printing equipment and assembling and binding their completed projects. Students will also have the opportunity to design and create products using other standard industry equipment, i.e. shirt presses or button makers.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Production Graphics 11

Course Code: YPRGR 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Teacher should have a strong background in production graphics. They should understand the many possibilities within this industry and its processes. The facility should be set up with a computer lab that has photo editing, layout and vector art creation software. The facility should also have production equipment which could consist of offset printing presses, screen printing equipment, vinyl cutter, large paper guillotine, and other small production shop equipment.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Production Graphics 12

Course Code: YPRGR 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Students enrolled in this senior course will get first-hand experience working in an industry graphics setting. The first section will continue to expand the students' knowledge in the graphics field. They will focus on improving their design and layout skills by generating new products with school generated clients. This will help them work through a deadline and produce work with more realistic pressures. The second section will introduce them to an ever-growing aspect of the graphics field, interactive media. Students will use all the previous software they are currently familiar with and create an interactive graduation portfolio using Macromedia Flash. This will combine all their design, layout and creativity skills into one final work that can be used with their traditional graduation portfolio or as an interactive and possibly online resume. The third section will give each student the opportunity to focus on one of two aspects of the graphics industry, pre-press or press. Once in their chosen sections, they will learn to communicate with each other just as industry would require it of them. They will spend the remainder of the year working through projects that could come from other teachers, the office or the community. Upon completion, students will have an excellent background in many aspects of the graphics industry. If they choose to continue their education in this field, they will be better able to make an educated decision to which area they would like to pursue.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  X 11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: English 10

Course Synopsis:

This is the first of two courses that will guide students through the diverse field of psychology. Psychology 11 will provide an interesting and comprehensive overview of selected areas in the field of psychology. The scientific study of human behavior will start with an introduction to the history of psychology, including pioneers in the development of modern psychology and the various schools of psychological thought. What psychologists do and careers in psychology will also be described. Psychological methods psychologists use to collect data and observe behavior are investigated. The purpose of statistics and the basic concepts of statistics used in psychology are covered. As well, the ethical use of research with humans and other animals is discussed. The course will look at what the characteristics and origins of abnormal behavior are. Classification of abnormal behaviors and the impact of mental disorders on society will also be discussed. Social psychology, including the following topics: attitude formation, individual and group behavior, bias, discrimination, conformity, obedience, altruism, aggression, plus the development and influence of cults are covered. Theories regarding states of consciousness, including sleep and dreams, and altered states of consciousness, including hypnosis and psychoactive drugs, will be introduced and reviewed. The course will conclude with a unit on the development of personality, theories of personality, and assessment tools used in personality development.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Psychology 11, suggested Biology 11

Course Synopsis:

Psychology 12 is a locally developed course that takes an in-depth look at the biological background of psychology. There will be a focus on the scientific implications of biology and its influence on our conscious and unconscious reactions to a stimulus. Language and intellectual capabilities will be examined and the influence of culture and society on one’s development and retention. The concepts of memory and emotion will be studied in terms of biological basis and practical application within society. A brief review of psychological disorders will lead into the idea of psychotherapies and the various applications and disciplines. The final area of study will be developmental psychology, with an emphasis on the cycles experienced by humans throughout their life.
School District 23

Status: approved

School Name: Rutland Senior Secondary
Course Name: Reconnecting Youth 11
Course Code: YPA 11A
Category: Health and Human Services

Grade Level of Course: [ ] 10 [x] 11 [ ] 12
Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: November 26, 2008
Prerequisites: None

Course Synopsis:

Resiliency 11 is a course developed from the Reconnecting Youth (RY) prevention program curriculum for high school students who are ‘disconnected’ from school and who are at-risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:
- Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
- Enhance personal and social protective factors

Resiliency 11 was developed and its effectiveness researched under the following conditions:
- Resiliency 11 is offered as a regular elective in a secondary school curriculum
- Resiliency 11 is delivered for credit in daily class sessions typically 55 - 75 minutes per class during regular school hours.
- Resiliency 11 is taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-20
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Sailing 11

Course Code: YSAIL 11

Category: Fitness and Recreation

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Graduates of Sailing 11 will be competent to sail a dinghy in up to 15 knots of breeze. Students will follow Canadian Yachting Association White Sail 1-3 curriculum in addition to learning about weather, safe boating, nutrition, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both a skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Sailing 12

Course Code: YSAIL 12

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: November 10, 2004

Prerequisites: None

Course Synopsis:

Graduates of Sailing 12 will be competent to sail a dinghy in up to 25 knots of breeze. Students will follow Canadian Yachting Association Bronze Sail 4 curriculum in addition to learning about advanced weather forecasting, boat maintenance, racing, and physical fitness skills. Half of the course will take place on-water, where students will become skilled as both skipper and crew of a dinghy. The course will follow learning outcomes in the following subjects: Active Living, Movement, and Personal and Social Responsibility.
Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  

10  
11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Strategies for Learning 11

Course Code: YSFL 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Teacher permission and recommendation

Course Synopsis:

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Technology Principles 12

Course Code: YTCPR 12

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Basic computer literacy

Course Synopsis:

The Technology Principles course will provide students course credit for the Okanagan College NTEN 117 course of the same name. The courses will prepare students for a career in the field of networking technologies. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Visually Impaired Technology 10

Course Code: YVSIT 10

Category: Health and Human Services

Grade Level of Course:  X 10  X 11  X 12

Number of Course Credits:

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Visually Impaired Technology 11

Course Code: YVSIT 11

Category: Health and Human Services

Grade Level of Course:  

10  11  12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Visually Impaired Technology 12

Course Code: YVSIT 12

Category: Health and Human Services

Grade Level of Course:  

 10  [ ]

 11  [ ]

 12  [x]

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved:  March 8, 2006

Prerequisites:  As per each module

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Work Readiness 11

Course Code: YWRD 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

**Course Synopsis:**

This course has been developed to provide the basic skills and encouragement necessary to enable at-risk students to be successful in their transition from school to the worksite.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Yearbook 10

Course Code: YYB 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

This is a year-long grade 10 course. Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.
School District 23

Status: approved

School Name: Rutland Senior Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☑ 10  ☑11  ☐12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.
School District 23

Status: approved

School Name: Rutland Senior Secondary
Course Name: Yearbook 12
Course Code: YYB 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 23, 2005

Prerequisites: None

Course Synopsis:

Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.
School District 23

Status: approved

School Name: Storefront School

Course Name: Asian Studies 12

Course Code: YANST 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 8, 2006

Prerequisites: Social Studies 11

Course Synopsis:

Asian Studies 12 asks students to investigate contemporary realities and current events in various Asian regions with a focus on emerging economic, military and political powers. Students will be exposed to an interdisciplinary study, drawing on history, political science, economics, cultural studies, and geography. Students will develop an appreciation for a variety of cultures resulting in better informed, more aware and tolerant global citizens. Students will develop critical thinking, summary and paraphrasing skills, as many documentaries and articles will be examined.
School District 23

Status: approved

School Name: Storefront School

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: □ 10  X 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: None. CAD 9/10 is helpful.

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through three main processes: computer assisted drafting; computer assisted machining; and computer numerical control. Students will take projects from the design stage right to the completed artifact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.
School District 23

Status: approved

School Name: Storefront School

Course Name: Career Explorations 10

Course Code: YCE 10

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. The program consists of career-related classroom instruction and work experience for secondary students, age 15 or older, who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.
School District 23

Status: approved

School Name: Storefront School

Course Name: Chess 12

Course Code: YLRA 12F

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Chess 12 is a course designed to introduce students to the world of chess. It will give students the opportunity to develop opening strategies, tactical play and end game knowledge; to bring them from a beginner to intermediate level of play (1100 to 1300 CFC rating or an equivalent 200 point increase in rating ability). It will cover a minimum of 15 chess openings; common mid-game strategies and tactics with end-game methods and several checkmating motifs. It will also teach visualization techniques as well as algebraic notation for the recording of games. Chess clock use and chess etiquette will also be taught. There will be a research component on the historic games of several renowned chess masters by reviewing and analyzing a minimum of 30 famous games. This knowledge will then be put into practice with interclass competition and tournaments.
School District 23

Status: approved

School Name: Storefront School

Course Name: Elite Sports Training 11

Course Code: YESPT 11

Category: Choose a Category

Grade Level of Course:  

10 ☐ 11 ☒ 12 ☐

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course offers both male and female students the opportunity to learn and explore the world of elite sports. It will allow students to enhance their lives through exposure to elite training concepts and participation in elite sport experiences. The students will learn advanced skill analysis, mental and psychological training, goal setting, nutrition, and athletic training. Also the students will learn about and develop core strength, speed, agility, and endurance. The students will be certified in sport officiating, receive training in NCCP Level One coaching theory, and participate in an athletic training programme. Students will also learn the value of community contribution through the volunteer component of the course, which allows students to work with a variety of age groups in the sports community.
School District 23

Status: approved

School Name: Storefront School

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course is for students at the beginning-intermediate level who are ready to learn the specific skills necessary for successful academic writing, reading and speaking.

Students will experience the process of writing, reading and speaking through interesting content combined with focused work on vocabulary, grammar, and syntax. Students will practice expressing information, ideas and opinions in logical and coherent order and in a variety of written and spoken formats. Students will gain the skills, experience and confidence necessary to meet the writing, reading and speaking expectations of the Grade 10 English curriculum.
School District 23

Status: approved

School Name: Storefront School

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
11  
12 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Intermediate English acquisition

Course Synopsis:

This course is for students at the intermediate level who are ready to apply the specific skills necessary for successful academic writing, and provide them with a variety of writing, reading and conversational situations. Emphasis will be on learning various strategies in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies and Science.
School District 23

Status: approved

School Name: Storefront School

Course Name: European Languages & Culture 11

Course Code: YEULC 11

Category: Liberal Arts and Humanities

Grade Level of Course:  □ 10   □ 11   ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 8, 2006

Prerequisites:  None

Course Synopsis:
This course has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, German and Italian vocabulary and phrases useful for travel. They will examine various aspects of Spanish, German, and Italian culture such as history, geography, art and architecture, music, film, and cuisine. Students will be encouraged to use technology to present their research projects.
School District 23

Status: approved

School Name: Storefront School

Course Name: Fire Management & Silviculture 11

Course Code: YFMS 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Fire Management and Silviculture course is an introductory course for basic fire suppression and safety. Students explore the role of fire as a natural part of forest ecosystems and forest succession. Silviculture activities include opportunities to learn about seed collection, storage and distribution. Students will also be introduced to the seedling production process – from cone collection to tree planting.
School District 23

Status: approved

School Name: Storefront School

Course Name: Firefighting 12

Course Code: YPSS 12A

Category: Health and Human Services

Grade Level of Course:  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: Completion of Grade 10

Course Synopsis:

With the increasing disappearance of the “baby boomers” in the workforce, there are large numbers of retirements from fire departments across the country. The opportunities for students to enter this “dream” career have never been so numerous. Likewise, fire departments that depend on paid-on-call fire fighters as a significant portion of their workforce need a steady supply of acceptable candidates from which to draw future members. This Fire Fighting 12 course is our attempt to help our students discover and qualify for an exciting, rewarding career of vital service to their community. At the same time, we are assisting our local fire department, Westside Fire / Rescue, to address a recruitment situation in a timely manner.
School District 23

Status: approved

School Name: Storefront School

Course Name: First Nations Art Studio 10

Course Code: YVPA 10C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 [x]  
11 [ ]  
12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12. The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities. To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Storefront School

Course Name: First Nations Art Studio 11

Course Code: YVPA 11C

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 11C and YVPA 12C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the back bone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Storefront School

Course Name: First Nations Art Studio 12

Course Code: YVPA 12C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: None

Course Synopsis:

This is the same course as YVPA 10C and YVPA 11C (it may be offered at any one of grade 10, 11, OR 12). The historic and current visual culture that our First Nations have created is arguably the strongest visual arts force in our country today. Such a powerful force deserves and can maintain an entire course at the high school level. This would be a studio visual arts course based in the cultural context of First Nations visual art. The main emphasis would be the visual development of each student within that context. All of the visual objectives that are in a regular studio course would be the backbone of this course: composition, colour theory, line, shape as well as the skills of drawing, painting and sculpting. The cultural context would be the fuel and the purpose of the visual activities.

To ensure a rich and diverse cultural experience, as often as possible, members from the First Nations community will be relied upon.
School District 23

Status: approved

School Name: Storefront School

Course Name: Forest Engineering 12

Course Code: YFCE 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2007

Prerequisites: Participation in the Forestry Program

Course Synopsis:

The Forest Engineering course is an introductory course for road and block layout, and builds on basic information gained in previous Forestry courses. Students will be introduced to road and block layout, review their Geographic Positioning System (GPS) skills and learn hand traversing. An introduction to Terrain Stability for sensitive slopes and the computer program RoadEng are also included.
School District 23

Status: approved

School Name: Storefront School

Course Name: Golf 12

Course Code: YGOLF 12

Category: Fitness and Recreation

Grade Level of Course:  □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Golf 10, 11

Course Synopsis:

Golf 12 is the third of the series of the Learn, Practice, Play series of golf instruction that the Central Okanagan Golf Academy offers. Students are expected to have gone through the Golf 10 and 11 courses before they attempt the Golf 12 course. There is a natural progression of instruction that sequences the parts of the golf swing. The golf swing is broken down into its components that take into account the swing mechanics as well as the physiological differences in body types. After the swing has been instructed, different shots are taught based upon the shots learned in the previous two courses. Students who take this course are expected to know the swing and shots from the previous two courses.
School District 23

Status: approved

School Name: Storefront School

Course Name: Introduction to Recreational Vehicle Technician 12

Course Code: YIRT 12

Category: Trades and Technology

Grade Level of Course: 10 ☐ 11 ☐ 12 ☑

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: None

Course Synopsis:

Beginning with the basics, this course develops a student’s technical skills through the production and maintenance of recreational vehicles. The course focuses on the construction of a small RV but also includes maintenance, upgrades and renovations of existing RV’s. Students will learn about the following topics: RV design; frame construction; wall, floor and roof framing; electrical; plumbing; cabinetry; waterproofing and finishing. Students will have some choice in the design of the base unit to be constructed. This is a hands-on, project-based course designed as an introduction, and potentially a stepping stone, to the RV Technician program offered at Okanagan College.
School District 23

Status: approved

School Name: Storefront School

Course Name: Language Development 12

Course Code: YLAD 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 8, 2006

Prerequisites: Upper-intermed. to advanced level of English acquisition

Course Synopsis:

This course is for students at the upper intermediate to advanced level who are ready to work independently in order to be successful with academic writing, reading and speaking. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned.
School District 23

Status: approved

School Name: Storefront School

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring. This course is organized into four units: Understanding Yourself as a Learner; Planning and Organizing for Learning; Reading for Learning and Writing for Learning. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.
School District 23

Status: approved

School Name: Storefront School

Course Name: Mixed Martial Arts/Self-Defence 11

Course Code: YMASD 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to a practical system of personal self-defence. This effective system of self-defence is a life skill that will incorporate punching and blocking from Boxing; holding and locking from Aikido; and throwing, mat work and takedowns from Jiu-Jitsu.
School District 23

Status: approved

School Name: Storefront School

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Choose a Category

Grade Level of Course:  
- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: Audition or instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students will develop their skills for performance. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.
School District 23

Status: approved

School Name: Storefront School

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

March 8, 2006

Prerequisites:  

C+ in Eng. 11 or Eng. 12

Course Synopsis:

Students will develop the various dimensions of their thinking -- imaginative, critical, analytical, and problem-solving skills -- as they work on their essays and oral presentations. Guided practice in analytical reading and in the writing of well-argued prose will help students to articulate, examine, and reflect on their own ideas, as well of those of others. Study of formal and informal reasoning in the particularly rigorous style used in philosophy enables students to develop skills of argument in a systematic way. As students become acquainted with philosophical questions and methods, they learn to think with more insight and clarity about issues touching their own lives and about larger issues in the world around them.
School District 23

Status: approved

School Name: Storefront School

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2008

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

?Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Storefront School
Course Name: Principles of Soccer 11
Course Code: YPSO 11
Category: Choose a Category
Grade Level of Course:  □ 10  □ 11  □ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: November 28, 2007
Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:
? Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
? Improve their skill and fitness through a variety of physical activities.
? Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.
? Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
? Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Storefront School

Course Name: Principles of Soccer 11

Course Code: YPSO 11

Category: Choose a Category

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 28, 2007

Prerequisites: By application

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer 10 and Principles of Soccer 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Within the Centre for Soccer Excellence (PS10 and PS11) the students will:

?Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.

?Improve their skill and fitness through a variety of physical activities.

?Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post-secondary athletic and/or academic scholarships.

?Receive sport science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.

?Be presented with opportunities to complete coaching, officiating and first aid certifications

Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.
School District 23

Status: approved

School Name: Storefront School

Course Name: Reconnecting Youth 11

Course Code: YPA 11A

Category: Health and Human Services

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: November 26, 2008

Prerequisites: None

Course Synopsis:

Resiliency 11 is a course developed from the Reconnecting Youth (RY) prevention program curriculum for high school students who are ‘disconnected’ from school and who are at-risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:
• Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk
• Enhance personal and social protective factors

Resiliency 11 was developed and its effectiveness researched under the following conditions:
• Resiliency 11 is offered as a regular elective in a secondary school curriculum
• Resiliency 11 is delivered for credit in daily class sessions typically 55 - 75 minutes per class during regular school hours.
• Resiliency 11 is taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-20
School District 23

Status: approved

School Name: Storefront School

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Storefront School

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Storefront School

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: 

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Storefront School

Course Name: Statistics 12

Course Code:

Category: Science and Applied Sciences

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 8, 2006

Prerequisites: Principles of Mathematics 11

Course Synopsis:

This course has been developed to support and encourage students to develop methods that will allow them to gain knowledge from data. In this course, students will learn how to use statistical concepts and tools. Learning outcomes for the course are grouped under the curriculum organizers: Exploring and Understanding Data, Exploring Relationships Between Variables, Gathering Data, Randomness and Probability, Sampling Models and Proportions, Means, and Inference when Variables are Related. Students are given the opportunity for both theoretical and applied approaches to statistics though the use of lecture based assignments and laboratory work. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting data in a meaningful way.
School District 23

Status: approved

School Name: Storefront School

Course Name: Strategies for Learning 11

Course Code: YSFL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.
School District 23

Status: approved

School Name: Storefront School

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: March 8, 2006

Prerequisites: By recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 23

Status: approved

School Name: Storefront School

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course:  

☐ 10  
☐ 11  
☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Teacher permission and recommendation

Course Synopsis:

Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting with a mark that is typically at least B/G. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses.
School District 23

Status: approved

School Name: Storefront School

Course Name: Technology Principles 12

Course Code: YTCPR 12

Category: Trades and Technology

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 8, 2006

Prerequisites: Basic computer literacy

Course Synopsis:

The Technology Principles course will provide students course credit for the Okanagan College NTEN 117 course of the same name. The courses will prepare students for a career in the field of networking technologies. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.
School District 23

Status: approved

School Name: Storefront School

Course Name: Visually Impaired Technology 10

Course Code: YVSIT 10

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits:

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: Listed with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.

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School District 23

Status: approved

School Name: Storefront School

Course Name: Visually Impaired Technology 11

Course Code: YVSIT 11

Category: Health and Human Services

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: List with individual modules

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Storefront School

Course Name: Visually Impaired Technology 12

Course Code: YVSIT 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 1-4

Number of Hours of instruction: 30-120

Date Approved: March 8, 2006

Prerequisites: As per each module

Course Synopsis:

The ECC consists of nine specific areas of skill development, namely: Compensatory or functional academic skills, including communication modes (braille), orientation and mobility, assistive technology, social interaction skills, independent living skills, recreation and leisure skills, career education, visual efficiency skills and self determination and advocacy. While some of these skill areas are interrelated, each is recognized as an area of study that warrants specific curriculum instruction. Furthermore, it is essential for students who are blind or visually impaired to develop competencies in each of these areas in order to reach their potential to live independently, have appropriate career opportunities, and live rewarding and fulfilling lives.
School District 23

Status: approved

School Name: Storefront School
Course Name: Work Readiness 11
Course Code: YWRD 11
Category: Liberal Arts and Humanities

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: March 8, 2006
Prerequisites: None

Course Synopsis:

This course has been developed to provide the basic skills and encouragement necessary to enable at-risk students to be successful in their transition from school to the worksite.
School District 27

Status: approved

School Name: Alexis Creek Elementary/Secondary

Course Name: Peer Helping 11

Course Code: YPHEL 11

Category: Health and Human Services

Grade Level of Course:  ☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: application and interview

Course Synopsis:

Peer Helping 11 is a program that encourages the development of a positive identity and responsible independence as students experience more control over their environment (the school and community).

The major goals of the program are to augment a school climate that:

- encourages the development of responsible independence and a positive identity.
- promotes school safety by providing an alternative for students seeking help.
- creates opportunities for students to learn how to actively and intentionally use their experiences to gain new levels of confidence and competence.
- encourages opportunities for early intervention to deal with adolescent difficulties, especially in the areas of:
  - how to make and keep friends,
  - achieving in school,
  - loneliness,
  - boredom,
  - understanding and expressing feelings,
  - drugs and alcohol, and
  - getting along with parents.
- involves students in identifying and meeting student perceived needs.

Learning Resources:

Initially, the students will complete an application form for the Peer Helping program. A panel, the makeup of which is still to be determined, will conduct interviews. A maximum of eight students (two per block) will be selected at which time they and their parents will be informed.

The instructor will provide the materials required for this course. Students will be required to keep a separate binder for all the materials and a journal for submission.

A video camera will be made available for students to practise their attending skills, but students will be expected to provide their own tape.
**Additional Information:**

One of the key aspects of this program is that peer helpers can provide a great benefit to the school. It can provide a channel to reach more students and team members can be trained to take care of the “minor” problems so that students with these problems are seen sooner than perhaps they would have and are dealt with while they are of smaller proportion. In addition, students are a good source of ideas. They have energy, they are able to pinpoint key areas of concern and they are sensitive to other students’ problems. Because they see problems in a different way, peer helpers can be invaluable in providing ideas on how to deal with problem situations as well as be a resource to help carry them out.
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Carrier Language 10

Course Code: YCRR 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

First Nations programs involve more than the study of the spoken and written word. Language and culture go hand in hand, therefore any heritage language curricula should have a strong cultural component. One of the aims of First Nations language programs should be to assist students in learning their language and understanding their culture. This goal will develop in students an understanding and appreciation of Aboriginal traditions, customs, ceremonies, values and beliefs.

From a very early age, individuals are and should be encouraged to spend time with respectful Elders. In the traditional First Nations cultures, Elders are the teachers and advisors who pass on knowledge, skills and advice to the younger generations. Students are encouraged to talk to knowledgeable Elders in their family, community and Nation.

A First Nations language program must incorporate a holistic perspective of the world, one where honesty and respect are the foundations of the culture. Students are and should be taught to be honest and respect themselves, others and the world around them.

Traditional First Nations cultures meant living in harmony with the natural world. This is an important concept in First Nations cultures. Individuals were and still should be taught to be caretakers of the land and use resources wisely. Individuals are and should be taught to take only what is needed and to give thanks for what is received. Connections between an individual and their environments are integral part of the development of a person.

Learning Resources:

- Carrier Curriculum Binder
- Cultural Teaching aides
- Dr. Berty Segal’s Total Physical Response Program
- Guest speakers, resource people and Elders
- Birchwater Sage, Ulkatcho Food and Medicine Plants, Ulkatcho Curriculum committee, 1996
- Birchwater Sage, Stories of the Grease Trail, Ulkatcho Curriculum Committee, 1993
- School District #27 E.J. Bare Resource Centre
- Ulkatcho Indian Band, Nagwunt’oo Bughunek Workbook, 1982
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Chilcotin Language 10

Course Code: YCHIL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

First Nations programs involve more than the study of the spoken and written word. Language and culture go hand in hand, therefore any heritage language curricula should have a strong cultural component. One of the aims of First Nations language programs should be to assist students in learning their language and understanding their culture. This goal will develop in students an understanding and appreciation of Aboriginal traditions, customs, ceremonies, values and beliefs.

From a very early age, individuals are and should be encouraged to spend time with respectful Elders. In the traditional First Nations cultures, Elders are the teachers and advisors who pass on knowledge, skills and advice to the younger generations. Students are encouraged to talk to knowledgeable Elders in their family, community and Nation.

A First Nations language program must incorporate a holistic perspective of the world, one where honesty and respect are the foundations of the culture. Students are and should be taught to be honest and respect themselves, others and the world around them.

Traditional First Nations cultures meant living in harmony with the natural world. This is an important concept in First Nations cultures. Individuals were and still should be taught to be caretakers of the land and use resources wisely. Individuals are and should be taught to take only what is needed and to give thanks for what is received. Connections between an individual and their environments are integral part of the development of a person.

Learning Resources:

- Elders and community members
- Theme Resource People eg. Department of Fisheries/Local Tribal Council
- E.J. Bare Resource Centre
- Dr. Berty Segal-Teaching Chilcotin Through Action, 1999
- Yukon Native Language Project, Teaching Yukon Native Languages-A Guidebook for Native Language Instructors, 1980
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Coaching and Leadership 11

Course Code: YCOAL 11

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10
- X 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: None

Course Synopsis:

This course is unique to Physical Education classes offered at Columneetza as it provides students with the opportunity to acquire certification in NCCP Coaching Theory and St John's Ambulance First Aid.

The course is composed of three major disciplines: coaching theory and practice, school wide intramural sports organization, and alternative sporting activities including; indoor rock climbing, skiing, mountain biking, orienteering, and golf. Students enrolled in this course will become more competent coaches, athletes, and students in the areas of coaching and leadership.

Learning Resources:

- St Johns Ambulance Training Manual
- NCCP Coaching Training Manual
- Recreation and Sports Management
- Selected alternative activity manuals and videos
- Internet sites
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Coaching and Leadership Education 12

Course Code: YCOAL 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: none

Course Synopsis:

This course is unique to Physical Education classes offered at Columneetza as it provides students with the opportunity to acquire certification in NCCP Coaching Theory and St John's Ambulance First Aid.

Students will be trained in how to implement coaching practices and be given the opportunity to practice in real life settings.

The course is composed of three major disciplines: coaching theory and practice, school wide intramural sports organization, and alternative sporting activities including; indoor rock climbing, skiing, mountain biking, orienteering, and golf. Students enrolled in this course will become more competent coaches, athletes, and students in the areas of coaching and leadership.

In an intended extension of the Coaching and Leadership Education 11 course, more of a focus will be placed upon coaching and leadership of elementary school age groups. Students will be placed with teachers for unit instruction at elementary schools in the district.

Learning Resources:

- St John’s Ambulance Training Manual
- NCCP Coaching Training Manual
- Recreation and Sports Management
- Training, Fitness and Conditioning texts
- Selected alternative activity manuals and videos
- Internet educational resources
- Community Leaders in Health and Education and Recreational Leadership
  o Mark Savard Red Shreds Bike and Board Shed
  o Deborah Radolla Recreation Program Coordinator at the Cariboo Memorial Complex
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Computer Animation 10

Course Code: YCANI 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 12  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

In this course, students will learn the basics of 3D computer modelling for animation. The goal is to acquire knowledge of computer modelling techniques and to be able to produce modeled objects for animations and architectural/industrial designs.

Students will gain skills in how to use the Rhino modelling program to make 3D objects ranging from toys to automobiles and architectural structures. Following a series of professionally designed tutorials, they explore the extensive range of modelling tools available in the Rhino program, and since many 3D modelling programs use similar tools and interfaces, acquire skills transferable to other modelling and drafting programs such as Lightwave and AutoCad.

The students also learn about other graphic and modelling programs available by searching industry websites for images and textures for their models and scenes. They are shown how to manipulate these images in Photoshop if necessary for their projects.

All students are required upon completion of the tutorial to design and model a major project of choice, using the majority of modelling tools from the tutorials. They are encouraged to design their projects with an animation in mind but can treat it as an architectural or industrial design project as well. Students who complete all of the tutorials and the major design project early are introduced to the Lightwave animation program and are encouraged to produce a small animation.

Learning Resources:

All the learning resources, such as tutorial handouts, instruction manuals, model and animation examples, are already available in the school.

A huge amount of free downloadable textures, images, 3D models, modeling and animation tutorials, as well as free professional advice from the Rhino and Lightwave websites is readily available from the Internet.
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Conservation and Outdoor Recreation Education 10

Course Code: YCORE 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

This course is open to all students in Grades 9-12. Anyone 14 years of age and over must successfully complete the entire CORE program before obtaining a B.C. hunting license, however anyone with an interest in the outdoors is welcome to take this course. You can gain credit for taking the Columneetza CORE course (2 credits) without gaining your B.C. Hunter Number by passing the classroom work and not the Practical Gun Handling Test, which is optional.

The course covers the required topics that form the basis for the CORE examinations beginning with hunter education requirements and license provisions of the Wildlife Act, then, conservation, ethics, laws and regulations, survival, firearms, mammals, and birds.

On successful completion of all aspects of the course a $30 fee, payable to the B.C. Wildlife Federation, is required in order to receive a B.C. Hunter Number.

Learning Resources:

- CORE Textbook (2002),
- BC Hunting and Trapping Synopsis (current)
- Videos and Overheads
- Instructor Expertise
- Additional Reading Material (pamphlets and newspaper articles)
- Instructional Posters,
- Hands-on Instructional Aids (i.e. firearms and ammunition)
This course provides an exciting and motivating introduction to the world of video production. The curriculum will focus on basic video camera techniques, basic structure of commercials and public service announcements, basic script writing, and video editing on computer. The pre-production, production, post-production cycle of media development will be explored and experienced.

**Learning Resources:**

- Video and editing equipment manuals
- Articles and information about video production from the Internet
- Back issues of Video Maker Magazine.
- Various Video production “How To” videos
- Books
  - Beginners Final Cut Pro, M Rubin, Peach Pit Press, June 2002

**Additional Information:**

This course has been running in various forms for the past eight years. First at Anne Stevenson, and now at Columnetza. The equipment to run this program is already in place. The program is very popular with students. Students can make copies of their projects for their portfolios.
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: English as a Second Language 10

Course Code: YESL 10

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: ESL student as identified by the school

Course Synopsis:

This course has been developed to provide an opportunity for students in the English as a Second Language (ESL) population to:

- receive assistance with subject work
- improve and develop academic vocabulary
- receive remedial help in writing, reading and speaking English where an ESL student has weaknesses
- help develop social relationships with English-speaking students
- be tested periodically to determine gains in learning English
- have the Annual Instructional Plan administered

The course is divided into the following components:

- Organizational Skills
- Participation
- Curriculum - Assignment/Testing Support
- Study Skills/Strategies
- Cooperative Learning

Learning Resources:

- Textbooks by subject (too many to list here—eg. Socials, English novels, Math books, etc...)
- Direction and guidance from ESL teacher/resource person - Mrs. Pat Hansen (1 hr. per day)
- Video: “Shared Pair Reading “
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: English as a Second Language 12

Course Code: YESL 12

Category: Choose a Category

Grade Level of Course:  
  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: ESL student as identified by the school

Course Synopsis:

This course has been developed to provide an opportunity for students in the English as a Second Language (ESL) population to:
- receive assistance with subject work.
- improve and develop academic vocabulary.
- receive remedial help in areas where an ESL student has weaknesses such as writing, reading and speaking in English.
- help develop social relationships with English-speaking students.
- be tested periodically to determine gains in learning English.
- have the Annual Instructional Plan administered.

The course is divided into the following components:
- Organizational Skills
- Participation
- Curriculum - Assignment/Testing Support
- Study Skills/Strategies
- Cooperative Learning

Learning Resources:
- Textbooks by subject (too many to list here—eg. Socials, English novels, Math books, etc...)
- Direction and guidance from ESL teacher/resource person (1 hr. per day)

Video: "Shared Pair Reading"

School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: English as a Second Language 11

Course Code: YESL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

- 10  
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: ESL student as identified by the school

Course Synopsis:

This course has been developed to provide an opportunity for students in the English as a Second Language (ESL) population to:

- receive assistance with subject work
- improve and develop academic vocabulary
- receive remedial help in the areas of speaking, reading and writing English where an ESL student has weaknesses
- help develop social relationships with English-speaking students
- be tested periodically to determine gains in learning English
- have the Annual Instructional Plan administered

The course is divided into the following components:

- Organizational Skills
- Participation
- Curriculum - Assignment/Testing Support
- Study Skills/Strategies
- Cooperative Learning

Learning Resources:

- Textbooks by subject (too many to list here—eg. Socials, English novels, Math books, etc."
- Direction and guidance from ESL teacher/resource person - Mrs. Pat Hansen (1 hr. per day)
- Video: "Shared Pair Reading"
This is a flexible course that will change as student interest varies. Students will be encouraged to choose environmental topics that they find interesting and that will complement their knowledge they gained of ecological footprint, population and climate change.

Additional Information:
This is a flexible course that will change as student interest varies. Students will be encouraged to choose environmental topics that they find interesting and that will complement their knowledge they gained of ecological footprint, population and climate change.
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Fire Suppression 12

Course Code: YFRS 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

This course intends to train students in the basic theories behind fire fighting strategies and how to put them into practice. All aspects of fire suppression work and fire line safety are covered, including the fundamentals of fire fighting, radio communications, wilderness survival, fire line safety, pumps and water delivery systems, helicopters and chainsaw safety.

Learning Resources:

Resources for the Ministry of Forests certification are obtained from:
· S-100 Basic Fire Suppression and Safety
· S –111 Fire Weather
· S-185 Fire Entrapment Avoidance
· Fire Behaviour Red Book
· Bear Awareness – Steve Richburg

Other resources:
· Transportation Endorsement Training Guide – WCB
· WHMIS at Work – WCB
· Resumes and Cover Letters – ESP Consulting

Additional Information:

The technical component of this course is delivered by and partnership by members of the Ministry of Forests Protection Branch.

Certified instructors within the School District deliver the Safety Certification aspects to industry standards. Those areas of course content such as Resume Writing and Interview Skills are delivered by professional agencies within the community.

The entire course is delivered outside of the regular school instructional hours.
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Health and Human Services

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: Learning Resource student as identified by the school/Student Support Services (Psycho-educational t

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

- receive instruction in strategies to assist general learning in the regular classroom
- receive assistance utilizing these strategies while doing subject work from regular classrooms
- receive instruction in organizational/time management strategies
- receive assistance utilizing these organizational strategies while completing subject work from regular classrooms
- receive instruction in study skills strategies
- receive assistance in utilizing these study skills strategies as they apply to everyday work from the regular classroom
- receive instruction in strategies for remediation of academic areas of concern of the LD student
- receive assistance utilizing these remediation strategies while doing subject work from regular classrooms
- receive the extra time required to finish tests from regular classrooms
- prepare for the writing of provincial examinations
- orally take tests from regular classrooms
- work both independently and cooperatively with all staff, peer tutors, students
- recognize their unique learning style and how to “tap” into it
- develop social relationships with “regular population” students
- be tested periodically to determine academic gains from learning strategies instruction in the areas of spelling, mathematics, reading comprehension and word identification
- have their Individual Education Plan administered effectively and completely

The course is divided into the following components:
- Organizational Skills
- Participation
- Assignment/Testing Support
- Study Skills/Strategies
- Cooperative Learning

Learning Resources:

Textbooks by subject (too many to list here—eg. Socials, English novels, Math books, etc...)
- Video and audio-tapes related to subject curriculum
- “Shared Pair” video
- Daily planner provided by student
**Course Synopsis:**

This course has been developed to provide an opportunity for students in the Learning Disabled population to:
- receive instruction in strategies to assist general learning in the regular classroom.
- receive assistance utilizing these strategies while doing subject work from regular classrooms.
- receive instruction in organizational/time management strategies.
- receive assistance utilizing these organizational strategies while completing subject work from regular classrooms.
- receive instruction in study skills strategies.
- receive assistance in utilizing these study skills strategies as they apply to everyday work from the regular classroom.
- receive instruction in strategies for remediation of academic areas of concern of the LD student.
- receive assistance utilizing these remediation strategies while doing subject work from regular classrooms.
- receive the extra time required to finish tests from regular classrooms.
- orally take tests from regular classrooms.
- work both independently and cooperatively with all staff, peer tutors, students.
- recognize their unique learning style and how to “tap” into it.
- develop social relationships with “regular population” students.
- be tested periodically to determine academic gains from learning strategies instruction in the areas of spelling, mathematics, reading comprehension and word identification.
- have their Individual Education Plan administered effectively and completely.

The course is divided into the following components:
- Organizational Skills
- Participation
- Assignment/Testing Support
- Study Skills/Strategies
- Cooperative Learning

**Learning Resources:**
- Textbooks by subject (too many to list here—eg. Socials, English novels, Math books, etc...)
- Video and audio-tapes related to subject curriculum
- “Shared Pair” Reading video
- daily planner provided by the student
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Learning Strategies 12

Course Code: YLS 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Learning Resource student as identified by the school/Student Support Services (Psycho-
-educational t

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to: 
- receive instruction in strategies to assist general learning in the regular classroom.
- receive assistance utilizing these strategies while doing subject work from regular classrooms.
- receive instruction in organizational/time management strategies
- receive assistance utilizing these organizational strategies while completing subject work from regular classrooms.
- receive instruction in study skills strategies.
- receive assistance in utilizing these study skills strategies as they apply to everyday work from the regular classroom.
- receive instruction in strategies for remediation of academic areas of concern of the LD student.
- receive assistance utilizing these remediation strategies while doing subject work from regular classrooms.
- receive the extra time required to finish tests from regular classrooms.
- prepare for the writing of provincial examinations.
- orally take tests from regular classrooms.
- work both independently and cooperatively with all staff, peer tutors, students.
- recognize their unique learning style and how to “tap” into it.
- develop social relationships with “regular population” students.
- be tested periodically to determine academic gains from learning strategies instruction in the areas of spelling, mathematics, reading comprehension and word identification.
- have their Individual Education Plan administered effectively and completely.

The course is divided into the following components:
- Organizational Skills
- Participation
- Assignment/Testing Support
- Study Skills/Strategies
- Cooperative Learning

Learning Resources:

- Textbooks by subject(too many to list here—eg. Socials, English novels, Math books, etc...)
- Video and audio-tapes related to subject curriculum
- Daily planner provided by student
- “Shared Pair” Reading programme including video
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Metal Art 10

Course Code: YMTLA 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

This course is designed to give students the opportunity to explore the field of metalworking with a focus on jewelry design and production.

Students will begin to explore some of the areas within the field such as, cuttle bone casting, lost wax casting, chain making and sheet metal forming.

Students will gain an understanding of the tools and material necessary to work in the field of metal art as well as skills in shaping, joining, cutting layout and design of metal art projects.

Learning Resources:

Jewelry: Two books in one, Madeline Coles 1991, Sterling publishing Co.

Making Silver Chains, Glen F. Waszek 2001, Lark Books


Basic Jewelry Techniques, Jinks McGrath 1997, Fairmont Books
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: staff referral (two members)

Course Synopsis:

This course has been developed to provide an opportunity for students in the “non-Resource Programme” population to:

- assist, work with and learn with Resource Programme students (developmentally delayed -- mentally or physically)

- develop social relationships with Resource Programme students

The course is divided into two main components:

Training Session: Over the course of several days, students cover topics such as responsibilities of a peer tutor, learning disabilities, learning styles, role playing of a learning disabled (LD) student, shared paired reading, study skills and strategies, Daily Log writing, Parent Report writing, classroom tools (for practicum), record keeping, evaluation of course.

Practicum: The practicum is divided into four main areas which include the introduction, actual working with tutee, record keeping (Daily Log, assignment/test marks collection, Parent Report writing) and “weaning” of tutee.

Learning Resources:

Peer Tutoring 10 handbook: developed by Ann Pilszek (Includes Training Session notes, Daily Log and Record Keeping sheets)

Video: "Shared Pair Reading"

Books:
School District 27

Status: approved

School Name: Columneetza Secondary
Course Name: Peer Tutoring 12
Course Code: YPTU 12
Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: 1) staff referral (two members)

Course Synopsis:

This course has been developed to provide an opportunity for students in the “non-Resource Programme” population to:
- assist, work with and learn with Resource Programme students (developmentally delayed — mentally or physically)
- develop social relationships with Resource Programme students

The course is divided into two main components:
- Training Session: over the course of several days, students cover topics such as responsibilities of a peer tutor, learning disabilities, learning styles, role playing of a learning disabled (LD) student, shared paired reading, study skills and strategies, Daily Log writing, Parent Report writing, classroom tools (for practicum), record keeping, evaluation of course.
- Practicum: the practicum is divided into four main areas which include the introduction, actual working with tutee, record keeping (Daily Log, assignment/test marks collection, Parent Report writing) and “weaning” of tutee.

Learning Resources:

Peer Tutoring 12 handbook: developed by Ann Pilszek - includes Training Session notes, Daily Log and Record Keeping sheets

Video: “Shared Pair Reading”

Books:
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Shuswap Language 10

Course Code: YSHUL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

First Nations programs involve more than the study of the spoken and written word. Language and culture go hand in hand, therefore any heritage language curricula should have a strong cultural component. One of the aims of First Nations language programs should be to assist students in learning their language and understanding their culture. This goal will develop in students an understanding and appreciation of Aboriginal traditions, customs, ceremonies, values and beliefs.

From a very early age, individuals are and should be encouraged to spend time with respectful Elders. In the traditional First Nations cultures, Elders are the teachers and advisors who pass on knowledge, skills and advice to the younger generations. Students are encouraged to talk to knowledgeable Elders in their family, community and Nation.

A First Nations language program must incorporate a holistic perspective of the world, one where honesty and respect are the foundations of the culture. Students are and should be taught to be honest and respect themselves, others and the world around them.

Traditional First Nations cultures meant living in harmony with the natural world. This is an important concept in First Nations cultures. Individuals were and still should be taught to be caretakers of the land and use resources wisely. Individuals are and should be taught to take only what is needed and to give thanks for what is received. Connections between an individual and their environments are integral part of the development of a person.

Learning Resources:

- Secwépemc Cultural Education Society, We Are the Secwépemc – 1994
- Secwépemc Cultural Education Society, Secwépemc Mapping Activities – 1994
- Secwépemc Cultural Education Society, Donna Meets Coyote, 1988
- Secwépemc Cultural Education Society, Shuswap History: The First 100 Years of Contact, 1990
- Dixon, Mary & Palmantier Mary – A Western Shuswap Reader, 1982
- Shuswap Legend Project – Books 1-10, Secwépemc Cultural Education Society
- E.J. Bare Resource Centre, School District #27
- Guest Speakers – Elders, Chief, Councillors.
- Secwépemc Cultural Education Society, Shuswap Family Members, 1985
- Shuswap language Committee, Let’s Study Shuswap – Book 1, 1979
- Shuswap language Committee, Let’s Study Shuswap – Book 2, 1979
- Ceely Contee, Live Action English, 1997
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Sports Rehabilitation Medicine

Course Code: YSRH 11

Category: Fitness and Recreation

Grade Level of Course:  
  10  
  11 x  
  12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

The goal of this course is to introduce students to a new facet of sports, the area of sports injuries.

This course will include both a theory and practical component that will enable students to make quick, clear decisions regarding sport or fitness related injuries. Furthermore they will learn to implement injury prevention strategies and develop the ability to deal confidently with emergency situations and injuries.

Through this course students can be recognized by the Sports Medicine Council of BC with a letter of completion for Taping Level II and Sports First Aid. They will also have the opportunity to become certified in St. John Emergency First Aid and Basic CPR.

Learning Resources:

- Tape and tape supplies
- Best Practices Quarterly from SportMedBC
- A Teacher's Curriculum Guide to Sports Medicine, J. Lauer, Cramer Products Inc.,
- First Aid First on the Scene, St. John Ambulance, 2002
- St. John Ambulance First on the Scene Videos
- Sport Medicine Council of BC - workbook
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Textiles Arts and Crafts 10

Course Code: YTAC 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

This course is for students who enjoy handcrafts and working with colour and design. There is room for individual artistic expression and students who want to learn how to do some crafts will be as comfortable as those who already have skills and experience in creating needlecrafts.

Learning Resources:

- Variety of craft materials for each craft
- Reference books for each craft
- Information and instructions for needle arts on the internet
- Videos on Specific Techniques
- Magazine articles on Techniques and projects
School District 27

Status: approved

School Name: Columneetza Secondary

Course Name: Yearbook Production 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

In this course students will learn the business and production techniques involved in selling and producing the yearbook. The goal is to produce up to 75% of the pages required.

Students will gain expertise in using PhotoShop to manipulate digital images and prepare them for publication. They will learn how to use Indesign to create and design page layouts ready for the press. They will learn the differences between using grayscale and colour images.

Students will learn how to take good photographs using several digital cameras. They will learn how to download pictures and choose the best shots for the yearbook.

Selling advertising, selling yearbooks, managing lists of specialized yearbooks and lists of yearbook purchases, the handling of cash and other business aspects of the course will be an important aspect of Yearbook Production.

Learning Resources:

The learning resources required are digital cameras, Computers, PhotoShop and Indesign, all of which are presently available within the school.
School District 27

Status: approved

School Name: Peter Skene Ogden Secondary

Course Name: Aviation Technology 11

Course Code: YAVT 11

Category: Science and Applied Sciences

Grade Level of Course:  

- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

The Aviation Technology 11 course is designed to acquaint students with the large number of job and career opportunities offered in the aviation/aerospace industry. It is also designed to acquaint students with the knowledge, skills and attitudes relevant to the work place.

Students will have the opportunity to research and explore the history of aviation, theory of flight, aircraft design, construction, and maintenance, aircraft operations, air law, meteorology, navigation and communication, airmanship and safety issues related to aircraft operations.

The course is also designed to give students the knowledge, skills and tools necessary to plan their careers in an informed manner.

Units and lessons will provide students with a varied learning experience. Instructional strategies and course content will incorporate hands on learning, research, field trips, guest speakers, lab work and experimentation, individual and group projects, recommended readings, class discussions…etc. The course also serves to co-ordinate learning in mathematics, science, geography, metal, and drafting areas.

Learning Resources:

- Aviation Career Preparation Resource Books
- Aircraft and Flight Theory
- Brennan, T. (1998). Tom Brennan aviation academy, Sidney, B.C.: Email brengun@horizon.bc.ca


Aviation History


Aviation Resource Video Tapes


The History Channel. (1996). Mach one: The times, the team, the sound barrier. New York, N.Y.: A & E Television Networks.


Aviation/Aerospace Career Resource Books


Aviation/Aerospace Online Resources
Aerospace Industry Association of B.C. http://www.aiabc.ca
Future Work Training Inc. http://www.fwt.bc.ca
Human Resources Department Canada (Aircraft Maintenance Engineers). http://www.tc.gc.ca/aviation/mainten/aarpb/index_e.htm
NAV Canada (Air Traffic Control). http://www.navcanada.ca/

Aviation Career Planning Resources

Aviation Educational Resources
Canadian Forces. http://www.dnd.ca
NAT Northern Airborne Technology Ltd. http://www.northenairborne.com
Northern Lights College (Aircraft Maintenance Engineering). http://www.nlc.bc.ca
Okanagon Aviation Services Ltd. http://www.okanagon-aviation.com

Selkirk College (Aviation two-year diploma). http://www.selkirk.bc.ca

Trinity Western (Aviation Studies). http://www.twu.ca
**School District 27**

Status: approved

School Name: Peter Skene Ogden Secondary

Course Name: Consumer Education 12

Course Code: YCNE 12

Category: Other

Grade Level of Course:  

| 10 | 11 | X 12 |
---|---|---|

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: Planning 10 is recommended

**Course Synopsis:**

Consumer education empowers us and makes us more knowledgeable about the products and services we buy and use. This course is concerned with the skills, attitudes, knowledge and understanding necessary to become an effective consumer. It equips students with the skills to make discerning choices, to sort out problems effectively, and to seek further information and help appropriately. Additionally, it encompasses the responsibilities of consumers as well as their rights.

**Learning Resources:**

The activities throughout this course are age appropriate; that is, they are designed for students in grades 11 or 12 who are exploring their world from the perspective of living independently, away from their parent's home.

The readability of the textbook is higher than that of the interactive site; therefore, additional assistance is provided for those students who require it.

The computers found in the classroom are capable of the technical requirements needed by the site, however, the activities can be printed for the students who are not able to access a computer.

**Additional Information:**

This course has been successfully implemented by Peter Skene Ogden Alternate Program as well as the SMARTT program for the past few years. This BAA process, however, sees the inclusion of an interactive site to promote relevance and engaged and personalized learning.
School District 27

Status: approved

School Name: Peter Skene Ogden Secondary

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none, but recommended that students have taken a Food Studies course or have some cooking experience

Course Synopsis:

This is a hands on course where students will learn the elements and principles of design and apply them to food.

Students will develop and apply skills in food preparation and emphasis will be placed on developing an appreciation for food presentation and food as an edible art form. Some of the edible works of art students will create include: spice art, cookie dough impressions, yeast breads sculptures, garnishes, decorated cakes and many other projects. This course also focuses on developing both team and independent work skills.

Students through out the course will create a photo portfolio of their food creations, which can be used for future studies, job interviews and help to meet some of the requirements for their grad portfolio.

Learning Resources:

- Special resource books with ideas for projects
- Videos appropriate for certain projects
- Special Equipment as needed for each project
- Photography equipment

Additional Information:

Flexible access to a computer lab equipped with disc drives make the course run more smoothly, especially if digital photography is used.
School District 27

Status: approved

School Name: Peter Skene Ogden Secondary

Course Name: Peer Helping 11

Course Code: YPHEL 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: application and interview

Course Synopsis:

Peer Helping 11 is a program that encourages the development of a positive identity and responsible independence as students experience more control over their environment (the school and community).

The major goals of the program are to augment a school climate that:

- encourages the development of responsible independence and a positive identity.
- promotes school safety by providing an alternative for students seeking help.
- creates opportunities for students to learn how to actively and intentionally use their experiences to gain new levels of confidence and competence.
- encourages opportunities for early intervention to deal with adolescent difficulties, especially in the areas of:
  - how to make and keep friends,
  - achieving in school,
  - loneliness,
  - boredom,
  - understanding and expressing feelings,
  - drugs and alcohol, and
  - getting along with parents.
- involves students in identifying and meeting student perceived needs.

Learning Resources:

Initially, the students will complete an application form for the Peer Helping program. A panel, the makeup of which is still to be determined, will conduct interviews. A maximum of eight students (two per block) will be selected at which time they and their parents will be informed.

The instructor will provide the materials required for this course. Students will be required to keep a separate binder for all the materials and a journal for submission.

A video camera will be made available for students to practise their attending skills, but students will be expected to provide their own tape.
One of the key aspects of this program is that peer helpers can provide a great benefit to the school. It can provide a channel to reach more students and team members can be trained to take care of the "minor" problems so that students with these problems are seen sooner than perhaps they would have and are dealt with while they are of smaller proportion. In addition, students are a good source of ideas. They have energy, they are able to pinpoint key areas of concern and they are sensitive to other students' problems. Because they see problems in a different way, peer helpers can be invaluable in providing ideas on how to deal with problem situations as well as be a resource to help carry them out.
School District 27

Status: approved

School Name: Peter Skene Ogden Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: Science 10

Course Synopsis:

This course provides a student with an introduction to the study of psychology. The primary emphasis of the course will be on understanding human psychological development and how one’s behaviour impacts others.

Learning Resources:


Access to library, CD-ROM encyclopaedia, Internet resources

Additional Information:

This course has been taught to independent learners at The Alternate and SMARTT programs at Peter Skene Ogden Secondary School since 2002 as a CP designated course.
School District 27

Status: approved

School Name: Peter Skene Ogden Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

   [ ] 10   [X] 11   [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

This course has been developed to allow students to explore the wide array of textile arts and crafts in our world today. Students will develop skills in creating and designing a variety of textile arts and crafts items.

Historical and cultural influences on the creation and development of textile arts and crafts will also be explored. Learning outcomes are from the Applied Skills 11 and Fine Arts 11 IRPs and are outlined in the unit descriptions.

Students will be given opportunities for self and peer assessment in addition to the teacher’s assessment and feedback. This course is intended to benefit students of all learning abilities and skill levels.

Learning Resources:

Resources that are already available in the classroom such as reference books for each craft, videos on specific techniques.

Appropriate guest speakers where they can be fit in.
This is a new course designed to be done by students using one of several independent learning programs available in School District 27. Many universities and colleges offer complete programs in this field. This is an introductory level course designed for the Grade 12 level. This course hopes to educate and empower students to see some aspects of society and the world from a non-traditional perspective.

**Primary Sources:**
- Feminism: The Essential Historical Writings
- Schneir, Miriam Ed. Vintage Books, 197
- The Norton Anthology of Literature by Women: The Tradition in English Gilbert, Sandra & Gubar, Susan, Eds. WWNorton & Co. 1985
School District 27

Status: approved

School Name: Williams Lake Secondary School

Course Name: Junior Structural Fire Fighter Program 12

Course Code: YJSFRP 12

Category: Other

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

The course will train students in the basic theories of structural fire fighting strategies and how to apply them. Students will cover all aspects of fire scene and apparatus safety, communications, fire behavior, fire tools and rescue.

Students will receive a minimum of 60 hours of classroom and practical training and must pass a final exam in each unit. The passing grade for each unit is 65 per cent.

This is NOT a certification program but a preparatory course that will help to identify and train potential candidates for Provincially recognized fire fighting training academies.

The skills and attitudes developed place students in preferential positions when pursuing National Fire Protection Association (NFPA) 1001 certification and job placements in the career of structural fire fighting.

Learning Resources:


Additional Information:

Students will also be involved with fire prevention education, fire inspections and community work.
School District 27

Status: approved

School Name: Williams Lake Secondary School

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: None

Course Synopsis:

This course encourages, prepares, and motivates students to become leaders throughout the school and the community. Students will develop leadership qualities, communication and teamwork skills, conflict management using basic psychology, and organizational strategies.

Students will also gain an appreciation for the amount of effort required to be an effective leader. Students will acquire an appreciation for the importance of contributing to their school and community and learn what a satisfying experience it can be to help out.
Musical Theatre became a Locally Developed course in the Cariboo-Chicotin School District in 1993. It has been proven to be a very popular course since the beginning and in 2003 WLSS presented both a fall and spring musical.

The course has run with great success and continues to be financially supported by the community who deems it a beneficial and worthwhile cause.

Course Synopsis:

This course has been developed to support and encourage the students to experience the thrill of performing in a live Musical Theatre production. The course explores a balance in acting, singing and dancing. Students are required to fundraise for the cost of the musical.

The course runs outside of the regular timetable and outside school hours. Students will audition for this course in June and again for parts after the fall semester starts. Musical Theatre will run for 120 hours either the first two or the second and third terms. Students in grades 8, 9, or 10 will be permitted to participate in this course.

Learning Resources:

- Experience of the instructor
- Script
- Musical Score
- WLSS Band teacher

Additional Information:

Musical Theatre became a Locally Developed course in the Cariboo-Chicotin School District in 1993. It has been proven to be a very popular course since the beginning and in 2003 WLSS presented both a fall and spring musical.

The course has run with great success and continues to be financially supported by the community who deems it a beneficial and worthwhile cause.
The outdoors is used by a great number of people including campers, hunters, fishers, hikers, snowmobilers, etc. for recreation. Sometimes their experience is less than pleasant as the result of bear encounters or becoming lost, for example. This course seeks to prepare those individuals for the unexpected. More than that, however, it seeks to re-introduce them to some of the skills that our ancestors had for living off the land and we have forgotten and to instill within the students a sense of respect for the environment and its inhabitants.

Learning Resources:

- Videos including a series of four Search and Rescue vignettes, “Kindling and Fire Lighting”, “Matchless Fire by Friction”, etc.
- Newspaper and magazine articles and accounts of true-life incidents.
- Outdoor Survival manual “Outdoor Safety and Survival” as previously published by the Department of Land, Parks and Housing, B.C. Government.
- Pamphlets as published by various government and outdoors agencies including “Bears in B.C. Parks”, “Survival First Aid”, “Outdoor Ethics”, etc.
- Prepared learning packages as “Bear Aware”, produced by the B.C. Forest Service.

Additional Information:

The outdoors is used by a great number of people including campers, hunters, fishers, hikers, snowmobilers, etc. for recreation. Sometimes their experience is less than pleasant as the result of bear encounters or becoming lost, for example. This course seeks to prepare those individuals for the unexpected. More than that, however, it seeks to re-introduce them to some of the skills that our ancestors had for living off the land and we have forgotten and to instill within the students a sense of respect for the environment and its inhabitants.
School District 27

Status: approved

School Name: Williams Lake Secondary School

Course Name: Personal Fitness 12

Course Code: YPFT 12

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☐ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: Introduction to Personal Fitness Training

Course Synopsis:

This course is designed to help students, who are serious about athletics and athletic training, develop a program to enhance their performance goals. Students will be able to create, implement and monitor a complex seasonal and event plan to attain peak performances.

Learning Resources:

- Current articles from Periodicals such as Muscle and Fitness and Shape.
- Internet research by students and teacher.
- NCCP Coaching Manuals, Coaching Association of Canada, 1990
- Jackson, A.W. etal, Physical Activity for Health and Fitness, Human Kinetics, 1999
- Williams, C.S., etal, Personal Fitness, Kendall Hunt Publishing Co., 1995
- Stott Pilates, Stott Pilates Inc. (video)
- Resource people and instructors within the community
School District 27

Status: approved

School Name: Williams Lake Secondary School

Course Name: Personal Fitness Training 11

Course Code: YPFT 11

Category: Fitness and Recreation

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 25, 2004

Prerequisites: none

Course Synopsis:

This course is designed as an introduction to personal fitness training. This course will help students gain confidence in the use of fitness equipment and basic training techniques.

Personal Fitness Training is formatted to help students test, train and monitor their own fitness needs. At the conclusion of this course it is expected that students will feel comfortable, safe and confident in any fitness facility.

Learning Resources:

- Current articles from Periodicals such as Muscle and Fitness and Shape.
- Internet research by students and teacher.
- NCCP Coaching Manuals, Coaching Association of Canada, 1990
- Jackson, A.W. et al., Physical Activity for Health and Fitness, Human Kinetics, 1999
School District 27

Status: approved

School Name: Williams Lake Secondary School
Course Name: Sports and Recreation 11
Course Code: YSPR 11
Category: Fitness and Recreation

Grade Level of Course:   ☑ 10  ☑ 11  ☑ 12
Number of Course Credits:  4
Number of Hours of instruction:  120
Date Approved: March 25, 2004
Prerequisites: none

Course Synopsis:
This course offers students the first progression in becoming a National Certified Coach in any area of sport interest. Students will receive certification in “Introduction to Competition A” and St. Johns First Aid Level 1. It encourages students to give back to their class, school and community. Further, Sports and Recreation will allow students to explore the vast opportunity to lead a healthy lifestyle through recreational activity. Some students may even follow up on some of the career exploration done in this course.

Learning Resources:
- Internet and library research by students and teacher.
- NCCP Coaching Manuals, Coaching Association of Canada, 1990
- Community experts in various fields
- St. John’s First Aid Instructors Guide and manuals
- Resource Center books and videos
- Resource Center’s First Aid equipment package
- Jackson et al, Physical Activity for Health and Fitness. Human Kinetics, 1999
School District 27

Status: approved

School Name: Williams Lake Secondary School

Course Name: Sports and Recreation 12

Course Code: YSPR 12

Category: Fitness and Recreation

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 25, 2004

Prerequisites: Sports and Recreation 11

Course Synopsis:

This course offers students the second progression in becoming a National Certified Coach in any area of sport interest.

Students will receive certification in “Introduction to Competition B”. It encourages students to give back to their class, school and community. Further, Sports and Recreation will allow students to explore the vast opportunity to lead a healthy lifestyle through recreational activity. Some students may even follow up on some of the career exploration done in this course.

Learning Resources:

· Internet and library research by students and teacher.
· NCCP Coaching Manuals, Coaching Association of Canada, 1990
· Community experts in various fields
· St. John’s First Aid Instructors Guide and manuals
· Resource Center books and videos
· Resource Center’s First Aid equipment package
· Jackson etal, Physical Activity for Health and Fitness. Human Kinetics, 1999
This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage. The Common Curriculum Framework for Aboriginal Language and Culture Programs of the Western Canadian Protocol for Collaboration in Basic Education, www.wcp.ca/languages/abor.pdf is an excellent resource to help with additional learning activities.

Course Synopsis:
Aboriginal Culture 11 is a course that allows students to recognize and value local aboriginal culture and First Nations student heritage. It can be delivered on an individual basis or in a class setting. Students choose projects based on their own interests and heritage, and involve band members and elders in their projects. Families can work together to support the student in the projects that are chosen. The goal is to produce products that can be passed on to further generations and tell the stories of the family, clan or band.

Learning Resources:
- First Nations library
- Access to current events in newspapers and magazines
- Internet connection for research,
- Handouts filed in course binder (submitted by students, or compiled by the teacher)
- Local culture and stories

Additional Information:
This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage.

This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage.


**Course Synopsis:**

Aboriginal Culture 12 is a course that allows students to recognize and value local aboriginal culture and First Nations student heritage. It can be delivered on an individual basis or in a class setting. Students choose projects based on their own interests and heritage, and involve band members and elders in their projects. Families can work together to support the student in the projects that are chosen. The goal is to produce products that can be passed on to further generations and tell the stories of the family, clan or band.

**Learning Resources:**

- First Nations library
- Access to current events in newspapers and magazines
- Internet connection for research,
- Handouts filed in course binder (submitted by students, or compiled by the teacher
- Local culture and stories

**Additional Information:**

This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage.

This is a course that has evolved over time to recognize and assist those students who desire or exhibit leadership and management skills and are currently working in volunteer positions in the school or the community. First developed in the early 90’s.

Course Synopsis:

Career and Community Experiences 11 was developed to recognize those students who desire to volunteer within the community, in various service organizations, clubs, and community activity groups. Course topics will prepare participants for volunteer and leadership roles. Topics include: the environment within which volunteer acts, the systems with which they must contend, motivators that affect all actors in the environment, and how to communicate with and affect the behaviours of other actors in the environment. Topics range from personal application to leadership roles in community, national, and international settings.

Learning Resources:

- Basic psychology and sociology texts in library resources
- Access to current events in newspapers and magazines
- Internet connection for research, i.e. ERIC clearing house
- Handouts filed in course binder (submitted by students, or compiled by the teacher; i.e. Leonard, Beauvais and Scholl; A self concept-based model of work motivation; 1995 – paper presented at the annual meeting of the Academy of Management in August, 1995

Additional Information:

This is a course that has evolved over time to recognize and assist those students who desire or exhibit leadership and management skills and are currently working in volunteer positions in the school or the community. First developed in the early 90’s.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Career and Community Experiences 12

Course Code: YCCE 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Career and Community Experiences 11

Course Synopsis:

Career and Community Experiences 12 was developed to recognize those students who desire to volunteer within the community, in various service organizations, clubs, and community activity groups. Students who take Career and Community Experiences 12 are exemplary students who demonstrate excellent organizational and people skills. Course topics will enhance participants' skills for volunteer and leadership roles. Topics include: the environment within which volunteer acts, the systems with which they must contend, motivators that affect all actors in the environment, and how to communicate with and affect the behaviours of other actors in the environment. Topics range from personal application to leadership roles in community, national, and international settings.

Learning Resources:

Library resources:
- Basic psychology and sociology texts
- Access to current events in newspapers and magazines, especially business magazines
- Success literature (models of historical and current inspiring leaders)
- Internet connection for research, i.e. ERIC clearing house

Handouts filed in course binder (submitted by students, or compiled by the teacher)

Additional Information:

This is a course that has evolved over time to recognize and assist those students who exhibit leadership and management skills and are currently working in volunteer positions in the school or the community. Developed in 2004 to continue the Career and Community Experiences 11 course.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Home Economics 10: Foods or Food Studies 11 or 12

Course Synopsis:

Culinary Arts 11 will provide students with the opportunity to work with food as a visual art. Students will learn the terminology used when describing the visual elements and principles of design and apply these elements and principles of design to their products and layout. Students will improve their applied skills in the area of food preparation as they have opportunities to work individually in the preparation of products. Students will develop technological skills in digital photography in the development of their portfolio and be able to gain additional skill in creating public displays. Self and peer-evaluation provides students with the opportunity to practice the use of the terminology used in the course and provide input on products.

The learning outcomes for the course are grouped under the curriculum organizers: Lab Procedures, Elements and Principles of Design, Principles of Food Preparation, Food Preparation, and Evaluation. The organizational structure of the course supports student skill development as students work both individually and as teams in the creative development of a range of products.

Learning Resources:

- Videos
- Internet
- Recipe books
- Magazines
- Text books

Additional Information:

This course was developed by Terry vanMeer, a Home Economics teacher in Fort St. James. In 1998 she agreed to share the curriculum with Home Economics teachers from various districts in the Central Interior at a workshop sponsored by the Quesnel Teachers of Home Economics Specialist Association.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Culinary Arts 12

Course Code: YCUA 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Culinary Arts 11

Course Synopsis:

Culinary Arts 12 will be made available to the student seriously interested in the visual presentation of food. Due to the low enrolment the course will be offered within the Culinary Arts 11 framework and class. The students will follow the same general units and curriculum organizers used in Culinary Arts 11, with variation in some of the specific topics and products.

Part of the student assessment will include the selection of products requiring more advanced technique or skill. Growth in the quality of the student’s work should be apparent in the portfolio produced by the end of the course.

Students will expand their use of terminology when describing the visual elements and principles of design and their application of these elements and principles of design to their products and layout. Students will improve their applied skills in the area of food preparation as they have opportunities to work individually in the preparation of products. Students will develop technological skills in digital photography in the development of their portfolio and be able to gain additional skill in creating public displays. Self and peer-evaluation provides students with the opportunity to practice the use of the terminology used in the course and provide input on products.

The learning outcomes for the course are grouped under the curriculum organizers: Lab Procedures, Elements and Principles of Design, Principles of Food Preparation, Food Preparation, and Evaluation. The organizational structure of the course supports student skill development as students work both individually and as teams in the creative development of a range of products.

Learning Resources:

- Videos
- Internet
- Recipe books
- Magazines
- Text books
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Fitness 11

Course Code: YFTN 11

Category: Fitness and Recreation

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved:  April 30, 2004

Prerequisites: PE 9 with minimum C+, Interview with the instructor, Signed parental permission.

Course Synopsis:

This course has been developed to expose students to training methods used by elite athletes. Students learn training aspects of the 5 conditioning factors: endurance, strength, flexibility, coordination and speed. The course is highly individualized in that each student will be individually assessed before starting on the training regimen. The students learn some basic biochemistry and physiology as it applies to fitness training and sport. The approach supports students to critically evaluate commonly accepted theories of fitness training.

Learning Resources:

- Articles and fitness training information on the internet
- Information from local physiotherapist/fitness training professional
- Use of a local fitness centre
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Guitar 10

Course Code: YGUIT 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

Guitar 10 focuses on developing the knowledge, skills, and attitudes students require to perform effectively. In this course students have opportunities to:

- develop the techniques required to play the guitar, demonstrating technical competence and stylistic interpretation
- develop an understanding of the aesthetic qualities of music
- develop music literacy
- perform diverse repertoire, exploring how instrumental music differs across cultures and throughout history
- examine the various roles and purposes of instrumental music in society
- explore career opportunities related to music, and develop skills for pursuing those options

Learning Resources:

Instruction resources include: The Mastering the Guitar by Bay and Christiansen as the main textbook, Basic Instructor Guitar by Snyder as a supplementary text, biographical music videos, instructional technique videos, CD’s and tapes of music, popular music books, music from a University of Victoria Guitar course, and music from the internet.

The layout of the classroom allows for students to work at: their seats for theory work, in a large circle to watch guitar demonstrations and participate in whole-class playing and practice, and in smaller groups in four practice rooms. This allows for students to practice assigned work as well as share songs with one another.

Additional Information:

Students have opportunities to perform at concerts and activities in the community, in small groups, individually or accompanying the Choir.
As a pilot class, I would estimate the class has been a success.
Of the 20 students who began in September, two students elected to take it for one semester because of timetable conflicts and two dropped due to personal problems coupled with the time demands.
The tone is set with classroom work for the first two to three weeks to ensure that the message is it is not an “easy credit.”
The best indicator so far is watching the quieter student develop into a more confident individual by the second semester.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: April 30, 2004

Prerequisites:

- rehearsal and performance facilities
- scripts

Course Synopsis:

The course is essentially the production of a major musical. Enrollment is by audition and casting is available to all grades, with lead roles going, wherever possible, to students in Grade 11 or 12. Rehearsals are held after school hours. There are four evening performances and two matinee performances. Backstage planning and execution are also part of this course. Sets, lights, advertising and promotion, costumes, and other backstage requirements are handled, wherever possible, by students under the supervision and instruction of a qualified teacher or resource person.

Learning Resources:

- rehearsal and performance facilities
- scripts

Additional Information:

This is an established course with a proven history of success at Correlieu Secondary School.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Outdoor Recreation 12

Course Code: YOR 12

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: 1. Completion of Physical Education 10 with a C+ or better or Instructors permission.

Course Synopsis:

Outdoor Recreation 12 is an activity oriented course, geared toward the outdoors. All of the activities will have a self-propelled focus. The students are encouraged to have a suitable level of fitness, but this should not discourage them from taking the course. Fitness is a component of the course and is developed within the course. The course content may vary each year, depending on class composition, equipment availability, site availability, weather, or other environmental limitations (seasons when course offered). The activities/pursuits taught may include: map and compass skills, orienteering, introductory recreational avalanche awareness, snowshoeing, telemark skiing, general camp and backpacking skills, backcountry equipment and clothing selection, backcountry food selection, flat water canoeing, mountain biking, animal awareness / safety, indoor rock climbing, and belaying. In each of these activities, skills are introduced in an indoor or outdoor classroom environment. The skills are then put into practice through experiential learning opportunities during multi-day pursuits.

In addition to enjoying and acquiring the skills associated with the pursuits listed above, individual and group safety skills are stressed and taught in each component of the course. Therefore, students must demonstrate a mature and common sense attitude at all times. A second topic that is exemplified throughout the course is the care and appreciation of our backcountry environment. The course attempts to maintain a “Leave No Trace” approach at all times.

Learning Resources:

1. Resources from Argo Road Maintenance and The ministry of Transportation for Mock Avalanche Rescue scenarios.
2. Information and resources from the Caribou Ski Touring Club, Mt. Robson and Bowron Lake Provincial Parks, and Bowron Lake Lodge.
4. If required, please refer to the list of additional resources attached (videos and texts).

Additional Information:

This course is currently taught outside of the regular timetable / school day (in an “X” block format). Classes occur before and after school hours, during the week and on some weekends. The multi day pursuits require the students to miss school days as well as weekend time. Therefore, it is a substantial comment for the students, parents, and the teacher. The course in various forms has been taught in the district for over ten years, initially at MDJS and then at Correlieu Secondary School. There is a fee for the course to cover items such as; equipment rentals, consumables (first-aid/batteries/fuels/etc), travel fees, and permits / user fees.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

The students in this course will be involved in activities that will help them develop the communication and problem solving skills necessary when working with people. Using role-play, readings, self-assessment, discussion and video, students will develop skills in communication, assertiveness, and conflict resolution. In role-play, students will apply these skills to a variety of student issues using techniques from several counselling theories. Students will also be available as peer counsellors in the school and they will promote events to raise awareness about student issues in the school. Through field trips students will be introduced to the social services available in their community.

Learning Resources:
Roberts, G., Student Workbook to Accompany the Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1987.

References for Peer Counselling

Carr, R. & Saunders, G., Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1980.

Roberts, G., Student Workbook to Accompany the Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1987.


Foster, E., Energizers and Icebreakers, Educational Media Corporation, Minneapolis, 1989.


School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Peer Tutoring Helping 11

Course Code: YPTUH 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 30, 2004

Prerequisites: Be referred by the counsellor

Course Synopsis:

The purpose of Peer Tutoring is to enable senior students to help support their younger peers in high school classes.

Senior students with a C+ average are assigned to work with junior high school students on a one-to-one basis or in small groups under the direction of the classroom teacher.

The Peer Tutors complete a self-directed handbook or project. The handbook or project covers the topics of Confidentially and Ethics, Goals and Decisions, Assertiveness, Feelings, Understanding Behavior, Motivation, Helping Skills and Question Techniques.

Learning Resources:

· A Handbook for Peer Tutors by Jane Fletcher 2001
· Peer Helper Program Packet by Lyle Orchison
· Tutoring: Learning by Helping by Elizabeth Sabrinsky Foster, Ed.D. 1992 (out of print)

Additional Information:

Peer Tutoring/helping has been a valued part of the both high schools in Quesnel for many years. Senior students have had the opportunity to develop positive relationships with junior students and practice their helping skills. For some students, this experience has had impact on their career decisions. The junior students have benefited from the support of peers and the extra help they have required to be successful in school. This locally developed course has been revised on a regular basis over the years to ensure that the materials and practices are current.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore the richness and diversity of various cultures through the medium of digital video. Students learn to use digital video cameras and editing equipment as they follow the steps in creating a video about a topic of community value or personal interest. As a culmination, students reflect on their work and plan an event to present their video to their school and community. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Creation, and Analysis, and students are given the opportunity for self and peer assessment in each of the five units. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting a variety of perspectives on significant issues.

Learning Resources:

Text: Photography - Langord
Internet
Library
Galleries
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This is an introduction to psychology, comparable to a first year college or university course. Topics covered include experimental methodology, emotion, motivation, states of consciousness, child and adult development, sleep and dreaming, abnormal psychology, intelligence, creativity, personality theory, and other broad issues within the discipline.

Learning Resources:

Text: Psychology and You (2nd edition)

Video series: Psychology-The Human Experience
School District 28

School Name: Correlieu Secondary School
Course Name: Soccer 10
Course Code: YSO 10
Category: Fitness and Recreation

Grade Level of Course: [X] 10  [ ] 11  [ ] 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: April 30, 2004
Prerequisites: by application (committed youth soccer players)

Course Synopsis:
The objective of the Soccer 9 and Soccer 10 program is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Learning Resources:
CSA Coaching Manual
How to Write Strength Training Programs- Ian King (2000)
Psychology of Coaching- Tutko and Richards (1976)
Physiology of Soccer- Douglas Turnili (1993)

Videos - Principles and Systems of Play, Fitness, Agility and Strength training,
Sport Specific Speed for Soccer,

DVD - History of Soccer.

Guest Coaches/Speakers with expertise and experience in relevant areas.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Textile Arts & Crafts 10

Course Code: YTAC 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Students must have taken Home Arts 8. If the course is oversubscribed then students who have already

Course Synopsis:

Home Economics 10: Textiles Arts and Crafts is designed to introduce the student to the theory used in the production of textile art/craft items. The student will practice some of the many methods used to manipulate yarns and decorate fabrics while creating textile art or craft projects which reflect the student’s own unique creative style. Safe handling, maintenance and storage of all equipment and supplies used in the creation of textile arts and crafts will also be covered.

Learning Resources:

BC Ministry of Education Recommended learning resources for Textile Studies Grade 10 and 11.

BC Ministry of Education recommended learning resources for art and design.

Resources will be added as funds become available.

Additional Information:

Textiles Arts and Crafts 10 has been a locally developed course and has been offered in the district as a textile/art credit course.
School District 28

Status: approved

School Name: Correlieu Secondary School

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10, 11, 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This course has been developed to encourage students to record the schools students and activities through words and photos. Students will be expected to become competent in the operations of photography and computers. As a culmination of this course the students will produce a camera ready copy of the yearbook.

Learning Resources:

Text: Photography - Langord
Curriculum Guide: Yearbook - Friesens
Internet
Library
Yearbooks (back issues from other institutions and publishers)
Course Synopsis:

Aboriginal Culture 11 is a course that allows students to recognize and value local aboriginal culture and First Nations student heritage. It can be delivered on an individual basis or in a class setting. Students choose projects based on their own interests and heritage, and involve band members and elders in their projects. Families can work together to support the student in the projects that are chosen. The goal is to produce products that can be passed on to further generations and tell the stories of the family, clan or band.

Learning Resources:

- First Nations library
- Access to current events in newspapers and magazines
- Internet connection for research,
- Handouts filed in course binder (submitted by students, or compiled by the teacher)
- Local culture and stories

Additional Information:

This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage.

School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Aboriginal Culture 12

Course Code: YABC 12

Category: Liberal Arts and Humanities

Grade Level of Course:   10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:        April 30, 2004

Prerequisites:        Aboriginal Culture 11

Course Synopsis:

Aboriginal Culture 12 is a course that allows students to recognize and value local aboriginal culture and First Nations student heritage. It can be delivered on an individual basis or in a class setting. Students choose projects based on their own interests and heritage, and involve band members and elders in their projects. Families can work together to support the student in the projects that are chosen. The goal is to produce products that can be passed on to future generations and tell the stories of the family, clan or band.

Learning Resources:

- First Nations library
- Access to current events in newspapers and magazines
- Internet connection for research,
- Handouts filed in course binder (submitted by students, or compiled by the teacher
- Local culture and stories

Additional Information:

This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage.

School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Career & Community Experiences 11

Course Code: YCCE 11

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

- Basic psychology and sociology texts in library resources
- Access to current events in newspapers and magazines
- Internet connection for research, i.e. ERIC clearing house
- Handouts filed in course binder (submitted by students, or compiled by the teacher; i.e. Leonard, Beauvais and Scholl; A self concept-based model of work motivation; 1995 – paper presented at the annual meeting of the Academy of Management in August, 1995

Course Synopsis:

Career and Community Experiences 11 was developed to recognize those students who desire to volunteer within the community, in various service organizations, clubs, and community activity groups. Course topics will prepare participants for volunteer and leadership roles. Topics include: the environment within which volunteer acts, the systems with which they must contend, motivators that affect all actors in the environment, and how to communicate with and affect the behaviours of other actors in the environment. Topics range from personal application to leadership roles in community, national, and international settings.

Learning Resources:

Additional Information:

This is a course that has evolved over time to recognize and assist those students who desire or exhibit leadership and management skills and are currently working in volunteer positions in the school or the community. First developed in the early 90’s.
School District 28

Status: approved
School Name: McNaughton Centre
Course Name: Career and Community Experiences 12
Course Code: YCCE 12
Category: Other
Grade Level of Course: [ ] 10 [ ] 11 [x] 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 30, 2004
Prerequisites: Career and Community Experiences 11

Course Synopsis:

Career and Community Experiences 12 was developed to recognize those students who desire to volunteer within the community, in various service organizations, clubs, and community activity groups. Students who take Career and Community Experiences 12 are exemplary students who demonstrate excellent organizational and people skills. Course topics will enhance participants' skills for volunteer and leadership roles. Topics include: the environment within which volunteer acts, the systems with which they must contend, motivators that affect all actors in the environment, and how to communicate with and affect the behaviours of other actors in the environment. Topics range from personal application to leadership roles in community, national, and international settings.

Learning Resources:

Library resources:
- Basic psychology and sociology texts
- Access to current events in newspapers and magazines, especially business magazines
- Success literature (models of historical and current inspiring leaders)
- Internet connection for research, i.e. ERIC clearing house
Handouts filed in course binder (submitted by students, or compiled by the teacher)

Additional Information:

This is a course that has evolved over time to recognize and assist those students who exhibit leadership and management skills and are currently working in volunteer positions in the school or the community. Developed in 2004 to continue the Career and Community Experiences 11 course.
This course was developed by Terry vanMeer, a Home Economics teacher in Fort St. James. In 1998 she agreed to share the curriculum with Home Economics teachers from various districts in the Central Interior at a workshop sponsored by the Quesnel Teachers of Home Economics Specialist Association.
School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Culinary Arts 12

Course Code: YCUA 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Culinary Arts 11

Course Synopsis:

Culinary Arts 12 will be made available to the student seriously interested in the visual presentation of food. Due to the low enrolment the course will be offered within the Culinary Arts 11 framework and class. The students will follow the same general units and curriculum organizers used in Culinary Arts 11, with variation in some of the specific topics and products.

Part of the student assessment will include the selection of products requiring more advanced technique or skill. Growth in the quality of the student’s work should be apparent in the portfolio produced by the end of the course.

Students will expand their use of terminology when describing the visual elements and principles of design and their application of these elements and principles of design to their products and layout. Students will improve their applied skills in the area of food preparation as they have opportunities to work individually in the preparation of products. Students will develop technological skills in digital photography in the development of their portfolio and be able to gain additional skill in creating public displays. Self and peer-evaluation provides students with the opportunity to practice the use of the terminology used in the course and provide input on products.

The learning outcomes for the course are grouped under the curriculum organizers: Lab Procedures, Elements and Principles of Design, Principles of Food Preparation, Food Preparation, and Evaluation. The organizational structure of the course supports student skill development as students work both individually and as teams in the creative development of a range of products.

Learning Resources:

· Videos
· Internet
· Recipe books
· Magazines
· Text books
School District 28

Status: approved

School Name: McNaughton Centre
Course Name: Fitness 11
Course Code: YFTN 11
Category: Fitness and Recreation
Grade Level of Course: 10 [ ] 11 [X] 12 [ ]
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 30, 2004
Prerequisites: PE 9 with minimum C+, Interview with the instructor, Signed parental permission.

Course Synopsis:

This course has been developed to expose students to training methods used by elite athletes. Students learn training aspects of the 5 conditioning factors: endurance, strength, flexibility, coordination and speed. The course is highly individualized in that each student will be individually assessed before starting on the training regimen. The students learn some basic biochemistry and physiology as it applies to fitness training and sport. The approach supports students to critically evaluate commonly accepted theories of fitness training.

Learning Resources:

- Articles and fitness training information on the internet
- Information from local physiotherapist/fitness training professional
- Use of a local fitness centre
School District 28

Status: approved

School Name: McNaughton Centre
Course Name: Guitar 10
Course Code: YGUIT 10
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

Guitar 10 focuses on developing the knowledge, skills, and attitudes students require to perform effectively. In this course students have opportunities to:
- develop the techniques required to play the guitar, demonstrating technical competence and stylistic interpretation
- develop an understanding of the aesthetic qualities of music
- develop music literacy
- perform diverse repertoire, exploring how instrumental music differs across cultures and throughout history
- examine the various roles and purposes of instrumental music in society
- explore career opportunities related to music, and develop skills for pursuing those options

Learning Resources:

Instruction resources include: The Mastering the Guitar by Bay and Christiansen as the main textbook, Basic Instructor Guitar by Snyder as a supplementary text, biographical music videos, instructional technique videos, CD’s and tapes of music, popular music books, music from a University of Victoria Guitar course, and music from the internet.

The layout of the classroom allows for students to work at: their seats for theory work, in a large circle to watch guitar demonstrations and participate in whole-class playing and practice, and in smaller groups in four practice rooms. This allows for students to practice assigned work as well as share songs with one another.

Additional Information:

Students have opportunities to perform at concerts and activities in the community, in small groups, individually or accompanying the Choir.
As a pilot class, I would estimate the class has been a success. Of the 20 students who began in September, two students elected to take it for one semester because of timetable conflicts and two dropped due to personal problems coupled with the time demands. The tone is set with classroom work for the first two to three weeks to ensure that the message is it is not an "easy credit." The best indicator so far is watching the quieter student develop into a more confident individual by the second semester.

**Course Synopsis:**

The course is designed for students to develop a sense of the different forms of leadership. We meet two to three times per week with many hours invested after school to build a strong school culture.

**Learning Resources:**

Being a student council advisor of 12 years prior to September 2003, I had many resources at my disposal in addition to the resources listed at the top of this page.

**Additional Information:**

As a pilot class, I would estimate the class has been a success. Of the 20 students who began in September, two students elected to take it for one semester because of timetable conflicts and two dropped due to personal problems coupled with the time demands. The tone is set with classroom work for the first two to three weeks to ensure that the message is it is not an "easy credit." The best indicator so far is watching the quieter student develop into a more confident individual by the second semester.
School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: April 30, 2004

Prerequisites:

- rehearsal and performance facilities
- scripts

Course Synopsis:

The course is essentially the production of a major musical. Enrollment is by audition and casting is available to all grades, with lead roles going, wherever possible, to students in Grade 11 or 12. Rehearsals are held after school hours. There are four evening performances and two matinee performances. Backstage planning and execution are also part of this course. Sets, lights, advertising and promotion, costumes, and other backstage requirements are handled, wherever possible, by students under the supervision and instruction of a qualified teacher or resource person.

Learning Resources:

- rehearsal and performance facilities
- scripts

Additional Information:

This is an established course with a proven history of success at Correlieu Secondary School.
School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Outdoor Recreation 12

Course Code: YOR 12

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: 1. Completion of Physical Education 10 with a C+ or better or Instructors permission.

Course Synopsis:

Outdoor Recreation 12 is an activity oriented course, geared toward the outdoors. All of the activities will have a self-propelled focus. The students are encouraged to have a suitable level of fitness, but this should not discourage them from taking the course. Fitness is a component of the course and is developed within the course. The course content may vary each year, depending on class composition, equipment availability, site availability, weather, or other environmental limitations (seasons when course offered). The activities/ pursuits taught may include: map and compass skills, orienteering, introductory recreational avalanche awareness, snowshoeing, telemark skiing, general camp and backpacking skills, backcountry equipment and clothing selection, backcountry food selection, flat water canoeing, mountain biking, animal awareness / safety, indoor rock climbing, and belaying. In each of these activities, skills are introduced in an indoor or outdoor classroom environment. The skills are then put into practice through experiential learning opportunities during multi-day pursuits.

In addition to enjoying and acquiring the skills associated with the pursuits listed above, individual and group safety skills are stressed and taught in each component of the course. Therefore, students must demonstrate a mature and common sense attitude at all times. A second topic that is exemplified throughout the course is the care and appreciation of our backcountry environment. The course attempts to maintain a “Leave No Trace” approach at all times.

Learning Resources:

1. Resources from Argo Road Maintenance and The ministry of Transportation for Mock Avalanche Rescue scenarios.
2. Information and resources from the Caribou Ski Touring Club, Mt. Robson and Bowron Lake Provincial Parks, and Bowron Lake Lodge.
4. If required, please refer to the list of additional resources attached (videos and texts).

Additional Information:

This course is currently taught outside of the regular timetable / school day (in an “X” block format). Classes occur before and after school hours, during the week and on some weekends. The multi day pursuits require the students to miss school days as well as weekend time. Therefore, it is a substantial comment for the students, parents, and the teacher. The course in various forms has been taught in the district for over ten years, initially at MDJS and then at Correlieu Secondary School. There is a fee for the course to cover items such as; equipment rentals, consumables (first-aid/batteries/fuels/etc), travel fees, and permits / user fees.
School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

**Course Synopsis:**

The students in this course will be involved in activities that will help them develop the communication and problem solving skills necessary when working with people. Using role-play, readings, self-assessment, discussion and video, students will develop skills in communication, assertiveness, and conflict resolution. In role-play, students will apply these skills to a variety of student issues using techniques from several counselling theories. Students will also be available as peer counsellors in the school and they will promote events to raise awareness about student issues in the school. Through field trips students will be introduced to the social services available in their community.

**Learning Resources:**
Roberts, G., Student Workbook to Accompany the Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1987.

Carr, R. & Saunders, G., Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1980.

Roberts, G., Student Workbook to Accompany the Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1987.


Foster, E., Energizers and Icebreakers, Educational Media Corporation, Minneapolis, 1989.


School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Peer Tutoring Helping 11

Course Code: YPTUH 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Be referred by the counsellor

Course Synopsis:

The purpose of Peer Tutoring is to enable senior students to help support their younger peers in high school classes.

Senior students with a C+ average are assigned to work with junior high school students on a one-to-one basis or in small groups under the direction of the classroom teacher.

The Peer Tutors complete a self-directed handbook or project. The handbook or project covers the topics of Confidentiality and Ethics, Goals and Decisions, Assertiveness, Feelings, Understanding Behavior, Motivation, Helping Skills and Question Techniques.

Learning Resources:

· A Handbook for Peer Tutors by Jane Fletcher 2001
· Peer Helper Program Packet by Lyle Orchison
· Tutoring: Learning by Helping by Elizabeth Sabrinsky Foster, Ed.D. 1992 (out of print)

Additional Information:

Peer Tutoring/Helping has been a valued part of the both high schools in Quesnel for many years. Senior students have had the opportunity to develop positive relationships with junior students and practice their helping skills. For some students, this experience has had impact on their career decisions. The junior students have benefited from the support of peers and the extra help they have required to be successful in school. This locally developed course has been revised on a regular basis over the years to ensure that the materials and practices are current.
School District 28

Status: approved

School Name: McNaughton Centre
Course Name: Photography 11
Course Code: YPHOT 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore the richness and diversity of various cultures through the medium of digital video. Students learn to use digital video cameras and editing equipment as they follow the steps in creating a video about a topic of community value or personal interest. As a culmination, students reflect on their work and plan an event to present their video to their school and community. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Creation, and Analysis, and students are given the opportunity for self and peer assessment in each of the five units. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting a variety of perspectives on significant issues.

Learning Resources:

Text: Photography - Langord
Internet
Library
Galleries
School District 28

Status: approved

School Name: McNaughton Centre
Course Name: Psychology 11
Course Code: YPSY 11
Category: Liberal Arts and Humanities

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:
This is an introduction to psychology, comparable to a first year college or university course. Topics covered include experimental methodology, emotion, motivation, states of consciousness, child and adult development, sleep and dreaming, abnormal psychology, intelligence, creativity, personality theory, and other broad issues within the discipline.

Learning Resources:

Text: Psychology and You (2nd edition)

Video series: Psychology-The Human Experience
School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Soccer 10

Course Code: YSO 10

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: by application (committed youth soccer players)

Course Synopsis:

The objective of the Soccer 9 and Soccer 10 program is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Learning Resources:

CSA Coaching Manual
How to Write Strength Training Programs- Ian King (2000)
Psychology of Coaching- Tutko and Richards (1976)
Physiology of Soccer- Douglas Turnilti ( 1993)

Videos - Principles and Systems of Play, Fitness, Agility and Strength training,
Sport Specific Speed for Soccer,

DVD - History of Soccer.

Guest Coaches/Speakers with expertise and experience in relevant areas.
School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Textile Arts & Crafts 10

Course Code: YTAC 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Students must have taken Home Arts 8. If the course is oversubscribed then students who have already

Course Synopsis:

Home Economics 10: Textiles Arts and Crafts is designed to introduce the student to the theory used in the production of textile art/craft items. The student will practice some of the many methods used to manipulate yarns and decorate fabrics while creating textile art or craft projects which reflect the student’s own unique creative style. Safe handling, maintenance and storage of all equipment and supplies used in the creation of textile arts and crafts will also be covered.

Learning Resources:

BC Ministry of Education Recommended learning resources for Textile Studies Grade 10 and 11.

BC Ministry of Education recommended learning resources for art and design.

Resources will be added as funds become available.

Additional Information:

Textiles Arts and Crafts 10 has been a locally developed course and has been offered in the district as a textile/art credit course.
School District 28

Status: approved

School Name: McNaughton Centre

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This course has been developed to encourage students to record the schools students and activities through words and photos. Students will be expected to become competent in the operations of photography and computers. As a culmination of this course the students will produce a camera ready copy of the yearbook.

Learning Resources:

Text: Photography - Langord
Curriculum Guide: Yearbook - Friesens
Internet
Library
Yearbooks (back issues from other institutions and publishers)
This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage. The Common Curriculum Framework for Aboriginal Language and Culture Programs of the Western Canadian Protocol for Collaboration in Basic Education, www.wcp.ca/languages/abor.pdf is an excellent resource to help with additional learning activities.

School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Aboriginal Culture 11

Course Code: YABC 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

Aboriginal Culture 11 is a course that allows students to recognize and value local aboriginal culture and First Nations student heritage. It can be delivered on an individual basis or in a class setting. Students choose projects based on their own interests and heritage, and involve band members and elders in their projects. Families can work together to support the student in the projects that are chosen. The goal is to produce products that can be passed on to further generations and tell the stories of the family, clan or band.

Learning Resources:

· First Nations library
· Access to current events in newspapers and magazines
· Internet connection for research,
· Handouts filed in course binder (submitted by students, or compiled by the teacher)
· Local culture and stories

Additional Information:

This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage.

School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Aboriginal Culture 12

Course Code: YABC 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Aboriginal Culture 11

Course Synopsis:

Aboriginal Culture 12 is a course that allows students to recognize and value local aboriginal culture and First Nations student heritage. It can be delivered on an individual basis or in a class setting. Students choose projects based on their own interests and heritage, and involve band members and elders in their projects. Families can work together to support the student in the projects that are chosen. The goal is to produce products that can be passed on to further generations and tell the stories of the family, clan or band.

Learning Resources:

-First Nations library
-Access to current events in newspapers and magazines
-Internet connection for research,
-Handouts filed in course binder (submitted by students, or compiled by the teacher
-Local culture and stories

Additional Information:

This is a course that has evolved over time to recognize and assist those students who desire to explore their native heritage.

School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Career & Community Experiences 11

Course Code: YCCE 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

Career and Community Experiences 11 was developed to recognize those students who desire to volunteer within the community, in various service organizations, clubs, and community activity groups. Course topics will prepare participants for volunteer and leadership roles. Topics include: the environment within which volunteer acts, the systems with which they must contend, motivators that affect all actors in the environment, and how to communicate with and affect the behaviours of other actors in the environment. Topics range from personal application to leadership roles in community, national, and international settings.

Learning Resources:

- Basic psychology and sociology texts in library resources
- Access to current events in newspapers and magazines
- Internet connection for research, i.e. ERIC clearing house
- Handouts filed in course binder (submitted by students, or compiled by the teacher; i.e. Leonard, Beauvais and Scholl; A self concept-based model of work motivation; 1995 – paper presented at the annual meeting of the Academy of Management in August, 1995

Additional Information:

This is a course that has evolved over time to recognize and assist those students who desire or exhibit leadership and management skills and are currently working in volunteer positions in the school or the community. First developed in the early 90’s.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Career and Community Experiences 12

Course Code: YCCE 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 30, 2004

Prerequisites: Career and Community Experiences 11

Course Synopsis:

Career and Community Experiences 12 was developed to recognize those students who desire to volunteer within the community, in various service organizations, clubs, and community activity groups. Students who take Career and Community Experiences 12 are exemplary students who demonstrate excellent organizational and people skills. Course topics will enhance participants' skills for volunteer and leadership roles. Topics include: the environment within which volunteer acts, the systems with which they must contend, motivators that affect all actors in the environment, and how to communicate with and affect the behaviours of other actors in the environment. Topics range from personal application to leadership roles in community, national, and international settings.

Learning Resources:

Library resources:
- Basic psychology and sociology texts
- Access to current events in newspapers and magazines, especially business magazines
- Success literature (models of historical and current inspiring leaders)
- Internet connection for research, i.e. ERIC clearing house

Handouts filed in course binder (submitted by students, or compiled by the teacher)

Additional Information:

This is a course that has evolved over time to recognize and assist those students who exhibit leadership and management skills and are currently working in volunteer positions in the school or the community. Developed in 2004 to continue the Career and Community Experiences 11 course.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- 10 
- 11 [x] 
- 12 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Home Economics 10: Foods or Food Studies 11 or 12

Course Synopsis:

Culinary Arts 11 will provide students with the opportunity to work with food as a visual art. Students will learn the terminology used when describing the visual elements and principles of design and apply these elements and principles of design to their products and layout. Students will improve their applied skills in the area of food preparation as they have opportunities to work individually in the preparation of products. Students will develop technological skills in digital photography in the development of their portfolio and be able to gain additional skill in creating public displays. Self and peer-evaluation provides students with the opportunity to practice the use of the terminology used in the course and provide input on products.

The learning outcomes for the course are grouped under the curriculum organizers: Lab Procedures, Elements and Principles of Design, Principles of Food Preparation, Food Preparation, and Evaluation. The organizational structure of the course supports student skill development as students work both individually and as teams in the creative development of a range of products.

Learning Resources:

- Videos
- Internet
- Recipe books
- Magazines
- Text books

Additional Information:

This course was developed by Terry vanMeer, a Home Economics teacher in Fort St. James. In 1998 she agreed to share the curriculum with Home Economics teachers from various districts in the Central Interior at a workshop sponsored by the Quesnel Teachers of Home Economics Specialist Association.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Culinary Arts 12

Course Code: YCUA 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: Culinary Arts 11

Course Synopsis:

Culinary Arts 12 will be made available to the student seriously interested in the visual presentation of food. Due to the low enrolment the course will be offered within the Culinary Arts 11 framework and class. The students will follow the same general units and curriculum organizers used in Culinary Arts 11, with variation in some of the specific topics and products.

Part of the student assessment will include the selection of products requiring more advanced technique or skill. Growth in the quality of the student’s work should be apparent in the portfolio produced by the end of the course.

Students will expand their use of terminology when describing the visual elements and principles of design and their application of these elements and principles of design to their products and layout. Students will improve their applied skills in the area of food preparation as they have opportunities to work individually in the preparation of products. Students will develop technological skills in digital photography in the development of their portfolio and be able to gain additional skill in creating public displays. Self and peer-evaluation provides students with the opportunity to practice the use of the terminology used in the course and provide input on products.

The learning outcomes for the course are grouped under the curriculum organizers: Lab Procedures, Elements and Principles of Design, Principles of Food Preparation, Food Preparation, and Evaluation. The organizational structure of the course supports student skill development as students work both individually and as teams in the creative development of a range of products.

Learning Resources:

- Videos
- Internet
- Recipe books
- Magazines
- Text books

School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Fitness 11

Course Code: YFTN 11

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: PE 9 with minimum C+, Interview with the instructor, Signed parental permission.

Course Synopsis:

This course has been developed to expose students to training methods used by elite athletes. Students learn training aspects of the 5 conditioning factors: endurance, strength, flexibility, coordination and speed. The course is highly individualized in that each student will be individually assessed before starting on the training regimen. The students learn some basic biochemistry and physiology as it applies to fitness training and sport. The approach supports students to critically evaluate commonly accepted theories of fitness training.

Learning Resources:

- Articles and fitness training information on the internet
- Information from local physiotherapist/fitness training professional
- Use of a local fitness centre
**School District 28**

Status: approved

School Name: Quesnel Secondary School

Course Name: Guitar 10

Course Code: YGUIT 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10 [x]  
- 11 [ ]  
- 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

**Course Synopsis:**

Guitar 10 focuses on developing the knowledge, skills, and attitudes students require to perform effectively. In this course students have opportunities to:
- develop the techniques required to play the guitar, demonstrating technical competence and stylistic interpretation
- develop an understanding of the aesthetic qualities of music
- develop music literacy
- perform diverse repertoire, exploring how instrumental music differs across cultures and throughout history
- examine the various roles and purposes of instrumental music in society
- explore career opportunities related to music, and develop skills for pursuing those options

**Learning Resources:**

Instruction resources include: The Mastering the Guitar by Bay and Christiansen as the main textbook, Basic Instructor Guitar by Snyder as a supplementary text, biographical music videos, instructional technique videos, CD’s and tapes of music, popular music books, music from a University of Victoria Guitar course, and music from the internet.

The layout of the classroom allows for students to work at: their seats for theory work, in a large circle to watch guitar demonstrations and participate in whole-class playing and practice, and in smaller groups in four practice rooms. This allows for students to practice assigned work as well as share songs with one another.

**Additional Information:**

Students have opportunities to perform at concerts and activities in the community, in small groups, individually or accompanying the Choir.
As a pilot class, I would estimate the class has been a success.

Of the 20 students who began in September, two students elected to take it for one semester because of timetable conflicts and two dropped due to personal problems coupled with the time demands.

The tone is set with classroom work for the first two to three weeks to ensure that the message is it is not an “easy credit.”

The best indicator so far is watching the quieter student develop into a more confident individual by the second semester.

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**Course Synopsis:**

The course is designed for students to develop a sense of the different forms of leadership. We meet two to three times per week with many hours invested after school to build a strong school culture.

**Learning Resources:**

Being a student council advisor of 12 years prior to September 2003, I had many resources at my disposal in addition to the resources listed at the top of this page.

**Additional Information:**

As a pilot class, I would estimate the class has been a success.

Of the 20 students who began in September, two students elected to take it for one semester because of timetable conflicts and two dropped due to personal problems coupled with the time demands.

The tone is set with classroom work for the first two to three weeks to ensure that the message is it is not an “easy credit.”

The best indicator so far is watching the quieter student develop into a more confident individual by the second semester.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [X] 11
- [ ] 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

The course is essentially the production of a major musical. Enrollment is by audition and casting is available to all grades, with lead roles going, wherever possible, to students in Grade 11 or 12. Rehearsals are held after school hours. There are four evening performances and two matinee performances. Backstage planning and execution are also part of this course. Sets, lights, advertising and promotion, costumes, and other backstage requirements are handled, wherever possible, by students under the supervision and instruction of a qualified teacher or resource person.

Learning Resources:

- rehearsal and performance facilities
- scripts

Additional Information:

This is an established course with a proven history of success at Correlieu Secondary School.
This course is currently taught outside of the regular timetable / school day (in an “X” block format). Classes occur before and after school hours, during the week and on some weekends. The multi day pursuits require the students to miss school days as well as weekend time. Therefore, it is a substantial comment for the students, parents, and the teacher. The course in various forms has been taught in the district for over ten years, initially at MDJS and then at Correlieu Secondary School. There is a fee for the course to cover items such as; equipment rentals, consumables (first-aid/batteries/fuels/etc), travel fees, and permits / user fees.

**Additional Information:**

This course is currently taught outside of the regular timetable / school day (in an “X” block format). Classes occur before and after school hours, during the week and on some weekends. The multi day pursuits require the students to miss school days as well as weekend time. Therefore, it is a substantial comment for the students, parents, and the teacher. The course in various forms has been taught in the district for over ten years, initially at MDJS and then at Correlieu Secondary School. There is a fee for the course to cover items such as; equipment rentals, consumables (first-aid/batteries/fuels/etc), travel fees, and permits / user fees.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

The students in this course will be involved in activities that will help them develop the communication and problem solving skills necessary when working with people. Using role-play, readings, self-assessment, discussion and video, students will develop skills in communication, assertiveness, and conflict resolution. In role-play, students will apply these skills to a variety of student issues using techniques from several counselling theories. Students will also be available as peer counsellors in the school and they will promote events to raise awareness about student issues in the school. Through field trips students will be introduced to the social services available in their community.

Learning Resources:
Carr, R. & Saunders, G., Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1980.

Roberts, G., Student Workbook to Accompany the Peer Counselling Starter Kit, University of Victoria, Victoria, BC, 1987.


Foster, E., Energizers and Icebreakers, Educational Media Corporation, Minneapolis, 1989.


Peer Tutoring/helping has been a valued part of the both high schools in Quesnel for many years. Senior students have had the opportunity to develop positive relationships with junior students and practice their helping skills. For some students, this experience has had impact on their career decisions. The junior students have benefited from the support of peers and the extra help they have required to be successful in school. This locally developed course has been revised on a regular basis over the years to ensure that the materials and practices are current.

School District 28

Status: approved

School Name: Quesnel Secondary School
Course Name: Peer Tutoring Helping 11
Course Code: YPTUH 11
Category: Liberal Arts and Humanities

Grade Level of Course:  
- 10
- X 11
- 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 30, 2004

Prerequisites: Be referred by the counsellor

Course Synopsis:

The purpose of Peer Tutoring is to enable senior students to help support their younger peers in high school classes.

Senior students with a C+ average are assigned to work with junior high school students on a one-to-one basis or in small groups under the direction of the classroom teacher.

The Peer Tutors complete a self-directed handbook or project. The handbook or project covers the topics of Confidentially and Ethics, Goals and Decisions, Assertiveness, Feelings, Understanding Behavior, Motivation, Helping Skills and Question Techniques.

Learning Resources:

- A Handbook for Peer Tutors by Jane Fletcher 2001
- Peer Helper Program Packet by Lyle Orchison
- Tutoring: Learning by Helping by Elizabeth Sabrinsky Foster, Ed.D. 1992 (out of print)

Additional Information:

Peer Tutoring/helping has been a valued part of the both high schools in Quesnel for many years. Senior students have had the opportunity to develop positive relationships with junior students and practice their helping skills. For some students, this experience has had impact on their career decisions. The junior students have benefited from the support of peers and the extra help they have required to be successful in school. This locally developed course has been revised on a regular basis over the years to ensure that the materials and practices are current.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore the richness and diversity of various cultures through the medium of digital video. Students learn to use digital video cameras and editing equipment as they follow the steps in creating a video about a topic of community value or personal interest. As a culmination, students reflect on their work and plan an event to present their video to their school and community. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Creation, and Analysis, and students are given the opportunity for self and peer assessment in each of the five units. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting a variety of perspectives on significant issues.

Learning Resources:

Text: Photography - Langord
Internet
Library
Galleries
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
  - 10
  - X 11
  - 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This is an introduction to psychology, comparable to a first year college or university course. Topics covered include experimental methodology, emotion, motivation, states of consciousness, child and adult development, sleep and dreaming, abnormal psychology, intelligence, creativity, personality theory, and other broad issues within the discipline.

Learning Resources:

Text: Psychology and You (2nd edition)

Video series: Psychology-The Human Experience
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Soccer 10

Course Code: YSO 10

Category: Fitness and Recreation

Grade Level of Course: ✔ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites: by application (committed youth soccer players)

Course Synopsis:

The objective of the Soccer 9 and Soccer 10 program is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Learning Resources:

CSA Coaching Manual
How to Write Strength Training Programs- Ian King (2000)
Psychology of Coaching- Tutko and Richards (1976)
Physiology of Soccer- Douglas Turnilti ( 1993)

Videos - Principles and Systems of Play, Fitness, Agility and Strength training,
Sport Specific Speed for Soccer,

DVD - History of Soccer.

Guest Coaches/Speakers with expertise and experience in relevant areas.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Textile Arts & Crafts 10

Course Code: YTAC 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 30, 2004

Prerequisites: Students must have taken Home Arts 8. If the course is oversubscribed then students who have already

Course Synopsis:

Home Economics 10: Textiles Arts and Crafts is designed to introduce the student to the theory used in the production of textile art/craft items. The student will practice some of the many methods used to manipulate yarns and decorate fabrics while creating textile art or craft projects which reflect the student’s own unique creative style. Safe handling, maintenance and storage of all equipment and supplies used in the creation of textile arts and crafts will also be covered.

Learning Resources:

BC Ministry of Education Recommended learning resources for Textile Studies Grade 10 and 11.

BC Ministry of Education recommended learning resources for art and design.

Resources will be added as funds become available.

Additional Information:

Textiles Arts and Crafts 10 has been a locally developed course and has been offered in the district as a textile/art credit course.
School District 28

Status: approved

School Name: Quesnel Secondary School

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10   □ 11   □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This course has been developed to encourage students to record the school's students and activities through words and photos. Students will be expected to become competent in the operations of photography and computers. As a culmination of this course, the students will produce a camera-ready copy of the yearbook.

Learning Resources:

Text: Photography - Langord
Curriculum Guide: Yearbook - Friesens
Internet
Library
Yearbooks (back issues from other institutions and publishers)
School District 33

Status: approved

School Name: Chilliwack Secondary

Course Name: Aviation 11

Course Code: 

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved: April 28, 2009

Prerequisites: Science 10, Principles of Math 10 or Applications of Mth 10

Course Synopsis:

The use of computer-based training in Aviation 11 is representative of the early training model for most students who wish to explore aviation. It complements real flying instruction and is an excellent low-cost, low risk alternative to actual in-airplane instruction.

Holding pre-flight classes in a computer lab allows the instructor accordingly. Light-simulation is scalable and adjusts to class sizes.

In terms of Aviation 11, not students will fly. Any aircraft based flight instruction would need to be arranged outside of class.
School District 33

Status: approved
School Name: Chilliwack Secondary
Course Name: AVID 10
Course Code: CPAVD 10
Category: Other
Grade Level of Course: 10 [ ] 11 [ ] 12 [x]
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 22, 2005
Prerequisites:

**Course Synopsis:**

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students and most especially the least served students in the middel capable of completing a college/university path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges/universities, and will become educated and responsible participates and leaders in a democratic society. The purpose of the AVID program is to restucture the teaching methods on an entire school and open access to the curricula that will ensure four-year college/university eligibility to almost all students.
School District 33

Status: approved
School Name: Chilliwack Secondary
Course Name: AVID 11
Course Code: CPAVD
Category: Other

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 22, 2005

Prerequisites:

**Course Synopsis:**

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students and most especially the least served students in the middle capable of completing a college/university path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges/universities, and will become educated and responsible participants and leaders in a democratic society. The purpose of the AVID program is to restructure the teaching methods on an entire school and to open access to the curricula that will ensure four-year college/university eligibility to almost all students.
School District 33

Status: approved

School Name: Chilliwack Secondary

Course Name: AVID 12

Course Code: CPAVD 12

Category: Other

Grade Level of Course: ☒ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students and most especially the least served students in the middle capable of completing a college/university path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges/universities, and will become educated and responsible participants and leaders in a democratic society. The purpose of the AVID program is to restructure the teaching methods on an entire school and to open access to the curricula that will ensure four-year college/university eligibility to almost all students.
School District 33

Status: approved

School Name: Chilliwack Secondary

Course Name: First Nations Studies 11

Course Code: YFNS 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 26, 2005

Prerequisites: Application and Interview

Course Synopsis:

First Nations Studies 11 is designed to enhance the educational experience of our students. The goal is to provide local First Nation traditional content in the curriculum for students who are part of or identify with, Aboriginal Culture. Students will participate in a variety of presentations, events and field trips as well as in class instruction.
**School District 33**

Status: locked

School Name: Chilliwack Secondary

Course Name: Media Studies 12

Course Code: YMES 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved: December, 2003

Prerequisites: none

**Course Synopsis:**

Students will analyze various media forms, techniques, styles and language uses. Students will be exposed to various types of media in an effort to educate and inform their perception of media and its impact on their lives. They will learn to assess and analyse print, electronic and televised media. Ultimately, students will reflect on their work and plan a final project that incorporates elements throughout the course, producing an original media piece that demonstrates their understanding of course themes.

Learning outcomes for the course are grouped under curriculum organisers: bias, marketing and cultural diversity. Students are given the opportunity for peer and self-assessment in each unit. The approach supports skill development, meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues in media.

**Learning Resources:**

- videos and movies
- articles in newspapers and magazines
- excerpts from pertinent texts and publications
- radio clips
- television clips
- internet resources
- expert presentations and other guest speakers

**Additional Information:**

The structure of this course owes recognition in part to a course developed for students in Ontario. It was also informed by the outline for English 113 as presented at Malaspina University-College.
School District 33

Status: approved

School Name: Chilliwack Secondary

Course Name: Percussion Ensemble 10

Course Code: YPREN 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved: February, 2004

Prerequisites: audition and interview

Course Synopsis:

This locally developed course is unique in that it is the only course of its kind offered in high school in Western Canada. This 28 person ensemble is actually two ensembles: a Latin percussion ensemble and a 32 pan Steel Drum Ensemble (Caribbean Style). Students are broken into two sub-groups. When one group is playing steel drums the other plays percussion accompaniment and vise-versa.

Additional Information:

Special Training, Facilities or Equipment Required. One pair of drumsticks (sizes 5a-8a recommended), a practice pad and a deposit and rental of performance uniform (not to exceed $20). Everything else is provided.
School District 33

Status: approved

School Name: Chilliwack Secondary

Course Name: Percussion Ensemble 11

Course Code: YPREN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: four

Number of Hours of Instruction: 120

Date Approved: February, 2004

Prerequisites: Audition and interview

Course Synopsis:

This locally developed course is unique in that it is the only course of its kind offered in high school in Western Canada. This 28 person ensemble is actually two ensembles: a Latin percussion ensemble and a 32 pan Steel Drum Ensemble (Caribbean Style). Students are broken into two sub-groups. When one group is playing steel drums the other plays percussion accompaniment and vice-versa.

Additional Information:

Special Training, Facilities or Equipment Required. One pair of drumsticks (sizes 5a-8a recommended), a practice pad and a deposit and rental of performance uniform (not to exceed $20). Everything else is provided.
School District 33

Status: approved

School Name: Chilliwack Secondary
Course Name: Percussion Ensemble 12
Course Code: YPREN 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: four
Number of Hours of instruction: 120
Date Approved: February, 2004
Prerequisites: audition and interview

Course Synopsis:
This locally developed course is unique in that it is the only course of its kind offered in high school in Western Canada. This 28 person ensemble is actually two ensembles: a Latin percussion ensemble and a 32 pan Steel Drum Ensemble (Caribbean Style). Students are broken into two sub-groups. When one group is playing steel drums the other plays percussion accompaniment and vise-versa.

Additional Information:
Special Training, Facilities or Equipment Required. One pair of drumsticks (sizes 5a-8a recommended), a practice pad and a deposit and rental of performance uniform (not to exceed $20). Everything else is provided.
School District 33

Status: locked

School Name: Chilliwack Secondary

Course Name: Strength & Conditioning 12

Course Code: YSCD 12

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☐ 11 ☑️ 12

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved: February, 2004

Prerequisites: Physical Education 10

Course Synopsis:

This course will be offered either linear or semester throughout the year for grades 11 and 12. It will allow students to improve their strength by lifting weights, performing plyometric drills and running drills. This course is intended for students wanting to improve their overall fitness and develop a lifestyle that will maintain body for a lifetime.

Learning Resources:

- Coach and Athletic Director Periodical
- Encyclopedia of Weight Training; 1997 Edition. Dr. Paul Wood
- Strength and Conditioning for Young Athletes; Scott Roberts
- Power Lifting; Barney Groves, PhD

Additional Information:

Special Training, Facilities or Equipment Required: Weight room with machine and free weights (Olympic), classroom, gymnasium, track, skipping ropes, VCR and plyometric jumping boxes.
School District 33

Status: approved

School Name: Chilliwack Secondary

Course Name: Teaching Careers 12 Regular Education

Course Code: YTC 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 50/hr Semi

Date Approved: April 26, 2005

Prerequisites: Students may enter this course in either their Grade 11 or Grade 12 year. If a student choses, he o

Course Synopsis:

The YTC 12R course is a challenging combination of teaching/learning theory and application through practicum in classroom settings. It focuses on the regular education program. Students participate in weekly seminars at which topics and recent research related to learning are introduced. Students who successfully complete this course will develop an understanding of how learning takes place and how to facilitate human interaction for learning. YTC 12 R students will develop self-confidence as tutors and in the application of successful tutorial techniques. Student wishing to apply for this program need to be in Grade 11 or 12. They need to write a letter to the course instructor of the course prior to the end of the course selection process. The letter should state what they expect to gain from taking the course and what they can contribute to the course.
School District 33

Status: approved

School Name: Chilliwack Secondary

Course Name: Teaching Careers 12 Special Education

Course Code: YTCS 12

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 32hr/Semin

Date Approved: April 26, 2005

Prerequisites:

Course Synopsis:

The YTC 12S course aims to give the participant a perspective on students with special needs and to enhance the YTC 12S student's tutorial skills. Weekly one-hour seminars will address all aspects of learning disabilities of being involved with special needs students and many techniques useful for working with them. Students will learn about the nature and range of cognitive and physical disabilities and about learning difficulties in general. They will explore how learning disabilities are characterized and identified. Each student is involved in a practicum learning situation with a focus on the hard to reach and hard to teach. Students who take XTC 12S generally have taken YTC 11 or equivalent courses such as Psych 11 or Human Services 11.
School District 33

Status: approved

School Name: Ed. Ctr Academic Upgrading

Course Name: Aviation 11

Course Code:

Category: Other

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved: April 28, 2009

Prerequisites: Science 10, Principles of Math 10 or Applications of Mth 10

Course Synopsis:

The use of computer-based training in Aviation 11 is representative of the early training model for most students who wish to explore aviation. It complements real flying instruction and is an excellent low-cost, low risk alternative to actual in-airplane instruction.

Holding pre-flight classes in a computer lab allows the instructor accordingly. Light-simulation is scalable and adjusts to class sizes.

In terms of Aviation 11, not students will fly. Any aircraft based flight instruction would need to be arranged outside of class.
This course is supplement to the AVID Tutor Training Program. The AVID Program has a strong tutorial component as its foundation and students who have taken Active Teaching 12 have the knowledge (practical and theoretical) of effective teaching skills and strategies.

Additional Information:

This course is supplement to the AVID Tutor Training Program. The AVID Program has a strong tutorial component as its foundation and students who have taken Active Teaching 12 have the knowledge (practical and theoretical) of effective teaching skills and strategies.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Aviation 11

Course Code:

Category: Other

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved: April 28, 2009

Prerequisites: Science 10, Principles of Math 10 or Applications of Mth 10

Course Synopsis:

The use of computer-based training in Aviation 11 is representative of the early training model for most students who wish to explore aviation. It complements real flying instruction and is an excellent low-cost, low risk alternative to actual in-airplane instruction.

Holding pre-flight classes in a computer lab allows the instructor accordingly. Light-simulation is scalable and adjusts to class sizes.

In terms of Aviation 11, not students will fly. Any aircraft based flight instruction would need to be arranged outside of class.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: AVID 10

Course Code: CPAVD 10

Category: Choose a Category

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students and most especially the least served students in the middel capable of completing a college/university path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges/universities, and will become educated and responsible participates and leaders in a democratic society. The purpose of the AVID program is to restucture the teaching methods on an entire school and open access to the curricula that will ensure four-year college/university eligibility to almost all students.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: AVID 11

Course Code: CPAVD

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students and most especially the least served students in the middle capable of completing a college/university path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges/universities, and will become educated and responsible participants and leaders in a democratic society. The purpose of the AVID program is to restructure the teaching methods on an entire school and to open access to the curricula that will ensure four-year college/university eligibility to almost all students.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: AVID 12

Course Code: CPAVD 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that all students and most especially the least served students in the middle capable of completing a college/university path. Students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in four-year colleges/universities, and will become educated and responsible participants and leaders in a democratic society. The purpose of the AVID program is to restructure the teaching methods on an entire school and to open access to the curricula that will ensure four-year college/university eligibility to almost all students.
School District 33

Status: approved

School Name: Sardis Secondary
Course Name: Cisco Networking Technology 11
Course Code: YCIS 11
Category: Trades and Technology

Grade Level of Course:  
10  
X 11  
12

Number of Course Credits: 4
Number of Hours of instruction: 112
Date Approved: February 7, 2004
Prerequisites: ICTS 11 (A+ certification with B average)

Course Synopsis:
Covers networking and routing basics. Focus on network terminology and protocols, local area networks (LANs), wide-area networks (WANs, Open System Interconnection reference (OSI) model, cabling, tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing, and network standards. Through hands on activities and labs, students will learn how to assemble network media, configure routers, and troubleshoot their work.

Cisco 11 CCNA Certification is the first step toward preparing to take Cisco's CCNA certification.

Cisco 12 CCNA Certification will complete their training for Cisco's CCNA certification.

Learning Resources:
• On-line curriculum is developed by Cisco Systems.
• Software for course can be downloaded for free by a certified instructor.
• Tools supplied.
• Computer (Apple or Windows) with Flash 6 player installed and minimum of 28.8k Internet access.

Additional Information:
Cisco 11 CCNA Certification has been a successful locally developed course at both Sardis Secondary and Chilliwack Secondary since 1998. Students not only receive highschool credits but also transfer credits to UCFV, OUC and CDI. In addition to this students that complete Cisco 12 CCNA Certification have the skill and knowledge to receive Cisco's Industrial level CCNA certification that is recognized world wide.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Cisco Networking Technology 12

Course Code: YCIS 12

Category: Trades and Technology

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved: May 7, 2004

Prerequisites: Cisco Networking Technology 11 (CCNA Certification)

Course Synopsis:

Cisco Networking Technology 12 covers switching basics and intermediate routing, and WAN technologies. Students will focus on switch terminology, switch configuration and WAN terminology. Through hands on activities and labs, students will learn how to configure a switch, conduct intermediate routing features and troubleshoot their work. Cisco CCNA Certification 12 is the final step toward preparing to take Cisco's CCNA certification.

Learning Resources:

On-line Curriculum is developed by Cisco Systems. Software for the course can be downloaded for free by a certified instructor. All software will be provided by the instructor. Requires a computer (Apple or Windows) with Flash 6 Player installed and a minimum 28.8k Internet access for the on-line curriculum and lectures.

Additional Information:

Cisco 12 CCNA Certification has been a successful locally developed course at both Sardis Secondary and Chilliwack Secondary since 1998. Students not only receive high school credits but also transfer credits to UCFV, OUC, and CDI. In addition to this, students that complete Cisco 12 CCNA Certification have the skill and knowledge to receive Cisco's Industrial level CCNA certification that is recognized worldwide.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Fashion Design

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. As well, students gain skills and knowledge in the technical aspects of pattern making. Students learn from basic slopers, which are the beginning of flat pattern designs. Students complete a process from the design ideas to ½ full-scale pattern to the finished garment. Learning outcomes from the course are grouped under the units: the skirt, the bodice and the clothing line. Students are given the opportunity for self and peer assessment in each of the units. This approach supports student skill development and encourages meaningful methods of designing, measuring, adapting, constructing, and evaluating garments.
School District 33

Status: locked

School Name: Sardis Secondary

Course Name: Guitar 10

Course Code: YGUIT 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: four

Number of Hours of instruction: 112

Date Approved: December 5, 2003

Prerequisites: None

Course Synopsis:

This is an introductory course designed to teach students how to play the guitar at a beginner's level. Students of Guitar 10 will acquire the skills, knowledge and attitudes required to:

- increase appreciation for the history and development of the guitar
- perform various styles of music
- read standard notation and tablature
- acquire composition skills
- perform solo, as well in groups

Learning Resources:

School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Health and Fitness 11

Course Code: YHF 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

This is a course that combines important elements of human biology and their applications in following a healthy lifestyle. The students will study nutrition, diets and supplements as well as the digestive, cardiovascular and respiratory systems. This course offers student an opportunity to participate in several different types of group fitness classes including step & floor aerobics, cardio kickboxing, pilates, yoga, ball, cycling and aquafit.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: History 11

Course Code: YHIST 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  X 11  

12

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved:  April 12, 2002

Prerequisites:  Social Studies 10, strong reading and writing skills

Course Synopsis:

History 11 begins with the French Revolution and its impact on European society as a whole. The course then proceeds to examine the balance of power system which presumably fostered and sustained the longest period of general peace in European history but ultimately gave rise to one of the bloodiest conflicts in human history, World War I. The events of World War I and its culmination, The Treaty of Versailles, form the next segment of this course. The hardships and sacrifices created by World War I in the inter-war period will show students how the seeds of World War II were sown. The course will end with a close look at the events of World War II and how they resulted in the ensuing Cold War and the nuclear arms race.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Instrumental Survey 11

Course Code: YINSU 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

This course is designed for students who are interested in pursuing a career in music education. Students will have the opportunity to learn a variety of instruments, work with younger students and conduct an ensemble.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Instrumental Survey 12

Course Code: YINSU 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

This course is designed for students who are interested in pursuing a career in music education. Students will have the opportunity to learn a variety of instruments, work with younger students and conduct an ensemble.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: four

Number of Hours of instruction: 100-120

Date Approved: December 3, 2003

Prerequisites: None

Course Synopsis:

The purpose of this course is to develop keyboarding proficiency as personal life skills and as a foundation for career development. This course is designed to teach and improve keyboarding, formatting, proofreading, editing and presentations skills while using industry standard software. The students will be introduced to personal and business applications and encouraged to use their keyboard skills in other curricular areas. Students will also become proficient in MS Word, MS PowerPoint as well as general computer skills such as file management and printing.

Learning Resources:

- Microsoft Word
- Microsoft PowerPoint
- Information Processing, Keyboarding, Formatting and Applications Mastery by Chriri, Kutso, Seraydarina and Stoddard
- Learning Microsoft Office by Fulton, Kaczmarczyk, Plumley, Weixel and Winter
- Keyboarding Drills
- All The Right Type Keyboarding Program
- Typer Shark

Additional Information:

Rationale: Students going into the world of work or post secondary learning need computer/keyboarding skills as basis for their career development. Most jobs today require the use of computer skills. The more proficient students are at computer/keyboarding skill, the better they will perform in their jobs.
School District 33

Status: locked

School Name: Sardis Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: Four

Number of Hours of instruction: 120

Date Approved:

Prerequisites: Permission of instructors

Course Synopsis:

The Leadership program developed at Chilliwack Secondary School provides opportunities for students to become meaningfully involved in both school and community activities. It is based on the concept that leadership can be developed through a variety of service opportunities. Students who take this course will develop a life long appreciation of the importance of contributing to their communities and helping others. Students interested in enrolling in Leadership apply in writing by submitting a resume and taking part in an interview.

Learning Resources:

Marc Kielbrger, N'Leaders Today', student planners, "Seven Habits of Highly Effective Teens", handouts, poster materials, guest speakers, etc.
Rationale: Affording students an opportunity to organize, run and analyze events enables them to see the value of school and community involvement. Leadership instills in students the value in being an active contributor rather than a passive consumer. The lessons have been developed to enhance opportunities for students to practice community service or, as stated in the Rotary International mission statement, to give "service above self". When the students work together, serving each other, the school, as a whole, benefits.

Course Synopsis:
The Leadership program developed at Chilliwack Secondary School provides opportunities for students to become meaningfully involved in both school and community activities. It is based on the concept that leadership can be developed through a variety of service opportunities. Students who take this course will develop a life long appreciation of the importance of contributing to their communities and helping others. Students interested in enrolling in Leadership apply in writing by submitting a resume and taking part in an interview.

Learning Resources:
Marc Kielburger,'Leaders Today', student planners,'Seven Habits of Highly Effective Teens', handouts, poster materials, guest speakers, etc.

Additional Information:
Rationale: Affording students an opportunity to organize, run and analyze events enables them to see the value of school and community involvement. Leadership instills in students the value in being an active contributor rather than a passive consumer. The lessons have been developed to enhance opportunities for students to practice community service or, as stated in the Rotary International mission statement, to give "service above self". When the students work together, serving each other, the school, as a whole, benefits.
School District 33

Status: approved

School Name: Sardis Secondary
Course Name: Leadership 12
Course Code: YLEAD 12
Category: Fitness and Recreation

Grade Level of Course: 10 11 X 12
Number of Course Credits: four
Number of Hours of instruction: 120
Date Approved: February, 2004
Prerequisites: Permission of Instructors

Course Synopsis:
The Leadership program developed at Chilliwack Secondary School provides opportunities for students to become meaningfully involved in both school and community activities. It is based on the concept that leadership can be developed through a variety of service opportunities. Students who take this course will develop a lifelong appreciation of the importance of contributing to their communities and helping others. Students interested in enrolling in Leadership apply in writing by submitting a resume and taking part in an interview.

Learning Resources:
Mark Kielburger,'Leaders Today', student planners, N'Seven Habits of Highly Effective Teens', handouts, poster materials, guest speakers, etc.

Additional Information:
Rationale: Affording students an opportunity to organize, run, and analyze events enables them to see the value of school and community involvement. Leadership instills in students the value in being an active contributor rather than a passive consumer. The lessons have been developed to enhance opportunities for students to practice community service or, as stated in the Rotary International mission statement, to give "service above self". When the students work together serving each other the school as a whole benefits.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Learning Concepts 11

Course Code: YLCPT 11

Category: Health and Human Services

Grade Level of Course:  10  11  12

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved: February, 2004

Prerequisites: Application and interview

Course Synopsis:

The Learning Concepts 11 course is a challenging combination of teaching/learning theory and application with an emphasis on peer tutoring in a specific area of subject/grade level. This course has a flexible timetable which means that students attend in whichever block fits their timetable. It allows for students to connect with the instructor one-on-one or in a small group in the student's designated block. Students will participate in a once-a-week noon seminar in addition to a scheduled block. Current research literature related to the teaching/learning process is examined, discussed, and applied in practicum situations. Assessment focuses on the students’ use of knowledge and complex reasoning processes rather than on their recall of information. Finally, this course provides students interested in the Human Services and teaching profession an opportunity to experience teaching in a real classroom setting.

Additional Information:

This course is a supplement to the SVID Tutor Training Workshop. The AVID Program has a strong tutorial component as its foundation and students who have taken Learning Concepts 11 have the knowledge, practical and theoretical, of effective skills and strategies.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Mathematics Preparation 10

Course Code: YMP 10

Category: Business and Applied Business

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 26, 2005

Prerequisites: Mathematics 8, Grade 10 Status, Mathematics 9 Teacher Recommendation

Course Synopsis:

The mathematics department has developed this preparation course in order to bridge the gaps in student learning and topically support student learning in Principles of Mathematics 10.
Rationale: This course has been developed to help cultivate tomorrow's leaders in recreation and to develop responsible, productive human beings. Through this course, students will learn and demonstrate the organizational skills required to conduct activity programs for other people to enjoy. In this age of teenagers in poor general health and poor cardiovascular fitness, promoting physical activity and recreation is important. Society needs leaders to promote positive physical pursuits and appropriate behavior. These students will be good role models both for their peers and for the young children they work with. They will demonstrate a positive attitude towards achievement in physical activities and fitness, and they will demonstrate social skills which promote acceptable standards of behaviour.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: PE Leadership 11

Course Code: YPELE 11

Category: Fitness and Recreation

Grade Level of Course:  

- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore jobs and opportunities in the field of recreation and leisure pursuits. Students will learn and apply knowledge, skills, and personal qualities required for leadership in coaching, officiating and event organizing. Students will demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community. Students will run a successful Intramural program; students will organize and run specialized events in the school, such as The Terry Fox Run and the Annual Strongman Competition; students will acquire the skills and knowledge necessary to coach young children in a variety of sports; students will demonstrate the appropriate qualities necessary to work with young kids in different recreational settings; students will acquire their Level 1 Theory qualifications in coaching and Level 2 Theory qualifications in coaching in their subsequent year(s) of enrollment in the PE Leadership program. The learning outcomes of the course reflect knowledge, skills and attitudes that students are expected to demonstrate at the Grade 11 and 12 level - and fit under the current Curriculum Organizers: Active Living, Movement and Personal and Social Responsibility.
**Course Synopsis:**

This course has been developed to support and encourage students to explore jobs and opportunities in the field of recreation and leisure pursuits. Students will learn and apply knowledge, skills, and personal qualities required for leadership in coaching, officiating and event organizing. Students will demonstrate an understanding of the processes needed to co-ordinate events and programs in the school and community. Students will run a successful Intramural program; students will organize and run specialized events in the school, such as The Terry Fox Run and the Annual Strongman Competition; students will acquire the skills and knowledge necessary to coach young children in a variety of sports; students will demonstrate the appropriate qualities necessary to work with young kids in different recreational settings; students will acquire their Level 1 Theory qualifications in coaching and Level 2 Theory qualifications in coaching in their subsequent year(s) of enrollment in the PE Leadership program. The learning outcomes of the course reflect knowledge, skills and attitudes that students are expected to demonstrate at the Grade 11 and 12 level - and fit under the current Curriculum Organizers: Active Living, Movement and Personal and Social Responsibility.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Philosophy

Course Code: YPHIL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

☐ 10  ✗ 11  ☐ 12

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved: February 1, 2004

Prerequisites: English 10, Social Studies 10, strong reading and writing skills

Course Synopsis:

Philosophy 11 begins with a look at the early Greek philosophers and how they laid the intellectual foundation for much of Western civilization. From there, students will be challenged to examine the philosophical implications of various arguments surrounding the existence or non-existence of a supreme being. Concepts of human freedom and sense of being will form the focus of the next segment of the course. Finally, questions surrounding political organization, social reform, science, individualism and the purpose of existence will occupy the latter phases of the course.

Learning Resources:

- George Bernard Shaw, Saint Joan.
- Various videos.
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2005

Prerequisites: "B" Standing in Humanities 11 courses or recommendation of Humanities teacher

Course Synopsis:

Philosophy 12 is a survey course in world philosophy in which students will discuss a broad range of ideas and issues. Course content includes philosophies of Western, East Indian, Chinese, Native and Latin American thinkers, which are occasionally related with period music to better appreciate the context in which certain ideas developed. Topics for discussion will be divided into three broad units: the nature of right action, the nature of knowledge, and the nature of consciousness - all linked to personal experience and current issues.

The main objectives of this course are to enable students to experience and practice philosophy ("learn by doing"), and to broaden their horizons as they formulate and discuss fundamental questions.
**Course Synopsis:**

This course has been developed to support and encourage students to practice the skills and mind sets which will enable them to safely enjoy the abundant 'alternative-environment activities' in the outdoors.

Students will learn and apply knowledge to prepare for and manage backcountry travel including hiking, mountain biking, snow shoeing, skiing, canoeing and kayaking. Students will learn and demonstrate practical safety skills including risk assessment and rescue, survival and winter survival. Students will gain the knowledge, experience and competence to find their way in the backcountry using a map and compass orientation, Global Positioning system and Alpine route finding skills.

Students will be able to identify indigenous flora and fauna and understand how to utilize them in survival situations. Regular conditioning sessions will enable students to endure the rigors of backcountry travel. Students will have the opportunity to explore various community outdoor offerings. Throughout the course students will practice skills, problem solve and brainstorm in an interactive and supportive group environment.

**Learning Resources:**

Special Training, Facilities or Equipment Required: Wilderness First Aid, Canadian Avalanche Association Snow Smart program, Chilliwack Search and Rescue, Orienteering equipment, Snowshoes, Ski gear, GPS, 2-way radios, camping and backpacking gear, Padding gear, survival gear (equipment to be purchased, borrowed or rented by students or program).

**Additional Information:**

Min "B" in PE 10 or 11 with excellent attendance record
Twelve Minute Run: women 5.5 laps; men 6.5 laps minimum
Weekend availability
Interview process
School District 33

Status: approved

School Name: Sardis Secondary

Course Name: Physical Education Adventure Outdoors 12

Course Code: YPEAO 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: FOUR

Number of Hours of instruction: 120

Date Approved: February, 2004

Prerequisites: see additional information

**Course Synopsis:**

This course has been developed to support and encourage students to practice the skills and mind sets which will enable them to safely enjoy the abundant 'alternative-environment activities' in the outdoors.

Students will learn and apply knowledge to prepare for and manage backcountry travel including hiking, mountain biking, snowshoeing, skiing, canoeing and kayaking. Students will learn and demonstrate practical safety skills including risk assessment and rescue, survival and winter survival. Students will gain the knowledge, experience and competence to find their way in the backcountry using a map and compass orientation, Global Positioning system and Alpine route finding skills.

Students will be able to identify indigenous flora and fauna and understand how to utilize them in survival situations. Regular conditioning sessions will enable students to endure the rigors of backcountry travel. Students will have the opportunity to explore various community outdoor offerings. Throughout the course students will practice skills, problem solve and brainstorm in an interactive and supportive group environment.

**Learning Resources:**

Special Training, Facilities or Equipment Required: Wilderness First Aid, Canadian Avalanche Association Snow Smart program, Chilliwack Search and Rescue, Orienteering equipment, Snowshoes, Ski gear, GPS, 2-way radios, camping and backpacking gear, Padding gear, survival gear(equipment to be purchased, borrowed or rented by students or program).

**Additional Information:**

Min "B" in PE 10 or 11 with excellent attendance record

Twelve Minute Run: women 5.5 laps; men 6.5 laps minimum

Weekend availability

Interview process
School District 33

Status: locked

School Name: Sardis Secondary
Course Name: Psychology 11
Course Code: YPSY 11
Category: Health and Human Services

Grade Level of Course:  
X 11  
Number of Course Credits: four
Number of Hours of instruction: 120
Date Approved: ,
Prerequisites: None

Course Synopsis:

This Psychology 11 course is designed to ignite a passion in students for psychology's many relevant findings about why people do the things they do, and think the way they think. It is the study of human behaviour and the mind. It provides a foundation for students wanting to satisfy a growing curiosity about themselves, their families, their friends and the world of people around them.

Learning outcomes for the course are grouped under the curriculum domains:
- Psychology and its Methods Domain
- Developmental Domain
- Biopsychological Domain
- Cognitive Domain
- Clinical and Sociocultural Domain

Students will be encouraged to think critically and analytically about behavior, and to understand commonly held myths. They will bring the basic and applied aspects of psychology to life by applying scientific principles to real-world problems. Students will be given the opportunity for self-assessment and will be encouraged to collect, interpret and present a variety of perspectives on significant issues.

Learning Resources:

Special Training, Facilities of Equipment Required: A classroom should be provided with a VCR and a TV monitor. The teacher or instructor should have a degree or background in psychology.

Additional Information:

This introductory course will provide students with a foundation to better understand the next level of Psychology - the Advanced Placement Psychology 12 Course. This course has been offered for seven years and there are presently eight blocks of about 30 students in Psychology 11, which is about 240 students. The textbook, as a guide, will provide a better foundation for the students.
School District 33

Status: locked

School Name: Sardis Secondary

Course Name: Strength & Conditioning 11

Course Code: YSCD 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: four

Number of Hours of instruction: 120

Date Approved: ,

Prerequisites:  

Physical Education 10

Course Synopsis:

This course will be offered either linear or semester throughout the year for grades 11 and 12. It will allow students to improve their strength by lifting weights, performing plyometric drills and running drills. This course is intended for students wanting to improve their overall fitness and develop a lifestyle that will maintain body for a lifetime.

Learning Resources:

· Coach and Athletic Director Periodical
· Encyclopedia of Weight Training; 1997 Edition. Dr. Paul Wood
· Strength and Conditioning for Young Athletes; Scott Roberts
· Power Lifting; Barney Groves, PhD
· Strength and Conditioning Journal, BAP Publishing, Shawn Prokopetz

Additional Information:

Special Training, Facilities or Equipment Re-quired: Weight room with machine and free weights (Olympic), classroom, gymnasium, track, skipping ropes, VCR and plyometric jumping boxes.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Community Service Leadership 12

Course Code: YIPS 12

Category: Other

Grade Level of Course: ☑️ 10 ☐ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2005

Prerequisites: B average or permission of instructor

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide the assistance to students as individuals and/or small groups in a variety of learning activities and contexts. Students will develop instructional skills, communication skills, interpersonal relations, leadership skills, teamwork, and conflict management. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of helping others.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Computer Animation 11

Course Code: YCCT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

X 11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

Students will explore the medium of visual communication, design and dramatic interpretation using the tools associated with computer animation and graphics as their means to produce and create animation and the associated graphical elements that meet criteria set forth in various design and visual communication assignments.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Peer Tutoring 11

Course Code: YIPS 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students enhance & improve skills in communication, interpersonal relationships, leadership & conflict management, while acquiring an appreciation of the importance of contributing to their communities & helping others. The course is designed to complement the grade 11 tutoring course.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary
Course Name: Peer Tutoring 12
Course Code: YIPS 12
Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [X] 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 5, 2004
Prerequisites: B average or better

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students develop skills in communication, interpersonal relationships, leadership, and conflict management, while acquiring an appreciation of the importance of contributing to their communities and helping others. The Grade 12 course reflects many of the topic areas included at the grade 11 level. The students broaden their theoretical knowledge at the grade 12 level and increase the opportunities for the practical application of skills learned.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Photography 11

Course Code: YVPA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

[ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:  A/B average, provide own 35 mm SLR manual or semi-automatic camera

Course Synopsis:

This course has been developed to support and encourage students to explore the medium of black and white photography as a fine art form. Students will learn about the history of photography and cameras, how to use cameras, how to process photographs and present their work. Students will also learn about some of the alternate photographic processes and how they are used by historic and contemporary photographers. Learning outcomes for the course are grouped under the curriculum organizers: social, cultural & historical context; visual elements & principles of design; materials, technologies & processes in photography; analysis & critique of personal image development & design. This approach supports student knowledge and skill development and encourages meaningful methods of creating, analyzing and presenting original and personal works of art.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Psychology 12

Course Code: YPSYC 12

Category: Health and Human Services

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 5, 2005

Prerequisites: Psychology 11

Course Synopsis:

This course is a study of human behaviour and mental activity. Topics will include human development, intelligence, personality, abnormal behaviour, behavioural disorders in youth, and therapeutic intervention.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Sports Performance 12

Course Code: YHRA 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Sports Performance 11 (recommended)

**Course Synopsis:**

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Sports Rehab Medicine 11

Course Code: YAH 11

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

Sports Medicine is a senior level course for grade 11 and 12 students interested in sports, fitness, recreation or fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition and other sports medicine related fields. The course includes class work and practical hands-on application in the following areas: prevention, treatment and rehabilitation of sports injuries, first aid/CPR, emergency procedures and sports medicine careers. The course offers practical experiences with local sports medicine specialists. As a culmination, students complete 2 hours of fieldwork in sports medicine. The course is designed to be taken in conjunction with the Level 1 Sports First Aid and Taping Programs and students will have the opportunity to be certified by the Sports Medicine Council of BC.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Strength & Conditioning 10

Course Code: YHRA 10

Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2005

Prerequisites: PE 9

Course Synopsis:

The students will first be introduced to the basic structure of anatomy. In addition, they will learn the components of fitness. As this course will be a pre-req for Strength and Conditioning 11, students will gain skills that will lead to further development in Gr 11. Students will learn the basics of personalized fitness program and self-reflection journals will be pivotal. Students will be mentored by Grade 11 students as to the maintenance of their program. Furthermore, the on-ice component of the Yale Hockey Program will cover the conditioning component of the course.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Student Leadership & Government 10

Course Code: YIPS 10

Category: Other

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes a look at various modes of communication (listening and speaking), working with a group (dynamics and motivation), management skills, self-awareness (self-esteem, assertiveness) plus human relations including making a positive school and community impact.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Student Leadership & Government 11

Course Code: YIPS 11

Category: Other

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes the identification and understanding of various leadership terms and theories, types of leadership, setting goals, and prioritizing, looking at why people get involved and finally, effective problem-solving.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Student Leadership & Government 12

Course Code: YIPS 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks. Study includes a look at group dynamics including why groups form, leaders and followers and dealing with apathy, leadership theories including different theoretical approaches, and discussion of time and place appropriate styles, taking the lead or when to lead and when to follow, and team building including decision making, consensus building and more.
School District 34

Status: approved

School Name: Abbotsford Senior Secondary

Course Name: Yearbook 11

Course Code: YCCT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 11 students are expected to learn and improve on all learning outcomes from Yearbook 10 as well as an additional unit on print photography.
School District 34

Status: approved

School Name: Alternate Program

Course Name: Peer Tutoring 11

Course Code: YIPS 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students enhance & improve skills in communication, interpersonal relationships, leadership & conflict management, while acquiring an appreciation of the importance of contributing to their communities & helping others. The course is designed to complement the grade 11 tutoring course.
School District 34

Status: approved

School Name: Career Technical Centre

Course Name: Peer Tutoring 11

Course Code: YIPS 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students enhance & improve skills in communication, interpersonal relationships, leadership & conflict management, while acquiring an appreciation of the importance of contributing to their communities & helping others. The course is designed to complement the grade 11 tutoring course.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Cafeteria 10

Course Code: YVHE 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

This course focuses on quantity of food preparation and service. Students develop skills necessary for commercial food preparation as they participate in activities related to receiving, storing, and presenting nutritious foods. Students also have the opportunity to develop attitudes required by food-service professionals and to practice customer service. Students consider their own and their customers' safety while handling equipment and supplies, managing the working environment, and preventing food-borne illness. 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. Students can apply their skills in their homes as well as in public food service facilities. They often choose to use their training to secure entry-level employment in the growing hospitality industry or to pursue careers in the food industry.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Peer Tutoring 11

Course Code: YIPS 11

Category: Other

Grade Level of Course: □ 10  ■ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students enhance & improve skills in communication, interpersonal relationships, leadership & conflict management, while acquiring an appreciation of the importance of contributing to their communities & helping others. The course is designed to complement the grade 11 tutoring course.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Peer Tutoring 12

Course Code: YIPS 12

Category: Other

Grade Level of Course:    10    11    □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:        April 5, 2004

Prerequisites:        B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students develop skills in communication, interpersonal relationships, leadership, and conflict management, while acquiring an appreciation of the importance of contributing to their communities and helping others. The Grade 12 course reflects many of the topic areas included at the grade 11 level. The students broaden their theoretical knowledge at the grade 12 level and increase the opportunities for the practical application of skills learned.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Photography 11

Course Code: YVPA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: A/B average, provide own 35 mm SLR manual or semi-automatic camera

Course Synopsis:

This course has been developed to support and encourage students to explore the medium of black and white photography as a fine art form. Students will learn about the history of photography and cameras, how to use cameras, how to process photographs and present their work. Students will also learn about some of the alternate photographic processes and how they are used by historic and contemporary photographers. Learning outcomes for the course are grouped under the curriculum organizers: social, cultural & historical context; visual elements & principles of design; materials, technologies & processes in photography; analysis & critique of personal image development & design. This approach supports student knowledge and skill development and encourages meaningful methods of creating, analyzing and presenting original and personal works of art.

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School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Psychology 11

Course Code: YPSYC 11

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits:

Number of Hours of instruction:

Date Approved:  
April 5, 2004

Prerequisites:  
C+ average or better recommended

Course Synopsis:

This course is designed to introduce students to the study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. They also learn about the methods psychologists use in their science and practice. A C+ average is recommended; reading articles is stressed and research papers are required in the course.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Sports Performance 12

Course Code: YHRA 12

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Sports Performance 11 (recommended)

Course Synopsis:

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: Rick Hansen Secondary
Course Name: Sports Performance 12
Course Code: YHRA 12
Category: Fitness and Recreation

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 4, 2011
Prerequisites: Sports Performance 11 (recommended)

Course Synopsis:

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Strength and Conditioning 1212

Course Code: YHRA

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Strength and Conditioning 11 (recommended)

Course Synopsis:

Strength and Conditioning 12 builds on the foundation of knowledge and development of skills begun in Strength and Conditioning 10 and 11. Students will explore more advanced topics relating to anatomy and physiology and how this knowledge is related to their training. In addition, students will learn more advanced lifting techniques not previously taught in Strength and Conditioning 10 and 11. Students will enhance their fitness and performance levels while developing and demonstrating their leadership skills in a weight room facility. Students will assess and analyze their personal fitness needs, set goals, and develop a personal fitness program around the areas of fitness, nutrition, and technique. Students will reflect on their progress regularly as a way to monitor this progress and improve skills. Furthermore, students will be required to demonstrate their knowledge in a leadership setting where they will be required to teach and coach other peers. Independently, students will be required to apply their knowledge about training and nutrition to the design of specific training and diet plans.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Student Leadership & Government 10

Course Code: YIPS 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes a look at various modes of communication (listening and speaking), working with a group (dynamics and motivation), management skills, self-awareness (self-esteem, assertiveness) plus human relations including making a positive school and community impact.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Student Leadership & Government 11

Course Code: YIPS 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes the identification and understanding of various leadership terms and theories, types of leadership, setting goals, and prioritizing, looking at why people get involved and finally, effective problem-solving.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Student Leadership & Government 12

Course Code: YIPS 12

Category: Other

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks. Study includes a look at group dynamics including why groups form, leaders and followers and dealing with apathy, leadership theories including different theoretical approaches, and discussion of time and place appropriate styles, taking the lead or when to lead and when to follow, and team building including decision making, consensus building and more.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Yearbook 10

Course Code: YCCT 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:  B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Yearbook 11

Course Code: YCCT11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 5, 2004

Prerequisites:  B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 11 students are expected to learn and improve on all learning outcomes from Yearbook 10 as well as an additional unit on print photography.
School District 34

Status: approved

School Name: Rick Hansen Secondary

Course Name: Yearbook 12

Course Code: YCCT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: Yearbook 11

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 12 students are expected to meet all learning outcomes from Yearbook 10 and Yearbook 11 as well these students will be instrumental in the conceptual planning and editing of the yearbook.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Applied Skills Assistant 12

Course Code: YED 12

Category: Other

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved:  March 7, 2005

Prerequisites:  B average

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of the Applied Skills Teacher or mentor to provide the assistance to students as individuals and/or small groups in a variety of learning activities and contexts. Students will provide assistance in various Applied Skills classes such as: Food Studies, Textile Studies, Woodwork, Automotive and Power & Energy. Students will develop instructional skills, communication skills, interpersonal relations, leadership skills, teamwork, and conflict management. Students will apply their skills in Tutoring and Mentoring roles and acquire an appreciation of the importance of lifelong learning and helping others.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Fine Arts Assistant 11

Course Code: YED11

Category: Fine Arts, Design, and Media

Grade Level of Course:  [x] 11

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 5, 2004

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students who are interested in the field of teaching Fine Arts. The approach supports student skill development and career development. The student gains additional insight into many materials, technologies and processes. Students are expected to develop people skills, classroom management skills and their own expressive skills through interaction, reteaching and explaining key concepts to their peers. The student will familiarize themselves with all parts of pedagogy from Attendance to Unit plans. They will assist students who are unsure of concepts or the marking rubrics. They will research, plan and teach at least one concept themselves with the assistance of the teacher. Students are given the opportunity for self-assessment.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Lab Tech Assistant 11

Course Code: YED 11

Category: Science and Applied Sciences

Grade Level of Course: ☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

This course is intended for senior students with a strong science background. It is intended to benefit those who intend to pursue post secondary studies in science-based fields. This is a laboratory course, which will expand upon, or be done in conjunction with, some of the basic laboratory work that was done in grade 11. A basic understanding of Macintosh computer programs is essential. Students are involved in the preparation of laboratory material, including solutions, chemical supplies and equipment. In addition, they will be trained in the working procedures of laboratory preparations, including stock accountability (receiving, ordering and inventory), applied mathematics, safety, daily procedures and laboratory organization. Finally a teaching aspect is added to the laboratory technician course, as the student will assist junior students who are attempting laboratory work as part of their honors projects.
School District 34

Status: approved

School Name: Robert Bateman Secondary
Course Name: Outdoor Education 11
Course Code: YPR 11
Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

This activity-based course will consist of three segments. The environmental component will focus on increasing student awareness of their environment; emphasis will be placed on the flora, fauna and geography of the Fraser Valley. Students will be encouraged to actively investigate environmental issues particularly those related to the Fraser Valley Region. The second component of the course will focus on personal development in areas such as leadership skills, decision-making, and group cooperation. The goal is to put these skills into action when participating in the outdoor activities. The third component of the course consists of developing basic knowledge, skills and attitudes necessary for safe, comfortable, outdoor experiences. Over a school year students will participate in variety of outdoor experiences such as orienteering, hiking, backpacking, indoor rock climbing and cross country skiing. The third component curriculum with a backpacking trip for several days in late June. Before, during and after these activities students will be challenged to think about their role in the environment and encouraged to develop an environmental ethic by using the environment with a minimum impact.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Peer Tutoring 11

Course Code: YIPS 11

Category: Other

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students enhance & improve skills in communication, interpersonal relationships, leadership & conflict management, while acquiring an appreciation of the importance of contributing to their communities & helping others. The course is designed to complement the grade 11 tutoring course.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Photography 11

Course Code: YVPA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: A/B average, students must provide own 35 mm SLR manual or semi-automatic camera

Course Synopsis:

This course has been developed to support and encourage students to explore the medium of black and white photography as a fine art form. Students will learn about the history of photography and cameras, how to use cameras, how to process photographs and present their work. Students will also learn about some of the alternate photographic processes and how they are used by historic and contemporary photographers. Learning outcomes for the course are grouped under the curriculum organizers: social, cultural & historical context; visual elements & principles of design; materials, technologies & processes in photography; analysis & critique of personal image development & design. This approach supports student knowledge and skill development and encourages meaningful methods of creating, analyzing and presenting original and personal works of art.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Psychology 11

Course Code: YPSYC 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: C+ average or better

Course Synopsis:

This course is designed to introduce students to the study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. They also learn about the methods psychologists use in their science and practice. A C+ average is recommended; reading articles is stressed and research papers are required in the course.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Psychology 12

Course Code: YPSYC 12

Category: Health and Human Services

Grade Level of Course:  

☐ 10  ☐ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 5, 2004

Prerequisites: Psychology 11

Course Synopsis:

This course is a study of human behaviour and mental activity. Topics will include human development, intelligence, personality, abnormal behaviour, behavioural disorders in youth, and therapeutic intervention.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Sports Performance 12

Course Code: YHRA 12

Category: Fitness and Recreation

Grade Level of Course: ☐ 10 ☐ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Sports Performance 11 (recommended)

Course Synopsis:

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Sports Performance 12

Course Code: YHRA 12

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites:  

Number of Credits: 4

Course Synopsis:

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Student Leadership & Government 11

Course Code: YIPS 11

Category: Other

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes the identification and understanding of various leadership terms and theories, types of leadership, setting goals, and prioritizing, looking at why people get involved and finally, effective problem-solving.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Student Leadership & Government 12

Course Code: YIPS 12

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks. Study includes a look at group dynamics including why groups form, leaders and followers and dealing with apathy, leadership theories including different theoretical approaches, and discussion of time and place appropriate styles, taking the lead or when to lead and when to follow, and team building including decision making, consensus building and more.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Studio Art - Photography 11

Course Code: YVPA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: Photography 11

Course Synopsis:

This course provides students who have successfully completed Photography 11 with a further in-depth study of photography. Studio Art 11 Photography is parallel to the Studio Art 11 Visual Arts courses. The BC Ministry of Education courses do not provide an exploration of the photographic arts in any depth. Drawing, painting, ceramics, sculpture, fabric and fiber, printmaking and graphic arts are the only courses offered in the Studio Arts 11 levels. The Media Arts 11 course focuses, on the most part, on video and film technologies, instructional strategies and resources. Study Art 11 will study: image development and design strategies; social, cultural and historical context; visual elements and principles of design; materials, technologies and processes of photography; demonstration of technical competence, presentation applications and knowledge of the visual culture of photography; analysis and critique of personal image development and design.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Studio Art - Photography 12

Course Code: YVPA 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10 [ ] 11 [ ] 12 [X]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: Photography 11

Course Synopsis:

This course provides students who have successfully completed Photography 11 with a further in-depth study of photography. Studio Art 12 Photography is parallel to the Studio Art 12 Visual Arts courses. The BC Ministry of Education courses do not provide an exploration of the photographic arts in any depth. Drawing, painting, ceramics, sculpture, fabric and fiber, printmaking and graphic arts are the only courses offered in the Studio Arts 12 levels. The Media Arts 12 course focuses, on the most part, on video and film technologies, instructional strategies and resources. Study Art 12 will study: image development and design strategies; social, cultural and historical context; visual elements and principles of design; materials, technologies and processes of photography; demonstration of technical competence, presentation applications and knowledge of the visual culture of photography; analysis and critique of personal image development and design.
School District 34

Status: approved

School Name: Robert Bateman Secondary

Course Name: Yearbook 11

Course Code: YCCT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 11 students are expected to learn and improve on all learning outcomes from Yearbook 10 as well as an additional unit on print photography.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Chemistry Biology University Prep 12

Course Code: YMIS 12

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: Chemistry 11/Biology 11

Course Synopsis:

Designed for students attempting to qualify for Provincial Scholarships Awards in either Chemistry 12 or Biology 12 and planning to enroll in university science courses. First goal is to ease the transition for students into first year sciences at university and to increase their level of preparation. This will be accomplished by having students study university topics in chemistry, biology, and statistics and perform university level laboratory research and technical report writing. These university topics are not covered in Chemistry 12 or Biology 12 curriculum. Second goal is to allow students more opportunity to study complex problem solving in chemistry and biology based on chemical and biological theories and research. The level of complexity of this problem solving is typical of what is expected in first year university chemistry and biology courses and exceeds that normally found in Chemistry 12 and Biology 12. It is hoped that improved general problem solving skills will increase student scores on both the Chemistry 12 and Biology 12 exam and therefore their chances to earn Provincial and Entrance Scholarships to universities, both are directly tied to Provincial Exam grades. The theme of technology will be used to both support the above two goals and allow the students to be more prepared for the technology of the future. These students will be learning to use technology that other Chemistry 12 and Biology 12 students will not normally be exposed to. They will learn invaluable technological, research, and lab skills that they would not usually be exposed to until first year university.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Community Recreation 10

Course Code: YPR 10

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

This course is designed for students who enjoy and desire to be active, but are tired of traditional PE activities like fitness testing, team sports and shuttle runs. This class will introduce the concepts of lifetime sports (as opposed to competitive or pedagogical sports), combating stress related illness through leisure activities, and using adventure outings as motivation towards a healthy active lifestyle. Students will begin to make connections between the activities they are involved in, and a healthy, active, stress-reduced life. A typical week would see the students do a mixture of in-school lifetime sports, and out of school leisure activities, with time set aside during class time to plan six adventure outings per semester. Learning outcomes for the course are divided into activity units, and grouped under the standard physical education curriculum organizers of the cognitive, affective, and psychomotor domains. A major component of the course will be student self-assessment, and will combine both quantitative (based on a rubric to be taught to students and reviewed during the year) and qualitative (periodic written reflective exercises) evaluation.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Community Recreation 11

Course Code: YPR 11

Category: Fitness and Recreation

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

This course is designed for students who enjoy and desire to be active, but are tired of traditional PE activities like fitness testing, team sports and shuttle runs. This class will further develop the concepts of lifetime sports (as opposed to competitive or pedagogical sports), combating stress related illness through leisure activities. A major course focus will be the development of skills and attitudes necessary to find, plan for, and successfully complete adventure outings as motivation towards a healthy active lifestyle. Students will connect the importance of fitness and wellness to the successful and enjoyable completion of adventure outings. Small scale leadership activities will be an area of emphasis. A typical week would see the students do a mixture of in-school lifetime sports, and out of school leisure activities, with time set aside during class time to plan seven adventure outings per semester. Learning outcomes for the course are divided into activity units, and grouped under the standard physical education curriculum organizers of the cognitive, affective, and psychomotor domains. A major component of the course will be student self-assessment, and will combine both quantitative (based on a rubric to be taught to students and reviewed during the year) and qualitative (periodic written reflective exercises) evaluation.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Community Recreation 12

Course Code: YPR 12

Category: Fitness and Recreation

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 5, 2004

Prerequisites:  None

Course Synopsis:

This course is designed for students who enjoy and desire to be active, but are tired of traditional PE activities like fitness testing, team sports and shuttle runs. This class will further develop the concepts of lifetime sports (as opposed to competitive or pedagogical sports), combating stress related illness through leisure activities. A major course focus will be the development of skills and attitudes necessary to find, plan for, and successfully complete adventure outings as motivation towards a healthy active lifestyle. Students will connect the importance of fitness and wellness, and a proper ethic to the successful and enjoyable completion of adventure outings. Students will extend the leadership skills and attitudes learned in Comm Rec 11 to successfully lead others in adventure outings. A typical week would see the students do a mixture of in-school lifetime sports, and out of school leisure activities, with time set aside during class time to plan eight adventure outings per semester. Learning outcomes for the course are divided into activity units, and grouped under the standard physical education curriculum organizers of the cognitive, affective, and psychomotor domains. A major component of the course will be student self-assessment, and will combine both quantitative (based on a rubric to be taught to students and reviewed during the year) and qualitative (periodic written reflective exercises) evaluation.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Computer Animation 11

Course Code: YCCT11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

Students will explore the medium of visual communication, design and dramatic interpretation using the tools associated with computer animation and graphics as their means to produce and create animation and the associated graphical elements that meet criteria set forth in various design and visual communication assignments.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Fashion Design 12

Course Code: YVHE 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 11, 2005

Prerequisites: Textiles 11 & 12 or Teacher

Course Synopsis:

Encourages students to express themselves creatively through the medium of textiles, in the realm of fashion design. The course will cover everything from concept to finished product. This means that the student will explore factors that have influenced fashion in the past and in the present, identify sources of inspiration, study and apply the principles and elements of design, draw, draft and construct original garments. Self and peer assessment play a major role throughout the process. Students may have the opportunity to showcase their garments in one of the many Grad functions (Annual Grad Fashion Show, Grad Banquet, Prom Night) or Drama productions. Upon completion of this course, students will have a portfolio, which is essential for admission into any fashion design/merchandising post-secondary institution.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: PE Leadership 10

Course Code: YHRA 10

Category: Choose a Category

Grade Level of Course: 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: 86% in regular PE/PE teacher recommendation

Course Synopsis:

Comprised of a Gr. 10 introductory level course as well as an advanced Gr.11/12 course. Both courses include class work & practical hands-on applications in the following areas: Leadership & teamwork, goal setting, unit lesson planning & co-ordination, activity assessment & reflective feedback. Practical objectives include the planning & instruction of individual lessons throughout the semester as well as the inclusion of 10 hours volunteering in intramurals & extra curricular sport programs under the supervision of 11/12 leadership students.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Peer Tutoring 11

Course Code: YIPS 11

Category: Other

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 5, 2004

Prerequisites:  

B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students enhance & improve skills in communication, interpersonal relationships, leadership & conflict management, while acquiring an appreciation of the importance of contributing to their communities & helping others. The course is designed to complement the grade 11 tutoring course.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Peer Tutoring 12

Course Code: YIPS 12

Category: Other

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self-assess & present to their peer group. Students develop skills in communication, interpersonal relationships, leadership, and conflict management, while acquiring an appreciation of the importance of contributing to their communities and helping others. The Grade 12 course reflects many of the topic areas included at the grade 11 level. The students broaden their theoretical knowledge at the grade 12 level and increase the opportunities for the practical application of skills learned.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Photography 11

Course Code: YVPA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

x 11  

12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 5, 2004

Prerequisites: A/B average, provide own 35 mm SLR manual or semi-automatic camera

Course Synopsis:

This course has been developed to support and encourage students to explore the medium of black and white photography as a fine art form. Students will learn about the history of photography and cameras, how to use cameras, how to process photographs and present their work. Students will also learn about some of the alternate photographic processes and how they are used by historic and contemporary photographers. Learning outcomes for the course are grouped under the curriculum organizers: social, cultural & historical context; visual elements & principles of design; materials, technologies & processes in photography; analysis & critique of personal image development & design. This approach supports student knowledge and skill development and encourages meaningful methods of creating, analyzing and presenting original and personal works of art.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Psychology 11

Course Code: YPSYC 11

Category: Health and Human Services

Grade Level of Course:  

10  

X 11  

☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: C+ average or better recommended

Course Synopsis:

This course is designed to introduce students to the study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. They also learn about the methods psychologists use in their science and practice. A C+ average is recommended; reading articles is stressed and research papers are required in the course.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Psychology 12

Course Code: YPSYC 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 5, 2005

Prerequisites: Psychology 11

**Course Synopsis:**

This course is a study of human behaviour and mental activity. Topics will include human development, intelligence, personality, abnormal behaviour, behavioural disorders in youth, and therapeutic intervention.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Sports Performance 12

Course Code: YHRA 12

Category: Fitness and Recreation

Grade Level of Course:  
10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Sports Performance 11 (recommended)

Course Synopsis:

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Sports Performance 12

Course Code: YHRA 12

Category: Fitness and Recreation

Grade Level of Course: 10, 11, X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Sports Performance 11 (recommended)

Course Synopsis:

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Strength and Conditioning 1212

Course Code: YHRA

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Strength and Conditioning 11 (recommended)

Course Synopsis:

Strength and Conditioning 12 builds on the foundation of knowledge and development of skills begun in Strength and Conditioning 10 and 11. Students will explore more advanced topics relating to anatomy and physiology and how this knowledge is related to their training. In addition, students will learn more advanced lifting techniques not previously taught in Strength and Conditioning 10 and 11. Students will enhance their fitness and performance levels while developing and demonstrating their leadership skills in a weight room facility. Students will assess and analyze their personal fitness needs, set goals, and develop a personal fitness program around the areas of fitness, nutrition, and technique. Students will reflect on their progress regularly as a way to monitor this progress and improve skills. Furthermore, students will be required to demonstrate their knowledge in a leadership setting where they will be required to teach and coach other peers. Independently, students will be required to apply their knowledge about training and nutrition to the design of specific training and diet plans.
School District 34

Status: approved

School Name: W J Mouat Secondary
Course Name: Student Leadership & Government 11
Course Code: YIPS 11
Category: Other
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 5, 2004
Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes the identification and understanding of various leadership terms and theories, types of leadership, setting goals, and prioritizing, looking at why people get involved and finally, effective problem-solving.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Student Leadership & Government 12

Course Code: YIPS 12

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

**Course Synopsis:**

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks. Study includes a look at group dynamics including why groups form, leaders and followers and dealing with apathy, leadership theories including different theoretical approaches, and discussion of time and place appropriate styles, taking the lead or when to lead and when to follow, and team building including decision making, consensus building and more.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Student Leadership 10

Course Code: YIPS 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes a look at various modes of communication (listening and speaking), working with a group (dynamics and motivation), management skills, self-awareness (self-esteem, assertiveness) plus human relations including making a positive school and community impact.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Vinyl Graphics & Digital Imaging 11

Course Code: YCCT11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 5, 2004

Prerequisites: none

Course Synopsis:

Teaches the students about the sign making industry, using the state of the art equipment to learn the software, materials, application process & processing technology used to produce vinyl graphics & digital images. Students will be involved with real life processes in designing & making graphics for companies. These graphics will be produced as banners, posters, vehicle graphics, stickers, window decals, print media etc. For students wishing career prep opportunities there are a lot of options available, also certification in the software & application processes are available from industry representatives.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Yearbook 10

Course Code: YCCT 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Yearbook 11

Course Code: YCCT11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 11 students are expected to learn and improve on all learning outcomes from Yearbook 10 as well as an additional unit on print photography.
School District 34

Status: approved

School Name: W J Mouat Secondary

Course Name: Yearbook 12

Course Code: YCCT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: Yearbook 11

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 12 students are expected to meet all learning outcomes from Yearbook 10 and Yearbook 11 as well these students will be instrumental in the conceptual planning and editing of the yearbook.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Community Service Leadership 12

Course Code: YIPS 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2005

Prerequisites: B average or permission of instructor

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher or mentor to provide the assistance to students as individuals and/or small groups in a variety of learning activities and contexts. Students will develop instructional skills, communication skills, interpersonal relations, leadership skills, teamwork, and conflict management. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of helping others.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Desktop Publishing 10

Course Code: YCCT 10

Category: Business and Applied Business

Grade Level of Course:  ☑️ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 11, 2005

Prerequisites: Must be in Gr. 10 or higher

Course Synopsis:

This course will teach students how to produce effective and compelling digital media for print, video and web using Adobe Creative Suite, Adobe After Effects 6.5, and Macromedia Studio MX 2004. Using eMAC computers, students will learn the basics of digital design in a practical setting. They will learn basic principles of typesetting, and basic page, video and web design principles of proximity, alignment, repetition and contrast. Emphasis will be on applying all principles and techniques to broad spectrum of real-live design projects for print, video and web publishing. Ancillary goals of developing English, word-processing and editing skills, the development of teamwork and the ability to work with others, the development of high standards of performance and achievement, and achievement of a degree of competency which will assist students in further education, training or employment. All levels of critical thinking are addressed. Wherever possible students will create publications for their own personal use, school or community use.
School District 34

Status: approved

School Name: Yale Secondary
Course Name: Desktop Publishing 11
Course Code: YCCT 11
Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2005

Prerequisites: Must be in Gr. 11 or higher

Course Synopsis:

This course will teach students how to produce effective and compelling digital media for print, video and web using Adobe Creative Suite, Adobe After Effects 6.5, and Macromedia Studio MX 2004. Using eMAC computers, students will learn the basics of digital design in a practical setting. They will learn basic principles of typesetting, and basic page, video and web design principles of proximity, alignment, repetition and contrast. Emphasis will be on applying all principles and techniques to broad spectrum of real-live design projects for print, video and web publishing. Ancillary goals of developing English, word-processing and editing skills, the development of teamwork and the ability to work with others, the development of high standards of performance and achievement, and achievement of a degree of competency which will assist students in further education, training or employment. All levels of critical thinking are addressed. Wherever possible students will create publications for their own personal use, school or community use.

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School District 34

Status: approved

School Name: Yale Secondary

Course Name: Desktop Publishing 12

Course Code: YCCT 12

Category: Business and Applied Business

Grade Level of Course:  

☐ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2005

Prerequisites: Must be in Gr. 11 or higher

Course Synopsis:

This course will teach students how to produce effective and compelling digital media for print, video and web using Adobe Creative Suite, Adobe After Effects 6.5, and Macromedia Studio MX 2004. Using eMAC computers, students will learn the basics of digital design in a practical setting. They will learn basic principles of typesetting, and basic page, video and web design principles of proximity, alignment, repetition and contrast. Emphasis will be on applying all principles and techniques to broad spectrum of real-live design projects for print, video and web publishing. Ancillary goals of developing English, word-processing and editing skills, the development of teamwork and the ability to work with others, the development of high standards of performance and achievement, and achievement of a degree of competency which will assist students in further education, training or employment. All levels of critical thinking are addressed. Wherever possible students will create publications for their own personal use, school or community use.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Horticulture 11

Course Code: YAAPS 11

Category: Science and Applied Sciences

Grade Level of Course:  

[ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2005

Prerequisites: Science 10

Course Synopsis:

This course provides hands on learning experience for students interested in developing job-related skills in the agricultural and horticultural sector. Students will gain knowledge and skills in greenhouse operation, landscaping, garden development and garden maintenance. Students will also learn theory relating to many aspects of horticulture, such as: soil composition and fertility, importance of plants to humans, plant hardiness, botany (plant development, parts and classifications) and plan propagation. Practical and project work are major components of this course. Students will complete 3 projects relating to topics covered and will participate daily in development and nurturing of nursery stock in preparation for a culminating plant marketing activity. This activity provides an opportunity for students to develop skill in working with the public while sharing their recently acquired knowledge with community members.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Lab Tech Assistant 11

Course Code: YED 11

Category: Science and Applied Sciences

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites:

Course Synopsis:

This course is intended for senior students with a strong science background. It is intended to benefit those who intend to pursue post secondary studies in science-based fields. This is a laboratory course, which will expand upon, or be done in conjunction with, some of the basic laboratory work that was done in grade 11. A basic understanding of MacIntosh computer programs is essential. Students are involved in the preparation of laboratory material, including solutions, chemical supplies and equipment. In addition, they will be trained in the working procedures of laboratory preparations, including stock accountability (receiving, ordering and inventory), applied mathematics, safety, daily procedures and laboratory organization. Finally a teaching aspect is added to the laboratory technician course, as the student will assist junior students who are attempting laboratory work as part of their honors projects.
School District 34

Status: approved

School Name: Yale Secondary
Course Name: Musical Theatre 10
Course Code: YVPA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: None

Course Synopsis:

Musical Theatre places its emphasis on experiential learning. The course is intended to provide students with an understanding of the elements of Musical Theatre, examining both performance and technical theatre within the framework of a Musical Theatre Production Company. Musical Theatre 10 is a course that provides students with an introduction to the Musical Theatre concept, the history of Musical Theatre, elementary and/or more advanced Musical Theatre performance and/or technical techniques, and offers students the opportunity to participate in a Musical Theatre production. This course is offered two days per week "after hours" on a regular basis, primarily in the First Semester. Up to four rehearsals per week and a week of performances is a mandatory part of this course.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Musical Theatre 11

Course Code: YVPA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 7, 2005

Prerequisites:  None

Course Synopsis:

Musical Theatre places its emphasis on experiential learning. The course is intended to provide students with an understanding of the elements of Musical Theatre, examining both performance and technical theatre within the framework of a Musical Theatre Production Company. Musical Theatre provides a creative experience, which fosters well-rounded growth in encouraging creativity, and strong emotional and physical release. Musical Theatre 11 is a course that provides students with a more in-depth study of the Musical Theatre concept, the history of Musical Theatre, an ‘intermediate level’ of Musical Theatre performance and/or technical techniques, and offer students the opportunity to participate in a Musical Theatre production. The course curriculum shall include the following: utilization of advanced characterization, exploration of classical and contemporary musical theatre production styles, exploration of specialized musical theatre styles, attendance at live theatrical experiences, and analysis and evaluation of theatrical experiences. Musical Theatre 11 further develops and refines those acting and theatre concepts and skills outlined in the Musical Theatre 10 curriculum. This advanced course is designed for the highly motivated theatre student who wishes to pursue the study of contemporary dramatic theory through individual study, group discussion, focused research and performance. This course is offered two days per week 'after hours' on a regular basis, primarily in the First Semester. Up to four rehearsals per week and a week of performances is a mandatory part of this course. At the Grade 11 level, students are exposed to introductory and intermediate level acting method but are still granted some opportunities for leadership and solo performance within the framework of a Musical Theatre production. Students will become more eligible and equipped for leading performance and/or technical roles in the production.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Musical Theatre 12

Course Code: YVPA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2005

Prerequisites: None

Course Synopsis:

Musical Theatre places its emphasis on experiential learning. The course is intended to provide students with an understanding of the elements of Musical Theatre, examining both performance and technical theatre within the framework of a Musical Theatre Production Company. Musical Theatre provides a creative experience, which fosters well-rounded growth in encouraging creativity, and strong emotional and physical release. Musical Theatre 12 is a course that provides students with a more in-depth study of the Musical Theatre concept, the history of Musical Theatre, advance Musical Theatre performance and/or technical techniques, and offers students the opportunity to participate in a Musical Theatre production. The course curriculum shall include the following: utilization of advanced characterization, exploration of classical and contemporary musical theatre production styles, exploration of specialized musical theatre styles, attendance at live theatrical experiences, and analysis and evaluation of theatrical experiences. Musical Theatre 12 further develops and refines those acting and theatre concepts and skills outlined in the Musical Theatre 11 curriculum. This advanced course is designed for the highly motivated theatre student who wishes to pursue the study of contemporary dramatic theory through individual study, group discussion, focused research and performance. At the Grade 12 level, students are exposed to higher-level acting method and are granted opportunities for leadership and solo performances within the framework of a Musical. This course is offered two days per week ‘after hours’ on a regular basis, primarily in the First Semester. Up to four rehearsals per week and a week of performances is a mandatory part of this course.
School District 34

Status: approved

School Name: Yale Secondary
Course Name: PE Leadership 10
Course Code: YHRA 10
Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: 86% in regular PE/PE teacher recommendation

Course Synopsis:

Comprised of a Gr. 10 introductory level course as well as an advanced Gr.11/12 course. Both courses include class work & practical hands-on applications in the following areas: Leadership & teamwork, goal setting, unit lesson planning & co-ordination, activity assessment & reflective feedback. Practical objectives include the planning & instruction of individual lessons throughout the semester as well as the inclusion of 10 hours volunteering in intramurals & extra curricular sport programs under the supervision of 11/12 leadership students.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Peer Tutoring 11

Course Code: YIPS 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students enhance & improve skills in communication, interpersonal relationships, leadership & conflict management, while acquiring an appreciation of the importance of contributing to their communities & helping others. The course is designed to complement the grade 11 tutoring course.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Peer Tutoring 12

Course Code: YIPS 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or special permission

Course Synopsis:

To provide students with further opportunities to develop individual skills & knowledge whilst supporting & encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social, & cultural differences. Students learn to use a variety of approaches, techniques & skills to assist other students' learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials & an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social & Cultural Issues, Creation & Analysis. Students are given the opportunity to self assess & present to their peer group. Students develop skills in communication, interpersonal relationships, leadership, and conflict management, while acquiring an appreciation of the importance of contributing to their communities and helping others. The Grade 12 course reflects many of the topic areas included at the grade 11 level. The students broaden their theoretical knowledge at the grade 12 level and increase the opportunities for the practical application of skills learned.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Psychology 11

Course Code: YPSYC 11

Category: Health and Human Services

Grade Level of Course:

10  
11  [X]  
12  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 5, 2004

Prerequisites: C+ average or better recommended

Course Synopsis:

This course is designed to introduce students to the study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. They also learn about the methods psychologists use in their science and practice. A C+ average is recommended; reading articles is stressed and research papers are required in the course.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Sports Performance 12

Course Code: YHRA 12

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2011

Prerequisites: Sports Performance 11 (recommended)

Course Synopsis:

Sports Performance 12 is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in an individualized performance-training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Macro-cycles across the semester. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a variety of fitness charts and data to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the semester unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. Students will be given an opportunity to demonstrate and practice their leadership skills by leading activities and spotting/coaching other students in their class. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, scholarship opportunities, and job opportunities.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Strenght & Conditioning 10

Course Code: YHRA 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 7, 2004

Prerequisites: PE 9

Course Synopsis:

The students will first be introduced to the basic structure of anatomy. In addition, they will learn the components of fitness. As this course will be a pre-req for Strength and Conditioning 11, students will gain skills that will lead to further development in Gr 11. Students will learn the basics of personalized fitness program and self-reflection journals will be pivotal. Students will be mentored by Grade 11 students as to the maintenance of their program. Furthermore, the on-ice component of the Yale Hockey Program will cover the conditioning component of the course.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Student Leadership & Government 10

Course Code: YIPS 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: 

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes a look at various modes of communication (listening and speaking), working with a group (dynamics and motivation), management skills, self-awareness (self-esteem, assertiveness) plus human relations including making a positive school and community impact.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Student Leadership & Government 11

Course Code: YIPS 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 5, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes the identification and understanding of various leadership terms and theories, types of leadership, setting goals, and prioritizing, looking at why people get involved and finally, effective problem-solving.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Yearbook 10

Course Code: YCCT 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Yearbook 11

Course Code: YCCT11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 5, 2004

Prerequisites: B average or better

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 11 students are expected to learn and improve on all learning outcomes from Yearbook 10 as well as an additional unit on print photography.
School District 34

Status: approved

School Name: Yale Secondary

Course Name: Yearbook 12

Course Code: YCCT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 5, 2004

Prerequisites:  Yearbook 11

Course Synopsis:

Addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout & design, photography & publishing. Course will demonstrate production of a school yearbook. Class based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines & producing a publication. Yearbook 12 students are expected to meet all learning outcomes from Yearbook 10 and Yearbook 11 as well these students will be instrumental in the conceptual planning and editing of the yearbook.
School District 35

Status: approved

School Name: Aldergrove Community Secondary School

Course Name: Dance 10A

Course Code: YD 10A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites:

Course Synopsis:

The course will offer an upper Intermediate level of Dance in the three areas of Classical Ballet, Jazz and Modern Dance plus the continued exploration of Improvisation and Compostional forms.

Dance history will be taught in conjunction with the technical and compositional skills. Much of the work will be enhanced by the inclusion of guest teachers, professionals in the field and field trips. Ample opportunity for performance will be given.

Additional Information:

This course is offered as a continuation of the Grade 9 training in the school. As a Fine Arts School, it is important that all the arts are offered. The course allows upper intermediate students to continue the progression from the Grade 9 studies and allows them to work in self-directed and directed ways thus enhancing their self-expression.
School District 35

Status: approved

School Name: Brookswood Secondary

Course Name: Basic Communication Skills for ESL Students

Course Code: YESBC10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 90-120

Date Approved: April 30, 2004

Prerequisites: none

Course Synopsis:

This course is designed to introduce ESL students to the four pillars of communication in English; reading, writing, listening and speaking. It also encourages the use of viewing and representing. The course introduces and develops the strategies needed for students to read, research and write in English and addresses their specific needs in the areas of language and culture.

Additional Information:

All students, regardless of their language and cultural background need the opportunity to develop their potential. While ESL students have much in common with their peers they specific needs in the areas of language and culture that are not in the regular curriculum offerings. These needs must be met if the student is to achieve academically and become fluent in English.
This course is offered as a continuation of the Grade 9 training in the school. As a Fine Arts School, it is important that all the arts are offered. The course allows upper intermediate students to continue the progression from the Grade 9 studies and allows them to work in self-directed and directed ways thus enhancing their self-expression.

Additional Information:
This course is offered as a continuation of the Grade 9 training in the school. As a Fine Arts School, it is important that all the arts are offered. The course allows upper intermediate students to continue the progression from the Grade 9 studies and allows them to work in self-directed and directed ways thus enhancing their self-expression.
This course is a continuation of Dance 10A

Additional Information:
This course is a continuation of Dance 10A
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Dance 11A

Course Code: YD 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites:

Course Synopsis:

This course will offer an advanced level of Dance in the three areas of Classical Ballet, Jazz and Modern Dance plus exploration of Improvisational and Compositional forms. This will be enhanced by the inclusion of guest teachers and professionals in the field. Ample opportunity for performance will be provided.

Additional Information:

Students will improve technical skills/knowledge in the three techniques of Classical Ballet, Jazz and Modern Dance plus broaden their awareness of composition. Through problem-solving, and critiquing, the students will increase their understanding of artistic, intellectual, social and human development.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Dance 11B

Course Code: YD 11B

Category: Fine Arts, Design, and Media

Grade Level of Course:  

×11

Number of Course Credits: 

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites: Dance 11A

Course Synopsis:

Dance in the three areas of Classical Ballet, Jazz and Modern Dance plus exploration of Improvisational and Compositional forms. The course will be enhanced by the inclusion of guest teachers and professionals in the field. Ample opportunity for performance will be provided.

Additional Information:

This course is the extension of Dance 11A
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Dance 12A

Course Code: YD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits:

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites:

Course Synopsis:

This course will offer further advancement in Dance in the three areas of Classical Ballet, Jazz and Modern Dance from the Grade 11 course. As in the grade 11 course, much of the work will be enhanced by the inclusion of guest teachers and professionals in the field. Ample opportunity for performance will be provided. The dancers in the first semester of the course, will concentrate on the refinement of their individual styles of making dance with a view to accepting and understand others' methods of creating dance. Communication and feedback are important issues that the students will address.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Dance 12B

Course Code: YD 12B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits:

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites: Dance 12A

Course Synopsis:

This course will offer further advancement in Dance in the three areas of Classical Ballet, Jazz and Modern Dance from the Grade 11 course. As in the grade 11 course, much of the work will be enhanced by the inclusion of guest teachers and professionals in the field.

Ample opportunity for performance will be provided. In second semester the dancers will focus on developing more polished and sophisticated dance works and will work towards integrating their skills into their chosen career plans.
**School District 35**

Status: approved

School Name: Langley Fine Arts School

Course Name: Drama 10A

Course Code: YDRA 10A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 90

Date Approved: March 30, 2000

Prerequisites:

**Course Synopsis:**

Drama 10 is a continuation of the skills taught in Drama Major 9.

Students continue their studies theatre techniques, etiquette and history. As well, students begin scriptwriting, play production and directing. In role drama, students will explore contexts derived from real life which can be tailored to the students’ preparation for the future.

**Additional Information:**

Drama Major 10A offers a unique opportunity for the learner to develop as an individual, as a team member and as a member of the artistic community.

Individually, each student is responsible for developing his/her own critical analysis, presentation and playwriting skills. Collaboratively, students will be continuously interacting in small and large groups to produce, direct, create, and present theatrical experiences.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Drama 10B

Course Code: YDRA 10B

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites: Drama 10A

Course Synopsis:

Drama major 10 is a continuation of the skills taught in Drama Major 9.

Students continue their studies of theatre techniques, etiquette and history. As well, students begin scriptwriting, play production and directing. In role drama, students will explore contexts derived from real life which can be tailored to the students' preparation for the future.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Hip Hop 10

Course Code: YHH 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 70 hours

Date Approved:  

Prerequisites:

Course Synopsis:

Grade 10 Hip Hop/Jazz is a participatory class. Students will explore a variety of movements styles from jazz to hip hop dance. Basic jazz steps will be taught such as chase, jette, chaine turns etc. Exploration of hip hop movement will occur through direct teaching and also through the student's own choreography. Students will be challenged to adapt their previous dance training to meet the needs of hip hop. Students will participate in the rehearsal process and perform in the December show.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Improvisation 10

Course Code: YIMP 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits:

Number of Hours of instruction: 70

Date Approved: March 30, 2004

Prerequisites:

Course Synopsis:

Improvisation is designed as a vehicle for students to explore their potential as risk takers. All arts majors will have the opportunity to expand the boundaries of their self confidence as they slowly increase their willingness to offer and yield stage offers from their peers.

Utilizing games and exercises, students will have the opportunity to develop valuable skills in lateral thinking, team leadership, team responsibility, spontaneity, creative problem solving, respect for other people's ideas and most importantly, self trust.

Additional Information:

Our grade nine and ten students have few opportunities to work on the specific skills inherent in this course. Typically our drama students do not have the opportunity to develop their spontaneous risk taking. In the LFA drama curriculum, improvisation is used as a way into specific scene and play studies, not as a specific goal unto itself. Students from other majors have no other outlet for the type of activities offered by improvisation. Outside of the P.E. program, improvisation is the only opportunity for all the majors to meet and engage in disciplined spontaneous activity.
This course is designed to engage the learner with opportunities to explore aspects of their identity individually and as a collective, working both on their own and in small groups. This course addresses issues around art in the community and the public realm, resulting in the development of citizens who understand and continue to explore the importance of visual culture.

Additional Information:

This course is designed for students who are interested in working with a wide variety of both two and three dimensional materials. Students will have opportunities to explore collage, assemblage and construction techniques using fabric, paper, clay, wood, metal and non-traditional art materials including found materials and "trash"
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Music 10A

Course Code: YMU10A

Category: Fine Arts, Design, and Media

Grade Level of Course: 10[] 11[] 12[

Number of Course Credits: 4

Number of Hours of instruction: 90

Date Approved: March 30, 2000

Prerequisites:

Course Synopsis:

Students in this course will further develop their musicianship through performing, composing and listening to music.

Compositional elements to be studied and employed will include:
- Form,
- Compositional Devices,
- Cadences,
- Progressions, and
- Augmented and Diminished triads.

Students will perform a broad range of musical styles in a variety of small ensembles. Students will further develop technical proficiency and establish effective rehearsal techniques. Music from the Baroque period will be listened to and studied in depth.

Additional Information:

At the Fine Arts School it was decided that the school would offer courses within the four major arts areas. Each student at the secondary level would choose a major to pursue in depth. The Music Major course represents the music strand of the Fine Arts Core Subjects. This course is a supplement to their participation in a broad range of performing ensembles including: Concert Band, Jazz Band, Concert Choir and Chamber Choir.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Music 10B

Course Code: YMU10B

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- 10  
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: 90

Date Approved: March 30, 2000

Prerequisites: Music 10A

Course Synopsis:

Students in this course will further develop their musicianship through performing, composing and listening to music.

Compositional elements to be studied and employed will include:
- Form,
- Compositional Devices,
- Cadences,
- Progressions, and
- Augmented and Diminished triads.

Students will perform a broad range of musical styles in a variety of small ensembles. Students will further develop technical proficiency and establish effective rehearsal techniques. Music from the Baroque period will be listened to and studied in depth.

Additional Information:

Music 10B is an extension of 10A.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Photography 10

Course Code: YPHOT 10

Category: Fine Arts, Design, and Media

Grade Level of Course: [X] 10 [ ] 11 [ ] 12

Number of Course Credits:

Number of Hours of instruction: 60

Date Approved: March 30, 2000

Prerequisites:

Course Synopsis:

As in Photography 9, this course provides the students with an opportunity to use the camera as an artistic tool for recording imagery. Students will learn about film, cameras and their operation, and darkroom procedures.

Students in Photography 10 will learn more advanced concepts to apply to projects and darkroom work.

Additional Information:

Photography integrates well into the Fine Arts program by emphasizing the elements and principles of design applicable to other areas of the Fine Arts curriculum. It fosters creative growth in a new craftsmanship and image-making process.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Sculpture 11

Course Code: YSCU11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 90 hours

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

There are several ways in which artists can make sculptures. Traditional methods such as modelling can be done using soft materials like clay, wax, or wet plaster and carving can be done using hard materials like wood, stone, or ivory. Contemporary sculpture ranges greatly to include a variety of methods such as construction and assemblage, and materials such as steel, plastic, foam, and found objects. In this course, students will explore a variety of methods and materials, and will discover sculpture through carved Prehistoric figures; Greek and Roman statues; African masks, Baroque and Neo-classical marbles; and 20th century movements including Cubism, Dada, Surrealism, Pop Art, Land Art and Installation.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Stage Craft 10

Course Code: YST 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☑ 10

☐ 11

☐ 12

Number of Course Credits: 

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites:

Course Synopsis:

Stagecraft 10 is a course in theatre design.

Students will explore the creative areas of theatre design by learning a variety of painting, design and construction techniques. The following areas will be addressed: theatre background, properties, construction, design, and scene painting.

Additional Information:

Through this course students will learn a variety of methods and techniques which will enable them to help design, construct, and finish a variety of props, backdrop scenes, construction elements etc. needed for schoolwide theatre productions.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Strength and Stretch 10

Course Code: YSTR10

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits:

Number of Hours of Instruction: 70 hours

Date Approved: April 30, 2004

Prerequisites:

Course Synopsis:

This course is a conditioning class meant to increase the strength and flexibility of the whole body. While this class offers important additional training for the Dance Major, all students are welcome. This is an active participation class that will cover stretching (single and partner), yoga, Pilates, tae-bo, strengthening and therabands, use of hand weights and conditioning exercises with exercise balls.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Visual Art 2D 10A

Course Code: YVAA 10A

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits:

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites:

Course Synopsis:

Visual Art 2D is a studio foundation course. It continues to build on the student's technical skills, placing a greater emphasis on the development of the individual's style and an awareness of their sources of imagery.

This is an intensive course in 2-dimensional art. It covers topics including drawing, acrylic and watercolour painting, the elements and principles of design, image development strategies as well as the development of critical thinking and a study of artists, past and present.

Additional Information:

Students will continue to develop an understanding of two dimensional art through extensive media use, technical, intellectual, artistic awareness and visual expression.

Students will continue to study drawing, painting and printmaking while developing their own personal, authentic imagery.

Students will continue to use goal setting, planning, time-management, self-discipline, cooperation and critical evaluative skills to solve their visual art problems.
School District 35

Status: approved

School Name: Langley Fine Arts School

Course Name: Visual Art 2D 10B

Course Code: YVAA 10B

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 70

Date Approved: March 30, 2000

Prerequisites: Visual Art 2D 10A

Course Synopsis:

Visual Art 10 is a studio foundation course. It continues to build on the student's technical skills, placing a greater emphasis on the development of the individual's style and an awareness of their sources of imagery.

This is an intensive course in 2-dimensional art. It covers topics including drawing, acrylic and watercolour painting, the elements and principles of design, image development strategies as well as the development of critical thinking and a study of artists, past and present.
Our grade nine and ten students have few opportunities to work on the specific skills inherent in this course. Typically our drama students do not have the opportunity to develop their spontaneous risk taking. In the LFA drama curriculum, improvisation is used as a way into specific scene and play studies, not as a specific goal unto itself. Students from other majors have no other outlet for the type of activities offered by improvisation. Outside of the P.E. program, improvisation is the only opportunity for all the majors to meet and engage in disciplined spontaneous activity.

**School District 35**

Status: approved

School Name: Walnut Grove Secondary

Course Name: Improvisation 10

Course Code: YIMP 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits:  

Number of Hours of instruction: 70

Date Approved: March 30, 2004

Prerequisites:

**Course Synopsis:**

Improvisation is designed as a vehicle for students to explore their potential as risk takers. All arts majors will have the opportunity to expand the boundaries of their self confidence as they slowly increase their willingness to offer and yield stage offers from their peers.

Utilizing games and exercises, students will have the opportunity to develop valuable skills in lateral thinking, team leadership, team responsibility, spontaneity, creative problem solving, respect for other people's ideas and most importantly, self trust.

**Additional Information:**

Our grade nine and ten students have few opportunities to work on the specific skills inherent in this course. Typically our drama students do not have the opportunity to develop their spontaneous risk taking. In the LFA drama curriculum, improvisation is used as a way into specific scene and play studies, not as a specific goal unto itself. Students from other majors have no other outlet for the type of activities offered by improvisation. Outside of the P.E. program, improvisation is the only opportunity for all the majors to meet and engage in disciplined spontaneous activity.
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2 FA & 2 A

Number of Hours of instruction: 100

Date Approved:  April 28, 2005

Prerequisites:  None

Course Synopsis:

This course is designed as an intermediate course in animation. Students will study the personal, social, cultural and historical significance of graphic communications and create work that reflects an understanding of these contexts. They will learn the elements and principles of design and demonstrate their knowledge through both practical and written work. Students will use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of the principles of animation.

Learning Resources:

Program reference books
On-line tutorials and help menus
Websites
E.g.  www.webmonkey.com
www.hash.com
www.macromedia.com
www.adobe.com
www.discreet.com
www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages
Additional Information:

Schools will need adequate equipment and flexible access to computers to make the course run more smoothly. This course requires animation software and equipment updates to assist students in maintaining a contemporary understanding of the computer animation m

www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
   - 10
   - 11
   - X 12

Number of Course Credits: 4 elective

Number of Hours of Instruction: 100

Date Approved: April 28, 2005

Prerequisites: Animation 11

Course Synopsis:

This course is an advanced course in animation. Students will create work that reflects an understanding of personal, social, cultural and historical contexts. Students will demonstrate their knowledge of the elements and principles of design through advanced projects and presentations. Students will use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of the principles of animation.

Learning Resources:

Program reference books
On-line tutorials and help menus
Websites
   - E.g. www.webmonkey.com
   - www.hash.com
   - www.macromedia.com
   - www.adobe.com
   - www.discreet.com
   - www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
   - available for a number of programs and computer languages
SAM’S Instructional Guides
   - available for a number of programs and computer languages

Additional Information:

Schools will need adequate equipment and flexible access to computers to make the course run more smoothly. This course requires animation software and equipment updates to assist students in maintaining a contemporary understanding of the computer animation field.
School District 36

Status: approved

School Name: Clayton Heights Secondary
Course Name: CAD/CAM/CNC 11
Course Code: YCCC 11
Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4 elective
Number of Hours of instruction: 100 - 120
Date Approved: April 28, 2005
Prerequisites: None bud CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Media Technology 10

Course Code: YMT 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course provides students with a theoretical and practical opportunity to explore the world of digital media in a hands-on, team-based, cooperative learning environment. In this course students will be experimenting, creating, designing and producing projects within the field of media technology. This course addresses the principles, concepts and use of technology in media and communications. The course has been developed to instruct, support and encourage students to become confident users of technology, specifically computers, digital still cameras, video cameras, and video/image editing software and equipment. Through exploration, instruction, guided practice, and reflection, students will begin to develop the skills required to create digital media productions. Students will make use of this media equipment to develop technical skills and use their knowledge of the production process to plan, produce, present and analyse diverse digital media productions. Self and peer evaluation/reflection is an integral part of each project. The learning outcomes for this course are grouped under the following curriculum organizers: Knowledge and Understanding, Creation and Application, Technology, and Analysis.

Learning Resources:

• specialty Magazines including
  Digital Videomaker magazine and website
  www.videomaker.com
• Camcorder and Video magazine and website
  • www.candcv.com
• web resources about video, media productions and technology
  • eg.
  www.adobe.com
• A short Course in Digital Video
  • http://www.shortcourses.com/video/index.htm
• Desktop Video
  • http://www.desktopvideo.about.com/
• video editing equipment manuals
• video editing software manuals
• Visual Quickstart Guides, published by Peachpit Press, Berkely, California
• SAM s Instructional Guides
• guest speakers from video/media production studios
• guest speakers from post secondary institutes with media production programs
• media production/video editing software

BCSTA

British Columbia School Trustees Association

www.bcsta.org
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Media Technology 11

Course Code: YMT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 2 Fine Art

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Media Technology 11 gives senior students the opportunity to continue to explore the diverse and developing field of digital media technology. This course provides grade 11 students with a theoretical and practical opportunity to extend and continue their exploration into the world of digital media in a hands-on, team-based, cooperative learning environment. In this course students will be experimenting, creating, designing and producing projects within the field of media technology. This course addresses more advanced principles, concepts and use of technology in media and communications. Media Technology 11 has been developed to instruct, support and encourage students to be confident users of technology, specifically computers, digital still cameras, video cameras, and video/image editing software and equipment. Through extended exploration, instruction, guided practice, and reflection, students will continue to develop and enhance the skills they acquired in Media Technology 10 to create more complex media productions. Students will use media equipment to develop advanced technical skills and use their knowledge of the production process to plan, produce, present and analyse diverse digital media productions. Self and peer evaluation/reflection is an integral part of each project. As the course progresses, students will build essential skills in the areas of pre-production, production and post-production to create their digital media projects. The course will focus on more advanced camera techniques, video shorts, commercials, public service announcements, and animation (using digital video cameras). The learning outcomes for this course are grouped under the following curriculum organizers: Knowledge and Understanding, Creation and Application, Technology, and Analysis.
Learning Resources:

• specialty Magazines including
  Digital Videomaker magazine and website
  • www.videomaker.com
  Camcorder and Video magazine and website
  • www.candcv.com
  • web resources about video, media productions and technology
  • e.g.
  www.adobe.com
  A short Course in Digital Video
  • http://www.shortcourses.com/video/index.htm
  Desktop Video
  • http://www.desktopvideo.about.com/
  • video editing equipment manuals
  • video editing software manuals
  Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
  SAM s Instructional Guides
  • guest speakers from video/media production studios
  • guest speakers from post secondary institutes with media production programs
  • media production/video editing software
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Media Technology 12

Course Code: YMT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: Media Technology 11 or Video Production 11

Course Synopsis:

Media Technology 12 gives senior students the opportunity to acquire advanced technical knowledge (theory) and to develop advanced skills (practical) in the diverse, dynamic and continually evolving field of media technology. This course provides grade 12 students with the opportunity to develop and put into practice their knowledge and skills in a practical and cooperative learning environment. Through extended exploration, instruction, guided practice, and reflection, students will create, design and produce both school-related and personal media projects. School projects will centre on the planning and production of programming for a school TV station. This course will also focus on advanced principles, concepts and techniques used in the field of media and communications. Students will use media equipment to develop advanced technical skills (including advanced camera and editing techniques) and their knowledge of the production process to plan, produce, present and analyse school-related media productions and broadcasts. Self and peer evaluation/reflection is an integral part of each project. Focus areas of this course include designing and developing TV and media productions, pre-production, production, post-production and presentation (school-wide or classroom). Projects will include video shorts, commercials, public service announcements and newscast (live and recorded) productions. Student activities/assignments will be both individual and team-based. The learning outcomes for this course are grouped under the following curriculum organizers: Knowledge and Understanding, Creation and Application, Technology, and Analysis.

Learning Resources:

• specialty Magazines including
  o Digital Videomaker magazine and website
  • www.videomaker.com
  o Camcorder and Video magazine and website
  • www.candcv.com
  • web resources about video, media productions and technology
  • e.g.
    o www.adobe.com
    o A short Course in Digital Video
  • http://www.shortcourses.com/video/index.htm
    o Desktop Video
  • http://www.desktopvideo.about.com/
    • video editing equipment manuals
    • video editing software manuals, including, but not limited to:
      o Visual Quickstart Guides, published by Peachpit Press, Berkely, California
      o SAM’s Instructional Guides
      • guest speakers from video/media production studios
      • guest speakers from post secondary institutes with media production programs
      • media production/video editing software
School District 36

Status: approved
School Name: Clayton Heights Secondary
Course Name: Peer Mediation 11
Course Code: YPED 11
Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12
Number of Course Credits: 4 elective
Number of Hours of instruction: 100
Date Approved: April 28, 2005
Prerequisites: None

Course Synopsis:
A part of everyday life, conflict presents opportunities for growth and constructive change. Learning to deal with conflict constructively entails developing alternative dispute resolution strategies and strong communication skills. Training and practice in these skills will not only help the individual student, but also help the school and the larger community through a positive ripple effect as students model their skills.

Learning Resources:

Organizations:
National Center for Conflict Resolution Education: http://www.nccre.org
Conflict Resolution Network Canada: http://www.crneetwork.ca/
Conflict Resolution/Peer Mediation Research Project: http://www.coe.ufl.edu/CRPM/CRPMhome.html

Videos:
Conflicts, Rumors, Resolutions from Conflict Resolution Unlimited: http://www.cruinstitute.org/
Everyday Conflicts, Creative Solutions from Conflict Resolution Unlimited: http://www.cruinstitute.org/

Texts:
Smith, M., Keeney, S., &Sidwell, J., Mediation and Conflict Resolution for Gang-Involved Youth, New Mexico Center for Dispute Resolution, 1992 (Tel. (800) 249-6884)
Student Mediation in Secondary Schools: Training and Implementation Guide, New Mexico Center for Dispute Resolution New Mexico Center for Dispute Resolution, 1995 Tel. (800) 249-6884
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Roofer Level 1 Technical Training

Course Code: YRTT 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4 (electiv

Number of Hours of instruction: 120

Date Approved: November 8, 2007

Prerequisites: Gr 10 recommended

Course Synopsis:

The program is intended to provide a logical order of study so that students will receive the training to safely carry out the duties and responsibilities of a Level 1 Roofing apprentice. Graduates of the program will have entry-level employability skills appropriate to work in the roofing industry.

Learning Resources:

• RCABC training modules for Apprenticeship Level 1 Roofer
• RCABC Roofing Practices Manual
• Guide to Roofing
• WorkSafeBC Industrial Health and Safety Regulations
• Safety courses
Fall Protection
Respirator
WHMIS
Confined Space Awareness
Man-Lift, Swing Stage and Scaffolding
First Aid
Videos
The Built Up Roof Membrane, NRCA
Hoisting Equipment Set-up and Operation, Rieman & Georger Inc.
Preventive Maintenance Engines, Briggs & Stratton
Roofmate CT Insulation, Dow Chemical
Permaseal Introduction and Application, Fibreglass
Torch Safe Fibreglass Insulation, Posi-slope
Roof Insulation and Energy Payback, NRCA
WHMIS, WorkSafeBC
Kettle & Hot Stuff Safety, Garlock Equipment Company
Re-roofing, IKO
Trade Improvement, Ironworkers’ Local 97
Additional Information:

Upon program completion students may have the opportunity to secure employment through interviews with employers associated with Roofing Contractors’ Association of British Columbia (RCABC).

Through this opportunity it is expected that students will:

• gain skills and experience that makes training relevant
• gain information to enable informed career planning
• gain self-confidence
• develop a network in the trade
• make a transition to paid employment
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: TV/Video Production 11

Course Code: YTVVP 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 2 Fine Art

Number of Hours of instruction: 115

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

The course has been developed to provide senior students with a theoretical and practical opportunity to explore the world of TV and video production in a hands-on, team-based and cooperative learning environment. This course addresses the principles, concepts and challenges of TV and digital film and video production. In this course students will be designing, creating and producing a variety of TV and video productions. Throughout the course students will be given opportunity to create these productions using computers, digital still cameras, digital video cameras, image and video editing hardware and software. Through exploration, instruction, guided practice, and reflection, students will develop and enhance the skills they require to create TV and video productions. The units in this course have been developed to give students practical experience in all areas of TV and video production, including pre-production, production and post-production. The course will focus on advanced camera and filming techniques, the art of cinematography, longer video productions (i.e. documentaries) as well as advanced editing techniques and post-production (i.e. special effects). Some additional areas where students may be involved are, producing school related video projects, broadcast and/or videotaping of school news or events. Throughout each unit, students will keep track of their project’s progress by completing detailed progress assessments for each production.

Learning Resources:

specialty magazines including
Digital Videomaker magazine and website
•www.videomaker.com
Camcorder and Video magazine and website
•www.candcv.com
•web resources about video, media productions and technology
•eg.
www.adobe.com
A short Course in Digital Video
•http://www.shortcourses.com/video/index.htm
Desktop Video
•http://www.desktopvideo.about.com/
•video editing equipment manuals
•video editing software manuals
Visual Quickstart Guides, published by Peachpit Press, Berkely, California
SAM s Instructional Guides
•guest speakers from video/media production studios
•guest speakers from post secondary institutes with media production programs
•media production/video editing software
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: TV/Video Production 12

Course Code: YTVVP 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: TV/Video Production 11

Course Synopsis:
The course has been developed to provide senior students, interested in making movies with an advanced theoretical and practical opportunity to explore the world of TV and video production in a hands-on, team-based and cooperative learning environment. This course addresses advanced principles, concepts and challenges of creating TV, film and video productions. In this course students will build on the concepts, ideas and practical knowledge gained in TV/Video Production 11 combined with what they are learning in TV/Video Production 12 to design, create, produce and present complex TV, movie and video productions. Throughout the course students will be give opportunity to create productions that use the latest computer and digital media hardware and software. Through exploration, instruction, guided practice, and reflection, students will create TV, film and/or video productions that reflect what they have been studying. The units in this course have been developed to give students practical experience in the major areas of TV, film and video production, including pre-production, production and post-production. The course will focus on advanced camera and filming techniques, cinematography, longer video/movie productions as well as advanced post-production skills and techniques. Throughout each unit, students will have to keep track of their project’s progress by completing detailed progress assessments for each production.

Learning Resources:
specialty magazines including
o Digital Videomaker magazine and website
  • www.videomaker.com
o Camcorder and Video magazine and website
  • www.candcv.com
o web resources about video, media productions and technology
  • eg.
  o www.adobe.com
o A short Course in Digital Video
  • http://www.shortcourses.com/video/index.htm
o Desktop Video
  • http://www.desktopvideo.about.com/
  • video editing equipment manuals
  • video editing software manuals
o Visual Quickstart Guides, published by Peachpit Press, Berkely, California
o SAM s Instructional Guides
  • guest speakers from video/media production studios
  • guest speakers from post secondary institutes with media production programs
  • media production/video editing software
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Other

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course is designed to enable students to publish the school’s yearbook with the tools available at the site. Students will learn how to complete layouts including gathering the textual and photographic information required, and demonstrating and applying design knowledge using available technology such as computers, cameras and programs. Students will reflect on their work and on the work of others in order to offer suggestions and use editing skills. 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 develop an appreciation for the interdisciplinary nature of publishing which may include: researching, interviewing, surveying, copywriting, editing, choosing type, taking photographs, manipulating photographs, designing, completing layouts, developing computer skills, advertising and distributing the product. Students will develop numerous pieces of work and will have the opportunity to work independently, in small teams and as part of the entire class.

Learning Resources:

Curriculum Guide (School’s Yearbook Publishing Company)
Visual Quickstart Guide (available for a variety of programs) published by Peachpit Press, Berkeley, California
Adobe Illustrator Manual
Adobe Indesign or PageMaker Manual
Connect Me Website by Friesens or similar websites by other publishing companies
Adobe Classroom in a Book Series (available for a variety of programs)

Various other books and manuals for computer programs, design concepts and photography skills

Various web sites offering tips on photography and Adobe programs
School District 36

Status: approved

School Name: Clayton Heights Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: May 11, 2006

Prerequisites: Recommended Yearbook 11 or have equivalent computer, photography and layout skills.

Course Synopsis:

This course is designed to enable students to demonstrate leadership in the publication of the school's yearbook using management skills. Students will learn how to analyze various layout options from a variety of sources. Students will demonstrate appropriate leadership and mentorship strategies in the selection and application of a suitable yearbook theme. Students will examine the school’s past yearbooks to suggest improvements and identify successful components in order to provide a continuity of purpose. Students will extend the development of their skills around time management, communication, creative problem solving, reflection, career exploration, graduation portfolio development and responsibility to a group and contribution to school society. Students will participate in editing yearbook sections; acting as design, photographic, copy, grade and section editors. Students will lead in the development of numerous pieces of work.

Learning Resources:

Curriculum Guide (School’s Yearbook Publishing Company will provide)
Visual Quickstart Guide (available for a variety of programs) published by Peachpit Press, Berkeley, California (possible titles are supplied below) (must get district approval)
• InDesign CS2 for MacIntosh & Windows by Sandee Cohen, ISBN 0321322010, Published September 26, 2005
• Illustrator CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336569, Published September 20, 2005
• Photoshop CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336550, Published July 7, 2005
• Illustrator CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321199553, Published April 16, 2004
• Photoshop CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 032121353X, Published December 24, 2003
• InDesign CS for MacIntosh & Windows by Sandee Cohen, ISBN 0321213483, Published November 24, 2003
• Illustrator 10 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150678, Published February 6, 2003
• Photoshop 7 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150589, Published October 17, 2002
• Pagemaker 7 for Windows & MacIntosh by Ted Alspach, ISBN 0201775840, Published November 16, 2001
Adobe Illustrator Manual (provided with program or online)
Adobe Photoshop Manual (provided with program or online)
Adobe InDesign or PageMaker Manual (provided with program or online)
Connect Me Website by Friesens (http://www.friesens.com/Yearbook/ct/ConnectMe.aspx?root=52&mid=71 ), Yearbook Avenue by Jostens (http://yearbookavenue.jostens.com/ ) or similar websites by other publishing companies
Adobe Classroom in a Book Series (available for a variety of programs - possible titles are supplied below) (must
Various other books and manuals for computer programs, design concepts and photography skills – must get district approval

Various books and manuals for leadership resources (possible titles listed below) (must get district approval)
• 50 Ways to Teach Your Learner – Activities and Interventions for Building High Performance Teams by Ed Rose and Steve Buckley, ISBN 0-7879-4504-8, Published by Jossey-Bass - Pfeiffer (1999)
• Building Shared Responsibility for Student Learning by Anne Conzemius and Jan O’Neill, ISBN 0-87120-597-1, Published by the Association for Supervision and Curriculum Development (2001)

Various web sites offering tips on photography, Adobe programs, other graphic ideas and leadership
School District 36

Status: approved

School Name: Cloverdale Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  

10  

11  

×  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
  • Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
    - WHMIS
    - WCB Industry-Specific Safety Certification
    - Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.


Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
  • Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
    - WHMIS
    - WCB Industry-Specific Safety Certification
    - Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Community Leadership 10

Course Code: YCML 10

Category: Choose a Category

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop an individual and collective sense of social responsibility through the acquisition and application of leadership theory and skills. Students develop skills in the areas of self-confidence, goal-setting, time management, public relations and conflict resolution. Students also define leadership and identify different leadership styles.

Learning Resources:

- CASAA Newsletters, Student Leadership Handbook and Student Activity Sourcebook
- BCASAA Newsletters/Website
- Various Conferences (District, Provincial, National)
- Internet - NASSP
- CIRA
- Journals and Periodicals

Videos:
- Scharenbroich, Choose t Lead, Scharenbroich and Associates, Minnesota, 1994
- Simon Birch
- Bend it Like Beckham
- Apppolo 13
- October Sky

Resource Books:
- Bender, PU - Leadership from Within, Peter Urs Bender, 1997
- Jackson, Tom - Activities that Teach, Tom Jackson, 1993
- Corey, Sean - The 7 Habits of Highly Effective Teens, Franklin Covey Co., 1998
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Creative Writing 10

Course Code: YCWR 10

Category: Choose a Category

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2004

Prerequisites: English 8

**Course Synopsis:**

Creative Writing 10 provides students with an opportunity to explore writing in different genres. Methods of expressing, organizing, editing and publishing are practiced. Students are asked to critically analyze different styles (both in writing and media) and the effect persuasive techniques have on the reader/listener/audience. Students learn to write to achieve a desired effect on the reader/audience.

**Learning Resources:**
Resources useful for reference:

Text:
- Everyday Creative Writing: Panning for gold in the Kitchen Sink, M.C. Smith and S. Greenburg
- Elements of Storytelling, Peter Rubie, 1996
- Creating Characters, Dwight V. Swain, 1997
- Elements of Style, William Strunk Jr. and E.B. White, 1972
- The Writer’s Market, current year
- How to Build a Long-Lasting Fire, Carol Morrison, 1997
- A Passion for Narrative, Jack Hodgins, 1993
- The Practice of Poetry, Eds. Robin Behn and Chase Twichell, 1992
- Real Toads in Imaginary Gardens, S. Policoff and J. Skinner, 1991
- Recipes for Writing, Addison Wesley Publishers
- Writing Accross Cultures, Edna Kovaks, 1994
Writing Incredibly Short Plays and Poems, James H. Norton and Frances Gretton, 1972

For Media Studies:
- Media in Perspective, Harcourt, Brace, Jovanovich Publishers, 1993
- Mass Media and Popular Culture, Harcourt Brace Canada, 2000
- Media Mix, (Nelson's Mini-Anthologies series) Sharon Siam and James Barry, 1994
- Vancouver Sun: Newspaper In Education Package, available from publisher

For Unit 2 "Developing a Narrative Voice:"
- Grimm's Fairytales
Other children's fairytale parodies including:
- The paperbag Princess
- Stinky Cheese Man
- The True Story of the Three Little Pigs
- The Frog Prince Continued

Video Resources:
- Scanning Televisions, (first and second editions with teacher guides), harcourt Canada

Other suggested Learning Resources:
- Guest speakers (authors, poets, editors, "Media Watch" speakers)
- Field trips (VTV studios, Public Libraries, Vancouver Writer's Festival)
- student publications such as the District Writing Anthology (contest winners) and the Claremont Review
- Media Watch magazine, AdBusters

Additional Information:
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Glassworks 11

Course Code: YGW 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 □   11 X   12 □

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 110

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Glasswork 11 provides opportunities for both novice and experienced participants to design and create projects using various glass working methods and mediums. Through the use of lectures, demonstrations and video, students will learn and then demonstrate their understanding of various techniques by completing a project for each unit that is introduced. Students will practice the design process, how to safely use and care for the facilities, tools and equipment, while learning the processes, procedures and the historical and cultural aspects of glass working.

Learning Resources:

Books:
Stained Glass Techniques and Projects, Mary Shanahan, Guild of Master Craftsman Publications ISBN 1-8610B-196-0
Glass Craft, Kay Kinney, Chilton Book Corporation

Web Sites:
www.bullseyeglass.com
www.spectrumglass.com
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Journalism French 11

Course Code: YJOUF 11

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 11 [ ] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completed French Language 10

Course Synopsis:

Quelles sont les circonstances entourant l’évolution du journalisme en Amérique? Quelles sont les composantes d’un journal? Comment l’actualité affecte-t-elle le monde d’aujourd’hui? Comment rédige-t-on une nouvelle, un éditorial, une lettre d’opinion? Voici quelques-unes des questions dont nous traiterons dans ce cours. De plus, les élèves devront préparer, puis présenter devant la classe un compte-rendu journalistique; tenir un carnet d’actualité hebdomadaire; planifier, créer et publier une revue scolaire en équipe, etc.

Ce cours permettra à chacun d’enrichir leur vocabulaire, leurs habiletés langagières tant à l’orale qu’à l’écrit, ainsi que leurs habiletés d’écoute. Ce cours amènera aussi l’élève à prendre connaissance du monde qui l’entoure.

Learning Resources:


Journaux
The Vancouver Sun
The Province
The Leader
The Peace Arch News
The Now
La Presse

Magazines
L’Actualité
Le Monde en Marche

Vidéos
Nouvelles Plus, 12 numéros. (Société Radio-Canada)
Découverte (Société Radio-Canada)
Only the news that fits (The National film Board of Canada)

Télévision
Radio-Canada
R.D.I.
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Library Science 10

Course Code: YLSCI 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: None

Course Synopsis:
This course provides students interested in library or information related careers with an introduction to research skills, library management, organization and services. This course is designed for students who are interested in exploring the potential of computers in communication and electronic information retrieval. Students learn research skills using a variety of technologies and print media.

Learning Resources:
The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

Additional Information:
Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.
School District 36

Status: approved
School Name: Earl Marriott Secondary
Course Name: Musical Theatre 11
Course Code: YMUTH 11
Category: Fine Arts, Design, and Media
Grade Level of Course: ☐ 10 ☒ 11 ☐ 12
Number of Course Credits: 4 elective
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: None

Course Synopsis:
This course has been developed to support and encourage students interested in strengthening technique and performance skills in musical theatre performance. Through the study of selections from musicals students will have basic training in drama, choreography, and voice. Students can expect to accomplish this through the study of four (4) units (ensemble building, exploration, pre-production/rehearsal, and history as well as the study of five (4) curriculum organizers (social issues, creation, performance, and analysis).

Learning Resources:
• Videos/DVD versions of selected Broadway Musicals
• Music from various musicals (Northwest Music in Vancouver is a good source)
• www.halleonard.com is a good source of resources.
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students who have had previous experience in musical theatre to demonstrate higher levels of technique and performance in solo and small group musical numbers. Through the study of selections from musicals students will have basic training in drama, choreography, and voice. Students can expect to accomplish this through the study of four (4) units (ensemble building, exploration, pre-production/rehearsal, and history as well as the study of four (4) curriculum organizers (social interaction, creation, performance, and analysis).

Learning Resources:

•Videos/DVD versions of selected Broadway Musicals
•Music from various musicals (Northwest Music in Vancouver is a good source)
•www.halleonard.com is a good source of resources.
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 27, 2004

Prerequisites:  Successful interview with instructor

Course Synopsis:

Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
- How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.

Internet Resources
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Textile Arts and Design 10

Course Code: YTXAD 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 7, 2004

Prerequisites: none

Course Synopsis:

Textiles Arts & Design 10 introduces students to many methods of manipulating and decorating fibers and fabric. Students are provided with many opportunities to create a variety of textile art-design pieces that represent their personal style and challenge their creative mind. They also discuss, write and report on how cultures from around the world use these techniques as mediums for personal and cultural expression.

Learning Resources:

Books and Magazines:

- BC Ministry of Education Recommended learning resources for Textile Studies Grade 10 and 11.
- BC Ministry of Education recommended learning resources for art and design.
- Embellishments A to Z by Stephanie Valley
- Fabulous Fabrics - Elegant & Innovative Techniques to Embellish Textiles by Mary Jo Hiney
- Print Magic - A Complete Guide to Decorative Printing Techniques by Jocasta Innes & Stewart Walton
- Unravelling Fibers by Patricia A. Keeler & Francis X. McCall
- Teach Yourself to Make Soft Toys by Jodie Davis
- Make Your Own Classic Bears by Julia Jones
- Scrap Basket Crafts by Nancy Reames
- Practical Craft Projects Editorials Director Joanna Lorenz
- Better Homes and Gardens Publications
- Martha Stewart Publications

Other Suggested Learning Resources

- A Great Notion www.agreatnotion.com
- Fibre Expressions Studio in Abbotsford
- Fibre Arts Studio in Vancouver
- Sundrop Textiles, Port Coquitlam www.sundroptextiles.com
- Jefferson's in Vancouver
- Michael's Crafts
- Treasure Mart
- Fabricland
- Fanny's
- Sewing & Crafts show March 26,27th at the Tradex Abbotsford. www.sewingandcraftsshow.com
School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Theory of Knowledge 11

Course Code: YPHR 11A

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 27, 2004

Prerequisites:  

None

Course Synopsis:

This course addresses the following issues and questions over the course of a semester: How do we come to know? What is the relationship between mind, knowledge and understanding? What does it mean to be conscious? Do animals have consciousness? Does the external world exist or is it just an idea in our mind? How do we know? What constitutes a language? How do we use our language? What is the relationship between thought and language? What constitutes a moral action? Why be moral?

In this course, students will:

• explore the world of philosophy;
• read about and discuss philosophy of mind;
• read about and learn what language is and how it affects us all;
• read about and learn what we mean by ethics and why it is worthy of intellectual discussion;
• develop an essential life skill – the ability to think critically;
• read about and learn how we come to know and what constitutes knowledge;
• and above all
• value and understand that knowledge and being an educated citizen is worthwhile in and of itself.
Learning Resources:


School District 36

Status: approved

School Name: Earl Marriott Secondary

Course Name: Theory of Knowledge 12

Course Code: YTKN 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved:  April 28, 2005

Prerequisites: None

Course Synopsis:

Philosophy 12 provides students with the opportunity to inquire into the tradition of Western Philosophy, asking the most basic questions about human life and its place in the universe. Topics will address questions such as, Who am I? Do humans have free will? Does God exist? What is Justice? and What is Truth? The course will explore philosophical ideas as well as teach students how to think about all that they learn. Readings, assignments and tests will be directed to this end. Students taking this course should be willing to think critically about important issues. To support discussions and goals, students will grapple with the thoughts of such philosophers as Plato, Descartes, Kant, Kierkegaard, and others, exploring issues such as aesthetics, ontology, morality, ethics, epistemology and metaphysics. Finally, in Philosophy 12, students will develop their imaginative, critical, analytical and problem-solving skills through oral and written discussions and presentations of these philosophical ideas. Guided practice in analytical reading and writing of well-argued philosophical prose will help students to articulate examine and reflect on their own and others’ ideas.

Learning Resources:


St. Augustine. “Concerning the Teacher.” Translated by Joseph M. Colleran Philosophical Documents in Education.


Ce cours peut être enseigné comme cours magistral avec des séances pratiques en salle de classe. Ce serait à chaque école d’organiser un horaire selon ses besoins en donnant le temps aux tuteurs d’acquérir les connaissances nécessaires et aussi le temps de pratiquer en salle de classe.

Course Synopsis:

Synopsis: Une des meilleures façons d’apprendre est en enseignant. Le tutorat en paire offre une occasion d’apprendre à propos de l’enseignement et de l’apprentissage. Ce cours permet au tuteur d’apprendre une variété de styles d’apprentissage, de modeler des comportements d’apprentissage ainsi que les habiletés de communication, d’organisation et d’étude. Tout en examinant les défis uniques que représente une salle de classe d’immersion.

Learning Resources:

Certaines parties de ces livres seront utiles pour le cours ou peuvent servir comme ressource de l’enseignant :

Un cerveau pour apprendre…différemment  David A. Sousa Chenelière Éducation 2006.


L’art d’enseigner Barrie Bennett Chenelière Éducation, 2006.

http://www.qesnrecit.qc.ca/FLS/trausse/pra_intel.htm  -intelligences multiples
http://www.geoeco.ulg.ac.be/lmg/competences/chantier/eleves/cerv_tests.html  -test de style d’apprentissage

Additional Information:

Ce cours peut être enseigné comme cours magistral avec des séances pratiques en salle de classe. Ce serait à chaque école d’organiser un horaire selon ses besoins en donnant le temps aux tuteurs d’acquérir les connaissances nécessaires et aussi le temps de pratiquer en salle de classe.
School District 36

Status: approved

School Name: Elgin Park Secondary
Course Name: Business Leadership 12
Course Code: YBMO 12B
Category: Business and Applied Business

Grade Level of Course: 10 11 X 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: November 19, 2009

Prerequisites:

Course Synopsis:

Students will examine the historical foundations of leadership and compare them to contemporary models. They will research why people/employees do things and learn how to motivate others. Students will create learning teams in order to build community and understand team dynamics. Higher order thinking will be promoted through development of critical thinking skills, problem solving and conflict resolution skills. Communication skills (e.g., clarity, accuracy, summary) will be emphasized through presentations and learning the art of negotiation. Multiple forms of business technology will be used for communication application (e.g., text messaging, emailing, tweeting). Students will also explore responsible and ethical leadership. Managing for results will be examined based on employee performance, goal setting, interpersonal skills, team building and developing a motivational program.

Learning Resources:

Books:
- Dummies Guide for Leadership
- Dummies Guide for Management

Video:
- The Corporation

Magazines:
- The Corporate Leader

Websites:
- Ace Canada
- Achievement
- SFU student leadership course – Entrepreneurship program called “SIFE” visit http://www.acecanada.ca/_bin/aboutUs/programs/freeEnterprise.cfm
CASAA Canadian Association of Student Academic Advisors provides leadership curriculum examples: Leadership Course Information
- “Taking IT Global” is the largest online youth community that tackles global issues: Youth Media
- WEF competition – high school competition for making a video for post sec education the link is http://businesssfu.ca/wef/ or use www.maxwidemen.com

www.bcsta.org
School District 36

Status: approved

School Name: Elgin Park Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: □ 10 ☑ 11 □ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each school's equipment and resources.
School District 36

Status: approved

School Name: Elgin Park Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  - WHMIS
  - WCB Industry-Specific Safety Certification
  - Construction Safety Association of BC • CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
• BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved
School Name: Enver Creek Secondary
Course Name: Career Transitions 12
Course Code: YCTR 12
Category: Other
Grade Level of Course:  

Number of Course Credits: 4 elective
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate
• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/
• WorkinfoNET and linked career-related websites
• BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/
• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
• Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Enver Creek Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Interview with instructor

Course Synopsis:

The most effective way to learn is to teach. Peer tutoring 11 provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• In a Class of His Own. Munic, Robert (dir). VHS/DVD. Showtime Original Pictures. (1999) 94 min.

Internet Resources
• http://www.inspiration.com/hiz.html
• http://www.muskingum.edu/~cal/database/database.html

www.bcsta.org
School District 36

Status: approved

School Name: Enver Creek Secondary

Course Name: Photo Design 12

Course Code: YVPA 12C

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: December 14, 2006

Prerequisites:

Course Synopsis:

Photo Design 12 provides the opportunity for senior students to advance their knowledge (theory) and skills (practical) in technical and design applications from traditional to digital photography. Students will refine their skills in archival fine art black and white photography through controlled exposures, film processing, developing prints and presentation. Students will increase their expertise in the development of digital image making as it applies to graphic design, in both commercial and personal portfolio applications. In addition, students will analyze and respond to photographs by eminent photographers, acquire critical thinking strategies to examine their own photographs and exhibit their work.
School District 36

Status: approved

School Name: Enver Creek Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Other

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 2 Applied

Number of Hours of instruction: 100 - 120

Date Approved:  

April 28, 2005

Prerequisites:  

None

Course Synopsis:

This course is designed to give students an introduction to Psychology. A variety of topics related to the study of human behaviour and mental processes will be explored. There will be an emphasis on the development of critical thinking skills and objectivity as applied to the study of Psychology. Students will develop these skills by analyzing and evaluating current theories and research, by collaborating with classmates on group projects, and by participating in discussions about a variety of topics related to human behaviour.

Learning Resources:


School District 36

Status: approved

School Name: Enver Creek Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved:  April 28, 2005

Prerequisites:  Psychology 11

Course Synopsis:

This course is designed to provide students with the knowledge and tools needed to put the theory gained in Psychology 11 into practice. The primary focus of this course is to extend students’ learning about behaviour and mental processes as they relate to personality, health, interpersonal relationships, and psychological disorders. There is an emphasis on the development of critical thinking skills and collaborative dialogue as applied to the study of Psychology. Psychology 12 also requires students to complete an Independent Research Project and Integrated Lesson Plan on a chosen topic of interest in the field of Psychology.

Learning Resources:


School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Animation 10

Course Code: YAN 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  May 27, 2004

Prerequisites:  None

Course Synopsis:

This course is designed to give students an introduction to animation. Students study the historical significance of graphic communications and create work using these early techniques. They learn the elements and principles of design and demonstrate their knowledge through both practical and written work. Students use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. The course culminates in a project that demonstrates understanding of the principles of animation.

Learning Resources:

Program reference books

On-line tutorials and help menus

Websites, e.g.:

  www.webmonkey.com
  www.hash.com
  www.macromedia.com
  www.adobe.com
  www.discreet.com
  www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California - available for a number of programs and computer languages

SAM'S Instructional Guides - available for a number of programs and computer languages
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 2 FA & 2 A

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course is designed as an intermediate course in animation. Students will study the personal, social, cultural and historical significance of graphic communications and create work that reflects an understanding of these contexts. They will learn the elements and principles of design and demonstrate their knowledge through both practical and written work. Students will use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of the principles of animation.

Learning Resources:

Program reference books
On-line tutorials and help menus
Websites
E.g. www.webmonkey.com
www.hash.com
www.macromedia.com
www.adobe.com
www.discreet.com
www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages
**Additional Information:**

Schools will need adequate equipment and flexible access to computers to make the course run more smoothly. This course requires animation software and equipment updates to assist students in maintaining a contemporary understanding of the computer animation m

www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages

SAM’S Instructional Guides
- available for a number of programs and computer languages
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites: Animation 11

Course Synopsis:

This course is an advanced course in animation. Students will create work that reflects an understanding of personal, social, cultural and historical contexts. Students will demonstrate their knowledge of the elements and principles of design through advanced projects and presentations. Students will use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of the principles of animation.

Learning Resources:

Program reference books
On-line tutorials and help menus
Websites
E.g. www.webmonkey.com
www.hash.com
www.macromedia.com
www.adobe.com
www.discreet.com
www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages

Additional Information:

Schools will need adequate equipment and flexible access to computers to make the course run more smoothly. This course requires animation software and equipment updates to assist students in maintaining a contemporary understanding of the computer animation field.
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  □ 10  □ 11  X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.

www.bcsta.org
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate

  • Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

  • WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

  • School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
**School District 36**

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Food Art 11

Course Code: YVHE 11A

Category: Other

Grade Level of Course:  

- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites:

**Course Synopsis:**

This course is designed to provide an opportunity for students to explore and apply principles of art and design to various food and art projects. Students will develop and apply skills in food preparation and emphasis will be placed on developing an appreciation for food presentation and food as an edible art form.

Students will improve their applied skills in the area of food preparation as well as develop the ability to critique works of art using the elements and principles of design. This course also focuses on developing both team and independent work skills.
Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.

Additional Information:

Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Library Science 11

Course Code: YLSCI 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: June 7, 2005

Prerequisites: None

Course Synopsis:

The purpose of this course is to give students an insight into the organizational structure of libraries and at the same time to provide management and analytical skills that will be of lifelong value. Furthermore, as they assist the Teacher Librarian at the check out desk, this course provides students with an opportunity to practice work related skills in dealing with the public.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

-Computers with internet access
-Applicable computer/CD-ROM programs
-Applicable internet resources
-Library circulation software system
-Print and non-print resources

SUGGESTED LEARNING RESOURCES FOR LIBRARY SCIENCE 11

Books:

(These are suggested book titles. Their availability may vary from school to school)


Application Software:
(The availability of hardware/software may vary from school to school)

Appleworks 6 - Word Processing, Database - (MAC)
Office - Word (PC or MAC)
Office - Powerpoint (PC or MAC)
Office - Excel (PC or MAC)
Dreamweaver (MAC)
Fireworks (MAC or PC)
Photoshop (PC or MAC)
Frontpage (PC)
Epson Scan/or other scanning software
Library circulation software

Online database subscription or access:
E.G. EBSCO, Canadian Newstand

Journals:
(Periodical titles may vary from school to school)
Teacher-Librarian
School Library Journal
Book Report
The Book Mark
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Outdoor Pursuits 11

Course Code: YPR 11A

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: May 11, 2006

Prerequisites:

Course Synopsis:

This course has been designed to introduce students to the outdoors and to familiarize them with several of the many outdoor pursuits available in the surrounding area. The students will gain an increased awareness of their environment and their place in it while engaging in challenging and new pursuits. There will also be a focus on safety in the outdoors with respect to first aid, survival and potential risks/hazards analysis.

Outdoor activities will depend on the weather, time and the ability of the class. Field Trips will be dependent on the above conditions as well as scheduling.

The activities/pursuits taught may include: map and compass skills, orienteering, snowshoeing, general camp and backpacking skills, backcountry equipment and clothing selection, backcountry food selection, flat water canoeing, mountain biking, animal awareness / safety, indoor rock climbing, and belaying. In each of these activities, skills are introduced in an indoor or outdoor classroom environment. The skills are then put into practice through experiential learning opportunities during multi-day pursuits. In addition to enjoying and acquiring the skills associated with the pursuits listed above, individual and group safety skills are stressed and taught in each component of the course. Therefore, students must demonstrate a mature and common sense attitude at all times. A second topic that is exemplified throughout the course is the care and appreciation of our backcountry environment. The course attempts to maintain a “Leave No Trace” approach at all times.
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  
- X 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 27, 2004

Prerequisites: Successful interview with instructor

Course Synopsis:

Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
- How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.

Internet Resources
School District 36

Status: approved

School Name: Fleetwood Park Secondary

Course Name: Recreational Leadership 10

Course Code: YRECL 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: Successful Completion of Physical Education 9

Course Synopsis:

This course is designed to give the students the knowledge and tools needed to put the theory gained into practice. The course is composed of three units. In the leadership unit, students explore the concept of leadership and different leadership styles. The event planning unit consists of students being able to plan, organize and implement an event in a recreational setting. In the peer teaching unit, students learn group management techniques and lesson design. Developing the students into positive role models in the school and community is an intended outcome of this course.

Learning Resources:

Books:
- CIRA
- National Coaches Certification Program (Level One)
- Student Leader Handbooks
- Team Building- Through Physical Challenges
- Playground Leadership Program

Videos:

Websites:
- P.E. Central

Other Suggested Learning Resources:
- College and university intramural and recreation program planners
- Community / recreation centers

Works Cited:


Additional Information:
This course is a revision of a locally developed course that has been taught in the Surrey School District.
School District 36

Status: approved

School Name: Frank Hurt Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4 elective

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
  • Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
    - WHMIS
    - WCB Industry-Specific Safety Certification
    - Construction Safety Association of BC - CSABC Safety Star Certificate

  • Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
    - http://www.careercruising.com/

  • WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
    - http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
    - http://www.workfutures.bc.ca/
    - http://www.educationalplanner.ca/
    - http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
    - Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Art Metal 10

Course Code: YARM 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 110

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students to explore the wide array of metalworking techniques used in Art Metal. Students learn to use the metalworking equipment as they follow the steps in creating Art Metal projects of personal interest. Learning Outcomes for the course are grouped under the curriculum organizers: Health and Safety, Personal and Project Management, Mathematical Applications, Tools and Equipment, Materials, Cutting Processes, and Forming and Joining Processes. The approach supports safe workplace practices, student skill development and encourages meaningful methods of ideation, design, planning, production and evaluation of various Art Metal techniques and projects.

Learning Resources:

• Teacher handouts
• Guest speakers from the community in related fields
• Visit/interview local trades people in related fields
• Articles and information about Art Metal careers on internet
• Books

Additional Information:

This is a new course based on the old locally developed Art Metal course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Other possible units that may be incorporated into the course are lapidary and stained glass. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  ☑10  ☑11  ☑12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

**Course Synopsis:**

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

**Learning Resources:**
WBC Student Worksafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
- WHMIS
- WCB Industry-Specific Safety Certification

Career Cruising (computer software / internet access)
Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
http://www.careercruising.com/

WorkinfoNET and linked career-related websites
BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
http://www.workinfonet.bc.ca/

School District #36 Student / Supervisor / Employer Package and Prep Plus
SuperHost
British Columbia’s Employment Standards Act
Human Rights Commission
http://www.workfutures.bc.ca/
http://www.educationalplanner.ca/
http://www.studentcounsellor.com
Career Cruising
Conference Board of Canada Employability Skills 2000
COPS (Career & Occupational Planning)
Horizons 2000+
Blueprint for Life / Work Designs
The Graduation Portfolio, Ministry of Education
Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Carpentry & Joinery - Furniture Construction 11

Course Code: YCJFC 11

Category: Trades and Technology

Grade Level of Course: ☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: May 11, 2006

Prerequisites: None

Course Synopsis:

Furniture Construction 11 begins to provide students with the skills and understanding necessary to create professional quality furniture. A solid grounding in case construction including frameless, and frame and panel (rail and style) challenges students with a wide variety of possible projects. With exposure to a variety of techniques they will be able to express their own ideas, culture and experiences in their designs. It is expected that the individual student will take on this challenge by designing or adapting the design for a full sized piece of furniture. The complexity of the project will be based on the student’s prior experience, skills and desires and can easily be tailored to meet the needs of individual students.

Through lectures, demonstrations, media and hands on training students develop both woodworking skills and the proper safety attitude. Students will be introduced to and demonstrate the safe use of hand and power tools. Students will gain and use a basic understanding of design criteria and basic sketching and drafting skills. Students will also be exposed to decision-making based on environmental considerations. Such things as closer utilization of forest products and secondary manufacturing as well as the pro’s and con’s of using particular materials will be discussed both in the light of human health and safety and in the light of the greater ecosystem we live in.

This 4 credit course is designed to easily lead into higher level Ministry approved Carpentry and Joinery 12 courses. There are possibilities for creative hobbies, or careers in vocational construction and design.
Learning Resources:

Textbooks:
• Exploring Woodworking ISBN:~1566374847 Published~by~Irwin Publishing
• Modern Woodworking ISBN:~1566376181 Published~by~Irwin Publishing
• Working Wood: A Complete Bench-Top Reference ISBN:~0871923017 Published:~January~1996~Published~by~Fitzhenry & Whiteside LTD.
• Various other technique-specific selections

Videos:
• Lacquers and Varnishes ISBN:~700010 Supplier:~McIntyre Media LTD.
• Oil, Shellac, and Wax ISBN:~700011 Supplier:~McIntyre Media LTD.
• Preparing and Repairing Wood ISBN:~700008 Supplier:~McIntyre Media LTD.
• Stains and Polyurethane ISBN:~700009 Supplier:~McIntyre Media LTD.
• Various other technique-specific selections

Other Resources:
• Guest Speakers
• Technique and project samples/examples
• Various other technique-specific samples/examples
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: ESL Writing 10

Course Code: YWESL 10

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2004

Prerequisites:  

Learning Resources:

ESL Writing 10 is for students at the upper-beginner/lower intermediate (450/nearing 460) level who are ready to learn the specific skills necessary for successful academic writing. The process approach to writing and other typical interactive-classroom techniques will likely be both unfamiliar and undervalued by ESL learners and so must also be explicitly taught. Students experience the process of writing through interesting content combined with focused work on vocabulary, grammar and syntax, and rhetorical patterns. They practice expressing information, ideas and opinions is logical and coherent order and in a variety of written formats. Students gain the skills, experience, and confidence necessary to meet the writing expectations of the Grade 10 English curriculum.

Learning Resources:


Parks, S and Black H (1990) Organizing Thinking; Critical Thinking Press and Software, California


Videos:

Discuss It! (1992) A video compilation of films for use in the ESL Classroom, National Film Board of Canada

The Boy Who Cried Wolf, (Distributed by Image Media Services, Richmond, B.C.)
School District 36

Status: approved

School Name: Fraser Heights Secondary
Course Name: Fashion Design & Pattern Making 11
Course Code: YFDPM 11
Category: Other

Grade Level of Course:  
10  [X] 11  [ ] 12

Number of Course Credits: 4 elective
Number of Hours of instruction: 100
Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:
This course supports and encourages students to express themselves creatively through the medium of textiles and fashion design with an understanding of functional and aesthetic requirements. Students will analyse factors that have influenced fashion in the historical, cultural and contemporary developments on textile. Students will use the principles and elements of design to draw, draft and effectively construct original garments. Students may have an opportunity to showcase their garments in a school Fashion Show. Upon completion of this course, students will have a portfolio, which is essential for admission into any fashion design/merchandising post-secondary institution.

Learning Resources:

Pattern Making by the Flat-Design Method - Norma Hollen, Burgess Publishing Co. Inc., 1999
Fashion Sketchbook - Bina Abling, Fairchild Publications, 2000
Fashion (textbook) - Mary Wolfe
Fashion Sketch Book TBC89053
Principles of Flat Design TBC89054
Color Studies  TBC89055
Textiles: Concepts and Principles Text TBC89056
T.G. TBC89057

Computer Software:
Garment Designer

www.bcsta.org
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites: Successful interview with instructor

Course Synopsis:

Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books


Videos

- How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.

Internet Resources

School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Recreational Leadership 10

Course Code: YRECL 10

Category: Choose a Category

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: Successful Completion of Physical Education 9

Course Synopsis:

This course is designed to give the students the knowledge and tools needed to put the theory gained into practice. The course is composed of three units. In the leadership unit, students explore the concept of leadership and different leadership styles. The event planning unit consists of students being able to plan, organize and implement an event in a recreational setting. In the peer teaching unit, students learn group management techniques and lesson design. Developing the students into positive role models in the school and community is an intended outcome of this course.

Learning Resources:

Books:
- CIRA
- National Coaches Certification Program (Level One)
- Student Leader Handbooks
- Team Building- Through Physical Challenges
- Playground Leadership Program

Videos:

Websites:
- P.E. Central

Other Suggested Learning Resources:
- College and university intramural and recreation program planners
- Community / recreation centers

Works Cited:


Additional Information:
This course is a revision of a locally developed course that has been taught in the Surrey School District.
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Textile Arts and Design 10

Course Code: YTXAD 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 7, 2004

Prerequisites: none

Course Synopsis:
Textiles Arts & Design 10 introduces students to many methods of manipulating and decorating fibers and fabric. Students are provided with many opportunities to create a variety of textile art-design pieces that represent their personal style and challenge their creative mind. They also discuss, write and report on how cultures from around the world use these techniques as mediums for personal and cultural expression.

Learning Resources:

Books and Magazines:

- BC Ministry of Education Recommended learning resources for Textile Studies Grade 10 and 11.
- BC Ministry of Education recommended learning resources for art and design.
- Embellishments A to Z by Stephanie Valley
- Fabulous Fabrics - Elegant & Innovative Techniques to Embellish Textiles by Mary Jo Hiney
- Print Magic - A Complete Guide to Decorative Printing Techniques by Jocasta Innes & Stewart Walton
- Unravelling Fibers by Patricia A. Keeler & Francis X. McCall
- Teach Yourself to Make Soft Toys by Jodie Davis
- Make Your Own Classic Bears by Julia Jones
- Scrap Basket Crafts by Nancy Reames
- Practical Craft Projects Editorial Director Joanna Lorenz
- Better Homes and Gardens Publications
- Martha Stewart Publications

Other Suggested Learning Resources

- A Great Notion www.agreatnotion.com
- Fibre Expressions Studio in Abbotsford
- Fibre Arts Studio in Vancouver
- Sundrop Textiles, Port Coquitlam www.sundroptextiles.com
- Jefferson's in Vancouver
- Michael's Crafts
- Treasure Mart
- Fabricland
- Fanny's
- Sewing & Crafts show March 26,27th at the Tradex Abbotsford. www.sewingandcraftsshow.com
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Woodcraft 10

Course Code: YWC 10

Category: Choose a Category

Grade Level of Course: □10 □11 □12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: None

Course Synopsis:

Woodcraft 10 provides students with the opportunity to explore the artistic, craft, cultural, and historic aspects of woodworking. Through lectures, demonstrations, media, and guest artisans, students participate in a hands-on artistic approach to woodworking. In addition, students are 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 are exposed to a variety of woodcraft techniques so that they can acquire the skills and knowledge to express their own ideas in this medium.

Learning Resources:

Textbooks:
oExploring Woodworking ISBN: 1566374847
Published by Irwin Publishing
oModern Woodworking ISBN: 1566376181
Published by Irwin Publishing
Published: January 1996 Published by Fitzhenry & Whiteside LTD.
оЊе and Craft of Woodcarving ISBN: 1561384089
Published: January 1994 Published by Running Press Book Publishers
oVarious other technique-specific selections

Videos:
oLacquers and Varnishes ISBN: 700010 Supplier: McIntyre Media LTD.
oOil, Shellac, and Wax ISBN: 700011 Supplier: McIntyre Media LTD.
oPreparing and Repairing Wood ISBN: 700008 Supplier: McIntyre Media LTD.
oVarious other technique-specific selections

Other Resources:
oGuest Speakers
oTechnique and project samples/examples
oVarious other technique-specific samples/examples
School District 36

Status: approved

School Name: Fraser Heights Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: May 11, 2006

Prerequisites: Recommended Yearbook 11 or have equivalent computer, photography and layout skills.

Course Synopsis:

This course is designed to enable students to demonstrate leadership in the publication of the school’s yearbook using management skills. Students will learn how to analyze various layout options from a variety of sources. Students will demonstrate appropriate leadership and mentorship strategies in the selection and application of a suitable yearbook theme. Students will examine the school’s past yearbooks to suggest improvements and identify successful components in order to provide a continuity of purpose. Students will extend the development of their skills around time management, communication, creative problem solving, reflection, career exploration, graduation portfolio development and responsibility to a group and contribution to school society. Students will participate in editing yearbook sections; acting as design, photographic, copy, grade and section editors. Students will lead in the development of numerous pieces of work.

Learning Resources:

Curriculum Guide (School’s Yearbook Publishing Company will provide)
Visual Quickstart Guide (available for a variety of programs) published by Peachpit Press, Berkeley, California (possible titles are supplied below) (must get district approval)
• InDesign CS2 for MacIntosh & Windows by Sandee Cohen, ISBN 0321322010, Published September 26, 2005
• Illustrator CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336569, Published September 20, 2005
• Photoshop CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336550, Published July 7, 2005
• Illustrator CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321199553, Published April 16, 2004
• Photoshop CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 032121353X, Published December 24, 2003
• InDesign CS for MacIntosh & Windows by Sandee Cohen, ISBN 0321213483, Published November 24, 2003
• Illustrator 10 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150678, Published February 6, 2003
• Photoshop 7 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150589, Published October 17, 2002
• Pagemaker 7 for Windows & MacIntosh by Ted Alspach, ISBN 0201775840, Published November 16, 2001
Adobe Illustrator Manual (provided with program or online)
Adobe Photoshop Manual (provided with program or online)
Adobe Indesign or PageMaker Manual (provided with program or online)
Connect Me Website by Friesens (http://www.friesens.com/Yearbook/ct/ConnectMe.aspx?root=52&mid=71 ), Yearbook Avenue by Jostens (http://yearbookavenue.jostens.com/ ) or similar websites by other publishing companies
Adobe Classroom in a Book Series (available for a variety of programs - possible titles are supplied below) (must get district approval)
Various other books and manuals for computer programs, design concepts and photography skills – must get district approval

Various books and manuals for leadership resources (possible titles listed below) (must get district approval)
• 50 Ways to Teach Your Learner – Activities and Interventions for Building High Performance Teams by Ed Rose and Steve Buckley, ISBN 0-7879-4504-8, Published by Jossey-Bass - Pfeiffer (1999)
• Building Shared Responsibility for Student Learning by Anne Conzemius and Jan O’Neill, ISBN 0-87120-597-1, Published by the Association for Supervision and Curriculum Development (2001)

Various web sites offering tips on photography, Adobe programs, other graphic ideas and leadership
School District 36

Status: approved

School Name: Guildford Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Guildford Park Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☐ 10 ☐ 11 ☒ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites: Animation 11

Course Synopsis:

This course is an advanced course in animation. Students will create work that reflects an understanding of personal, social, cultural and historical contexts. Students will demonstrate their knowledge of the elements and principles of design through advanced projects and presentations. Students will use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of the principles of animation.

Learning Resources:

Program reference books
On-line tutorials and help menus
Websites
E.g. www.webmonkey.com
www.hash.com
www.macromedia.com
www.adobe.com
www.discreet.com
www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages

Additional Information:

Schools will need adequate equipment and flexible access to computers to make the course run more smoothly. This course requires animation software and equipment updates to assist students in maintaining a contemporary understanding of the computer animation field.
School District 36

Status: approved

School Name: Guildford Park Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: 

   10  
  
   11  x

   12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.


Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each school's equipment and resources.
School District 36

Status: approved

School Name: Guildford Park Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
• -WHMIS
• -WCB Industry-Specific Safety Certification
• -Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
• BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfoet.net.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
• SuperHost
• British Columbia’s Employment Standards Act
• Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
• Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
• Horizons 2000+
• Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Guildford Park Secondary

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10  ☐ 11  ☐ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: None

Course Synopsis:

The course will focus on traditional art of the Katzie and Semiahmoo First Nation cultures, and other West Coast First Nations groups. Through study of native symbolism in design, the cultural background of myths and legends, as well as the materials, processes, and skills required, students will develop an understanding of the role of art in these cultures.
School District 36

Status: approved

School Name: Guildford Park Secondary

Course Name: Growing Together 10

Course Code: YHEC 10B

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 27, 2004

Prerequisites:

Course Synopsis:

The purpose of this course is to provide a comprehensive educational program for pregnant and parenting adolescents. Skills which are developed include effective parenting, basic economics, healthy life choices, child development and personal empowerment. Social responsibility will be emphasized through all the units. Course highlights include working with mentors (young mothers from the community), group lessons with life-skills coaches, and recognition events with seniors and community benefactors. Students will take part in academic learning, group counseling and physical activities. Learning Outcomes for this course are grouped under the curriculum organizers: Family Dynamics, Personal Achievement and Community Connectedness. The course is enriched by networking with community members in order to offer work experience, social skills and financial support.
School District 36

Status: approved

School Name: Guildford Park Secondary

Course Name: Growing Together 11

Course Code: YHEC 11B

Category: Other

Grade Level of Course:  10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 15, 2006

Prerequisites:

Course Synopsis:

The purpose of this course is to provide a comprehensive educational course for pregnant and parenting adolescents. Course content focuses on parenting skills, budgeting, healthy life choices, child development and personal empowerment. Social responsibility is emphasized through all the units. Growing Together 11 highlights include group lessons the departmental counselor, and recognition events with seniors and community support groups. Learning Outcomes for this course are grouped under the curriculum organizers: Family Dynamics, Personal Achievement and Community Connectedness. The course is enriched by networking with community members in order to offer mentoring experience, social skills training and financial support.
School District 36

School Name: Guildford Park Secondary
Course Name: Growing Together 12
Course Code: YHEC 12B
Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4
Number of Hours of Instruction: 100
Date Approved: June 15, 2006
Prerequisites:

Course Synopsis:

The purpose of this course is to provide a comprehensive educational course for pregnant and parenting adolescents. Course content focuses on parenting skills, budgeting, healthy life choices, child development and personal empowerment. Social responsibility is emphasized through all the units. Growing Together 12 highlights include group lessons the departmental counselor, and recognition events with seniors and community support groups. Learning Outcomes for this course are grouped under the curriculum organizers: Family Dynamics, Personal Achievement and Community Connectedness. The course is enriched by networking with community members in order to offer mentoring experience, social skills training and financial support.
School District 36

Status: approved

School Name: Invergarry Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

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  - http://www.studentcounsellor.com
  - Career Cruising
  - Conference Board of Canada Employability Skills 2000
  - COPS (Career & Occupational Planning)
  - Horizons 2000+
  - Blueprint for Life / Work Designs
  - The Graduation Portfolio, Ministry of Education
  - Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Invergarry Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

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Blueprint for Life / Work Designs
The Graduation Portfolio, Ministry of Education
Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Invergarry Learning Centre

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course:  

10  

X 11  

12  

Number of Course Credits: 2 Applied

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Gr. 10 or equivalent

Course Synopsis:

This course contains an introduction to the Cosmetology Industry and the various opportunities available to graduates of this program. This course focuses on professionalism, defining and outlining what professional responsibilities in the workplace may entail. Students will gain knowledge in client care, interpersonal communication, career development, personal and public hygiene, First Aid, public safety and overall salon ecology.

This course covers general and Industry specific chemistry including Trichology.

A minimum of one-third of the course will be career preparation with resume writing, job search skills and interview skills. Salon management, inventory control, marketing and advertising will comprise a portion of this course as well.

Learning Resources:

Textbook: Pivot Point International – Salon Fundamentals
Instructor generated teaching tools – assignments, word lists, handouts
People Skills – textbook by Pivot Point
Resume Writing – Workforce Documents
Videos
Examples and templates – Instructor’s Collection
Guest speakers

Additional Information:

Much of the lessons, especially Unit 7, is conveyed orally and imparts the instructor’s experiences, suggestions and recommendations.
This course must be followed by practical applications of the material to prepare the student for a job in the Cosmetology Industry. Hair styling and haircutting services need to be performed on mannequins and clients to properly prepare students in technical skills and customer service abilities.

**Course Synopsis:**
This course will emphasize the proper hand, shear and other tool positions needed to perform the services accurately.

**Learning Resources:**
Textbook: Pivot Point International – Salon Fundamentals
Instructional Videos – various sources
Instructor generated teaching tools – assignments, word lists, handouts

**Additional Information:**
This course must be followed by practical applications of the material to prepare the student for a job in the Cosmetology Industry. Hair styling and haircutting services need to be performed on mannequins and clients to properly prepare students in technical skills and customer service abilities.
School District 36

Status: approved

School Name: Invergarry Learning Centre

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 2 Applied

Number of Hours of instruction: 120

Date Approved:  
April 28, 2005

Prerequisites:  
Gr. 10 or equivalent

Course Synopsis:

This course contains an introduction to the Cosmetology Industry and the attributes. Attributes focuses on professionalism and the responsibilities in the workplace. Students gain knowledge in responsibilities dealing with clients, communication, career development, public and personal hygiene, first aid, public safety and overall salon ecology.

Learning Resources:

Milady Cosmetology
Pivot Point – 3rd Edition
Computer
Instructor generated teaching tools – assignments, handouts
Videos
Guest Speakers

Additional Information:

Unit 5 Clients Relation is conveyed by hands on and suggestions and recommendations from guest speakers and the instructor.
School District 36

Status: approved

School Name: Invergarry Learning Centre

Course Name: Hairdressing 12B

Course Code: YCPM 12B

Category: Trades and Technology

Grade Level of Course:  

- 10 
- 11 
- 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Gr. 11 Hairdressing Courses

Course Synopsis:

This course offers the required lessons to complete the Cosmetology Industry Association standards for the Province.

Learning Resources:

Textbook: Pivot Point International – Salon Fundamentals
Guest speakers
Instructor generated teaching tools – assignments, word lists, handouts
School District 36

Status: approved

School Name: Invergarry Learning Centre

Course Name: Hairdressing 12C

Course Code: YCPM 12C

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Gr. 11 Hairdressing Courses

Course Synopsis:

This course contains an introduction and attributes of the Cosmetology Industry. Attributes focus on professionalism and the workers responsibilities in the workplace. Students gain knowledge and experience in working with clients. Students work on: improving their communication skills, career development, public and personal hygiene, first aid, public safety and overall salon ecology. They continue to practice and further develop the skills and abilities required to be successful in this career field. A more sophisticated level of professionalism is expected in the areas of all five units at a grade 12 level.

Learning Resources:

Milady Cosmetology
Pivot Point – 3rd Edition
Computer
Instructor generated teaching tools – assignments, handouts
Videos
Guest Speakers

Additional Information:

Unit 5 Clients Relation is conveyed by hands on and suggestions and recommendations from guest speakers and the instructor.
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: Blue Print for Life 11

Course Code: YBP 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Blueprint for Life 11 is a career development course, which helps make career development intentional. The course is based on the Blueprint for Life/Work Designs, a national framework of competencies to help Canadians to better manage their lives and work. This course is specifically designed around the third developmental level of competencies intended for senior high school students. It is intended to provide students with instruction, materials, and experience useful in the transition to, and the functioning in the work world and in personal and relationship areas of their adult lives.

The Blueprint for Life/Work Designs provides a list of competencies considered important to develop throughout one’s life/work building process. These competencies are organized in main areas (personal management, learning and work exploration, life/work building) and provide a four level developmental process:

Stage I: Acquisition
Stage during which learners acquire knowledge and understand the knowledge acquired. This stage presents learners with the information that may later serve as the basis for behaviour, learning integration, and self-actualization.

Stage II: Application
Stage during which learners demonstrate their acquisition by putting into action the knowledge acquired. Moving from the dimension of know-ing into the dimension of know-how characterizes this particular stage.

Stage III: Personalization
Stage during which learners are invited to deepen their new learning via assessments using their values, beliefs, and other personal attributes. In this process learners will either make the learning their own or reject it. During this stage, learners will utilize their analytical, critical and synthesis thinking abilities.

Stage IV: Actualization
Stage which calls upon learners’ capacity to recognize and strive for their full potential. The transfer from the process of integration to the process of creation happens during this stage of the learning cycle. Transforming, inventing, conceptualizing, creating and discovering are examples of the types of activities the learners will engage in.

Each student-focused activity in Blueprint for Life 11 relates to a Blueprint competency. In the instruction approach, career development programming is delivered through group activities, career-related lessons that are infused into the academic curricula, classroom life/work simulation and role-playing activities and peer support groups. Assessment is portfolio based on meeting the specific indicators as related to each competency (see below: Assessment).

Learning Resources:

blueprint/resources.cfm

www.bcsta.org
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Additional Information:

Information on the Blueprint for Life/Work Designs
http://www.blueprint4life.ca/blueprint/home.cfm/lang/1
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: Blue Print for Life 12

Course Code: YBP 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Blueprint for Life 12 is a career development course, which helps make career development intentional. The course is based on the Blueprint for Life/Work Designs, a national framework of competencies to help Canadians to better manage their lives and work. This course is specifically designed around the fourth developmental level of competencies intended for students who are moving on to the world of work. It is intended to provide students with instruction, materials, and experience useful in the transition to, and the functioning in the work world and in personal and relationship areas of their adult lives.

The Blueprint for Life/Work Designs provides a list of competencies considered important to develop throughout one’s life/work building process. These competencies are organized in main areas (personal management, learning and work exploration, life/work building) and provide a four level developmental process:

Stage I: Acquisition
Stage during which learners acquire knowledge and understand the knowledge acquired. This stage presents learners with the information that may later serve as the basis for behavior, learning integration, and self-actualization.

Stage II: Application
Stage during which learners demonstrate their acquisition by putting into action the knowledge acquired. Moving from the dimension of knowing into the dimension of know-how characterizes this particular stage.

Stage III: Personalization
Stage during which learners are invited to deepen their new learning via assessments using their values, beliefs, and other personal attributes. In this process learners will either make the learning their own or reject it. During this stage, learners will utilize their analytical, critical and synthesis thinking abilities.

Stage IV: Actualization
Stage which calls upon learners’ capacity to recognize and strive for their full potential. The transfer from the process of integration to the process of creation happens during this stage of the learning cycle. Transforming, inventing, conceptualizing, creating and discovering are examples of the types of activities the learners will engage in.

Each student-focused activity in Blueprint for Life 12 relates to a Blueprint competency. In the instruction approach, career development programming is delivered through group activities, career-related lessons that are infused into the academic curricula, classroom life/work simulation and role-playing activities and peer support groups. Assessment is portfolio based on meeting the specific indicators as related to each competency (see below: Assessment)

Learning Resources:

www.bcsta.org
Resource Name | Competencies
--- | ---
Building Better Career Futures, 2nd Edition | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Canada Prospects 1998 1999 | 1, 2, 4, 5, 6, 7, 8, 9, 11
Canada Student Employment Guide | 5, 7
Canada WorkInfoNet - http://www.workinfonet.ca | 1, 2, 4, 5, 6, 7, 8, 11
Career and Personal Planning A Resource Manual for Educators | 1, 2, 4, 8, 9, 11
Career and Personal Planning A Resource Manual for Educators | 1, 2, 3, 4, 5, 7, 8, 9, 10, 11
Career Connections | 1, 4, 5, 6, 7, 8, 9, 10, 11
Career Considerations/Coup d'oeil sur les carrières | 5
Career Cruising | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Career Directions | 4, 5, 6, 7, 8, 11
Career Explorer (CX) | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Career Gateways | 1, 2, 4, 5, 6, 7, 8, 9, 10, 11
Career Moves | 4, 5, 6, 7, 8, 11
Career Paths | 1, 2, 4, 5, 6, 7, 8, 9, 10, 11
Career Paths Newspaper | 1, 2, 4, 5, 6, 7, 8, 9, 10, 11
CareerGateways: Career Planning in a Changing World | 1, 4, 5, 6, 7, 8, 10, 11
Careers in Culture: Now Hear This | 4, 5, 6, 7, 8, 11
Careers in Culture: The Interactive Zone | 4, 5, 6, 7, 8, 11
Careers in Culture: The Mind's Eye | 4, 5, 6, 7, 8, 11
Careers in Culture: The Spotlight's On | 4, 5, 6, 7, 8, 11
Careers in Culture: Words on the Move | 4, 5, 6, 7, 8, 11
Careers Unlimited | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Closing the Skills Gap | 1, 5, 7, 8, 10, 11
Contact avenir 2002-2003 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Employability Skills Creating My Future | 1, 2, 3, 4, 5, 7, 8, 11
Employability Skills Portfolio | 1, 2, 3, 4, 5, 7, 8, 11
ENGAGE | 1, 2, 3, 4, 9, 11
Essential Skills | 4, 5, 7
Evaluform | 7
Expanding Your Horizons |
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Find It: Program Search
5
Focus on Interviews
7
Focus on Resumes
7
Heart Beats
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Hi-Tech Job Search Tools
5, 7
Job Futures (2 Volumes)
4, 5, 6, 7, 8, 11
Job Trek: Your Generation
4
Life, Career and Leadership Passion Workshops

Minding Your Own Business / Occupez-vous de vos affaires
5, 11
Motiv8 Webzine
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Pathways
1, 2, 4, 5, 7, 8, 11
Premier Agenda
1, 2, 3, 4, 6, 7, 8, 9, 11
REALM
1, 2, 4, 5, 6, 7, 8, 9, 10, 11
School Finder.com Website ( http:// www.schoolfinder.com )
4, 5, 6, 7, 8, 11
School- Your Track to Job Skills / L'ecole - en piste vers les competences professionnelles
4, 8
Skill Building ! / Exploite les Talents!
4, 7
Skills and Your Teen
4, 5
Smart Options
1, 2, 3, 4, 5, 8
Starting Your Job Search in the Library/Commencer votre recherche d'emploi
7
Strategies for Career and Life Management
1, 2, 3, 4, 5, 7, 8, 11
StudentCounsellor.com
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
StudentCounsellor.com
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Take Charge
7
Take Charge - Self-Help Series
7
The Be Real Game
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
The Edge (Edition1)
1, 2, 3, 4, 5
The Edge (Edition2)
1, 2, 3, 4, 5, 8
The Edge Magazine 2002-2003
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
The Get Real Game
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
The Leading Edge
1, 2, 4, 5, 6, 7, 8, 11

www.bcsta.org
Information on the Blueprint for Life/Work Designs
http://www.blueprint4life.ca/blueprint/home.cfm/lang/1

Additional Information:

Information on the Blueprint for Life/Work Designs
http://www.blueprint4life.ca/blueprint/home.cfm/lang/1
**School District 36**

Status: approved

School Name: Johnston Heights Secondary

Course Name: Business Communications 12

Course Code: YBMO 12A

Category: Business and Applied Business

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [X] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: None

**Course Synopsis:**

This course will concentrate on facilitating the development of superior business and interpersonal communication skills. Beginning with the foundations of the communication process, students will develop an understanding of both interpersonal and organizational communication skills for the workplace. Communication in small groups and teams and workplace listening and nonverbal communication skills will be introduced. Techniques for communicating across cultures will be discussed. Students will be introduced to the writing process and techniques to adapt messages to a specific audience. Competent language usage will be an ongoing process throughout the course. Students will learn how to prepare, organize, write and rewrite a variety of business correspondence documents including messages, e-mails, memos, routine letters, negative messages, and persuasive sales messages. Students will learn how to organize, write and understand typical business reports and proposals. Presentation and speaking skills are essential in today’s business community and skills on writing presentations, utilizing electronic aids like PowerPoint and effective delivery techniques will be presented. Time will also be spent on employment communication including studying different types of resumes, writing letters of application and effective employment follow-up letters using current business software.

**Learning Resources:**
Print
• Business Communication: Process & Product
  Authors: Guffey, Rhodes, Rogin; Publisher: Thomson/Nelson
• The Oxford Dictionary of Current English
• The Gregg Reference Manual
  Authors: Sabin, Millar, Sine, Strashok; Publisher: MacGraw-Hill Ryerson
• The Communications Handbook
  • Technically – Write
  Authors: Blicq, Moretto; Publisher: Pearson
• The Communications Handbook
• Guidelines for Report Writing
• Influential Writing
• Tools for Technical and Professional Communication
• Technical Communication
• Technical Writing: Situations and Strategies
• Technical Writing, a practical approach
  Authors: Pfeiffer, Bogerd; Publisher: Pearson
• Write Right!
• Journal of Business Communication
• Business Communication Quarterly
• The Bulletin of the Association of Business Communication
• IEEE Transactions on Professional Communication
• Academy of Management Journal
• Listening: attitudes, principles, and skills
• Listening: The forgotten Skill
• Talking from 9 to 5
• Essentials of Business Writing and Speaking
  Authors: Baugh, Fryar, Tythomas, Reid; Publisher: Copp Clark Pitman Ltd.
• Develop your English Skills
  Author: Vanstone; Publisher: Copp Clark Pitman Ltd.
• Complete Communication Skills Activities Kit
  Author: Hay, Zboray; Publisher: The Center for Applied Research in Education

Video
• Extraordinary Answers to Common Interview Questions
• More Bloody Meetings
• Visions of Heaven and Hell
• How to Say It
• Bridging the Gap
• The Power of Listening (CRM Films)
• Communication Breakdown: A Repair Guide
  Publisher: Learning Seed
• The Art of Listening
  Publisher: Learning Seed
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None bud CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.


Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
• WCB Industry-Specific Safety Certification
• Construction Safety Association of BC - CSABC Safety Star Certificate
• Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/
• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfoet.bc.ca/
• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
• British Columbia’s Employment Standards Act
• Human Rights Commission
  • http://www.workfutures.bc.ca/
• http://www.educationalplanner.ca/
• http://www.studentcounsellor.com
• Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
• Horizons 2000+
• Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: Food Art 11

Course Code: YVHE 11A

Category: Other

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:

This course is designed to provide an opportunity for students to explore and apply principles of art and design to various food and art projects. Students will develop and apply skills in food preparation and emphasis will be placed on developing an appreciation for food presentation and food as an edible art form.

Students will improve their applied skills in the area of food preparation as well as develop the ability to critique works of art using the elements and principles of design. This course also focuses on developing both team and independent work skills.
**School District 36**

Status: approved

School Name: Johnston Heights Secondary

Course Name: Information Literacy - Library Science 12

Course Code: YIFLL 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: May 11, 2006

Prerequisites: Library Science 10/11 or permission of the Teacher Librarian

**Course Synopsis:**

This course will empower students with the information competency skills necessary to perform both academic and personal research using library resources, electronic databases, and the internet.

Students will be guided through the process of selecting, searching, analyzing, and citing various information resources. The research process will be applied to a variety of information needs: research papers, coursework, careers, and life-long learning. This course will prepare students for college level research.

Information Literacy /Library Science 12 will provide students an opportunity to learn further about library management, organizational and service skills. Students will apply evaluative skills to select and evaluate resources for acquisition and prepare those resources for circulation. Students will execute a promotional activity of the library and/or library resources.

This course will teach research strategies and skills for successfully finding, retrieving, evaluating and using information in various formats. It combines library skills, research methods, and information technology literacy.

**Learning Resources:**


Dewey Decimal Classification. Forest Press. (newest edition)


Marsh, Dave. 50 Ways to Fight Censorship. Thunder's Mouth Press.


Sears List of Subject Headings. H.W. Wilson. (newest edition)


Application Software:

(The availability of hardware/software may vary from school to school)

Appleworks 6 - Word Processing, Database - (MAC/PC)
Office - Word (PC/MAC)
Office - Powerpoint (PC or MAC)
Office - Excel (PC/MAC)
Dreamweaver (MAC)
Photoshop (PC/MAC)
Frontpage (PC)
Epson Scan/or other scanning software
Library circulation software

On-Line Database Subscriptions or Access
Infotrac, Canadian Newsstand, Public Library

Journals:
(Periodical titles may vary from school to school)
Teacher-Librarian
School Library Journal
Book Report
The Book Mark
School District 36

Status: approved
School Name: Johnston Heights Secondary
Course Name: Library Science 11
Course Code: YLSCI 11
Category: Other
Grade Level of Course: □ 10 □ 11 □ 12
Number of Course Credits: 4 elective
Number of Hours of instruction: 100 - 120
Date Approved: June 7, 2005
Prerequisites: None

Course Synopsis:
The purpose of this course is to give students an insight into the organizational structure of libraries and at the same time to provide management and analytical skills that will be of lifelong value. Furthermore, as they assist the Teacher Librarian at the check out desk, this course provides students with an opportunity to practice work related skills in dealing with the public.

Learning Resources:
The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

-Computers with internet access
-Applicable computer/CD-ROM programs
-Applicable internet resources
-Library circulation software system
-Print and non-print resources

SUGGESTED LEARNING RESOURCES FOR LIBRARY SCIENCE 11

Books:
(These are suggested book titles. Their availability may vary from school to school)


Application Software:
(The availability of hardware/software may vary from school to school)

- Appleworks 6 - Word Processing, Database - (MAC)
- Office - Word (PC or MAC)
- Office - Powerpoint (PC or MAC)
- Office - Excel (PC or MAC)
- Dreamweaver (MAC)
- Fireworks (MAC or PC)
- Photoshop (PC or MAC)
- Frontpage (PC)
- Epson Scan/or other scanning software
- Library circulation software

Online database subscription or access:
E.G. EBSCO, Canadian Newstand

Journals:
(Periodical titles may vary from school to school)
- Teacher-Librarian
- School Library Journal
- Book Report
- The Book Mark
School District 36

Status: approved
School Name: Johnston Heights Secondary
Course Name: Peer Tutoring 11
Course Code: YPTU 11
Category: Other
Grade Level of Course:  

Number of Course Credits: 4 elective
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: Interview with instructor

Course Synopsis:
The most effective way to learn is to teach. Peer tutoring 11 provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:
Books

Videos
• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• In a Class of His Own. Munic, Robert (dir). VHS/DVD. Showtime Original Pictures. (1999) 94 min.

Internet Resources
• http://www.inspiration.com/hiz.html
• http://www.muskingum.edu/~cal/database/database.html
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: Recreation Leadership 11

Course Code: YRECL 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: Physical Education 10 and/or Recreation Leadership 10

Course Synopsis:

Recreation Leadership 11 will allow students to explore skills, strategies, and provide practical opportunities to develop, enhance, and apply collaborative skills in physically active, leadership settings. Students will explore group dynamics and components of leadership while implementing a variety of physical activities for others to enjoy. They will study, prepare and participate in school and community recreational leadership activities and events such as physical education class mini-lessons, intramurals, tournaments, and play days. To co-ordinate and implement events, students will be provided a safe environment and solid foundation of skills from the personal and social responsibility domain, team building and leadership skill training, and planning and management strategies. They will then extend into the community via elementary school and community-based programs.

Learning Resources:


Videos:
• Fraser Valley Child Development Center. All Ways Welcome

Websites:
• Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) at www.caahperd.org
• PE Central at www.pecentral.com
• Palaestra at www.palaestra.com
• Adapted Physical Activity Quarterly at www.apaq.com
• BC Disability at www.disabilitysport.org.home
• City of Surrey: Parks and Recreation at www.surrey.ca/Living+in+Surrey/Parks+and+Recreation

Other Suggested Learning Resources:
• Surrey Parks, Recreation, and Culture. City of Surrey
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: Theatre Company 11

Course Code: YTHC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 2 Fine Art

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Audition/Interview or teacher approval

Course Synopsis:

The performance of a theatre work requires the collaborative efforts of the entire theatre company. Students learn about the nature of a theatre company and the interconnected roles and responsibilities of the people who work in it. They examine the requirements for leadership, teamwork, commitment, back-stage and on-stage etiquette, and front-of-house communication and protocol. They learn the synthesis of content and context in the theatre environment. Through participation in the rehearsal and performance process, students learn the skills and attitudes necessary to perform within a theatre company, including valuable personal and interpersonal skills that they can apply in broader social and career contexts.

Learning Resources:

Websites (eg.)
• http://www.canadiantheatre.com/
• http://www.theatrehistory.com/
• http://www.hstech.org/
• http://www.stetson.edu/csata/thr_guid.html

The Stage and the School, Harry H. Schanker & Katharine Anne Ommannney, McGraw-Hill Ryerson
Stage Management, Lawrence Stern, Allyn & Bacon, 2001
The Stage Directions: Guide to Publicity, S. Peithman et al., Nelson Thomson Learning, 1999
The Stage Directions: Guide to Working Back Stage, S. Peithman et al, Nelson Thomson Learning, 2000
Essential Guide to Stage Management, Lighting and Sound, Bacon & Hughes, 2000
The Actor as Storyteller, B. Miller, McGraw-Hill Ryerson Ltd. (Ontario)II, 2000
Directing for the Stage, T. Converse, Fitzhenry & Whiteside Ltd., 1995
School District 36

Status: approved

School Name: Johnston Heights Secondary

Course Name: Theatre Company 12

Course Code: YTHC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [X] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Audition/Interview or teacher approval

Course Synopsis:

The performance of a theatre work requires the collaborative efforts of the entire theatre company. Students assume prominent leadership roles and increased responsibility for the success of the theatre company and the interconnected roles and responsibilities of the people who work in it. They apply skills in leadership, teamwork, commitment, back-stage and on-stage etiquette, and front-of-house communication and protocol while working to guide and mentor younger students. They deepen their knowledge in the synthesis of content and context in the theatre environment. Through participation in the rehearsal and performance process, students apply the skills and attitudes necessary to perform within a theatre company, including valuable personal and interpersonal skills that they can apply in broader social and career contexts.

Learning Resources:

Websites (eg.):
- http://www.canadiantheatre.com/
- http://www.theatrehistory.com/
- http://www.hstech.org/
- http://www.stetson.edu/csata/thr_guid.html

The Stage and the School, Harry H. Schanker & Katharine Anne Ommenney, McGraw-Hill Ryerson
Stage Management, Lawrence Stern, Allyn & Bacon, 2001
The Stage Directions: Guide to Publicity, S. Peithman et al., Nelson Thomson Learning, 1999
The Stage Directions: Guide to Working Back Stage, S. Peithman et al, Nelson Thomson Learning, 2000
Essential Guide to Stage Management, Lighting and Sound, Bacon & Hughes, 2000
The Actor as Storyteller, B. Miller, McGraw-Hill Ryerson Ltd. (Ontario)II, 2000
Directing for the Stage, T. Converse, Fitzhenry & Whiteside Ltd., 1995
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None bud CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.


Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
  • Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
    • WHMIS
    • WCB Industry-Specific Safety Certification
    • Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: ESL Writing 10

Course Code: YWESL 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2004

Prerequisites: Student needs to be at the high beginner/low intermediate level of English acquisition

Course Synopsis:

ESL Writing 10 is for students at the upper-beginner/lower intermediate (450/nearing 460) level who are ready to learn the specific skills necessary for successful academic writing. The process approach to writing and other typical interactive-classroom techniques will likely be both unfamiliar and undervalued by ESL learners and so must also be explicitly taught. Students experience the process of writing through interesting content combined with focused work on vocabulary, grammar and syntax, and rhetorical patterns. They practice expressing information, ideas and opinions is logical and coherent order and in a variety of written formats. Students gain the skills, experience, and confidence necessary to meet the writing expectations of the Grade 10 English curriculum.

Learning Resources:


Parks, S and Black H (1990) Organizing Thinking; Critical Thinking Press and Software, California


Videos:

Discuss It! (1992) A video compilation of films for use in the ESL Classroom, National Film Board of Canada

The Boy Who Cried Wolf, (Distributed by Image Media Services, Richmond, B.C.)

www.bcsta.org
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: None

Course Synopsis:

The course will focus on traditional art of the Katzie and Semiahmoo First Nation cultures, and other West Coast First Nations groups. Through study of native symbolism in design, the cultural background of myths and legends, as well as the materials, processes, and skills required, students will develop an understanding of the role of art in these cultures.
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: Library Science 10

Course Code: YLSCI 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: None

Course Synopsis:

This course provides students interested in library or information related careers with an introduction to research skills, library management, organization and services. This course is designed for students who are interested in exploring the potential of computers in communication and electronic information retrieval. Students learn research skills using a variety of technologies and print media.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

Additional Information:

Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: Library Science 11

Course Code: YLSCI 11

Category: Other

Grade Level of Course: 

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: June 7, 2005

Prerequisites: None

Course Synopsis:

The purpose of this course is to give students an insight into the organizational structure of libraries and at the same time to provide management and analytical skills that will be of lifelong value. Furthermore, as they assist the Teacher Librarian at the check out desk, this course provides students with an opportunity to practice work related skills in dealing with the public.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

SUGGESTED LEARNING RESOURCES FOR LIBRARY SCIENCE 11

Books:

(These are suggested book titles. Their availability may vary from school to school)


Application Software:
(The availability of hardware/software may vary from school to school)

Appleworks 6 - Word Processing, Database - (MAC)
Office - Word (PC or MAC)
Office - Powerpoint (PC or MAC)
Office - Excel (PC or MAC)
Dreamweaver (MAC)
Fireworks (MAC or PC)
Photoshop (PC or MAC)
Frontpage (PC)
Epson Scan/or other scanning software
Library circulation software

Online database subscription or access:
E.G. EBSCO, Canadian Newstand

Journals:
(Periodical titles may vary from school to school)
Teacher-Librarian
School Library Journal
Book Report
The Book Mark
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 27, 2004

Prerequisites: Successful interview with instructor

Course Synopsis:

Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
- How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.

Internet Resources
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Interview with instructor

Course Synopsis:

The most effective way to learn is to teach. Peer tutoring 11 provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• In a Class of His Own. Munic, Robert (dir). VHS/DVD. Showtime Original Pictures. (1999) 94 min.

Internet Resources
• http://www.inspiration.com/hiz.html
• http://www.muskingum.edu/~cal/database/database.html
School District 36

Status: approved

School Name: Kwantlen Park Secondary

Course Name: Woodcraft 10

Course Code: YWC 10

Category: Choose a Category

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved:  April 27, 2004

Prerequisites:  None

Course Synopsis:

Woodcraft 10 provides students with the opportunity to explore the artistic, craft, cultural, and historic aspects of woodworking. Through lectures, demonstrations, media, and guest artisans, students participate in a hands-on artistic approach to woodworking. In addition, students are 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 are exposed to a variety of woodcraft techniques so that they can acquire the skills and knowledge to express their own ideas in this medium.

Learning Resources:

Textbooks:
o Exploring Woodworking ISBN: 1566374847
Published by Irwin Publishing
o Modern Woodworking ISBN: 1566376181
Published by Irwin Publishing
Published: January 1996 Published by Fitzhenry & Whiteside LTD.
o The Art and Craft of Woodcarving ISBN: 1561384089
Published: January 1994 Published by Running Press Book Publishers
o Various other technique-specific selections

Videos:
o Lacquers and Varnishes ISBN: 700010 Supplier: McIntyre Media LTD.
o Oil, Shellac, and Wax ISBN: 700011 Supplier: McIntyre Media LTD.
o Preparing and Repairing Wood ISBN: 700008 Supplier: McIntyre Media LTD.
o Various other technique-specific selections

Other Resources:
o Guest Speakers
o Technique and project samples/examples
o Various other technique-specific samples/examples
School District 36

Status: approved

School Name: Kwantlen Park Secondary
Course Name: Yearbook 10
Course Code: YYB 10

Category: Choose a Category

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 27, 2004
Prerequisites: None

Course Synopsis:

Communication is part of our daily life. This course has been developed to support and encourage students to explore the richness and diversity of events in their school environment. Students learn to plan, market, and execute the means to produce a saleable print media product about this environment and its events. Students learn to use a digital camera and the photographic skills required to record these events and to create page layouts to present the event in an attractive manner.

Learning Resources:

MAKING IT CLICK: A curriculum for YearTech and Pagemaker. (Jostens)
CURRICULUM GUIDE (Friesens Yearbook Company)
THE YEARBOOK ADVISORS GUIDE (Friesens Yearbook Company)

(more resources readily available by the different yearbook companies.)
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None bud CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
• BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Community Leadership 10

Course Code: YCML 10

Category: Choose a Category

Grade Level of Course:  
[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 27, 2004

Prerequisites:  None

Course Synopsis:

This course is designed to give students the opportunity to develop an individual and collective sense of social responsibility through the acquisition and application of leadership theory and skills. Students develop skills in the areas of self-confidence, goal-setting, time management, public relations and conflict resolution. Students also define leadership and identify different leadership styles.

Learning Resources:

- CASAA Newsletters, Student Leadership Handbook and Student Activity Sourcebook
- BCASAA Newsletters/Website
- Various Conferences (District, Provincial, National)
- Internet - NASSP
- CIRA
- Journals and Periodicals

Videos:
- Scharenbroich, Choose t Lead, Scharenbroich and Associates, Minnesota, 1994
- Simon Birch
- Bend it Like Beckham
- Appolo 13
- October Sky

Resource Books:
- Bender, PU - Leadership from Within, Peter Urs Bender, 1997
- Jackson, Tom - Activities that Teach, Tom Jackson, 1993
- Corey, Sean - The 7 Habits of Highly Effective Teens, Franklin Covey Co., 1998
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Desktop Publishing - Business Applications 11

Course Code: YDPBA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: Recommend completion English 10

Course Synopsis:

This desktop publishing for business applications course has been developed to support and encourage students to explore the richness and diversity of publishing in the printed and electronic worlds. The course is designed to facilitate students in learning how to use computer software and desktop publishing skills and layout and design principles to combine text and graphics to produce business application documents that are visually appealing, highly persuasive, and effectively communicate the intended message to a specific audience. Through presentations, guest speakers, and case studies, students will develop an awareness of how businesses utilize desktop publishing and design to market ideas and products to consumers, thereby increasing consumer demand and company profits.

Students will develop an appreciation of various stages of the publishing process including: gathering information through research, surveying, and interviewing; writing of captions, body copy, and headlines; proofing and editing; taking and editing of photographs; creating illustrations and graphics; designing and producing layouts; and targeting and distributing publications to a variety of audiences.

With the publishing and design skills learned in class, students will create the types of publications or projects that are used within the business world: magazines, newspapers, newsletters, brochures, promotional flyers, menus, certificates, books and book jackets, business cards, letterhead and envelopes, packaging, CD and DVD covers, advertisements, calendars, recipe books, catalogues, mailers, postcards, forms, reports, posters, signage, logos, gift cards, greeting cards, web sites, and multimedia presentations. As a final project, students would apply the concepts and skills learned in class to serve the publication needs of the school and community by working as part of a publishing team to produce a school-based newspaper, agenda, or online magazine that records student experiences and opinions from a different perspective and more timely fashion than presented in a traditional yearbook.

A significant focus will be placed on having students critically analyze various publications to explore and reflect upon how the elements and principles of layout and design interact with the content to enhance the overall effectiveness of publications.

Throughout all of the units, there is a focus on giving students an opportunity for self, peer and teacher assessment. Students will be encouraged to continually edit and revise their work to achieve the highest production level possible. By focusing on the production of real-life publications and being part of a production team, students will start to develop skills around time management and production deadlines, quality demands, production costs, creative problem solving, and responsibility to a group or team.

Interdisciplinary nature of this course allows for learning outcomes to be transferred to other subject areas and to assist students in their other course work.
Learning Resources:

Books:


Duncan, B et al. (1996) Mass Media And Popular Culture, Version 2. Canadian Cataloguing in Publication Data


Adobe manuals (available for a variety of programs published by Adobe and available either in printed form directly from Adobe or in pdf format on installation disks

Adobe classroom in a book series: the official training workbooks published directly by Adobe and available for a variety of programs. Available through most book stores or from Adobe. Through the educator’s section of Adobe.com, teachers can download pdf formats of most of the books.

Visual Quickstart Guides (available for a variety of programs) published by Peachpit Press, Berkeley, California

Newspapers: (local, provincial, and national)

• The Vancouver Sun
• The Province
• The National Post
• The Globe and Mail
• The Surrey Leader
• The Surrey Now
• The Georgia Strait
• YouThink

Magazines: (this is just a short suggested list of titles students might be familiar with)

• Sports Illustrated
• Maclean's
• Time
• Good Housekeeping
• Chatelaine
• Teen People / People
• Entertainment Weekly
• Reader's Digest
• Nintendo Power

Websites:

Media Awareness Network:
http://www.media-awareness.ca

Eyewire magazine: columns: Robin Williams

Desktop publishing - graphic design - typography - tutorials and software
http://desktoppub.about.com/

Kodak tutorials: taking pictures, about digital cameras, printing pictures, sharing pictures, getting started with
digital, enhancing and restoring, photo stories
http://www.kodak.com/eknek/pagequerier.jhtml;jsessionid=xslainlrkp2vfw4fbehwemw1yubi4l4?pq-
locale=en_ca&ncc=au&lcc=&pq-path=38&_requestid=2294

Web sites offering tips on photography and Adobe programs by performing a Google search
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Desktop Publishing - Business Applications 12

Course Code: YDPBA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4 elective

Number of Hours of Instruction: 120

Date Approved: May 11, 2006

Prerequisites: Recommend Desktop Publishing for Business Applications 11

Course Synopsis:

This course has been developed to support and encourage students to explore the practicality, creativeness and opportunities in the field of Desktop Publishing. Students will be provided with opportunities to expand on their familiarity with the technology and techniques of desktop publishing, layout and design, copy writing, graphic design, photo editing, and photo journalism to create many of the same types of publications that professional companies use in the production of their day-to-day media.. Students will examine historical trends in the content and design of various newspapers and magazines. They will explore in depth how various design decisions influence the overall visual appeal, target specific audiences, and enhance the effectiveness of various business applications in marketing a product or idea.

A primary focus will be on enabling students to further develop their organizational and leadership skills by taking on an editorial leadership role in a large-scale school-based publication such as the production of a printed or online version of a school newspaper or magazine. They will be largely responsible for the editorial aspects of the publication including determining final content, ensuring accuracy and validity of content, editing and proof-reading copy, approving layout designs, assigning duties and titles to members of the production staff, holding regular staff meetings, assisting staff members as needed with their assignments, and ensuring that members of the production team meet deadlines. Students will put their skills to further practical use by creating a non-profit school-based business where they are hired by clubs, organizations, or other groups to create materials to promote various school events or programs, showcase student work, or advertise products. For all projects, it will be the student's responsibility to ensure the overall quality of the publication, to guarantee that the content satisfies the needs of the customer and the consumer, and that the publication is completed within specified time and monetary constraints.

Learning Resources:

Books:


www.bcsta.org
Hall, H.L. and Martin Puntney. (1998) Observe, React, Think, Write: A Novel Approach to Copy Writing. JEA.


Adobe manuals (available for a variety of programs published by Adobe and available either in printed form directly from Adobe or in pdf format on installation disks

Adobe classroom in a book series: the official training workbooks published directly by Adobe and available for a variety of programs. Available through most book stores or from Adobe. Through the educator's section of Adobe.com, teachers can download pdf formats of most of the books.

Visual Quickstart Guides (available for a variety of programs) published by Peachpit Press, Berkeley, California

Newspapers: (print and online versions of local, provincial, and national publications)

• The Vancouver Sun
• The Province
• The National Post
• The Globe and Mail
• The Surrey Leader
• The Surrey Now
• The Georgia Strait
• YouThink

Magazines: (this is just a short suggested list of the print and online titles students might be familiar with)

• Sports Illustrated
• Maclean's
• Time
• Good Housekeeping
• Chatelaine
• Teen People / People
• J-14
• Us
• Entertainment Weekly
• Reader's Digest
• Nintendo Power
Websites:

Media Awareness Network:
http://www.media-awareness.ca

Eyewire magazine: columns: Robin Williams

Desktop publishing - graphic design - typography - tutorials and software
http://desktoppub.about.com/
http://desktoppub.about.com/od/graphicdesign/

Indiana University School of Journalism
http://www.journalism.indiana.edu/resources/scholastic/index.html

Kodak tutorials: taking pictures, about digital cameras, printing pictures, sharing pictures, getting started with
digital, enhancing and restoring, photo stories
http://www.kodak.com/eknec/pagequerier.jhtml;jsessionid=xslainlrkp2vfw4fbehwemw1yubi4l4?pq-
locale=en_ca&ncc=au&lcc=&pq-path=38&_requestid=2294

Louisiana Scholastic Press Association
http://www.lspa.net/

Web sites offering tips on photography and Adobe programs by performing a Google search
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Hairdressing 12A

Course Code: YCPM 12A

Category: Other

Grade Level of Course:  
☐ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:

This course includes the instructions for safe practice and proper procedures for the successful outcomes of chemical services in a salon.
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Keyboarding & Internet 10

Course Code: YKBI 10

Category: Choose a Category

Grade Level of Course:  
☑️ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 7, 2004

Prerequisites:  None

Course Synopsis:

The purpose of this course is to develop keyboarding proficiency as a personal life skill and as a foundation for career development. The course is designed to improve keyboarding, formatting, proofreading, and editing skills. The students are introduced to personal and business applications and encouraged to use their keyboarding skills in other curricular areas. In addition, students become proficient at using the Internet and acquire basic web page design skills.

Learning Resources:

Computers with word processing, keyboarding, and text editor or web authoring software in addition to Internet access
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Recreational Leadership 10

Course Code: YRECL 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: Successful Completion of Physical Education 9

Course Synopsis:

This course is designed to give the students the knowledge and tools needed to put the theory gained into practice. The course is composed of three units. In the leadership unit, students explore the concept of leadership and different leadership styles. The event planning unit consists of students being able to plan, organize and implement an event in a recreational setting. In the peer teaching unit, students learn group management techniques and lesson design. Developing the students into positive role models in the school and community is an intended outcome of this course.

Learning Resources:

Books:
- CIRA
- National Coaches Certification Program (Level One)
- Student Leader Handbooks
- Team Building- Through Physical Challenges
- Playground Leadership Program

Videos:


Websites:

- P.E. Central

Other Suggested Learning Resources:

- College and university intramural and recreation program planners
- Community / recreation centers

Works Cited:


Additional Information:
This course is a revision of a locally developed course that has been taught in the Surrey School District.
School District 36

Status: approved

School Name: L A Matheson Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: May 11, 2006

Prerequisites: Recommended Yearbook 11 or have equivalent computer, photography and layout skills.

Course Synopsis:

This course is designed to enable students to demonstrate leadership in the publication of the school's yearbook using management skills. Students will learn how to analyze various layout options from a variety of sources. Students will demonstrate appropriate leadership and mentorship strategies in the selection and application of a suitable yearbook theme. Students will examine the school’s past yearbooks to suggest improvements and identify successful components in order to provide a continuity of purpose. Students will extend the development of their skills around time management, communication, creative problem solving, reflection, career exploration, graduation portfolio development and responsibility to a group and contribution to school society. Students will participate in editing yearbook sections; acting as design, photographic, copy, grade and section editors. Students will lead in the development of numerous pieces of work.

Learning Resources:

Curriculum Guide (School’s Yearbook Publishing Company will provide)
Visual Quickstart Guide (available for a variety of programs) published by Peachpit Press, Berkeley, California (possible titles are supplied below) (must get district approval)
• InDesign CS2 for Macintosh & Windows by Sandee Cohen, ISBN 0321322010, Published September 26, 2005
• Illustrator CS2 for Windows & Macintosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336569, Published September 20, 2005
• Photoshop CS2 for Windows & Macintosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336550, Published July 7, 2005
• Illustrator CS for Windows & Macintosh by Peter Lourekas and Elaine Weinmann, ISBN 0321199553, Published April 16, 2004
• Photoshop CS for Windows & Macintosh by Peter Lourekas and Elaine Weinmann, ISBN 032121353X, Published December 24, 2003
• InDesign CS for Macintosh & Windows by Sandee Cohen, ISBN 0321213483, Published November 24, 2003
• Illustrator 10 for Windows & Macintosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150678, Published February 6, 2003
• Photoshop 7 for Windows & Macintosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150589, Published October 17, 2002
Adobe Illustrator Manual (provided with program or online)
Adobe Photoshop Manual (provided with program or online)
Adobe Indesign or PageMaker Manual (provided with program or online)
Connect Me Website by Friesens (http://www.friesens.com/Yearbook/ct/ConnectMe.aspx?root=52&mid=71 ), Yearbook Avenue by Jostens (http://yearbookavenue.jostens.com/ ) or similar websites by other publishing companies
Adobe Classroom in a Book Series (available for a variety of programs - possible titles are supplied below) (must get district approval)
12, 2005
• Adobe Illustrator CS2 Classroom in a Book by The Adobe Creative Team, ISBN 0321321839, Published June 17, 2005
• Adobe Photoshop CS2 Classroom in a Book by The Adobe Creative Team, ISBN 0321321847, Published May 24, 2005
• Adobe InDesign CS2 Classroom in a Book by The Adobe Creative Team, ISBN 0321321855, Published July 18, 2005
• Adobe Illustrator CS Classroom in a Book by The Adobe Creative Team, ISBN 0321193806, Published October 13, 2003
• Adobe Photoshop CS Classroom in a Book by The Adobe Creative Team, ISBN 032119375X, Published December 1, 2004
• Adobe InDesign CS Classroom in a Book by The Adobe Creative Team, ISBN 0321193776, Published October 31, 2004
• Adobe Pagemaker 7.0 Classroom in a Book by The Adobe Creative Team, ISBN 0201756250, Published October 25, 2001

Various other books and manuals for computer programs, design concepts and photography skills – must get district approval

Various books and manuals for leadership resources (possible titles listed below) (must get district approval)
• 50 Ways to Teach Your Learner – Activities and Interventions for Building High Performance Teams by Ed Rose and Steve Buckley, ISBN 0-7879-4504-8, Published by Jossey-Bass - Pfeiffer (1999)
• Building Shared Responsibility for Student Learning by Anne Conzemius and Jan O’Neill, ISBN 0-87120-597-1, Published by the Association for Supervision and Curriculum Development (2001)

Various web sites offering tips on photography, Adobe programs, other graphic ideas and leadership
School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Broadcasting Recording Arts 11

Course Code: YBRA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2 Fine Art

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: None

Course Synopsis:

Broadcasting 11 is an introduction to the world of broadcasting, and digital audio production. The course includes a hands-on component: writing scripts, including news weather sports and interviews. Students will gain hands on studio experience, producing voice-overs and commercials. Students will also discover the many and varied career opportunities in broadcasting.

Learning Resources:

• Audio equipment manuals
• Commercial recording studios or local Radio station
• Articles and information about audio production on Internet
School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Broadcasting Recording Arts Technology 12

Course Code: YBRA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 3 elective

Number of Hours of instruction: 120

Date Approved: December 14, 2006

Prerequisites: Broadcasting Recording Arts Technology 11

Course Synopsis:

The course has been developed to provide senior students, interested in producing Radio and audio recording with an advanced theoretical and practical opportunity to explore the world of Radio Broadcasting and Audio production in a hands-on, team-based and cooperative learning environment. This course addresses advanced principles, concepts and challenges of creating Radio and audio recording productions. In this course students will build on the concepts, ideas and practical knowledge gained in Broadcasting Recording Arts Technology 11 combined with what they are learning in Broadcasting Recording Arts Technology 12 to design, create, produce and present complex Radio and Audio productions. Throughout the course students will be given opportunity to create productions that use the latest computer and digital media hardware and software. Through exploration, instruction, guided practice, and reflection, students will create Radio, and Audio recording productions that reflect what they have been studying. The units in this course have been developed to give students practical experience in the major areas of radio broadcasting and audio recording production, including pre-production, production and post-production. The course will focus on advanced radio and digital recording techniques, longer recording productions as well as advanced post-production skills and techniques. Throughout each unit, students will have to keep track of their project’s progress by completing detailed progress assessments for each production.

Learning Resources:

specialty magazines including
o Digital Audio magazine and website
owww.audiomaker.com
• web resources about Radio, audio recording technology: http://en.wikipedia.org/wiki/Sound_recording ,
http://www.riaa.com/issues/audio/history.asp
• audio editing equipment manuals http://www.digidesign.com/index.cfm?langid=100&navid=62&itemid=23396&ref=PTAV-F
• audio editing software guides and reviews http://emusician.com/editing/
• Visual Quickstart Guides, published by Peachpit Press, Berkely, California
• guest speakers from radio/recording production studios
• guest speakers from post secondary institutes with radio and audio program
School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None bud CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
- WHMIS
- WCB Industry-Specific Safety Certification
- Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfo.net.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
This course provides students interested in library or information related careers with an introduction to research skills, library management, organization and services. This course is designed for students who are interested in exploring the potential of computers in communication and electronic information retrieval. Students learn research skills using a variety of technologies and print media.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

Additional Information:

Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.
School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Media Literacy 12

Course Code: YML 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course will facilitate the process of becoming media literate. This process includes deconstruction—the knowledge involved in receiving, analyzing, and interpreting media—and construction—the skills required to generate, synthesize and create/deliver media. Through the tandem cornerstones of this course, deconstruction and construction, students will become competent at identifying and “reading” the media text, including the message and the persuasion associated with this message. Furthermore, students will develop skills to evaluate the effectiveness and appropriateness (audience) of the message. To reinforce the development of communication and argument, the course will include the writing process and the nature of argument as learning strategies. Students will be afforded the opportunity to investigate, critique, re-produce, and produce the media.

Although historical events will comprise major sections of the curriculum, this course is contemporary and relevant. Due to the transient nature of popular culture, topical events and contemporary issues will be employed to make sense of our world and encourage student interest. Students will be introduced to how various media texts are created and presented. That is students will understand basic strategies employed by the various media, particularly learning how the intended audience or publication will affect the style, format, and content of the media text: “the message”. By experiencing the media in its many forms, students will become more attentive, more informed, and more responsible consumers and citizens.

Learning Resources:


Learning Resources: Secondary Sources

Adbusters: http://adbusters.org/magazine/


British Film Institute: bfi.org.uk/education/classroom


CHUM TV Media Education: http://www.chumlimited.com/mediaed/index.asp


Entertainment Weekly. PO Box 60890, Tampa, Florida 33660-0890, USA


(The) Media Awareness Network: www.media-awareness.ca

Media Literacy Clearinghouse: http://medialit.med.sc.edu/


School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 27, 2004

Prerequisites:  Successful interview with instructor

Course Synopsis:

Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books


Videos

- How Difficult Can This Be?  The F.A.T. City Workshop by Rick Lavole.  The Learning Project at WETA Washington D.C.  WETA videos, Harriman N.Y.

Internet Resources

School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Recreational Leadership 10

Course Code: YRECL 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: Successful Completion of Physical Education 9

Course Synopsis:

This course is designed to give the students the knowledge and tools needed to put the theory gained into practice. The course is composed of three units. In the leadership unit, students explore the concept of leadership and different leadership styles. The event planning unit consists of students being able to plan, organize and implement an event in a recreational setting. In the peer teaching unit, students learn group management techniques and lesson design. Developing the students into positive role models in the school and community is an intended outcome of this course.

Learning Resources:

Books:
- CIRA
- National Coaches Certification Program (Level One)
- Student Leader Handbooks
- Team Building- Through Physical Challenges
- Playground Leadership Program

Videos:

Websites:
- P.E. Central

Other Suggested Learning Resources:

- College and university intramural and recreation program planners
- Community / recreation centers

Works Cited:


Additional Information:
This course is a revision of a locally developed course that has been taught in the Surrey School District.
Textile Arts & Design 10 introduces students to many methods of manipulating and decorating fibers and fabric. Students are provided with many opportunities to create a variety of textile art-design pieces that represent their personal style and challenge their creative mind. They also discuss, write and report on how cultures from around the world use these techniques as mediums for personal and cultural expression.

Learning Resources:

Books and Magazines:

- BC Ministry of Education Recommended learning resources for Textile Studies Grade 10 and 11.
- BC Ministry of Education recommended learning resources for art and design.
- Embellishments A to Z by Stephanie Valley
- Fabulous Fabrics - Elegant & Innovative Techniques to Embellish Textiles by Mary Jo Hiney
- Print Magic - A Complete Guide to Decorative Printing Techniques by Jocasta Innes & Stewart Walton
- Unravelling Fibers by Patricia A. Keeler & Francis X. McCall
- Teach Yourself to Make Soft Toys by Jodie Davis
- Make Your Own Classic Bears by Julia Jones
- Scrap Basket Crafts by Nancy Reames
- Practical Craft Projects Editorial Director Joanna Lorenz
- Better Homes and Gardens Publications
- Martha Stewart Publications

Other Suggested Learning Resources

- A Great Notion www.agreatnotion.com
- Fibre Expressions Studio in Abbotsford
- Fibre Arts Studio in Vancouver
- Sundrop Textiles, Port Coquitlam www.sundroptextiles.com
- Jefferson's in Vancouver
- Michael's Crafts
- Treasure Mart
- Fabricland
- Fanny's
- Sewing & Crafts show March 26,27th at the Tradex Abbotsford. www.sewingandcraftsshow.com
School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Yearbook 10

Course Code: YYB 10

Category: Choose a Category

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites: None

Course Synopsis:

Communication is part of our daily life. This course has been developed to support and encourage students to explore the richness and diversity of events in their school environment. Students learn to plan, market, and execute the means to produce a saleable print media product about this environment and its events. Students learn to use a digital camera and the photographic skills required to record these events and to create page layouts to present the event in an attractive manner.

Learning Resources:

MAKING IT CLICK: A curriculum for YearTech and Pagemaker. (Jostens)

CURRICULUM GUIDE (Friesens Yearbook Company)

THE YEARBOOK ADVISORS GUIDE (Friesens Yearbook Company)

(more resources readily available by the different yearbook companies.)
School District 36

Status: approved

School Name: Lord Tweedsmuir Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Other

Grade Level of Course: □ 10  □ 11  □ 12  □

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: May 11, 2006

Prerequisites: Recommended Yearbook 11 or have equivalent computer, photography and layout skills.

Course Synopsis:

This course is designed to enable students to demonstrate leadership in the publication of the school's yearbook using management skills. Students will learn how to analyze various layout options from a variety of sources. Students will demonstrate appropriate leadership and mentorship strategies in the selection and application of a suitable yearbook theme. Students will examine the school's past yearbooks to suggest improvements and identify successful components in order to provide a continuity of purpose. Students will extend the development of their skills around time management, communication, creative problem solving, reflection, career exploration, graduation portfolio development and responsibility to a group and contribution to school society. Students will participate in editing yearbook sections; acting as design, photographic, copy, grade and section editors. Students will lead in the development of numerous pieces of work.

Learning Resources:

Curriculum Guide (School's Yearbook Publishing Company will provide)
Visual Quickstart Guide (available for a variety of programs) published by Peachpit Press, Berkeley, California (possible titles are supplied below) (must get district approval)
• InDesign CS2 for MacIntosh & Windows by Sandee Cohen, ISBN 0321322010, Published September 26, 2005
• Illustrator CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336569, Published September 20, 2005
• Photoshop CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336550, Published July 7, 2005
• Illustrator CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321199553, Published April 16, 2004
• Photoshop CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 032121353X, Published December 24, 2003
• InDesign CS for MacIntosh & Windows by Sandee Cohen, ISBN 0321213483, Published November 24, 2003
• Illustrator 10 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150678, Published February 6, 2003
• Photoshop 7 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150589, Published October 17, 2002
Adobe Illustrator Manual (provided with program or online)
Adobe Photoshop Manual (provided with program or online)
Adobe InDesign or PageMaker Manual (provided with program or online)
Connect Me Website by Friesens (http://www.friesens.com/Yearbook/ct/ConnectMe.aspx?root=52&mid=71), Yearbook Avenue by Jostens (http://yearbookavenue.jostens.com/) or similar websites by other publishing companies
Adobe Classroom in a Book Series (available for a variety of programs - possible titles are supplied below) (must get district approval)
12, 2005
- Adobe Illustrator CS2 Classroom in a Book by The Adobe Creative Team, ISBN 0321321839, Published June 17, 2005
- Adobe Photoshop CS2 Classroom in a Book by The Adobe Creative Team, ISBN 0321321847, Published May 24, 2005
- Adobe InDesign CS2 Classroom in a Book by The Adobe Creative Team, ISBN 0321321855, Published July 18, 2005
- Adobe Illustrator CS Classroom in a Book by The Adobe Creative Team, ISBN 0321193806, Published October 13, 2003
- Adobe Photoshop CS Classroom in a Book by The Adobe Creative Team, ISBN 032119375X, Published December 1, 2004
- Adobe InDesign CS Classroom in a Book by The Adobe Creative Team, ISBN 0321193776, Published October 31, 2004
- Adobe Pagemaker 7.0 Classroom in a Book by The Adobe Creative Team, ISBN 0201756250, Published October 25, 2001

Various other books and manuals for computer programs, design concepts and photography skills – must get district approval

Various books and manuals for leadership resources (possible titles listed below) (must get district approval)
- 50 Ways to Teach Your Learner – Activities and Interventions for Building High Performance Teams by Ed Rose and Steve Buckley, ISBN 0-7879-4504-8, Published by Jossey-Bass - Pfeiffer (1999)
- Building Shared Responsibility for Student Learning by Anne Conzemius and Jan O'Neill, ISBN 0-87120-597-1, Published by the Association for Supervision and Curriculum Development (2001)

Various web sites offering tips on photography, Adobe programs, other graphic ideas and leadership
School District 36

Status: approved

School Name: Newton Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
• BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
  • Horizons 2000+
• Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education

www.bcsta.org
School District 36

Status: approved

School Name: North Surrey Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
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• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: North Surrey Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

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• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  - WHMIS
  - WCB Industry-Specific Safety Certification
  - Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
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  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
• Horizons 2000+
• Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☐ 10 ☐ 11 ☑ 12

Number of Course Credits: 2 FA & 2 A

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites: None

**Course Synopsis:**

This course is designed as an intermediate course in animation. Students will study the personal, social, cultural and historical significance of graphic communications and create work that reflects an understanding of these contexts. They will learn the elements and principles of design and demonstrate their knowledge through both practical and written work. Students will use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of the principles of animation.

**Learning Resources:**

Program reference books
On-line tutorials and help menus
Websites
E.g. www.webmonkey.com
www.hash.com
www.macromedia.com
www.adobe.com
www.discreet.com
www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages
Schools will need adequate equipment and flexible access to computers to make the course run more smoothly. This course requires animation software and equipment updates to assist students in maintaining a contemporary understanding of the computer animation m

www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages
School District 36

Status: approved

School Name: North Surrey Secondary
Course Name: Animation 12
Course Code: YAN 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4 elective
Number of Hours of instruction: 100
Date Approved: April 28, 2005
Prerequisites: Animation 11

Course Synopsis:
This course is an advanced course in animation. Students will create work that reflects an understanding of personal, social, cultural and historical contexts. Students will demonstrate their knowledge of the elements and principles of design through advanced projects and presentations. Students will use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. Students will reflect on their own work and learn to critique the work of others. The course will culminate in a project that demonstrates their understanding of the principles of animation.

Learning Resources:
Program reference books
On-line tutorials and help menus
Websites
E.g. www.webmonkey.com
www.hash.com
www.macromedia.com
www.adobe.com
www.discreet.com
www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California
- available for a number of programs and computer languages
SAM’S Instructional Guides
- available for a number of programs and computer languages

Additional Information:
Schools will need adequate equipment and flexible access to computers to make the course run more smoothly. This course requires animation software and equipment updates to assist students in maintaining a contemporary understanding of the computer animation field.
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each school's equipment and resources.
**School District 36**

Status: approved

School Name: North Surrey Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

**Course Synopsis:**

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

**Learning Resources:**
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
• BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
• Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
• Horizons 2000+
• Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: ESL Writing 11

Course Code: YWESL 11

Category: Other

Grade Level of Course:  

| 10 | 11 | 12 |

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: High Beginner/Low Intermediate level of English

Course Synopsis:

ESL Writing 11 is for students at the upper-beginner/lower intermediate (450/nearing 460) level who are ready to learn the specific skills necessary for successful academic writing. The process approach to writing and other typical interactive-classroom techniques will likely be both unfamiliar and undervalued by ESL learners and so must also be explicitly taught.

Students will experience the process of writing through interesting content combined with focused work on vocabulary, grammar and syntax, and rhetorical patterns. Students will practice expressing information, ideas, and opinions in logical and coherent order and in a variety of written formats. Students will gain the skills, experience, and confidence necessary to meet the writing expectations of the senior level English curriculum.
Learning Resources:


Parks, S and Black H (1990) Organizing Thinking; Critical Thinking Press and Software, California


Videos:

Discuss It! (1992) A video compilation of films for use in the ESL Classroom, National Film Board of Canada

The Boy Who Cried Wolf, (Distributed by Image Media Services, Richmond, B.C.)

Grammar Rock (School House Rock Series)
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Film Studies 11

Course Code: YFIS 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

The purpose of Film Studies 11 is to allow students to learn about and develop an artistic appreciation for fine art, foreign, and independent films while comparing them to mainstream films. Students will learn about film festivals and will be expected to analyze components of cinematography. Students will observe, respond to and discuss social, cultural, historical, and political issues and themes that are related to film content. Students will expand their written and oral skills in critiquing films and will be expected to interpret and look for layers of meaning using critical thinking skills. A variety of teaching techniques, activities and learning activities will be utilized to provide students an opportunity to express their ideas, and develop a personal interpretation of the medium of film. A small portion of the course will explore film related careers and the filmmaking processes. A considerable amount of time will be spent viewing films that students most likely would not have seen.

Learning Resources:
Suggested Films:
12 Angry Men
Baraka
Bend it Like Beckham
Billy Elliot
Born into Brothels*
Bowling for Columbine
Children of Heaven
Chocolat
Cinema Paradiso (1989 International Release)
Color Purple, The
Cup, The
Dreams
Fahrenheit 9/11
Girl Fight
Hotel Rwanda*
Hurricane, The
Joy Luck Club
Latcho Drom
Life is Beautiful (La Vita e Bella)
Maria Full of Grace
Million Dollar Baby*
Minoru
Mission, The
Moulin Rouge
My Left Foot
Osama
Other Final, The*
Out of Africa
Philadelphia
Prefontaine
Rabbit Proof Fence
Ray*
Rebel Without a Cause
Red Violin
Run Lola Run
Schindler's List
Sea Inside, The*
Shall We Dance? (Japan)
Snow Falling on Cedar
Super Size Me
Vertigo
Whale Rider
Wizard of Oz

*upon release
Additional Information:

Teachers are to use their discretion and omit portions of film that may be unsuitable for the student audience. Schools are required have an Educational VHS/DVD Public Performance Licensing Agreement which can be purchased through Audio Cine Films Inc. This course will offer students 4 credits - General Elective. Focus Area: Fine Arts, Media and Design
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Laboratory Technology 12

Course Code: YPLS 12A

Category: Science and Applied Sciences

Grade Level of Course:  

10  [ ]

11  [ ]

12  [X]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 19, 2009

Prerequisites:

Course Synopsis:

Laboratory Technology 12 allows students to develop the skills and attitudes related to being a laboratory assistant. The course will provide students with an opportunity to learn and utilize science safety procedures; demonstrate proper laboratory techniques and equipment usage; and prepare and evaluate laboratory demonstrations and experiments for classroom use. Students will receive an indepth study of laboratory and inventory management, as well as workplace organization and preparedness. In addition they will critically evaluate resources for their appropriateness. Students will also be given an opportunity to explore laboratory technology related careers.

Learning Resources:

• Computers with Internet Access
• Data Studio Software
• WHIMIS Handbook
• Material Data Safety Sheets
• BC Science 8, 9 and 10 (with access to teacher laboratory manuals)
• Senior Chemistry Laboratory Reference Manuals (i.e., Heath Chemistry Teacher Manual)
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Media Literacy 12

Course Code: YML 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10
11
12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course will facilitate the process of becoming media literate. This process includes deconstruction—the knowledge involved in receiving, analyzing, and interpreting media—and construction—the skills required to generate, synthesize and create/deliver media. Through the tandem cornerstones of this course, deconstruction and construction, students will become competent at identifying and “reading” the media text, including the message and the persuasion associated with this message. Furthermore, students will develop skills to evaluate the effectiveness and appropriateness (audience) of the message. To reinforce the development of communication and argument, the course will include the writing process and the nature of argument as learning strategies. Students will be afforded the opportunity to investigate, critique, re-produce, and produce the media.

Although historical events will comprise major sections of the curriculum, this course is contemporary and relevant. Due to the transient nature of popular culture, topical events and contemporary issues will be employed to make sense of our world and encourage student interest. Students will be introduced to how various media texts are created and presented. That is students will understand basic strategies employed by the various media, particularly learning how the intended audience or publication will affect the style, format, and content of the media text: “the message”. By experiencing the media in its many forms, students will become more attentive, more informed, and more responsible consumers and citizens.

Learning Resources:


Learning Resources: Secondary Sources

Adbusters: http://adbusters.org/magazine/


British Film Institute: bfi.org.uk/education/classroom


CHUM TV Media Education: http://www.chumlimited.com/mediaed/index.asp


Entertainment Weekly. PO Box 60890, Tampa, Florida 33660-0890, USA


(The) Media Awareness Network: www.media-awareness.ca

Media Literacy Clearinghouse: http://medialit.med.sc.edu/


www.bcsta.org
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Peer Mediation 12

Course Code: YPED 12

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: May 11, 2006

Prerequisites: Peer Mediation 11 recommended

Course Synopsis:

Peer Mediation 12 is designed to build upon the skills, attitudes and knowledge base of Peer Mediation 11 to extend the scope of work the students may take on. This is a participatory course that prepares and motivates students to provide leadership to others in their schools and communities. Peer mediation is based on the premise that students frequently relate to other students in a unique way when they are experiencing frustration and conflict in their relationships. Mediation is a way of working with conflict to find creative solutions that strengthen relationships for those in dispute. Students will work under the supervision of a counsellor, and/or an administrator to provide mediation to students as individuals and/or small groups. Students will develop skills in communication, interpersonal relations, leadership, anger management, teamwork, conflict management, resolution and mediation. Students will also learn the value and complexity of social diversity as they work towards helping disputants create workable solutions.

Learning Resources:

Texts
High School Resource Series Modules 1,2,3 & 4, Justice Institute of British Columbia; www.JIBC.ca

Videos
Anger Management Skills; Sunburst Communications (800- 431- 1934)
Conflict Resolution; Sunburst Communications (800- 431- 1934)
Resolving Conflicts; Sunburst Communications (800- 431- 1934)
Truce: Conflict Resolution; B.C. Learning Connection Inc. (800-884-2366)
Violence Inside Out; B.C. Learning Connection Inc. (800-884-2366)
Right From the Start- A Look at Dating Violence Prevention fro Teens; ; B.C. Learning Connection Inc. (800-884-2366)

Organizations
Justice Institute of British Columbia: www.JIBC.ca
Peer resources: www.peer.ca
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Interview with instructor

Course Synopsis:

The most effective way to learn is to teach. Peer tutoring 11 provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• In a Class of His Own. Munic, Robert (dir). VHS/DVD. Showtime Original Pictures. (1999) 94 min.

Internet Resources
• http://www.inspiration.com/hiz.html
• http://www.muskingum.edu/~cal/database/database.html

www.bcsta.org
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Principles of Social Interaction 10

Course Code: YIPS 10B

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  November 27, 2008

Prerequisites:

Course Synopsis:

The purpose of Principles of Social Interaction (PSI) is to address communication, social and abstract thinking skills in addition to developing strategies for resolving conflict and managing stress. Students will gain an increased awareness of themselves, their peers, and their environment. They will explore and practice various methods of interpersonal communication and appropriate decision-making in social contexts.
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Student Leadership 12

Course Code: YIPS 12C

Category: Other

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: June 15, 2006

Prerequisites:

Course Synopsis:

Students will explore and assess historical and current theories of leadership. They will examine examples of leadership styles and functions and identify effective characteristics of strong leaders in a wide variety of situations. They will also explore the roles required for effective teamwork and explore their own intrapersonal and interpersonal skills and how these affect self-concept and self-confidence.
School District 36

Status: approved

School Name: North Surrey Secondary

Course Name: Woodcraft 11

Course Code: YWC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Woodcraft 11 provides students with 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. This 4-credit course can lead to higher-level courses, such as Ministry Course Wood Products 12, and possible vocational and artistic areas, or creative hobbies.

Learning Resources:

Textbooks:
• Exploring Woodworking ISBN: 1566374847
  Published by Irwin Publishing
• Modern Woodworking ISBN: 1566376181
  Published by Irwin Publishing
  Published: January 1996
• The Art and Craft of Woodcarving ISBN: 1561384089
  Published: January 1994
• Various other technique-specific selections

Videos:
• Lacquers and Varnishes ISBN: 700010 Supplier: McIntyre Media LTD.
• Oil, Shellac, and Wax ISBN: 700011 Supplier: McIntyre Media LTD.
• Preparing and Repairing Wood ISBN: 700008 Supplier: McIntyre Media LTD.
• Stains and Polyurethane ISBN: 700009 Supplier: McIntyre Media LTD.
• Various other technique-specific selections

Other Resources:
• Guest Speakers
• Technique and project samples/examples
• Various other technique-specific samples/examples

www.bcsta.org
School District 36

Status: approved

School Name: Princess Margaret Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: 10  [X] 11  [ ] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased.


Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Princess Margaret Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
WBC Student Worksafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
- WHMIS
- WCB Industry-Specific Safety Certification
- Construction Safety Association of BC - CSABC Safety Star Certificate

Career Cruising (computer software / internet access)
Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
http://www.careercruising.com/

WorkinfoNET and linked career-related websites
BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
http://www.workinfonet.bc.ca/

School District #36 Student / Supervisor / Employer Package and Prep Plus
SuperHost
British Columbia’s Employment Standards Act
Human Rights Commission
http://www.workfutures.bc.ca/
http://www.educationalplanner.ca/
http://www.studentcounsellor.com
Career Cruising
Conference Board of Canada Employability Skills 2000
COPS (Career & Occupational Planning)
Horizons 2000+
Blueprint for Life / Work Designs
The Graduation Portfolio, Ministry of Education
Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Princess Margaret Secondary

Course Name: ESL Reading Strategies 11

Course Code: YESLR 11

Category: Other

Grade Level of Course: ☑ 10  ☒ 11  ☑ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Approval of LST Specialist

Course Synopsis:

This course is for upper beginner and intermediate ESL students who need to develop their proficiency in reading for comprehension of English text. The focus is on learning various reading strategies to comprehend various genres, including daily news and communication, fiction and non-fiction text, graphs and illustrations, and academic text.

Learning Resources:


Thoughts and Notions, High Beginning Reading Practice, Linda Lee and Barbara Bushy, Heinle and Heinle Thomson Learning, 1999 (ISBN 0 – 8384-8222-8)


Super High Beginning Reader, Sandra Heyer, Longman 1997

www.bcsta.org
Current Newspapers and Journals will include:

Vancouver Sun
National Post
Financial Post
Canadian Geographic
National Geographic
MacLeans
Newsweek
Times

Current social studies, science and mathematics textbooks will be important resources for Unit # 4.
School District 36

Status: approved

School Name: Princess Margaret Secondary
Course Name: Interdisciplinary Studies 11
Course Code: YIDS 11
Category: Other

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4 elective
Number of Hours of instruction: 100 - 120
Date Approved: December 14, 2006
Prerequisites: None

Course Synopsis:

An array of topics related to the development of talented and socially responsible leaders will be investigated. The course will focus on the development of creative problem solving skills through social and fiscal responsibility. These skills will be fostered by analyzing and evaluating various theories of socially responsible leadership and entrepreneurship, by collaborating with classmates on group projects, by participating in debates and discussions and by actively engaging in opportunities and activities which promote the use of socially responsible leadership both locally and globally.

Learning Resources:
Books
Corey, Sean (1998) The 7 Habits of Highly Effective Teens, Fireside,
Promoting Social Responsibility and Ethical Behaviour - ISBN BE 0374
Student Venture (manual and activity kit) - ISBN 1-55235-000-2
Inventory of Essential Skills – manual TBC12579
Electricity City (National Science Project) – TBC22687
Hot Rods: Nuclear Energy and Nuclear Waste – TBC22691
If Minds Matter, Volume I – Aforeword to the Future – TBC24016
Building Communication Skills – TBC2600

Websites
David Suzuki Foundation, www.davidsuzuki.org
Greenpeace, www.greenpeace.ca
Habitat for Humanity, www.habitat.org
The Indus Entrepreneurs, www.tie.org
Toronto Stock Exchange, www.tsx.com

Videos
The Edge: Creating a Winning Business Plan (Video) – ISBN BE 0384
Inspiration and Motivation (Video) - ISBN BE 0387
Planning (Video) - ISBN BE 0389
Together (Cooperation game) – TBC1088
School District 36

Status: approved

School Name: Princess Margaret Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Other

Grade Level of Course: ☒ 10  ☒ 11  ☐ 12

Number of Course Credits: 2 Applied

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course is designed to give students an introduction to Psychology. A variety of topics related to the study of human behaviour and mental processes will be explored. There will be an emphasis on the development of critical thinking skills and objectivity as applied to the study of Psychology. Students will develop these skills by analyzing and evaluating current theories and research, by collaborating with classmates on group projects, and by participating in discussions about a variety of topics related to human behaviour.

Learning Resources:


School District 36

Status: approved

School Name: Princess Margaret Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Other

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved:   April 28, 2005

Prerequisites: Psychology 11

Course Synopsis:

This course is designed to provide students with the knowledge and tools needed to put the theory gained in Psychology 11 into practice. The primary focus of this course is to extend students’ learning about behaviour and mental processes as they relate to personality, health, interpersonal relationships, and psychological disorders. There is an emphasis on the development of critical thinking skills and collaborative dialogue as applied to the study of Psychology. Psychology 12 also requires students to complete an Independent Research Project and Integrated Lesson Plan on a chosen topic of interest in the field of Psychology.

Learning Resources:


School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Aerobic Fitness 11

Course Code: YAF 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: P.E. 10 & Get Fit 10

Course Synopsis:

Aerobic Fitness will allow students to explore the components of physical fitness through aerobic exercise. Students will improve their level of physical fitness, while learning the principles and theories of aerobic fitness training. They will be provided with a solid foundation of basic skills and concepts related to human anatomy and physiology. Students will participate in various forms of aerobic activity such as: low impact aerobics, step aerobics, power walking, sport specific training, core conditioning, balance training, and yoga/stretch classes. To compliment physical training, they will be introduced to the basic concepts of nutrition and strategies to implement changes to their dietary habits. Students will be provided with a safe, effective environment to improve their health and fitness through aerobic activity and the creation of healthy eating habits.

Learning Resources:


School District 36

Status: approved

School Name: Queen Elizabeth Secondary
Course Name: Animation 10
Course Code: YAN 10
Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: May 27, 2004
Prerequisites: None

Course Synopsis:

This course is designed to give students an introduction to animation. Students study the historical significance of graphic communications and create work using these early techniques. They learn the elements and principles of design and demonstrate their knowledge through both practical and written work. Students use a variety of software to create their animations, demonstrating their knowledge of storyboarding, scriptwriting, character development, set design and the principles of cinematography. The course culminates in a project that demonstrates understanding of the principles of animation.

Learning Resources:

Program reference books
On-line tutorials and help menus
Websites, e.g.:
  - www.webmonkey.com
  - www.hash.com
  - www.macromedia.com
  - www.adobe.com
  - www.discreet.com
  - www.awm.com

Visual Quickstart Guides, published by Peachpit Press, Berkeley, California - available for a number of programs and computer languages

SAM’S Instructional Guides - available for a number of programs and computer languages

www.bcsta.org
School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of Instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each school's equipment and resources.
School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 ✗ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
• Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  - WHMIS
  - WCB Industry-Specific Safety Certification
  - Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
• BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: ESL Reading Strategies 11

Course Code: YESLR 11

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Approval of LST Specialist

Course Synopsis:

This course is for upper beginner and intermediate ESL students who need to develop their proficiency in reading for comprehension of English text. The focus is on learning various reading strategies to comprehend various genres, including daily news and communication, fiction and non-fiction text, graphs and illustrations, and academic text.

Learning Resources:


Thoughts and Notions, High Beginning Reading Practice, Linda Lee and Barbara Bushy, Heinle and Heinle Thomson Learning, 1999 (ISBN 0 – 8384-8222-8)


High Beginning Reader, Sandra Heyer, Longman 1997

Seasons of Splendour, Tales, Myths & Legends of India, Madhur Jaffrey, Pavilion Book Ltd. 1995 (ISBN 1 85793 364 8)


Reading Strategies 11 for ESL


Additional Information:

Current Newspapers and Journals will include:

Vancouver Sun
National Post
Financial Post
Canadian Geographic
National Geographic
MacLeans
Newsweek
Times

Current social studies, science and mathematics textbooks will be important resources for Unit # 4.
School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: ESL Writing 10

Course Code: YWESL 10

Category: Choose a Category

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May 27, 2004

Prerequisites: Student needs to be at the high beginner/low intermediate level of English acquisition

Course Synopsis:

ESL Writing 10 is for students at the upper-beginner/lower intermediate (450/nearing 460) level who are ready to learn the specific skills necessary for successful academic writing. The process approach to writing and other typical interactive-classroom techniques will likely be both unfamiliar and undervalued by ESL learners and so must also be explicitly taught. Students experience the process of writing through interesting content combined with focused work on vocabulary, grammar and syntax, and rhetorical patterns. They practice expressing information, ideas and opinions is logical and coherent order and in a variety of written formats. Students gain the skills, experience, and confidence necessary to meet the writing expectations of the Grade 10 English curriculum.

Learning Resources:


Parks, S and Black H (1990) Organizing Thinking; Critical Thinking Press and Software, California


Videos:

Discuss It! (1992) A video compilation of films for use in the ESL Classroom, National Film Board of Canada

The Boy Who Cried Wolf, (Distributed by Image Media Services, Richmond, B.C.)
School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Get Fit 10

Course Code: YGF 10

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

The course is comprised of five units of study designed to further students’ study of physical fitness and its components. Get Fit will focus entirely on cardiovascular fitness, muscular strength and endurance, and flexibility. The course will provide students with an opportunity to better their understanding of the importance of cardiovascular, muscular strength, and flexibility training through exploration of concepts of physical fitness and human anatomy and physiology. This knowledge teamed with in-depth instruction and focused active training sessions will allow students to achieve improved levels of health and fitness on an individualized basis.

Learning Resources:


School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Library Science 10

Course Code: YLSCI 10

Category: Choose a Category

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved:  

April 27, 2004

Prerequisites:  

None

Course Synopsis:

This course provides students interested in library or information related careers with an introduction to research skills, library management, organization and services. This course is designed for students who are interested in exploring the potential of computers in communication and electronic information retrieval. Students learn research skills using a variety of technologies and print media.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

Additional Information:

Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.
School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites: Successful interview with instructor

Course Synopsis:

Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books


Videos

- How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.

Internet Resources

School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  □ 10  □ 11  X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved:   April 28, 2005

Prerequisites:   Interview with instructor

Course Synopsis:

The most effective way to learn is to teach. Peer tutoring 11 provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• In a Class of His Own. Munic, Robert (dir). VHS/DVD. Showtime Original Pictures. (1999) 94 min.

Internet Resources
• http://www.inspiration.com/hiz.html
• http://www.muskingum.edu/~/cal/database/database.html
School District 36

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Super Fit 11

Course Code: YSPFT 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: Get Fit 10

Course Synopsis:

The course is comprised of five units of study designed to further students' study of physical fitness and its components. Super Fit will focus entirely on cardiovascular fitness, muscular strength and endurance, and flexibility. The course will provide students with an opportunity to utilize their previously learned health and fitness information in a practical setting. This knowledge teamed with in-depth instruction and practical experiences will allow students to achieve personal fitness improvement and cognitive training applications. Super fit is a progression from Get Fits knowledge acquisition to application of that knowledge.

Learning Resources:


School District 36

School Name: Queen Elizabeth Secondary
Course Name: Textile Arts and Design 10
Course Code: YTXAD 10

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 7, 2004
Prerequisites: none

Course Synopsis:
Textiles Arts & Design 10 introduces students to many methods of manipulating and decorating fibers and fabric. Students are provided with many opportunities to create a variety of textile art-design pieces that represent their personal style and challenge their creative mind. They also discuss, write and report on how cultures from around the world use these techniques as mediums for personal and cultural expression.

Learning Resources:

Books and Magazines:
- BC Ministry of Education Recommended learning resources for Textile Studies Grade 10 and 11.
- BC Ministry of Education recommended learning resources for art and design.
- Embellishments A to Z by Stephanie Valley
- Fabulous Fabrics - Elegant & Innovative Techniques to Embellish Textiles by Mary Jo Hiney
- Print Magic - A Complete Guide to Decorative Printing Techniques by Jocasta Innes & Stewart Walton
- Unravelling Fibers by Patricia A. Keeler & Francis X. McCall
- Teach Yourself to Make Soft Toys by Jodie Davis
- Make Your Own Classic Bears by Julia Jones
- Scrap Basket Crafts by Nancy Reames
- Practical Craft Projects Editorial Director Joanna Lorenz
- Better Homes and Gardens Publications
- Martha Stewart Publications

Other Suggested Learning Resources

- A Great Notion www.agreatnotion.com
- Fibre Expressions Studio in Abbotsford
- Fibre Arts Studio in Vancouver
- Sundrop Textiles, Port Coquitlam www.sundrop textiles.com
- Jefferson's in Vancouver
- Michael's Crafts
- Treasure Mart
- Fabricland
- Fanny's
- Sewing & Crafts show March 26,27th at the Tradex Abbotsford. www.sewingandcraftsshow.com
School District 36

Status: approved

School Name: Queen Elizabeth Secondary
Course Name: Weight Training 11
Course Code: YWEI 11
Category: Fitness and Recreation

Grade Level of Course:  

10  
11  [X]  
12  

Number of Course Credits: 4 elective
Number of Hours of instruction: 100 - 120
Date Approved: April 28, 2005
Prerequisites: PE 10

Course Synopsis:

This course has been developed to support and encourage students safe and effective participation in weight training. Weight Training is a continually growing individual fitness endeavor which when performed properly, has numerous health and social implications.

Students will gain hands-on weight training techniques, knowledge of principles of training, safety procedures, adaptations to training and supplement use. Students will be able to develop an individual weight training program and conduct the implementation of the plan in reaching personal goals. Most importantly students who have become disinterested in regular physical education but are interested in weight training have a viable healthy option to non-activity.

Learning Resources:

• Coach and Athletic Director Periodical
• Cohn, Milan & Bojan Struger. Strength & Power Training (Video): Toronto, Ont.: Sport Books Publisher, 2000
• Prokopetz, Shawn. Strength and Conditioning Journals: BAP Publishing
**School District 36**

Status: approved

School Name: Queen Elizabeth Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Other

Grade Level of Course:  10  11  X 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: May 11, 2006

Prerequisites: Recommended Yearbook 11 or have equivalent computer, photography and layout skills.

**Course Synopsis:**

This course is designed to enable students to demonstrate leadership in the publication of the school's yearbook using management skills. Students will learn how to analyze various layout options from a variety of sources. Students will demonstrate appropriate leadership and mentorship strategies in the selection and application of a suitable yearbook theme. Students will examine the school's past yearbooks to suggest improvements and identify successful components in order to provide a continuity of purpose. Students will extend the development of their skills around time management, communication, creative problem solving, reflection, career exploration, graduation portfolio development and responsibility to a group and contribution to school society. Students will participate in editing yearbook sections; acting as design, photographic, copy, grade and section editors. Students will lead in the development of numerous pieces of work.

**Learning Resources:**

Curriculum Guide (School’s Yearbook Publishing Company will provide)

Visual Quickstart Guide (available for a variety of programs) published by Peachpit Press, Berkeley, California (possible titles are supplied below) (must get district approval)

- InDesign CS2 for MacIntosh & Windows by Sandee Cohen, ISBN 0321322010, Published September 26, 2005
- Illustrator CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336569, Published September 20, 2005
- Photoshop CS2 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321336550, Published July 7, 2005
- Illustrator CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321199553, Published April 16, 2004
- Photoshop CS for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 032121353X, Published December 24, 2003
- Illustrator CS3 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150678, Published February 6, 2003
- Photoshop CS3 for Windows & MacIntosh by Peter Lourekas and Elaine Weinmann, ISBN 0321150589, Published October 17, 2002

Adobe Illustrator Manual (provided with program or online)
Adobe Photoshop Manual (provided with program or online)
Adobe Indesign or PageMaker Manual (provided with program or online)

Connect Me Website by Friesens (http://www.friesens.com/Yearbook/ct/ConnectMe.aspx?root=52&mid=71 ), Yearbook Avenue by Jostens (http://yearbookavenue.jostens.com/) or similar websites by other publishing companies

Adobe Classroom in a Book Series (available for a variety of programs - possible titles are supplied below) (must get district approval)

- Adobe Classroom in a Book by The Adobe Creative Team, ISBN 0321349822, Published July 27, 2004
Various other books and manuals for computer programs, design concepts and photography skills – must get district approval

Various books and manuals for leadership resources (possible titles listed below) (must get district approval)
• 50 Ways to Teach Your Learner – Activities and Interventions for Building High Performance Teams by Ed Rose and Steve Buckley, ISBN 0-7879-4504-8, Published by Jossey-Bass - Pfeiffer (1999)
• Building Shared Responsibility for Student Learning by Anne Conzemius and Jan O’Neill, ISBN 0-87120-597-1, Published by the Association for Supervision and Curriculum Development (2001)

Various web sites offering tips on photography, Adobe programs, other graphic ideas and leadership
School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: 10  X 11  □ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
- WBC Student Worksafe
  - Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  - [http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp](http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp)
  - Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  - WHMIS
  - WCB Industry-Specific Safety Certification
  - Construction Safety Association of BC - CSABC Safety Star Certificate

- Career Cruising (computer software / internet access)
  - Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.

- WorkinfoNET and linked career-related websites
  - BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  - [http://www.workinfonet.bc.ca/](http://www.workinfonet.bc.ca/)

- School District #36 Student / Supervisor / Employer Package and Prep Plus
  - SuperHost
  - British Columbia’s Employment Standards Act
  - Human Rights Commission
  - [http://www.workfutures.bc.ca/](http://www.workfutures.bc.ca/)
  - [http://www.educationalplanner.ca/](http://www.educationalplanner.ca/)
  - [http://www.studentcounsellor.com](http://www.studentcounsellor.com)
  - Career Cruising
  - Conference Board of Canada Employability Skills 2000
  - COPS (Career & Occupational Planning)
  - Horizons 2000+
  - Blueprint for Life / Work Designs
  - The Graduation Portfolio, Ministry of Education
  - Focus Areas Program Guide, Ministry of Education

[BCSTA logo] www.bcsta.org
School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: Culinary Training 11

Course Code: YVHE 11B

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 19, 2009

Prerequisites:

Course Synopsis:

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

Learning Resources:


School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: Culinary Training 12

Course Code: YVHE 12A

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 19, 2009

Prerequisites:

Course Synopsis:

This is an advanced course designed for those students who have completed Cafeteria 11 and 12, Culinary Training 11 and have a strong interest in the food industry. The course will focus on advanced techniques in food study and preparation with an emphasis on careers in the foods and hospitality industries. There will be a leadership role expected from students.

Learning Resources:


School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: ESL Reading Strategies 11

Course Code: YESLR 11

Category: Other

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Approval of LST Specialist

Course Synopsis:

This course is for upper beginner and intermediate ESL students who need to develop their proficiency in reading for comprehension of English text. The focus is on learning various reading strategies to comprehend various genres, including daily news and communication, fiction and non-fiction text, graphs and illustrations, and academic text.

Learning Resources:


Thoughts and Notions, High Beginning Reading Practice, Linda Lee and Barbara Bushy, Heinle and Heinle Thomson Learning, 1999 (ISBN 0 – 8384-8222-8)


Thoughts and Notions, High Beginning Reading Practice, Linda Lee and Barbara Bushy, Heinle and Heinle Thomson Learning, 1999 (ISBN 0 – 8384-8222-8)


Seasons of Splendour, Tales, Myths & Legends of India, Madhur Jaffrey, Pavilion Book Ltd. 1995 (ISBN 1 85793 364 8)


Reading Strategies 11 for ESL


Additional Information:

Current Newspapers and Journals will include:

Vancouver Sun
National Post
Financial Post
Canadian Geographic
National Geographic
MacLeans
Newsweek
Times

Current social studies, science and mathematics textbooks will be important resources for Unit # 4.
School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: Fashion Design Tailoring 12

Course Code: YFDT 12

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to express themselves creatively through the medium of textiles, in the realm of higher level construction techniques used in tailoring. This course will cover everything from using a commercial pattern, personalizing the fit to constructing the finished product to meet industry standards. Students will examine ready to wear garments in order to meet these professional standards. The final products produced from this course may be added to the student’s portfolio for post-secondary applications.

Learning Resources:

Today’s Custom Tailoring - Ethel Wyllie

Fashion! – Mary Wolfe

Tailoring – Singer Sewing Reference Library

Fearless Pressing Part 1: Jackets - Cecilia Podalak (video)

Pressing Matters - June Tailor (video)
School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: Journalism 10

Course Code: YJOU 10

Category: Choose a Category

Grade Level of Course: □ 10 ☑ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2004

Prerequisites: None

Course Synopsis:

Journalism 10 provides students with an opportunity to explore fundamental concepts for media education. Students have the opportunity to produce a magazine/newspaper and learn reporting, interviewing, critiquing, publishing and editing skills. Through guest speakers, movies, class discussions, and field trips, students are exposed to a variety of media sources in our modern day culture. Students will continually reflect and critically think about media issues, and the influence this course can have on their lives.

Learning Resources:
Textbook:
“Mass Media and Popular Culture”
Authors: Barry Duncan, Janine D'Ippolito, Cam Macpherson and Carolyn Wilson
Publisher: Canadian Cataloguing in Publication Data

Videos:
- The Critics Choice Video (B.C. Ministry of Education)
- TV violence and You (B.C. Ministry of Education)
- Boys Will be Boys
- Field of Dreams
- Forrest Gump

Newspapers:
- The Vancouver Sun
- The Leader
- The Province
- The Now
- The National Post
- The Georgia Strait
- Youthink
- The Globe and Mail

Magazines:
- Sports Illustrated
- Maclean's
- Time
- Good Housekeeping
- Chatelaine

Other Suggested Learning Resources:
- “Media and Communication Unit Guide and Magazine”
  Senior Editors: Margaret Iveson and Samuel Robinson

“Media Education in Your Classroom”
Author: Kevin A. McKendy

Websites:
- http://www.media-awareness.ca
- http://mrsd.lunarpages.com

Field Trips:
- Vicki Gabereau Show
- MTV Select
- CTV Tour
- XFM and The Beat radio shows
- The Vancouver Sun and Province tours
School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: Successful interview with instructor. Successful completion of Peer Tutoring 11 or previous tutorin

Course Synopsis:

Peer Tutoring 12 provides students with the opportunity to expand on previous experiences with tutoring. This course is designed for peer tutors to gain a deeper understanding of the dynamic nature of the teaching process. It is set up to be flexible in its structure and in the manner by which hours are applied to the units. This enables the course to best fit the dynamic natures of student populations and tutor skill levels.

Learning Resources:

Books

• Peer Tutoring Manual

Videos

• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• The Third Option. Business Council of British Columbia.
School District 36

Status: approved

School Name: Semiahmoo Secondary

Course Name: Yearbook 10

Course Code: YYB 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites: None

Course Synopsis:

Communication is part of our daily life. This course has been developed to support and encourage students to explore the richness and diversity of events in their school environment. Students learn to plan, market, and execute the means to produce a saleable print media product about this environment and its events. Students learn to use a digital camera and the photographic skills required to record these events and to create page layouts to present the event in an attractive manner.

Learning Resources:

MAKING IT CLICK: A curriculum for YearTech and Pagemaker. (Jostens)

CURRICULUM GUIDE (Friesens Yearbook Company)

THE YEARBOOK ADVISORS GUIDE (Friesens Yearbook Company)

(more resources readily available by the different yearbook companies.)
School District 36

Status: approved

School Name: South Surrey White Rock Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
  • Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  - WHMIS
  - WCB Industry-Specific Safety Certification
  • Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
**School District 36**

Status: approved

School Name: South Surrey White Rock Learning Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

**Course Synopsis:**

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

**Learning Resources:**
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
• Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  • WHMIS
  • WCB Industry-Specific Safety Certification
  • Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
• Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest
test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
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clearinghouse is continually updated and expanded.
  • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
• Career Cruising
• Conference Board of Canada Employability Skills 2000
• COPS (Career & Occupational Planning)
  • Horizons 2000+
• Blueprint for Life / Work Designs
• The Graduation Portfolio, Ministry of Education
• Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Student Support Centre

Course Name: Braille 11

Course Code: YSEVC11C

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites:

Course Synopsis:

Braille 11 is for students who are visually impaired who already have beginning Braille skills and who are ready to learn contracted Braille (Grade II Level Braille) and standard Braille formatting rules. Braille 11 is for students who are ready to interpret and to prepare more advanced Braille materials such as columns, graphs and tables. Students will explore the rich complexity and flexibility of the Braille code and will become familiar with the Braille Authority of North America’s regulations for Braille production. Students will gain the skills, experience and confidence necessary to use the various technologies used to access and produce Braille including additional experience with the more traditional Braille writer and with more advanced technologies such as the computer and Braille notetaker with refreshable Braille display. In addition, students will begin to advocate for Braille materials that are prepared to meet the needs of the student who is visually impaired and according to the Braille Authority of North America’s standards and to increase Braille awareness within their school communities.

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School District 36

Status: approved

School Name: Student Support Centre

Course Name: Canadian Aboriginal Studies

Course Code: YAES 10A

Category: Other

Grade Level of Course: ✓ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 27, 2004

Prerequisites: None

Course Synopsis:

Canadian Aboriginal Studies 10 is developed to support and promote student’s exploration of the diversity and richness of Canadian Aboriginal Cultures. The practical skills in construction and art related to traditional and contemporary Aboriginal technologies will be stressed. As well, students will gain an understanding of the relationship between environment and traditional Aboriginal culture. Students will juxtapose the pre- and post-contact education systems with an emphasis on the lasting impact of the residential school system. Finally, activities will be promoted which enhance leadership qualities in youth while identifying the obstacles faced today by emerging leaders.
School District 36

Status: approved

School Name: Student Support Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
  • Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
  - WHMIS
  - WCB Industry-Specific Safety Certification
  - Construction Safety Association of BC - CSABC Safety Star Certificate

• Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
  • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
  • http://www.workinfo.net.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
  • http://www.workfutures.bc.ca/
  • http://www.educationalplanner.ca/
  • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
  • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Student Support Centre

Course Name: English Language Development 10

Course Code: YESFL10A

Category: Other

Grade Level of Course:  

10 ☒ 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 26, 2008

Prerequisites:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.
School District 36

Status: approved

School Name: Student Support Centre

Course Name: English Language Development 11

Course Code: YESFL11A

Category: Other

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2008

Prerequisites:

Course Synopsis:

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.
School District 36

Status: approved

School Name: Student Support Centre

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: None

Course Synopsis:

The course will focus on traditional art of the Katzie and Semiahmoo First Nation cultures, and other West Coast First Nations groups. Through study of native symbolism in design, the cultural background of myths and legends, as well as the materials, processes, and skills required, students will develop an understanding of the role of art in these cultures.
School District 36

Status: approved

School Name: Student Support Centre

Course Name: Orientation and Mobility 11

Course Code: YSEVC11A

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2008

Prerequisites:

Course Synopsis:

Orientation and Mobility 11 is designed for students who have low vision or who are blind and who are learning how to use a mobility cane for independent travel. As students progress through the course they will develop the skills, knowledge, confidence and motivation required to travel independently, safely, efficiently and gracefully in many familiar and unfamiliar indoor environments and in some outdoor, residential area environments. Students will develop an awareness of the responsibilities involved in travelling independently and will exhibit an appreciation of and an enthusiasm for the importance of O&M techniques and mobility and orientation devices. As students advance through the course, they will begin to advocate more effectively for their O&M needs and will begin taking the steps needed to explore new environments independently making appropriate decisions about how to travel safely and efficiently.

As the course is designed for students who are mobility cane users with varying degrees of visual ability, a few of the examples presented under the PLOs involve strategies that are appropriate only for students with some visual ability. The District O&M Teacher and the student will determine which strategies are most appropriate for a given student.
School District 36

Status: approved

School Name: Student Support Centre

Course Name: Orientation and Mobility 12

Course Code: YSEVC12A

Category: Other

Grade Level of Course:  

10
11
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 27, 2008

Prerequisites:

Course Synopsis:

Orientation and Mobility 12 is designed for students who have low vision or who are blind and who are learning how to use a mobility cane for independent travel. In addition, students completing Orientation and Mobility 12 have mastered most of the skills, concepts and techniques addressed in Orientation and Mobility 11.

As students progress through Orientation and Mobility 12, they will develop the skills, knowledge, confidence and motivation required to travel independently, safely, efficiently and gracefully in familiar and unfamiliar commercial environments. For instance, in addition to further developing their cane and orientation skills, students will learn how to travel on various forms of public transportation including public busses and SkyTrain. They will develop an awareness of the responsibilities involved in travelling independently and will exhibit an appreciation of and an enthusiasm for O&M techniques and mobility and orientation devices, recognizing the usefulness of these tools in increasing their ability to travel safely and with as much independence as possible. As students advance through the course, they will advocate more effectively for their O&M needs and will make appropriate decisions related to safe and efficient travel, enabling them to travel independently in familiar environments and to explore new ones.

Please note:

As Orientation and Mobility 12 is designed for students who are mobility cane users and who have varying degrees of visual ability, a few of the examples presented under the PLOs are strategies that are appropriate only for students with some visual ability. The Orientation and Mobility Teacher and the student will determine which strategies would be most appropriate for a given student.

Some of the PLOs are repeated in several units in the course. Students are expected to perform these PLOs in increasingly complex environments and in conjunction with an increasing number of previously learned skills and techniques.

As a final note, the examples presented under the PLOs are not comprehensive lists of the skills, techniques and concepts associated with each outcome. Instead, they are only a few sample techniques and concepts included in the course outline to assist individuals who are not trained Orientation and Mobility Teachers develop a clearer understanding of the nature of orientation and mobility instruction.
School District 36

Status: approved

School Name: Student Support Centre

Course Name: Visual Impairment Technology 11

Course Code: YVSIT 11

Category: Other

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4 (electiv

Number of Hours of instruction: 120

Date Approved: November 8, 2007

Prerequisites: See Appendix A

Course Synopsis:

Visual Impairment Technology 11 is designed for students who have visual impairments, in particular those who use Braille. Students will gain a working knowledge of the skills to use technology (such as the computer, screen reader software, Braille notetaker with refreshable Braille display, scanner, OCR software, printer, and Braille embosser), as well as the experience and confidence necessary to do so. In addition, students will learn how to use email and the Internet. Students will develop an awareness of the responsibilities involved with using technology and will develop an appreciation for the importance of technology in increasing their independent access to information and their ability to communicate quickly and without assistance. As a result, students will begin to advocate for the use of technology as they proceed through the course.

Please note:

Students who are blind or who have low vision often use the computer and the notetaker interchangeably. Most students do not master either piece of technology by the end of Grade 12; however, they should have a working knowledge of both pieces of technology before they leave high school. This course is designed to provide them with the skills they need to use the technology at work or at a post secondary institution. Therefore, the following PLOs are to be accomplished using both the computer and the notetaker, except in some specific situations where either piece of technology should be used alone.

Learning Resources:


Additional Information:

Visual Impairment Technology 11- Appendix A

Students completing Visual Impairment Technology 11 must be able to carry out several tasks independently before beginning the course. The skills needed to complete these tasks are listed below.

Before beginning Visual Impairment Technology 11, students will:

• Recognize and identify technology components (e.g., computer, notetaker, scanner, printer, Braille embosser, power and communication cables, etc.)
• Be able to use power and communication cables.
• Connect computer to notetaker.
• Connect computer or notetaker to peripheral devices.
• Practice appropriate safety procedures.
• Store technology safely and independently.
• Be able to use appropriate transport procedures.
• Demonstrate an awareness of ergonomic and health issues related to the use of technology.
• Customize output settings (e.g., screen reader software and refreshable Braille display.)
• Change basic operating system settings (e.g., time and date.)
• Be able to use appropriate power management (e.g., determine battery strength.)
• Be able to use simple troubleshooting strategies (e.g., warm and hard reset.)
• Be able to keyboard
• Be able to use 6 keyed Braille entry
School District 36

Status: approved

School Name: Sullivan Heights Secondary

Course Name: CAD/CAM/CNC 11

Course Code: YCCC 11

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None but CAD 9/10 would be helpful

Course Synopsis:

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

Learning Resources:

Teacher handouts
Guest speakers from the community in related fields
Visit/interview local trades people in related fields
Articles and information about CNC careers on internet
Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.

Additional Information:

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each school's equipment and resources.
School District 36

Status: approved

School Name: Sullivan Heights Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
• WBC Student Worksafe
  • Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
  • http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
  • Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
    - WHMIS
    - WCB Industry-Specific Safety Certification
    - Construction Safety Association of BC - CSABC Safety Star Certificate
  • Career Cruising (computer software / internet access)
  • Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
    • http://www.careercruising.com/

• WorkinfoNET and linked career-related websites
  • BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
    • http://www.workinfonet.bc.ca/

• School District #36 Student / Supervisor / Employer Package and Prep Plus
  • SuperHost
  • British Columbia’s Employment Standards Act
  • Human Rights Commission
    • http://www.workfutures.bc.ca/
    • http://www.educationalplanner.ca/
    • http://www.studentcounsellor.com
  • Career Cruising
  • Conference Board of Canada Employability Skills 2000
  • COPS (Career & Occupational Planning)
    • Horizons 2000+
  • Blueprint for Life / Work Designs
  • The Graduation Portfolio, Ministry of Education
  • Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Sullivan Heights Secondary

Course Name: Community Leadership 10

Course Code: YCML 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop an individual and collective sense of social responsibility through the acquisition and application of leadership theory and skills. Students develop skills in the areas of self-confidence, goal-setting, time management, public relations and conflict resolution. Students also define leadership and identify different leadership styles.

Learning Resources:

- CASAA Newsletters, Student Leadership Handbook and Student Activity Sourcebook
- BCASAA Newsletters/Website
- Various Conferences (District, Provincial, National)
- Internet - NASSP
- CIRA
- Journals and Periodicals

Videos:
- Scharenbroich, Choose t Lead, Scharenbroich and Associates, Minnesota, 1994
- Simon Birch
- Bend it Like Beckham
- Aappolo 13

October Sky

Resource Books:
- Bender, PU - Leadership from Within, Peter Urs Bender, 1997
- Jackson, Tom - Activities that Teach, Tom Jackson, 1993
- Corey, Sean - The 7 Habits of Highly Effective Teens, Franklin Covey Co., 1998
School District 36

Status: approved

School Name: Sullivan Heights Secondary

Course Name: Library Science 10

Course Code: YLSCI 10

Category: Choose a Category

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: None

Course Synopsis:

This course provides students interested in library or information related careers with an introduction to research skills, library management, organization and services. This course is designed for students who are interested in exploring the potential of computers in communication and electronic information retrieval. Students learn research skills using a variety of technologies and print media.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

Additional Information:

Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.
School District 36

Status: approved

School Name: Sullivan Heights Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course: ☑ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites: Successful interview with instructor

Course Synopsis:

Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
- How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.

Internet Resources

BCSTA

British Columbia School Trustees Association

www.bcsta.org
School District 36

Status: approved

School Name: Sullivan Heights Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Choose a Category

Grade Level of Course:   10  11  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: May 11, 2006

Prerequisites: Successful interview with instructor. Successful completion of Peer Tutoring 11 or previous tutoring

Course Synopsis:

Peer Tutoring 12 provides students with the opportunity to expand on previous experiences with tutoring. This course is designed for peer tutors to gain a deeper understanding of the dynamic nature of the teaching process. It is set up to be flexible in its structure and in the manner by which hours are applied to the units. This enables the course to best fit the dynamic natures of student populations and tutor skill levels.

Learning Resources:

Books

• Peer Tutoring Manual

Videos

• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• The Third Option. Business Council of British Columbia.
School District 36

Status: approved

School Name: Sullivan Heights Secondary

Course Name: Yearbook 10

Course Code: YYB 10

Category: Choose a Category

Grade Level of Course:  

10 [✓]  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 27, 2004

Prerequisites:  

None

Course Synopsis:

Communication is part of our daily life. This course has been developed to support and encourage students to explore the richness and diversity of events in their school environment. Students learn to plan, market, and execute the means to produce a saleable print media product about this environment and its events. Students learn to use a digital camera and the photographic skills required to record these events and to create page layouts to present the event in an attractive manner.

Learning Resources:

MAKING IT CLICK: A curriculum for YearTech and Pagemaker. (Jostens)

CURRICULUM GUIDE  (Friesens Yearbook Company)

THE YEARBOOK ADVISORS GUIDE  (Friesens Yearbook Company)

(more resources readily available by the different yearbook companies.)
School District 36

Status: approved

School Name: Surrey Traditional

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
WBC Student Worksafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
WHMIS
WCB Industry-Specific Safety Certification
Construction Safety Association of BC - CSABC Safety Star Certificate

Career Cruising (computer software / internet access)
Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test ‘matchmaker’; linked to the Life/Work Designs Blueprint.
http://www.careercruising.com/

WorkinfoNET and linked career-related websites
BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
http://www.workinfonet.bc.ca/

School District #36 Student / Supervisor / Employer Package and Prep Plus
SuperHost
British Columbia’s Employment Standards Act
Human Rights Commission
http://www.workfutures.bc.ca/
http://www.educationalplanner.ca/
http://www.studentcounsellor.com
Career Cruising
Conference Board of Canada Employability Skills 2000
COPS (Career & Occupational Planning)
Horizons 2000+
Blueprint for Life / Work Designs
The Graduation Portfolio, Ministry of Education
Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Tamanawis Secondary
Course Name: Art in Global Action 11
Course Code: YAGA 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2 Fine Art
Number of Hours of instruction: 100 - 120
Date Approved: May 11, 2006
Prerequisites: None

Course Synopsis:

This course is designed to give students an introduction to global issues through art, while providing continuous opportunity for leadership and stewardship in the local and global community. Students will study socio-political art and respond to it in discussion, written work, and creation of their own works of art. They will research a variety of current issues, and interpret each topic through a formal presentation as well as an original and interactive work of art, promoting reflection and discussion. Students will collaboratively design, prepare and manage a Fine Arts event that raises awareness of global issues. Students will summarize their learning and assess their personal growth as a global citizen through writing and creating art in their sketchbook journals.

Learning Resources:


Lasn, Kalle. *Adbusters* (periodical), Adbusters Media Foundation, Vancouver, Canada (ISBN/ISSN 0847-9097)

Harris, Jay, *Mother Jones* (magazine), (ISSN 0362-8841)

Rudrud, Judy, *Utne Reader* (magazine), (ISSN 1544-225)

National Geographic (magazine), (ISSN 0027-0358)

Time (magazine), Time Canada Ltd

WEBSITES:
www.dhm.de/museen/kollwitz/english/works.htm (works of Kaethe Kollwitz)

www.artcyclopedia.com

www.sierraclub.ca (organization for youth leadership in global stewardship)

www.lsf-lst.ca (Learning for a Sustainable Future)

www.earthproject.ca (Judith Marcuse Project: The Earth Symposium)

www.youthmilleniumproject.ca

www.oxfam.ca

www.transparencyinternational.org

www.amnesty.ca

www.msf.ca

www.redcross.ca

www.unicef.ca

www.globalissues.org

www.timecanada.com

www.brettonwoodsproject.org

www.cbc.ca

http://archives.cbc.ca

www.cnn.com

www.utne.com

www.motherjones.com

VIDEOS and DVD's:
This is What Democracy Looks Like, (video) an imc(Independent Media Center), Seattle, WA / big noise film, New York, NY


Super Size Me, (DVD) Alliance Atlantis, 2004


Eye of a Needle, (video) Maiwa Foundation, 2002

Lipke, K.V., McKay, J & DAKOTA Productions Canada, Daughters of Ixchel Maya Thread of Change (video)
Montreal: DAKOTA Productions, 1993
This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.

**Course Synopsis:**

Computer Assisted Machining 11 has been developed to support and encourage students to look into the expanding and diverse area of computer controlled machining. Students learn to use various software programs that bring the operator through the three main processes: Computer assisted drafting; Computer assisted machining and computer numerical control. They will take projects from the design stage right to the completed artefact as they draw and build projects of interest to others or themselves. They will learn why industry is using CNC machines.

**Learning Resources:**

- Teacher handouts
- Guest speakers from the community in related fields
- Visit/interview local trades people in related fields
- Articles and information about CNC careers on internet
- Books

The books needed for resources will be determined by the Software programmes the schools have purchased. The following is useful only if masterCam is used.


**Additional Information:**

This is a new course based on the old locally developed CNC course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Delivery of the course will be altered to reflect each schools equipment and resources.
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

Course Synopsis:

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

Learning Resources:
WBC Student Worksafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
- WHMIS
- WCB Industry-Specific Safety Certification
- Construction Safety Association of BC - CSABC Safety Star Certificate

Career Cruising (computer software / internet access)
Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
http://www.careercruising.com/

WorkinfoNET and linked career-related websites
BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
http://www.workinfonet.bc.ca/

School District #36 Student / Supervisor / Employer Package and Prep Plus
SuperHost
British Columbia’s Employment Standards Act
Human Rights Commission
http://www.workfutures.bc.ca/
http://www.educationalplanner.ca/
http://www.studentcounsellor.com
Career Cruising
Conference Board of Canada Employability Skills 2000
COPS (Career & Occupational Planning)
Horizons 2000+
Blueprint for Life / Work Designs
The Graduation Portfolio, Ministry of Education
Focus Areas Program Guide, Ministry of Education
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Creative Writing 10

Course Code: YCWR 10

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 27, 2004

Prerequisites:  English 8

Course Synopsis:

Creative Writing 10 provides students with an opportunity to explore writing in different genres. Methods of expressing, organizing, editing and publishing are practiced. Students are asked to critically analyze different styles (both in writing and media) and the effect persuasive techniques have on the reader/listener/audience. Students learn to write to achieve a desired effect on the reader/audience.

Learning Resources:
Resources useful for reference:

Text:
- Everyday Creative Writing: Panning for gold in the Kitchen Sink, M.C. Smith and S. Greenburg
- Elements of Storytelling, Peter Rubie, 1996
- Creating Characters, Dwight V. Swain, 1997
- Elements of Style, William Strunk Jr. and E.B. White, 1972
- The Writer's Market, current year
- How to Build a Long-Lasting Fire, Carol Morrison, 1997
- A Passion for Narrative, Jack Hodgins, 1993
- The Practice of Poetry, Eds. Robin Behn and Chase Twichell, 1992
- Real Toads in Imaginary Gardens, S. Policoff and J. Skinner, 1991
- Recipes for Writing, Addison Wesley Publishers
- Writing Accross Cultures, Edna Kovaks, 1994
Writing Incredibly Short Plays and Poems, James H. Norton and Frances Gretton, 1972

For Media Studies:
- Media in Perspective, Harcourt, Brace, Jovanovich Publishers, 1993
- Mass Media and Popular Culture, Harcourt Brace Canada, 2000
- Media Mix, (Nelson's Mini-Anthologies series) Sharon Siam and James Barry, 1994
- Vancouver Sun: Newspaper In Education Package, available from publisher

For Unit 2 "Developing a Narrative Voice:
- Grimm's Fairytales
Other children's fairytale parodies including:
- The paperbag Princess
- Stinky Cheese Man
- The True Story of the Three Little Pigs
- The Frog Prince Continued

Video Resources:
- Scanning Televisions, (first and second editions with teacher guides), harcourt Canada

Other suggested Learning Resources:
- Guest speakers (authors, poets, editors, "Media Watch" speakers)
- Field trips (VTV studios, Public Libraries, Vancouver Writer's Festival)
- student publications such as the District Writing Anthology (contest winners) and the Claremont Review
- Media Watch magazine, AdBusters

Additional Information:
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Interior Design 11

Course Code: YIDN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: December 14, 2006

Prerequisites: None

Course Synopsis:

This introductory course looks at how human beings occupy space. It will briefly introduce the fundamental factors that create an aesthetic and functional residential living space. The course begins with the basic elements and principles of good design; continues with a contextual close-up analysis of how social, cultural and historical design has evolved; and ends with an introduction to the tools of technology used in today’s world of Interior Design. At the end of the course, the student will have also developed a project portfolio containing a floor plan created with CADD software, a visual/tactile swatch comprised of collected appropriate materials. And lastly, a Power Point presentation will pull together the conceptual material captured through digital photographs of the potential space.

Learning Resources:
• Art, Visual Arts 2D & 3D 11/12 Curriculum Guide (TBC2235)
• Secondary Art Curriculum Guide Theme Resources (TBC2228)
• Adobe Illustrator 8-12, Adobe Photoshop Elements 8 – 12
• AutoCAD Lt 2000i, Intellcad, Cadopia, Solidworks,
• The Non-Designers Design Book 8 –12 (TBC223708)
• Computer Application Simulation Workbook (TBC39332)
• Men and Women in Business (Video) (TBC39393)
• Discovering Art History (Slide Set A,B,C) (TBC34331)
• Discovering Art History Teacher’s Edition (TBC15170)
• Western Civilization: Sources, Images and Interpretations Volume 1 (TBC34233)
• The Renaissance Artist (Video) (TBC34552)
• Colour Studies (2nd Edition) 8 – 12 (TBC112529)
• Contemporary Living (Student Text) (TBC9476)
• Architectural Graphics Standards CD-Rom (TBC51077)
• Architectural Graphics Standards Textbook (TBC51084)
• Architecture: Drafting and Design 11-12 (Teacher Guide) (TBC51085)
• British Columbia Building Code 1998 Paperback (no updates available) (TBC51132)
• Canadian Wood-Frame House Construction – Student Book (TBC51097)
• Design Drawing – Book and CD Rom (TBC51099)
• National Housing Code of Canada 1998 and illustrated guide (TBC51271)
• Orthographic Projection Simplified 11-12 (TBC51105)
• Introduction to Technology Student Text 8 – 12 (TBC102392)
• Accident by Design: Creating and Discovering beauty (DVD) (TBC103727)
• Art in Focus (student text) (TBC53065)
• Art a Global Pursuit – 18 Full Colour reproductions (TBC26264)
• Design Principals and Problems 2nd Edition 11 – 12 (TBC34241)
• Discovering Art History 8 – 12 (TBC38344)
• Drawing as Expression: Techniques and Concepts (Teacher Guide) (TBC76845)
• Drawing as Expression: Techniques and Concepts (Text) 11 – 12 (TBC76844)
• History of Art for Young People 7th Edition 10 -12 (TBC28763)
• History of Modern Art (TBC28764)
• Themes and Foundations of Art – Elements and Principles of Art (Slides) (TBC30728)
• Elements of Art/Principles of Design Poster Sets (TBC85686) (TBC85687)

Potential Resources for possible Board approval
• Brown, Asby (2005) The very small home: Japanese ideas for living well in limited space.
• CMHC Glossary of Housing Terms
• Cruickshank, Tom & de Viser, John (2003) Old Toronto houses.
• Tangaz, Tomris (2007) Interior Design Course.
• Wedlick, Dennis & Grayson Trulove, J. (2004) Sustainable homes: 26 designs that respect the earth.

• Current Interior Design decorating magazines and websites
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Library Science 10

Course Code: YLSCI 10

Category: Choose a Category

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: None

Course Synopsis:

This course provides students interested in library or information related careers with an introduction to research skills, library management, organization and services. This course is designed for students who are interested in exploring the potential of computers in communication and electronic information retrieval. Students learn research skills using a variety of technologies and print media.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

Additional Information:

Students do not require previous computer or library experience to take this class, however, permission of the teacher-librarian is mandatory prior to being accepted in this course. In addition, students must have an excellent attendance record.
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Library Science 11

Course Code: YLSCI 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: June 7, 2005

Prerequisites: None

Course Synopsis:

The purpose of this course is to give students an insight into the organizational structure of libraries and at the same time to provide management and analytical skills that will be of lifelong value. Furthermore, as they assist the Teacher Librarian at the check out desk, this course provides students with an opportunity to practice work related skills in dealing with the public.

Learning Resources:

The resources for this course may vary from school to school and thus may impact on the course presentation. The following resources should be available at each school.

- Computers with internet access
- Applicable computer/CD-ROM programs
- Applicable internet resources
- Library circulation software system
- Print and non-print resources

SUGGESTED LEARNING RESOURCES FOR LIBRARY SCIENCE 11

Books:

(These are suggested book titles. Their availability may vary from school to school)


Application Software:
(The availability of hardware/software may vary from school to school)

Appleworks 6 - Word Processing, Database - (MAC)
Office - Word (PC or MAC)
Office - Powerpoint (PC or MAC)
Office - Excel (PC or MAC)
Dreamweaver (MAC)
Fireworks (MAC or PC)
Photoshop (PC or MAC)
Frontpage (PC)
Epson Scan/or other scanning software
Library circulation software

Online database subscription or access:
E.G. EBSCO, Canadian Newstand

Journals:
(Periodical titles may vary from school to school)
Teacher-Librarian
School Library Journal
Book Report
The Book Mark
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 27, 2004

Prerequisites: Successful interview with instructor

Course Synopsis:
Teaching is a very effective way of learning. Peer Tutoring 10 provides students a unique opportunity to examine and share knowledge and learning strategies. The course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.

Internet Resources
http://www.inspiration.com/hiz.html
http://www.muskingum.edu/~cal/database/database.html
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4 elective

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: Interview with instructor

Course Synopsis:

The most effective way to learn is to teach. Peer tutoring 11 provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills.

Learning Resources:

Books

Videos
• How Difficult Can This Be? The F.A.T. City Workshop by Rick Lavole. The Learning Project at WETA Washington D.C. WETA videos, Harriman N.Y.
• In a Class of His Own. Munic, Robert (dir). VHS/DVD. Showtime Original Pictures. (1999) 94 min.

Internet Resources
• http://www.inspiration.com/hiz.html
• http://www.muskingum.edu/~cal/database/database.html
School District 36

Status: approved

School Name: Tamanawis Secondary

Course Name: Woodcraft 11

Course Code: YWC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 4 elective

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Woodcraft 11 provides students with 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. This 4-credit course can lead to higher-level courses, such as Ministry Course Wood Products 12, and possible vocational and artistic areas, or creative hobbies.

Learning Resources:

Textbooks:
- Exploring Woodworking ISBN: 1566374847
  Published by Irwin Publishing
- Modern Woodworking ISBN: 1566376181
  Published by Irwin Publishing
  Published: January 1996
  Published: January 1994
- Various other technique-specific selections

Videos:
- Lacquers and Varnishes ISBN: 700010
  Supplier: McIntyre Media LTD.
  Supplier: Omega Films Limited
  Supplier: Omega Films Limited
- Oil, Shellac, and Wax ISBN: 700011
  Supplier: McIntyre Media LTD.
- Preparing and Repairing Wood ISBN: 700008
  Supplier: McIntyre Media LTD.
- Stains and Polyurethane ISBN: 700009
  Supplier: McIntyre Media LTD.
- Various other technique-specific selections

Other Resources:
- Guest Speakers
- Technique and project samples/examples
- Various other technique-specific samples/examples

www.bcsta.org
School District 36

Status: approved

School Name: TREES Centre

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  
10  11  12

Number of Course Credits: 4 elective

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Special Training

**Course Synopsis:**

This course prepares students to make successful transitions to post-secondary work, education, or training. Students explore the realities and opportunities of modern workplaces, while refining their employability skills and learning how to manage their careers. Students target appropriate post-secondary education or training options and begin to implement an action plan to support their decisions. This course supports the ministry-authorized Work Experience 12 courses as well as provides students with the opportunity and support for further development and maintenance of the Graduation Portfolio. The course is applicable to all Focus Areas / academic disciplines.

**Learning Resources:**
WBC Student Worksafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Optional – St. John Ambulance Level One (Emergency) First Aid Certification Program
WHMIS
WCB Industry-Specific Safety Certification
Construction Safety Association of BC - CSABC Safety Star Certificate
Career Cruising (computer software / internet access)
Web-based resource with electronic portfolio component, classroom / apprenticeship activities, career interest test 'matchmaker'; linked to the Life/Work Designs Blueprint.
http://www.careercruising.com/
WorkinfoNET and linked career-related websites
BC WorkinfoNet is home to a collection of labour market and career-related information resources. This clearinghouse is continually updated and expanded.
http://www.workinonet.bc.ca/
School District #36 Student / Supervisor / Employer Package and Prep Plus
SuperHost
British Columbia’s Employment Standards Act
Human Rights Commission
http://www.workfutures.bc.ca/
http://www.educationalplanner.ca/
http://www.studentcounsellor.com
Career Cruising
Conference Board of Canada Employability Skills 2000
COPS (Career & Occupational Planning)
Horizons 2000+
Blueprint for Life / Work Designs
Graduation Portfolio, Ministry of Education
Focus Areas Program Guide, Ministry of Education
School District 37

Status: locked

School Name: Burnsvie Jr Secondary

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 27, 2004

Prerequisites:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on developing strategies needed to read, research and write successfully in English and addresses specific needs in language and culture.

Learning Resources:
Communication, Reading and Writing

Westcoast Reader, a monthly publication of Capilano College
New Horizons in English 1 (Third Edition) (including tapes)
Side by Side 1 (Book 1) (including tapes)
Picture Stories for Beginning Communication
In the Know 1
Listening and Speaking Activity Book
The New Oxford Picture Dictionary
Lifeskills 1
Canadian Concepts Book 1
From Writing to Composing
Travels – Levels A-H
Canadian Concepts
What a Life - BeginningHigh BeginningIntermediate

English Yes
Six-Way ParagraphsIntroduction08442 2124 4
Middle 08442 2119 8
Advanced084422123 6
New Canadian Voices1-895 131-05 -7
Reading and Understanding Short StoriesLevel 10-89061-689-2
Ready to Write0-201-85999-8
Decisions0-88751-018-3
Voices in LiteratureBronze0-8384-2283-7
Silver0-8384-7019-X
Facts and Figures0-8384-3813-X
Penguin ReadersEasy Starts0-582-40282-4
Level 1 - Beginner0-582-40282-4
A Beginning Look at Canada0-13-760117-4
Learning About the LawLaw Courts Ed. Society of BC
Impact Short Stories (Harcourt, Brace, Jovanovich Pub)
Surprises Series (Surprises, More Surprises, Encounters, Conflict) Jamestown Publishers
Grammar
Skill Sharpeners for ESL Students 1
Grammarwork 1, English Exercises in Context Beginner's
Workbook
The New Oxford Picture Dictionary
New Horizons Workbook 1
Side by Side Workbook 1
Grammar in Use – Intermediate0-521-62598
Basic English Grammar0 13 368317 6
Fundamentals of English Grammar0 13 338500 0
Understanding and Using English Grammar013 943663 4
Wordly Wise 3000Book 20 8388 2432 3
Fun With Grammar (Prentice Hall)
Vocabulary
The New Oxford Picture
Dictionary My Pictionary
Crossword Puzzles for Beginners
Oxford Canadian Dictionary0-19-541120-X

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa

www.bcsta.org
School District 37

Status: approved

School Name: Burnsviow Jr Secondary

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Other

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2003

Prerequisites:

Course Synopsis:

The course is designed to enable ESL students to extend the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on extending the strategies needed to read, research and write successfully in standard English. It also addresses specific needs in language and culture.

Learning Resources:
Communication, Reading and Writing ISBN
Westcoast Reader, a monthly publication of Capilano College
New Horizons in English 1 (Third Edition) (including tapes)
Side by Side 1 (Book 1) (including tapes)
Picture Stories for Beginning Communication
In the Know 1
Listening and Speaking Activity Book
The New Oxford Picture Dictionary
Lifekills 1
Canadian Concepts Book 1
From Writing to Composing 0-521-37938 5
Travels – Levels A-H089061 644 2
Canadian Concepts 5 0 13 364803 6
4 0 13 096918 4
3 0 13 117060 0
2 0 13 117052 X
What a Life - Beginning 0 20161996 2
High Beginning 0 201 61997 0
Intermediate 0 201 61998 9
English Yes
Six-Way ParagraphsIntroduction 08442 2124 4
Middle 08442 2119 8
Advanced 084422123 6
New Canadian Voices 1-895 131-05 -7
Reading and Understanding Short Stories Level 10-89061-689-2
Ready to Write 0-201-85999-8
Decisions 0-88751-018-3
Voices in Literature Bronze 0-8384-2283-7
Silver 0-8384-7019-X
Facts and Figures 0-8384-3813-X
Penguin Readers Easy Starts 0-582-40282-4
Level 1 - Beginner 0-582-40282-4
A Beginning Look at Canada 0-13-760117-4
Learning About the LawLaw Courts Ed. Society of BC
Impact Short Stories (Harcourt, Brace, Jovanovich Pub)
Surprises Series (Surprises, More Surprises, Encounters, Conflict) Jamestown Publishers
Grammar
Skill Sharpeners for ESL Students 1
Grammar Work 1, English Exercises in Context Beginner's Workbook
The New Oxford Picture Dictionary
New Horizons Workbook 1
Side by Side Workbook 1
Grammar in Use – Intermediate 0-521-62598
Basic English Grammar 0 13 368317 6
Fundamentals of English Grammar 0 13 338500 0
Understanding and Using English Grammar 013 943663 4
Wordly Wise 3000 Book 20 8388 2432 3
Fun With Grammar (Prentice Hall)
Vocabulary
The New Oxford Picture Dictionary
Dictionary My Pictionary
Crossword Puzzles for Beginners
Oxford Canadian Dictionary 0-19-541120-X

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Burnsvieview Jr Secondary

Course Name: ESL Literature Study 10

Course Code: YELST 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 27, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable ESL students to develop the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on developing strategies needed to read, research and write successfully in English and addresses specific needs in language and culture.

Learning Resources:
Communication, Reading and Writing
ISBN
Westcoast Reader, a monthly publication of Capilano College
New Horizons in English 1 (Third Edition) (including tapes)
Side by Side 1 (Book 1) (including tapes)
Picture Stories for Beginning Communication
In the Know 1
Listening and Speaking Activity Book
The New Oxford Picture Dictionary
Lifeskills 1
Canadian Concepts Book 1
From Writing to Composing0-521-37938 5
Travels – Levels A-H089061 644 2
Canadian Concepts5 0 13 364803 6
4 0 13 096918 4
3 0 13 117060 0
2 0 13 117052 X
What a Life - Beginning0 20161996 2
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Intermediate0 201 61998 9
English Yes
Six-Way ParagraphsIntroduction08442 2124 4
Middle 08442 2119 8
Advanced084422123 6
New Canadian Voices1-895 131-05 -7
Reading and Understanding Short StoriesLevel 10-89061-689-2
Ready to Write0-201-85999-8
Decisions0-88751-018-3
Voices in LiteratureBronze0-8384-2283-7
Silver0-8384-7019-X
Facts and Figures0-8384-3813-X
Penguin ReadersEasy Starts0-582-40282-4
Level 1 - Beginner0-582-40282-4
A Beginning Look at Canada0-13-760117-4
Learning About the LawLaw Courts Ed. Society of BC
Impact Short Stories (Harcourt, Brace, Jovanovich Pub)
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Grammar
Skill Sharpeners for ESL Students 1
Grammarwork 1, English Exercises in Context Beginner's Workbook
The New Oxford Picture Dictionary
New Horizons Workbook 1
Side by Side Workbook 1
Grammar in Use – Intermediate0-521-62598
Basic English Grammar0 13 368317 6
Fundamentals of English Grammar0 13 338500 0
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Wordly Wise 3000Book 20 8388 2432 3
Fun With Grammar (Prentice Hall)
Vocabulary
The New Oxford Picture Dictionary
Dictionary My Pictionary
Crossword Puzzles for Beginners
Oxford Canadian Dictionary0-19-541120-X

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/aba
School District 37

Status: approved

School Name: Delta Secondary

Course Name: Aboriginal Studies 10

Course Code: YABS 10

Category: Other

Grade Level of Course:  

10 [x]  

11 [ ]  

12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2007

Prerequisites: Students enrolled in Grade 10 who are of self-identified Aboriginal Ancestry

Course Synopsis:

This course is designed to empower Aboriginal students to achieve optimum success in school. It encourages, through a holistic education approach, a healthy and balanced development of the four aspects of self: intellectual, emotional, physical and spiritual. Students will experience and learn about Aboriginal culture through a variety of practical activities.

Learning Resources:

• First Nations: The Circle Unbroken Series (Vol. 1-4) (Vol. 5-7).
• Coyote U: Stories and Teachings from the Secwepemc Education Institute. The First Nations of British Columbia
• Mythic Beings: Spirit Art of the Northwest Coast
• Robes of Power: Totem Poles on Cloth
• Those Who Fell From the Sky: A History of the Cowichan Peoples
• We Get Our Living Like Milk From the Land
• White Slaves of Maquixma: John R. Lewitt's Capture and Confinement at Nootka
• Box of Treasurers
• Countercurrents: The Fight for Fish on the Fraser
• Fallen Hero: The Tommy Prince Story
• Forgotten Warriors
• For Angela
• First Nations - Native Stereotyping
• First Nations Portraits
• My Name is Sipeetza
• Haida Gwaii: The Queen Charlottes - Islands in the Web of Life
• The Native Arts Community
• The Potlatch
• Return to Eagle Rock
• Somewhere Between
• T Lina: The Rendering of Weal1th
• Today is a Good Day: Remembering Chief Dan George
• W5 - Seshelt Band
• Woman in the Shadows
• Shaping the Future: The Treaty Process in BC

Additional Information:

See the following site for the complete outline:

http://www.deltasd.bc.ca/baa

www.bcsta.org
School District 37

Status: approved

School Name: Delta Secondary

Course Name: Aboriginal Studies 11

Course Code: YABS 11

Category: Other

Grade Level of Course:  [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites: Students enrolled in Grade 11 who are of self-identified Aboriginal ancestry and are interested in

Course Synopsis:

This course is designed to empower Aboriginal students to achieve optimum success in school. It encourages, through a holistic education approach, a healthy and balanced development of the four aspects of self: intellectual, emotional, physical and spiritual. Students will experience and learn about Aboriginal culture through a variety of practical activities.

Learning Resources:

- First Nations: The Circle Unbroken Series (Vol. 1-4) (Vol. 5-7)
- Coyote U: Stories and Teachings from the Secwepemc Education Institute. The First Nations of British Columbia
- Mythic Beings: Spirit Art of the Northwest Coast
- Robes of Power: Totem Poles on Cloth
- Those Who Fell From the Sky: A History of the Cowichan Peoples
- We Get Our Living Like Milk From the Land
- White Slaves of Maquixa: John R. Lewitt's Capture and Confinement at Nootka
- Box of Treasurers
- Countercurrents: The Fight for Fish on the Fraser
- Fallen Hero: The Tommy Prince Story
- Forgotten Warriors
- For Angela
- First Nations - Native Stereotyping
- First Nations Portraits
- My Name is Sepeetza
- Haida Gwaii: The Queen Charlottes - Islands in the Web of Life
- The Native Arts Community
- The Potlatch
- Return to Eagle Rock
- Somewhere Between
- T Lina: The Rendering of Wea1th
- Today is a Good Day: Remembering Chief Dan George
- W5 - Seshelt Band
- Woman in the Shadows
- Shaping the Future: The Treaty Process in BC

Additional Information:

See the following site for the complete outline: http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Delta Secondary

Course Name: Aboriginal Studies 12

Course Code: YABS 12

Category: Other

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 27, 2003

Prerequisites: Students enrolled in Grade 12 who are of self-identified Aboriginal Ancestry and are interested in

Course Synopsis:

This course is designed to empower Aboriginal students to achieve optimum success in school. It encourages, through a holistic education approach, a healthy and balanced development of the four aspects of self: intellectual, emotional, physical and spiritual. Students will experience and learn about Aboriginal culture through a variety of practical activities.

Learning Resources:

?Coyote U: Stories and Teachings from the Secwepemc Education Institute. The First Nations of British Columbia
?Mythic Beings: Spirit Art of the Northwest Coast
?Robes of Power: Totem Poles on Cloth
?Those Who Fell From the Sky: A History of the Cowichan Peoples
?We Get Our Living Like Milk From the Land
?White Slaves of Maquixa: John R. Lewitt's Capture and Confinement at Nootka
?Box of Treasurers
?Countercurrents: The Fight for Fish on the Fraser
?Fallen Hero: The Tommy Prince Story
?Forgotten Warriors
?For Angela
?First Nations - Native Stereotyping
?First Nations Portraits
?My Name is Sepeetza
?Haida Gwaii: The Queen Charlottes - Islands in the Web of Life
?The Native Arts Community
?The Potlatch
?Return to Eagle Rock
?Somewhere Between
?T Lina: The Rendering of Wea1th
?Today is a Good Day: Remembering Chief Dan George
?W5 - Seshelt Band
?Woman in the Shadows
?Shaping the Future: The Treaty Process in BC

www.bcsta.org
Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Delta Secondary

Course Name: ESL Composition 12

Course Code: YESCM 12

Category: Other

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites: This course is designed for the student who:

Course Synopsis:

The course is designed to enable ESL students to refine the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on refining the strategies needed to read, research and write successfully in standard English. It also addresses specific needs in language and culture.

Learning Resources:
Communication, Reading and Writing
ISBN
Westcoast Reader, a monthly publication of Capilano College
New Horizons in English 1 (Third Edition) (including tapes)
Side by Side 1 (Book 1) (including tapes)
Picture Stories for Beginning Communication
In the Know 1
Listening and Speaking Activity Book
The New Oxford Picture Dictionary
Lifeskills 1
Canadian Concepts Book 1
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Travels – Levels A-H089061 644 2
Canadian Concepts5 0 13 364803 6
4 0 13 096918 4
3 0 13 117060 0
2 0 13 117052 X
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High Beginning0 201 61997 0
Intermediate0 201 61998 9
English Yes
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Middle 08442 2119 8
Advanced084422123 6
New Canadian Voices1-895 131-05 -7
Reading and Understanding Short StoriesLevel 10-89061-689-2
Ready to Write0-201-85999-8
Decisions0-88751-018-3
Voices in LiteratureBronze0-8384-2283-7
Silver0-8384-7019-X
Facts and Figures0-8384-3813-X
Penguin ReadersEasy Starts0-582-40282-4
Level 1 - Beginner0-582-40282-4
A Beginning Look at Canada0-13-760117-4
Learning About the LawLaw Courts Ed. Society of BC
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Surprises Series (Surprises, More Surprises, Encounters, Conflict) Jamestown Publishers
Grammar
Skill Sharpeners for ESL Students 1
Grammarwork 1, English Exercises in Context Beginner's Workbook
The New Oxford Picture Dictionary
New Horizons Workbook 1
Side by Side Workbook 1
Grammar in Use – Intermediate0-521-62598
Basic English Grammar0 13 368317 6
Fundamentals of English Grammar0 13 338500 0
Understanding and Using English Grammar013 943663 4
Wordly Wise 3000Book 20 8388 2432 3
Fun With Grammar (Prentice Hall)
Vocabulary
The New Oxford Picture Dictionary
Dictionary My Pictionary
Crossword Puzzles for Beginners
Oxford Canadian Dictionary0-19-541120-X

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Delta Secondary

Course Name: Keyboarding 11

Course Code: YKB11

Category: Business and Applied Business

Grade Level of Course: ☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 23, 2004

Prerequisites:

Course Synopsis:

This course will develop keyboarding proficiency on the alpha-numeric keyboard and reinforce keyboarding techniques. Emphasis is placed on learning the skill of touch typing. Students will be instructed in personal use and industry standard communications applications. Students will further develop thinking, decision-making, and composition skills. Students’ work habits will be reinforced as they will have to proofread, edit and format their work to meet standard criteria. Students will learn the applications of production work in the context of a word processing program.

Learning Resources:

Books

A keyboarding program such as All the Right Type.

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Delta Secondary

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course: ☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 23, 2004

Prerequisites:

Course Synopsis:

This course will develop keyboarding proficiency on the alpha-numeric keyboard and reinforce keyboarding techniques. Emphasis is placed on learning the skill of touch typing. Students will be instructed in personal use and industry standard communications applications. Students will further develop thinking, decision-making, and composition skills. Students’ work habits will be reinforced as they will have to proofread, edit and format their work to meet standard criteria. Students will learn the applications of production work in the context of a word processing program.

Learning Resources:

Books

A keyboarding program such as All the Right Type.

Additional Information:

Instruction will require that each student have access to a personal computer, keyboarding software program, word processing software, and internet access if available. The teacher will need training in keyboarding motor skill development, production work criteria and familiarity with a word processing program.

Rationale:

The purpose of this course is for the senior student to develop keyboarding proficiency both for personal use and as a foundation for career development. The student will be introduced to both personal and business applications and is encouraged to use keyboarding skills in other curricular areas.

Research has shown that keyboarding increases performance in reading, spelling, grammar, punctuation, and creative writing; as a result, keyboarding is a communication skill essential in today’s computer-oriented society. Students will be able to apply their learning to future educational experiences and understand that keyboarding is a skill that promotes life long learning.

Organizational Structure:

Unit – Title - Time

Unit 1 - Keyboard Development - 60 hours
Unit 3 - Personal/Business Correspondence - 14 hours
Unit 4 - Multi-Column Tables - 12 hours
Unit 5 - Multi-Page Reports - 14 hours
Unit 6 - Enhanced Display Techniques - 6 hours
Unit 7 - Alternate Letter Styles—Optional - 2 hours
Unit 8 - Career Search Documents - 9 hours
Total Hours - 120 hours

Unit Descriptions:

Unit I: Keyboard Development
Time: 60 hours

Students will become familiar with the techniques used to develop the skill of touch typing on the alpha-numeric keyboard. Teacher directed daily practice will gradually increase the student’s speed and accuracy. Students will also learn a keyboarding program designed to improve skill development. Students will self-assess their work and set realistic goals to work toward maximizing end results. The students will gain an understanding of how to improve speed or how to improve accuracy in order to further enhance performance on straight copy timed writings.

Curriculum Organizer – core concept
It is expected that students will:
1. Understand the benefit that keyboarding by touch provides the learner.
2. Understand how maximizing ones ergonomic environment impacts results positively.
3. Understand the nature of developing a motor skill and how maximum results are best achieved.

Curriculum Organizer – skill development
It is expected that students will:
1. Evaluate the results of teacher directed drills and understand how to apply corrective action in order to progress toward short term and long term skill development goals.
2. Become proficient with a keyboarding software program that focuses on elements of skill development.
3. Practice skill development outside of class and/or apply developing keyboarding skills in other curricular areas.

Curriculum Organizer – analysis
It is expected that students will:
1. Evaluate test results and compare progress to a letter grade scale.

Unit II: Formatting
Time: 3 hours

As well as daily practice of touch typing skill development, students will also learn the criteria for preparing personal use communication documents. The student will explore the parameters of the word processing program and use those features that promotes efficiency in formatting work to produce documents that are of professional quality.

Curriculum Organizer – core concept
It is expected that students will:
1. Learn the capability of the word processing program in order to apply its functions to a variety of production work tasks.

Curriculum Organizer – skill development
It is expected that students will:
1. Learn to adjust line length appropriately to document length.
2. Use the tab key in both absolute and relative contexts.
4. Centre work vertically and horizontally on the page

5. Express cursor moves directly to the beginning or ending of a document page or line.

6. Understand and apply page layout concepts

7. Delete sections of a document

8. Learn the use of overwrite and insert buttons

9. Learn cut and paste functions.

10. Learn to use reveal codes edit feature.

Curriculum Organizer – analysis
It is expected that students will:
1. Use the print preview function to assess appropriate page layout.

2. Use the spell checker and correct spelling errors


Unit III: Personal/Business Correspondence
Time: 14 hours

The student will learn to recognize the difference in tone and familiarity between personal correspondence and business correspondence. The student will recognize that a casual tone is acceptable in personal correspondence but a more formal tone is required in business correspondence. The student will realize that appropriate language and vocabulary are the basis of all business communications. Students will continue with teacher directed speed and accuracy skills development practice.

Curriculum Organizer – core concept
It is expected that students will:
1. Understand the different functions of a letter and a memo; both personal and business in nature.

Curriculum Organizer – skill development
It is expected that students will:
1. Identify the parts of a personal letter and a memo.

2. Format and key a personal letter and a memo.

3. Format and key two business letter styles and two punctuation styles: blocked style, and full block style and open and standard punctuation styles.

4. Format and key special letter features such as a subject line, attention line, enclosure notation, carbon copy, blind carbon copy and postscript.

5. Understand the use of postal codes and directories and prepare envelopes.

6. Apply the merge function of the software program.

Curriculum Organizer – creation
It is expected that students will:
1. Compose a personal letter and a memo.

2. Compose a business letter using special features.

Curriculum Organizer – analysis
It is expected that students will:
1. Assess page layout of document
2. Proofread and correct errors

Unit IV: Multi-Column Tables
Time: 14 hours

Tables serve as an efficient way to convey facts and hence are an effective communication tool. Students will understand the purpose of multi-column tables. A large amount of information can be conveyed in a small amount of space in an organized and clear manner. Students will also learn to incorporate tables into other documents such as reports, letters and memos. Student will continue with teacher directed speed and accuracy skills development practice.

Curriculum Organizer – core concept
It is expected that students will:
1. Understand a variety of uses for the multi-column table.

Curriculum Organizer – skill development
It is expected that students will:
1. Identify the parts of a multi-column table.

2. Format and key multi-column tables.

3. Format and key a multi-column table with headings

4. Learn to key a multi-column table with links to various web sites
e.g. Listed on the itinerary for a visit to Vancouver could be hyper text links to the web sites for the Vancouver Art Gallery, Vancouver Aquarium, and Science World.

Curriculum Organizer – creation
It is expected that students will:
1. Create a table, individual in appearance, enhanced with display techniques such as fonts, background fill, justification styles, and leaders.

2. Create an itinerary for a specific location with web links to areas of special interest for that location.

Curriculum Organizer – analysis
It is expected that students will:
1. Assess page layout for appearance and for clarity of the material presented

2. Proofread and correct errors

Unit V: Multi-Page Reports
Time: 14 hours

The student will learn to format three basic types of report; an unbound report, a left-bound report and a business report. The report will be taught in a natural progression from simple to complex and will vary from one page to several pages in length. Students will be able to produce a report acceptable at a post-secondary level as well as a business report. Students will continue teacher directed speed and accuracy skills development practice.

Curriculum Organizer – core concept
It is expected that students will:
1. Understand the purpose of a multi-page report.

Curriculum Organizer – skill development
It is expected that students will:
1. Learn to identify the parts of a report
2. Plan page layout for an unbound report
3. Key references & title page for an unbound report
4. Key an unbound report
5. Plan page layout for a left bound report

www.bcsta.org
6. Format and key a multi-page left-bound report with headers and page numbers
7. Centre titles over the text line
8. Format and key side headings
9. Format and key a title page for a left bound report
10. Format and key a table of contents
11. Key a left-bound report with footnotes and a bibliography
12. Key superscripts and subscripts
13. Key a report for another curricular area
14. Format and key a business report
15. Key a title page for a business report

Curriculum Organizer – analysis
It is expected that students will:
1. Proofread and assess page layout of an unbound report, a left-bound report and a business report

Unit VI: Enhanced Display Techniques
Time: 6 hours

Students will use software containing special display features to enhance the appearance of production work. Students will use a variety of display options; borders, fonts, background fill, bold, italics, underline, justification options, watermarks, and clipart. Students will continue speed and accuracy skills development practice.

Curriculum Organizer – core concept
It is expected that students will:
1. Understand the function of various production work options such as a place card setting, a greeting card, a certificate of merit, an event program, a banquet menu, an invitation, and an announcement.

Curriculum Organizer – skill level
It is expected that students will:
1. Learn to format and key several types of production work projects such as a place card setting, a greeting card, a certificate of merit, an event program, a banquet menu, an invitation, and an announcement.

Curriculum Organizer – creation
It is expected that students will:
1. Work in groups of 2–4 students to plan an event such as a graduation banquet & dance, an anniversary or other celebration. Each group will co-ordinate documents for each aspect of the event starting with an initial invitation through to the event’s completion. Additional documents would include a program of activities, a banquet menu, place card settings, an announcement regarding an aspect of the event, a certificate of merit designed for a participant and a greeting/thank you card.

2. Students will enhance production work using the special display features available in order to produce work that is individual and unique in appearance.

Unit VII: Alternate Letter Styles – Optional
Time: 2 hours

Curriculum Organizer – skill development
It is expected that students will:
1. Learn the purpose of two alternate letter styles. These are Monarch and Baronial.

2. Learn to format and key each alternate letter style.

Curriculum Organizer – analysis
It is expected that students will:
1. Proofread and assess page layout of alternate letter styles.

Unit VIII: Career Search Documents
Time: 10 hours

www.bcsta.org
Students will understand the importance of Career Search Documents. They will understand the need for and be able to identify types of employment references—personal, educational, and business. Students will understand the procedures for obtaining references.

Curriculum Organizer – skill level
It is expected that students will:
1. Format and key a sample resume
2. Complete an employment application form.

Curriculum Organizer – creativity
It is expected that students will:
1. Compose and key a resume
2. Compose and key a letter of application
3. Compose and key an employment thank you letter.

Curriculum Organizer – analysis
It is expected that students will:
1. Proofread and Assess page layout for a resume, a letter of application, and a thank you letter.

Instructional Component:
1. teacher directed instruction
2. interactive instruction
3. modeling
4. student self-directed instruction
5. personal creativity
6. teacher observation and comment on keyboard technique
7. monitoring of keyboard technique

Assessment Components:
The skill of touch typing will be the focus of this course. Initially one hundred percent of the mark will be based on straight copy speed and accuracy development. A student’s mark will be determined by an average of net words per minute. The length of a timed writing will increase up to a maximum of 5 minutes as the year progresses. The penalty for each error will increase throughout the year, culminating in a deduction of 10 words per error at year end; an industry entry level standard. Speed and Accuracy will account for 60% of the final grade.

Year end average speed scores:
A (86%) - 50 wpm
B (73%) - 45 wpm
C+ (67%) - 40 wpm
C (60%) - 35 wpm
C- (50%) - 30 wpm

As production work is introduced to the student after term one, it will make up an increasing percentage of the grade culminating at year end as 40% of the total.

Type of Assessment Category Detail Weighting (%)
Formative
(60%) Speed & Accuracy
weekly testing of skill development - 60%

Summative
(40%) Production work application
criterion referenced assessment of bi-weekly assignments - 40%
Total 100%

www.bcsta.org
· Weekly testing of timed writing kept in a log book
· Production work portfolio

Personal Communication
· instructor/student
· self-evaluation
· teacher/group instruction

Other
· rating scales
· weekly assessment
· teacher log
· rubrics

Additional Course Information:

Students will have a practical and useful skill to add to a resume which they will be able to employ in other curricular areas, in job application and in transferable skills to other computer software.

Keyboarding 11 meets 80% of the Applied Skills 11 learning outcomes and therefore satisfies the applied skill graduation requirement. These are:

Applied problem solving: Students will develop a portfolio of production work assignments based on personal use and business use applications. After learning the theory applicable to production work, students will problem-solve and create documents of professional quality throughout the year. Touch typing is taking a systems approach to solve a communications problem. The system of applying an organized technique to the alphanumeric keyboard produces a clearly readable product in an efficient and timely manner.

Communications: Students will compose numerous original production work documents. The context of the document will be based on production work theory. The content of the document will be individual and unique to the student. Students will use the communications aspect of the internet by linking web sites with production work. Communications is enhanced by a group assignment implemented near year end. Students will electronically transmit an assignment to the teacher.

Technology: Students will use computer technology on a daily basis and will understand and appreciate the inherent advantages of this powerful tool. They will understand its ability to store work, easily correct errors and manipulate the presentation/appearance of a work in progress. This will encourage experimentation, creativity, and conscientiousness on the part of the user.

Self in Society: Acquiring computer skills allows one to function more fully in a computer-oriented society. The computer will be regarded positively rather than as an unknown and confusing entity to be avoided if possible. Students will realize that the computer will function as an aide and coping tool to the challenges that school and work inevitably present.
School District 37

Status: approved

School Name: Delta Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites:

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Delta Secondary

Course Name: Strategies For Learning 12

Course Code: YSFL 12

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites:

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.

Learning Resources:

? Learning to Learn Strategies by Deschler.
? SMART Strategies for Learning by Ellis.
? Verbalization and Visualization by Bell
? Strategies for Language Comprehension and Thinking by Bell
? Software
? Ministry website
? Read 44
? Math 44
? Cliff Notes

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Delview Secondary

Course Name: Career Exploration 10

Course Code: YCE 10

Category: Other

Grade Level of Course:  

☑️ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 23, 2004

Prerequisites:

Course Synopsis:

Career-related classroom instruction and work experience for secondary students, age 15 or older who are currently enrolled as full-time students in the regular school program but who have the potential to drop out of school. This program is specifically aimed at helping at-risk students to become reoriented and motivated to complete their education by allowing them to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. Students will participate in 2 or 3 different work training experiences provided by the private sector for not more than 10-12 hours a week.

Learning Resources:
Your Boss and You

Four part video dealing with real-life work situations, exploring relationships between the employees and employer. Each open-ended situation is followed by questions for group discussion about a variety of situations in the workplace. Available through BC Learning Connections http://www.bclc.bc.ca/

This resource consists of over 75 student-friendly lessons and activities on topics such as attitudes for success, career paths, self-exploration, values, career building and awareness, occupational awareness and research, decision-making, goal setting, action planning, educational planning, stereotyping, and energizers/ice-breakers. Available through Continuing Ed. Division, Career Development Department 10537-44 Street, Edmonton, Alberta T6A 1W1 Fax: (708) 466-9394

Career Paths Online http://www.careerpathsonline.com/site/main.cfm
Interest inventory, Trades & Technology Quiz, 120 occupational profiles,

Employability Skills Toolkit ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758) http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm

WCB Student WorkSafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude. http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Career Cruising

Web-based resource with electronic portfolio component, classroom/apprenticeship activities, career interest test "matchmaker"; linked to the Life/Work Blueprint. http://www.careercruising.com/

WorkinfoNET

BC WorkinfoNET is home to a collection of labour market and career related information resources. This clearinghouse is continually updated and expanded http://workinfonet.bc.ca/

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Delview Secondary

Course Name: Strategies For Learning 10

Course Code: YSFL 10

Category: Choose a Category

Grade Level of Course:  

- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 1

Date Approved: April 27, 2004

Prerequisites: 120

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: North Delta Senior Secondary
Course Name: Media Literacy 12
Course Code: YML 12
Category: Liberal Arts and Humanities

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 23, 2004
Prerequisites: None

Course Synopsis:

www.bcsta.org
Media literacy is a course designed to prepare and inform the naive or inexperienced mind for rhetoric, namely media persuasion. Being media literate instills within the individual a ‘media-receptive’ mindset, which encourages the person to actively question both purpose and persuasion.

Students will be expected to use their knowledge, experience, insight and imagination to understand the images – both visual and non-visual – created by the media. They will learn that being media literate requires more than being an active, questioning audience; it also requires applying knowledge and curriculum insight to a media template to facilitate an understanding of the intended ‘message’.

A media literate individual will be empowered to make a positive contribution to the world in which he or she lives. Imagination, curiosity, wisdom and sound judgment will enable the student as the audience, to better understand his or her own world and not be led into following or creating a false or incorrect image: an image created for and ‘published’ by agencies external to the self, family and community.

In this course, becoming ‘media literate’ refers to (1) deconstruction: the knowledge involved in receiving, analyzing, and interpreting media and (2) construction: the skills required to generate, synthesize and create/deliver media. The two focuses of this course – deconstruction and construction—involves the use of a variety of information mediums, and the ‘constructed’ class media will be designated for both in-house and public consumption.

The student will become competent at identifying and ‘reading’ the message and the persuasion linked to this message. Furthermore, students will be able to evaluate the effectiveness of the message and its appropriateness in a specifically defined audience or a broader, public audience.

Students will be expected to enhance their ability to communicate and argue in writing and in voice. To reinforce and facilitate these learning processes, the writing process and the nature of argument are the learning strategies to be employed throughout the course.

This course is contemporary and relevant. Hence, topical events and contemporary issues will be utilized to further fuel student and audience interest. Students will be required to submit articles to various local and national publications.

Course work will be expected to be factual, informative and objective. However, due to the nature of this course, students will also be expected to exercise persuasive language as a tool in the defense of argument. Once students experience and comprehend the power and influence of persuasive language, they will be required to exercise their newfound ‘power’ with integrity and taste.

Students will be introduced to basic strategies in the various media, learning how the intended audience or publication will affect the style, format and the content of the ‘the message’. Students will learn that advertisements, film, song, stories, and photographs can be presented form several points of view, depending on the intent of the producer or editorial policy. Producers, station managers and editors, combined with the demographics of the intended audience, will dictate the style and format of ‘the message’. Finally, students will become aware of the journalists’ responsibility to accurately and objectively inform the public versus the media mandate to ‘sell information’ through sensationalism, exploitation and media capitalism.

Learning Resources:

Adbusters. Adbusters Media Foundation (a.k.a. The Media Foundation), 1243 West 7th Avenue, Vancouver BC.


Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Sands Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 23, 2004

Prerequisites:

Conlin, Dave, (editor). Above and Beyond – A Newsletter for Advisors and Student Leaders Across Canada, CASAA Publications, Ontario.


Johnson, Spencer. The Present, G.P. Putnam's Sons Publishers, New York,


Lundin, Stephen et al. Fish!, Warner Books, USA, 2000


Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way. Time in class will be divided up between classroom instruction and practical workshops with students acquiring and developing their basic knowledge of leadership; developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the promotion and organization of events within the school and community. They will also have the opportunity to learn more about themselves to increase their own self-esteem and ability to deal with adolescent issues.

Learning Resources:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Sands Secondary

Course Name: Strategies For Learning 11

Course Code: YSFL 11

Category: Other

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 27, 2004

Prerequisites:

Course Synopsis:

This course has been developed to provide instruction in effective independent self-regulation and strategic learning for students with learning difficulties. Instruction focuses on teaching skills and strategies, which would enable students to become more effective and independent learners. Emphasis is placed on the transfer of these skills and strategies to regular course subject areas.

Learning Resources:

- Learning to Learn Strategies by Deschler.
- SMART Strategies for Learning by Ellis.
- Verbalization and Visualization by Bell
- Strategies for Language Comprehension and Thinking by Bell
- Software
- Ministry website
- Read 44
- Math 44
- Cliff Notes

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: Seaquam Secondary

Course Name: ESL Literature Study 11

Course Code: YELST 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable ESL students to extend the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on extending the strategies needed to read, research and write successfully in standard English. It also addresses specific needs in language and culture.

Learning Resources:
Communication, Reading and Writing
ISBN
Westcoast Reader, a monthly publication of Capilano College
New Horizons in English 1 (Third Edition) (including tapes)
Side by Side 1 (Book 1) (including tapes)
Picture Stories for Beginning Communication
In the Know 1
Listening and Speaking Activity Book
The New Oxford Picture Dictionary
Lifeskills 1
Canadian Concepts Book 1
From Writing to Composing0-521-37938-5
Travels – Levels A-H089061 644 2
Canadian Concepts5 0 13 364803 6
4 0 13 096918 4
3 0 13 117060 0
2 0 13 117052 X
What a Life - Beginning0 20161996 2
High Beginning0 201 61997 0
Intermediate0 201 61998 9
English Yes
Six-Way ParagraphsIntroduction08442 2124 4
Middle 08442 2119 8
Advanced084422123 6
New Canadian Voices1-895 131-05 -7
Reading and Understanding Short StoriesLevel 10-89061-689-2
Ready to Write0-201-85999-8
Decisions0-88751-018-3
Voices in LiteratureBronze0-8384-2283-7
Silver0-8384-7019-X
Facts and Figures0-8384-3813-X
Penguin ReadersEasy Starts0-582-40282-4
Level 1 - Beginner0-582-40282-4
A Beginning Look at Canada0-13-760117-4
Learning About the LawLaw Courts Ed. Society of BC
Impact Short Stories (Harcourt, Brace, Jovanovich Pub)
Surprises Series (Surprises, More Surprises, Encounters, Conflict) Jamestown Publishers
Grammar
Skill Sharpeners for ESL Students 1
Grammarwork 1, English Exercises in Context Beginner's
Workbook
The New Oxford Picture Dictionary
New Horizons Workbook 1
Side by Side Workbook 1
Grammar in Use – Intermediate0-521-62598
Basic English Grammar0 13 368317 6
Fundamentals of English Grammar0 13 338500 0
Understanding and Using English Grammar013 943663 4
Wordly Wise 3000Book 20 8388 2432 3
Fun With Grammar (Prentice Hall)
Vocabulary
The New Oxford Picture
DictionaryMy Pictionary
Crossword Puzzles for Beginners
Oxford Canadian Dictionary0-19-541120-X

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: South Delta Secondary
Course Name: Peer Tutoring 10
Course Code: YPTU 10
Category: Other

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 27, 2004
Prerequisites:

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: South Delta Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 27, 2004

Prerequisites:

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 37

Status: approved

School Name: South Delta Secondary

Course Name: Work Readiness 11

Course Code: YWRD 11

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 23, 2003

Prerequisites:

Course Synopsis:

This course has been developed to provide the basic skills and encouragement necessary to enable students to be successful in their transition from school to the worksite.

Learning Resources:

Your Boss and You
Four part video dealing with real-life work situations, exploring relationships between the employees and employer. Each open-ended situation is followed by questions for group discussion about a variety of situations in the work place. Available through BC Learning Connections http://www.bclc.bc.ca/

Employability Skills Toolkit
ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)
http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm

WCB Student WorkSafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude. http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Additional Information:

See the following site for the complete outline:
http://www.deltasd.bc.ca/baa
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Applied Skills/Fine Arts 10

Course Code: YASFA 10

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course is designed to give students a choice of exploration in a variety of disciplines that span both the Fine Arts and Applied Skills curricular areas. Where appropriate, students are encouraged to frame their conceptual understanding in ways that may include: Personal, Social, Cultural, and Historical contexts, or through Technology, Communication, and Problem Solving.

The Applied Skills/Fine Arts 10 program offers flexibility and an opportunity for students to choose meaningful units in their elective studies.

Learning Resources:

MacNeill Secondary School is both a new and technologically advanced school. Students in Applied Skills/Fine Arts 10 will have access to a wide range of existing resources, as well as many of those identified within the IRP’s that may include print materials, video, and web-based resources.

Additional Information:

This is a new course to be offered at the grade 10 level. MacNeill Secondary School has a similar existing model that is highly successful at both the grade eight and nine levels. Interest to develop the Applied Skills/Fine Arts 10 course can be found in parents, students, and staff at the school.
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Braille 11

Course Code: YBR 11

Category: Health and Human Services

Grade Level of Course:  

10

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 30, 2006

Prerequisites: The ability to understand abstract concepts and functional use of hands.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, gain information from many sources.

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code.

This course will allow students a tactile medium to access the prescribed curriculum.

Students will learn Braille to complete an educational program so that they can graduate from High School and pursue college, university or other interests. They will explore curriculum themes, develop projects and research topics of personal interest. Students can use Braille to access the many technological devices and they can explore the world wide web for global business transactions. With Braille this is possible. Proficiency in the use of the Braille code enables the student to succeed academically, socially and in a pursuit of a career.
Learning Resources:

Assessment of Braille Literacy Skills

Compiled under the Authority of the Braille Authority of North America American Printing House for the Blind P.O. Box 6085 Louisville, Kentucky 40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillitte
Grant Wood Area Education Agency 4401 Sixth Street, SW
Cedar Rapids, Iowa 52404-4499

S.C. Ashcroft, L.D. Sanford & A. J. Koenig SCALARS Publishing, P.O. Box 382834 Germantown, TN 38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor American Printing House for the Blind P.O. Box 6085 Louisville, Kentucky 40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers Eddy Jo Bradley Senior Editor American Printing House for the Blind P.O. Box 6085 Louisville, Kentucky 40206-0085

Additional Information:

Performance Methods
• Contracted Braille
• Projects
• Portfolio/binders/computer files
• Braille products evaluation
• Presentation of completed works
• Maintaining assignments on note taker

www.bcsta.org
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Drumming - Rhythms in World - Music 12

Course Code: YDRWM 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: None

Course Synopsis:

The course is intended to give students credit in Fine Arts at the grade 8-12 level. As Concert Band and Jazz Band operate in a continuum of the learning experience spiral, so too the Drumming -World Beat course is developed paralleling a similar model. The course will allow students with no previous musical training or note reading ability to fully participate in the making of music through active involvement in playing percussion instruments using forms and practices of various types of world music. The course is intended to help students gain appreciation for the rhythms of diverse world cultures through hands on experience. The music of Africa, Brazil and Cuba will form the basis for course content. In addition, students will be able to exercise their own creative musical design and apply it in a group setting. For students who make this course a focus of their graduation requirements, there is potential for a wide variety of performance and recording arts opportunities. Leadership skills and teaching opportunities are also provided for experienced students through work with either small or large ensembles.

Learning Resources:

Personal files and notes from workshops, clinics and one on one lessons given by many including Milton Randall, Dido Morris, Rex Chequer, Joseph Pepe Danza, Sal Ferreras and Raphael Geronimo. I was involved in the early stages of the Vancouver Coalition for World Music (1997) and special thanks to Val Dare of V.S.B. Britannia school who continues to be a wealth of information and support for those interested in teaching world music.

The Djembe: by Serge Blanc, Distributed by Sher Music
Traditional Grooves of West Africa with notes on instruments, geography with a C.D. example of all the notated grooves. An endless array of authentic African rhythms and an invaluable resource for teachers.


Music of South Africa: Rhythms of Resistance, Val Dare, et al. B.C. Teacher’s Federation lesson Aids Service, Vancouver, Canada

Rhythm for Kids: A Samba Unit for Teachers, Eric Hartman, New Traditions Media, Vancouver, Canada

Personal Subscription to: >african@african-drumbeat.co.uk<2;, by yearly subscription, access to many West African Grooves, that I have the right to download as MP3 and also to print notation from.
This course officially started running at Hugh Boyd in September of 1997 with a first class of 17 students. We started with drums purchased by our PAC Committee and loaned by Milton Randall who was a big help to me in getting the program under way. At the time it was the first course of its kind in B.C. Gradually, we have purchased more drums. Since then we have continued to add more elements and rhythmic challenges into the curriculum. The latest of these is Cuban music which we were able to see, hear and receive instruction in when we took a band and drumming group to Cuba in December of 2000.

This year we have had the privilege of working in the classroom with Raphael Geronimo of “Rhumba Calzada” who has been a help in the expansion of our knowledge of Cuban music. This year we have over 125 students enrolled in the drumming program and each class is a multiage group of students from a wide range of cultural backgrounds and academic abilities. There are several students who are working as peer tutors who have had at least two years in the drumming program. There are always public performance opportunities for drumming students and a special extra curricular group called “Drum Circle” that meets twice each week throughout the year.

Drummers from this program have performed on tour with the bands and on their own in the community. The Hugh Boyd Drumming group has been invited to perform at the annual B.C. Music Educators Conference in 2001 and again this year in 2004, and therefore has been acknowledged as a leading program in world music instruction in British Columbia. With our culturally diverse population here in B.C., it is only logical that we teach beyond our European and American traditions. As time goes on, it is hoped that the curriculum of this program will expand to include an even more diverse cultural perspective.

Additional Information:

www.bcsta.org
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal10%
• Tests10%
• Assignments and Projects20%
• Presentations (multiple intelligences, multimedia)20%
• Portfolio/Scrapbook20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- □ 10
- □ 11
- □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”; developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT11

Category: Liberal Arts and Humanities

Grade Level of Course: ☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
Leadership 10 will incorporate a number of different learning experiences for MacNeill students. While there will be an emphasis on collaboration, students will also be provided with opportunities to work independently. As part of this course, students will explore their own learning styles and needs. This emphasis on metacognition will enable the student, under the direction and guidance of the instructor, to design projects and learning experiences which will best support the learner.
Leadership 11 will incorporate a number of different learning experiences for MacNeill students. While there will be an emphasis on collaboration, students will also be provided with opportunities to work independently. As part of this course, students will explore their own learning styles and needs. This emphasis on metacognition will enable the student, under the direction and guidance of the instructor, to design projects and learning experiences that will best support the learner.
Leadership 12 will incorporate a number of different learning experiences for MacNeill students. While there will be an emphasis on collaboration, students will also be provided with opportunities to work independently. As part of this course, students will explore their own learning styles and needs. This emphasis on metacognition will enable the student, under the direction and guidance of the instructor, to design projects and learning experiences that will best support the learner.

School District 38

Status: approved
School Name: A.R. MacNeill Secondary
Course Name: Leadership 12
Course Code: YLEAD 12
Category: Other
Grade Level of Course: √10  √11  ×12
Number of Course Credits: 2
Number of Hours of instruction: 60
Date Approved: May 20, 2005
Prerequisites: None

Course Synopsis:

This course has been developed to assist students enhance their understanding of self-awareness, self-esteem, self-efficacy, leadership, problem solving, time management, and organization. Through a variety of delivery formats, use of available technology, and existing school structure, students involve themselves in related applications that may include school assemblies, annual Terry Fox Run, spirit days, and pep rallies. In addition students strengthen their relationship with the community by planning and implementing a variety of self-determined community based projects and service. Elements of Michelle Borba’s “Building Moral Intelligence”, and Sean Covey’s “The 7 Habits of Highly Effective Teens” are integrated throughout the course.

Learning Resources:

MacNeill Secondary School is both a new and technologically advanced school. Students in Leadership 12 will have access to a wide range of existing resources that may include print materials, video, and web-based resources. Guest speakers and related field trips will constitute some of the learning resources.

Additional Information:

Leadership 12 will incorporate a number of different learning experiences for MacNeill students. While there will be an emphasis on collaboration, students will also be provided with opportunities to work independently. As part of this course, students will explore their own learning styles and needs. This emphasis on metacognition will enable the student, under the direction and guidance of the instructor, to design projects and learning experiences that will best support the learner.
This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

**Course Synopsis:**

This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Three.

**Learning Resources:**

- Books
- Internet sites
  - Texas School for the Blind and Visually Impaired
  - Hadley School for the Blind
  - Dog Guide Schools

**Additional Information:**

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  □ 10  □ 11  ❑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: 10    11  X12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Pre-employment Work Readiness 12

Course Code: YPRWE 12

Category: Other

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: Student must be in Grade 12

Course Synopsis:

Pre-employment is a secondary school completion program for students who may have difficulty fulfilling the requirements necessary for formal graduation.

The program is an alternative option that combines the benefits of educational and vocational upgrading while developing employability skills through the community/school career programs.

Students attend school each morning where they focus on upgrading their basic academic skills. In the afternoon, the students learn within the community at a Work Experience placement. Students do not receive remuneration during Work Experience as the placements are established for their education and to provide them with experience. The work experience is a major focus and provides students with a variety of job experiences that will enable them to make informed job/career choices upon leaving school. In addition, the skills and experience gained will be valuable assets to include on a resume and a reference letter.

Learning Resources:

Heart Beats
This resource consists of over 75 student-friendly lessons and activities on topics such as attitudes for successful career paths, self-exploration, values, career building and awareness, occupational awareness and research, decision-making, goal setting, action planning, educational planning, stereotyping and energizers/icebreakers. Available through Continuing Education Division, Career Development Department 10537 - 44 Street, Edmonton, Alberta.

Additional Information:

Career Paths Online
http://www.careerpathsonline.com/site/main.cfm
School District 38

Status: approved

School Name: A.R. MacNeill Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [X]  11  [ ]  12

Number of Course Credits: 4

Number of Hours of Instruction: 125

Date Approved:  March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
- McCall’s Book of Handcrafts, Nanina Comstock, Random House
- McCall’s Needlework Treasury, Random House
- Exploring Textile Arts, Creative Publishing International
- An Introduction to Crewel Embroidery, Mave Glenny
- Two-Hour Applique, Leslie Allen
- Anchor Complete Embroidery Course, Christina Marsh
- The Batsford Book of Tapestry Weaving, Alec Pearson
- The Complete Guide to Needlecraft, Lucinda Ganderton
- Craft School, Hamlyn
- Embroidery, French Chic
- Crewel Embroidery, Erica Wilson
- Jann Johnson’s Discovery Book of Crafts
- Dye Painting!, Ann Johnston
- Fabric & Fiber Art Works, Sharon McCoubrey
- The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
- Fabric Painting Made Easy, Nancy Ward
- Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
- Reader’s Digest Complete Guide to Needlework
- Small Woven Tapestries, Mary Rhodes
- Tie-Dye! The How-To Book, Virginia Gleser
- Weaving: A Handbook of the Fiber Arts, Shirley Held
- The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
- Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
- Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
- The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
- Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
- Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
- Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
- Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
- Creative Sewing Ideas, (646.2 CRF) 1990
- The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
- The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
- Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Additional Information:

Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Braille 11

Course Code: YBR 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 30, 2006

Prerequisites: The ability to understand abstract concepts and functional use of hands.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, gain information from many sources.

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code.

This course will allow students a tactile medium to access the prescribed curriculum.

Students will learn Braille to complete an educational program so that they can graduate from High School and pursue college, university or other interests. They will explore curriculum themes, develop projects and research topics of personal interest. Students can use Braille to access the many technological devices and they can explore the world wide web for global business transactions. With Braille this is possible. Proficiency in the use of the Braille code enables the student to succeed academically, socially and in a pursuit of a career.
Learning Resources:

Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C. In collaboration with Region IV Ed Centre
7145 W. Tadwell
Houston, Texas 1994-1995

Compiled under the Authority of the Braille Authority of
North America American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguilllette
Grant Wood Area Education Agency 4401 Sixth Street, SW
Cedar Rapids, Iowa 52404-4499

S.C. Ashcroft, L.D. Sanford & A. J. Koenig SCALARS Publishing,
P.O. Box 382834 Germantown, TN 38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Additional Information:

Performance Methods
• Contracted Braille
• Projects
• Portfolio/binders/computer files
• Braille products evaluation
• Presentation of completed works
• Maintaining assignments on note taker
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Electronic Publishing 11

Course Code: YELPB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: None

Course Synopsis:

Course Synopsis: In this course students will
• Learn the business and production techniques involved in Marketing and production of the yearbook. The goal is to, along with Electronic Publications 12 students, produce 100% of the pages required. Students will have a major part in decision-making.
• Gain expertise in using a digital camera at the correct resolution to capture interesting candid photos.
• Learn how to use PhotoShop to manipulate digital images and prepare them for publication.
• Learn to use InDesign to design page layouts for colour and gray-scale pages.
• Conduct a promotional campaign to sell the yearbook, to sell personalization’s and to acquire sponsors.
• Handle cash and other business aspects of the course, such as communication with the publishing company, under supervision of Electronic Publication 12 students.

Learning Resources:

Learning Resources:
• InDesign “Classroom in a book” an introduction to desktop publishing – tutorials, images, samples, etc.
• Curriculum Guidelines from Jostens, the publisher
• Visits from and training sessions held by Josten’s Representative
• Resource library of comparative publications and past J.J. Cambie Yearbooks
• H.J. Cambie’s Computer Lab is equipped with the necessary resources (i.e. Emacs with InDesign, Adobe Photoshop, Adobe Illustrator, a scanner, a laser printer and a digital camera).
Instructional Component: Methodology and Approach

Instructional Strategies Include and promote …
• Lecture supplemented with visual reinforcement (ie.video, models, etc).
• Understanding of basic skills, text, and graphics
• An understanding of journalistic skills
• Establishing design skills
• Ability to work with computer equipment, scanners, and digital cameras
• Dependability of work
• Ability to work effectively as a member of a team
• Assisting students in assessing their success and progress with the learning tasks
• Workshop sessions where students give each other feedback and revise plans

In addition, students will be given the opportunity to demonstrate the following skills …
• Research and organize information
• Acquire practical knowledge for the publication industry
• Communication skills
• Co-operative work
• Participate in establishing goals
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: English As A Second Language 10

Course Code: YESL 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: This course is designed for the student who:

**Course Synopsis:**

This course is an enhancement to an ESL student’s cultural and academic understanding. The course is designed to introduce ESL students to develop their expressive and receptive language skills. The course focuses on developing strategies needed to read, write and extract information successfully in English. It also encourages students to use a variety of modes to represent understanding. Throughout the course students are encouraged to participate in authentic real-life/everyday situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Present and Past Tenses. Students identify and compare their own customs to Canadian culture and customs. They are encouraged to take pride in their heritage. Students completing ESL 10 will have acquired advanced beginner level competency. This course is taken in addition to English as a Second Language instruction.

**Learning Resources:**

- Newcomers Building Literacy Through Learning Nelson
- West Coast Reader
- Being Canadian ISBN 2-7613-1427-1
- Getting Ready to Write ISBN 0-13-194635-8
- Shining Star: Introductory Level and Keys to Learning 0131892215
- ISBN 0-89061-787-2,
- Canadian Snapshots: Linking to Community
- Student Book ISBN 2761314344
- Workbook ISBN 2761314352
- Manual ISBN 2761314379
- Audio CD ISBN 2761314360

- Easy Guide to Richmond Parks and Community Services
- The Richmond Review Newspaper
- Vocabulary Connections Stech Vaughn ISBN 0-7398-9173
- Prepositions Made Easy
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: English As A Second Language 11

Course Code: YESL 11

Category: Other

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: This course is designed for the student who:

Course Synopsis:

This course is an enhancement to an ESL student’s cultural and academic understanding. The course is designed to develop ESL students’ expressive and receptive language skills. The students will benefit from an integration of reading, writing, listening and speaking. The course focuses on developing strategies needed to access and demonstrate understanding in English. It also encourages students to build and activate prior knowledge. Throughout the course students are encouraged to participate in authentic real-life/everyday situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Present, Past and Future Tenses. Students identify and compare their own customs to Canadian culture and customs and are encouraged to take pride in their heritage. Students completing ESL 11 will have acquired an intermediate level of competency. This course is taken in addition to English as a Second Language instruction.

Learning Resources:

Could include some of the following:
Azar Series (Understanding and Using English)
Grammar Lab 3
Think About Editing
Developing Composition Skills
Thoughts and Notions
Cause and Effect
Writing Strategies Book 1
Classics Canada
Introduction to Academic Writing
Shakespearean Stories (Abridged)
Various novels, newspapers, atlases, and access to the internet.

www.bcsta.org
Additional Information:

- Exploring English 2- Pearson Education
- West Coast Reader
- Being Canadian ISBN 2-7613-1427-1
- Shining Star: A 0-13-189247-9
- Vocabulary Connections B Stech-Vaughn 0-8172-6352-7
- Easy Guide to Richmond Parks and Community Services
- The Richmond Review Newspaper
- The Richmond News
- Prepositions Made Easy
- Charts, photographs, pictures, real artefacts from home, school and community
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: English As A Second Language 12

Course Code: YESL 12

Category: Other

Grade Level of Course:  

- [ ] 10
- [x] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: This course is designed for the student who:

**Course Synopsis:**

The course is planned to extend ESL students’ participation and communication in a variety of modes and addresses specific needs regarding language and culture. Furthermore, as this course is designed for students with an intermediate level of English proficiency, particular emphasis will be placed on purposeful reading and writing. The intent is that students will be able to interact and respond with greater confidence in both familiar and academic settings. The course allows students to access and demonstrate understanding in multiple forms and values drawing on students’ previous knowledge as a means to understand new concepts. Students will continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms including future tense. Students completing this course will have acquired an upper intermediate competency in English. This course is taken in addition to English as a Second language instruction.

**Learning Resources:**

- West Coast Reader
- Being Canadian ISBN 2-7613-1427-1
- Grammar Sense 1
- Shining Star: Introductory Level 0131892215
- I’m Not in My Homeland Anymore: Voices of Students in a New Land ISBN 0-88751-075-2
- True Stories In The News
- Easy Guide to Richmond Parks and Community Services
- The Richmond Review Newspaper
  - Vocabulary Connections Book C Stech Vaughn ISBN 0817-6452-7
  - Charts, maps, brochures, catalogues
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course:  

- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Additional Information:

Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal10%
• Tests10%
• Assignments and Projects20%
• Presentations (multiple intelligences, multimedia)20%
• Portfolio/Scrapbook20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Health Science 12

Course Code: YHS 12

Category: Health and Human Services

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: September 1, 2004

Prerequisites: None

Course Synopsis:

Health Science 12 Program emphasizes:

- Human Physiology & Anatomy
- Exercise Management
- Nutrition
- Injury Prevention & Rehabilitation
- Contemporary Issues in Health
- First Aid & CPR
- Career & Employment Preparation

Learning Resources:

Texts

Equipment:
- Models and Charts: knee joint, skeletons, anatomical torso, and charts
- Pressure Cuffs and Stethoscopes
- Athletic Tape and Accessories
The school is in the process of developing a forensic science unit (Case studies)

Community & Business Involvement:
There are a number of individuals from the community, post-secondary institutions, and businesses who are willing to help with the development and enrichment of our students. For example:

Jeff Watts (Advanced Life Support Paramedic)
- Instructs Canadian Red Cross Responder Program
- Coordinates Ambulance Ride-Along program
- Provides alternate opportunities for First Responders re: providing (a) First Aid at community events and/or (b) skill development (ie. YVR Disaster Drill, MCI Drill in Monroe, Washington, etc.)
- Guest speaker re: forensic science, designer drugs, etc.

Dr. Stan Jung (Chiropractic Doctor)
- Guest Speaker re: Myotomes/Dermatomes and rehabilitation.

Dr. Peter Dodek (Leading Physician at St. Paul’s Hospital Intensive Care Unit)
- Guest Speaker re: procedures/practices in Intensive Care Unit
- Provides opportunities for students to shadow him in the Intensive Care Unit

Stephanie (BC Sports Medicine Council)
- Provides Taping I and II certification for students ($75.00 cost)
- Guest Speaking re: Sports Injury management

Scott Rintoul (RCMP Drug Expert)
- Guest Speaker re: Rave Drugs/Poly drug use

Nanci Guest (Nutritionalist)
- Guest Speaker re: Fad Diets, Supplements, etc.
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT11

Category: Liberal Arts and Humanities

Grade Level of Course:  

- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Orientation and Mobility 12

Course Code: YOM 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: October 30, 2006

Prerequisites:  

Course Synopsis:

This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Three.

Learning Resources:

• Books

• Internet sites
  o Texas School for the Blind and Visually Impaired
  o Hadley School for the Blind
  o Dog Guide Schools

Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7

www.bcsta.org
School District 38

Status: approved

School Name: Cambie Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
(resource list will evolve as research and new resources become available)


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Cambie Secondary
Course Name: Textile Arts and Crafts 11
Course Code: YTAC 11
Category: Fine Arts, Design, and Media
Grade Level of Course: ☑ 10  ☑ 11  ☑ 12
Number of Course Credits: 4
Number of Hours of Instruction: 125
Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
- McCall’s Book of Handcrafts, Nanina Comstock, Random House
- McCall’s Needlework Treasury, Random House
- Exploring Textile Arts, Creative Publishing International
- An Introduction to Crewel Embroidery, Mave Glenny
- Two-Hour Applique, Leslie Allen
- Anchor Complete Embroidery Course, Christina Marsh
- The Batsford Book of Tapestry Weaving, Alec Pearson
- The Complete Guide to Needlecraft, Lucinda Ganderton
- Craft School, Hamlyn
- Embroidery, French Chic
- Crewel Embroidery, Erica Wilson
- Jann Johnson’s Discovery Book of Crafts
- Dye Painting!, Ann Johnston
- Fabric & Fiber Art Works, Sharon McCoubrey
- The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
- Fabric Painting Made Easy, Nancy Ward
- Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
- Reader’s Digest Complete Guide to Needlework
- Small Woven Tapestries, Mary Rhodes
- Tie-Dye! The How-To Book, Virginia Gleser
- Weaving: A Handbook of the Fiber Arts, Shirley Held
- The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
- Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
- Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
- The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
- Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
- Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
- Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
- Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
- Creative Sewing Ideas, (646.2 CRF) 1990
- The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
- The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
- Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Additional Information:

Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students’ projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: Art 11, Art 12, Art Career Prep

Course Synopsis:

This is a unique course designed to better prepare visual art and fashion students for post secondary careers in the arts. Primary goals of this course are to:
- explore realistic career options in the visual art and fashion fields
- become informed about the education and training required to pursue a career in the visual arts fields
- continue to develop skills in art making and image development
- build a relevant portfolio of artwork according to post secondary art school entrance guidelines
- compile, catalogue portfolio that will be professionally evaluated at the National Portfolio Day at Emily Carr School of Art and Design

Learning Resources:

As already stated the art department with its considerable resources is completely available, according to the art student’s needs and ideas. In a given assignment the student can decide what mediums and equipment they will need to explore to achieve their goals.

Teacher resources to further the student’s understanding of art and art history are slides, videos, a comprehensive art section in the school library and in the art classroom, and the Internet which is provided by the six computer graphics stations. Information, relevant to the student’s choices of post secondary education are provided by guest lecturers, field trips to art schools and galleries.
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Aviation Technology 11

Course Code: YAVT 11

Category: Trades and Technology

Grade Level of Course:  
- 10  
- 11  
- 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  September 1, 2004

Prerequisites:  Completion of Gr. 10/Permission of instructor

Course Synopsis:

This Aviation Course will acquaint students with the fundamental elements of the aviation industry. The Grade 11 course will examine areas such as Basic nd Advanced Aerodynamics, Aircraft Components, Aircraft Inspection, Materials and Hardware, and Information Sources as set out in the Aviation Maintenance Orientation Program. Not only will these two courses explore flight and maintenance, but it will also examine other components of the aviation industry such as Flight Training, Ground Services, Air Traffic Control, Aircraft Dispatch, Hangar/Ramp Services, Aerospace Manufacturing and the Aviation/Aerospace Careers. These areas will be taught in two blocks with a total classroom time of 120 hours.

Not only will this course differ from any in the Richmond School District, but it will be only the second course of its nature in Canada.

Learning Resources:

As previously stated, Charles E. London Secondary School has established links with a number of aviation oriented businesses and institutions. Not only has the aviation industry granted a set amount of monies for this program, they are also helping by way of “In-Kind” contributions.

The cash contributions come by way of the Canadian Aviation Maintenance Council, Ottawa, Bill St. Jean, Executive Director. The Canadian Aviation Maintenance Council is an industry based group and its main goal is to implement occupational standard and national training programs for all aviation maintenance trades and further the advancement of aviation knowledge. In a Letter of Agreement to be signed mid March, the Canadian Aviation Maintenance Council has agreed to fund a portion of the program.

Letter of Agreement
The Canadian Aviation Maintenance Council
and
Charles E. London Secondary School/Site Steering Committee

Site Funding Assistance: Each site will receive over two years a maximum of $80,000.00 ...

The Contribution made by the Canadian Aviation Maintenance Council will be used to buy training aids, course text books, course tours and staff development.

Along with the contribution of the Canadian Aviation Maintenance Council, the aviation community in the lower mainland has offered another $120,000 CND. of “In-Kind” contributions. These contributions come in the way of loaned training aids such as flight simulator time, training aids, course planning, classroom instruction and work experience for the students. The participating companies are as follows:
Additional Information:

This is part of a Career Preparation Aviation program. Students can complete a 10 hour semi-apprenticeship at Air Canada, in conjunction with these Aviation focus courses.
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Aviation Technology 12

Course Code: YAVT 12

Category: Trades and Technology

Grade Level of Course: [x] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: September 1, 2004

Prerequisites: Completion of Gr. 10/Permission of instructor

Course Synopsis:

This Aviation Course will acquaint students with the fundamental elements of the aviation industry. The Grade 12 course will examine areas such as Basic and Advanced Aerodynamics, Aircraft Components, Aircraft Inspection, Materials and Hardware, and Information Sources as set out in the Aviation Maintenance Orientation Program. Not only will these two courses explore flight and maintenance, but it will also examine other components of the aviation industry such as Flight Training, Ground Services, Air Traffic Control, Aircraft Dispatch, Hanger/Ramp Services, Aerospace Manufacturing and the Aviation/Aerospace Careers. These areas will be taught in two blocks with a total classroom time of 120 hours.

A portion of the grade 1 course will also be a semi-apprenticeship or work study. The student will be placed in the work force for 120 hours under the direction of a qualified person in the field of his or her choice. Furthermore, the course will recognize and integrate curriculum from three other travel related career preparation courses currently offered at Charles E. London Secondary School.

Not only will this course differ from any in the Richmond School District, but it will be only the second course of its nature in Canada.

Learning Resources:

As previously stated, Charles E. London Secondary School has established links with a number of aviation oriented businesses and institutions. Not only has the aviation industry granted a set amount of monies for this program, they are also helping by way of “In-Kind” contributions.

The cash contributions come by way of the Canadian Aviation Maintenance Council. Ottawa, Bill St. Jean, Executive Director. The Canadian Aviation Maintenance Council is an industry based group and its main goal is to implement occupational standard and national training programs for all aviation maintenance trades and further the advancement of aviation knowledge. In a Letter of Agreement to be signed mid March, the Canadian Aviation Maintenance Council has agreed to fund a portion of the program.

Letter of Agreement
The Canadian Aviation Maintenance Council
and
Charles E. London Secondary School/Site Steering Committee

Site Funding Assistance: Each site will receive over two years a maximum of $80,000.00 ...

The Contribution made by the Canadian Aviation Maintenance Council will be used to buy training aids, course text books, course tours and staff development.
mainland has offered another $120,000 CND. of “In-Kind” contributions. These contributions come in the way of loaned training aids such as flight simulator time, training aids, course planning, classroom instruction and work experience for the students. The participating companies are as follows:

Air B. C.
Boeing Aircraft
The British Columbia Institute of Technology
Canadian Airlines International
Canadian Helicopters
Canadian Regional Airlines
Harbor Air
Hughes Aircraft
The Ministry of Transport
Sky Club International
Skytech Plane Care
The Vancouver Airport Authority
Westjet
• A number of other companies are expected to participate in the near future.

The text used will be:

Bent, Ralph. Basic Science for Aerospace Vehicles. Toronto:


Boeing Aircraft Company. 1996


CANADA. DEPARTMENT OF TRANSPORT. “Aviation Occurrence Reports”. Ottawa: Canadian Aviation Safety Board, 1996


CANADA. DEPARTMENT OF TRANSPORT. Flight Training Manual. Ottawa:
Gage Publishing, 1996

CANADA. DEPARTMENT OF TRANSPORT. From the Ground Up. Ottawa:
Gage Publishing, 1996

CANADIAN AVIATION MAINTENANCE COUNCIL. “Aviation Maintenance Orientation Program”. Ottawa:
CANADIAN AVIATION MAINTENANCE COUNCIL. 1996


Wm. C. Brown Communication, Inc. 1996


Pacific Western Airlines. “The B-737 Familiarization Guild”. Calgary:
Pacific Western Airlines 1985


Additional Information:

This is part of a Career Preparation Aviation program. Students can complete a 10 hour semi-apprenticeship at Air Canada, in conjunction with these Aviation focus courses.
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Broadcasting 11

Course Code: YBRC 11

Category: Trades and Technology

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites:

Course Synopsis:

Broadcasting 11 is an introduction to the world of radio & TV broadcasting, multimedia, audio production, videography & video editing, and careers in the broadcast and film industries. The course also includes a hands-on component -- producing a daily in-house radio show and weekly TV show on the school site.

Learning Resources:

Videos -- Our chief reference material is educational videos. Many of the videos are on subjects such as cinematography, film history, broadcasting inventors, popular music figures, camera/lighting/photography, and music production.

- A Beginning Look at Canada
- Canadian Concepts – Books 2 & 3
- Weaving it Together – Book 2
- BC Law Book for Schools
- The WestCoast Reader
- Teaching to Diversity: Teaching and Learning in the Multi-Ethnic Classroom
- Canada: Who Are We and Where Are We Going?
- Strategies and Resources for Secondary ESL 5 Support: School District #38
- A Beginning Look at Canada
- My Country, Our History
- Multicultural Manners: New Rules of Etiquette for a Changing Society
- Tapestry: Culture Connection
- Tapestry: Patterns of Cultural Identity
- Telephone directories, maps, atlases, various charts, wall charts and posters, and videos related to the topic of Canada and Canadian culture.
Additional Information:

The course requires students to become familiar with all aspects of audio/video equipment, as well as develop script writing, editing, and public speaking skills. In the past 4 years, we have also greatly expanded our presence in the real-world broadcast industry placing students at professional facilities such as:
- the CBC
- Shaw Cable
- CTV News
- CTV Gabereau Show
- CKNW RADIO
- Channel M
- Nettwerk Records
- The Weather Network
- the Knowledge Network
- Roger's Media

While the students have always engaged in multimedia projects, a new element of the course is the CONTENT of these projects. In the past 4 years, we have increasingly concentrated our efforts on making Public Service Announcements that deal with youth issues such as bullying, speeding, alcohol/drug abuse, and smoking. Students have an opportunity to discuss these issues and provide constructive solutions.
The course requires students to become familiar with all aspects of audio/video equipment, as well as develop script writing, editing, and public speaking skills. In the past 4 years, we have also greatly expanded our presence in the real-world broadcast industry, placing students at professional facilities such as:

the CBC
Shaw Cable
CTV News
CTV Gabereau Show
CKNW RADIO
Channel M
Nettwerk Records
The Weather Network
the Knowledge Network
Roger's Media

While the students have always engaged in multimedia projects, a new element of the course is the CONTENT of these projects. In the past 4 years, we have increasingly concentrated our efforts on making Public Service Announcements that deal with youth issues such as bullying, speeding, alcohol/drug abuse, and smoking. Students have an opportunity to discuss these issues and provide constructive solutions.
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Electronic Publishing 12

Course Code: YELPB 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:
In this course students will:
• Learn the business and production techniques involved in the marketing and production of the yearbook. The goal is to produce 100% of the pages required. Students will have a major part in decision-making.
• Gain expertise in using a digital camera at the correct resolution to capture interesting candid photos.
• Learn how to use PhotoShop to manipulate digital images and prepare them for publication.
• Learn to use inDesign to design page layouts for colour and gray-scale pages.
• Conduct a promotional campaign to sell the yearbook, to sell personalizations and to acquire sponsors.
• Handle cash and other business aspects of the course, such as communication with the publishing company.

Learning Resources:
• inDesign “Classroom in a book”: an introduction to desktop publishing—tutorials, images, samples, etc.
• Curriculum Guidelines from Jostens, the publisher.
• Visits from and training sessions held by Josten’s Representative
• Resource library of comparative publications and past C.E. London publications
• Tips on design – collection of various publications from Josten’s and other publishing companies
• C. E. London Secondary BE2 Computer Lab is equipped with the necessary resources (i.e. eMacs with inDesign, Adobe Photoshop, Adobe Illustrator, a scanner, a laser printer and a digital camera).
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course:  
☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine

www.bcsta.org
Additional Information:

Instructional Components:
- Direct instruction
- Interactive instruction
- Collaborative projects
- Case studies
- Experiential learning
- Individual reflections
- Field trips
- Guest Speakers/local environmental organizations
- Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

- Personal Journal 10%
- Tests 10%
- Assignments and Projects 20%
- Presentations (multiple intelligences, multimedia) 20%
- Portfolio/Scrapbook 20%
- School-based and Community Projects 20%
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Introduction to Engineering 11

Course Code: YIEN 11

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: 70% in Math and Science 10

Course Synopsis:

This locally developed course is designed to introduce students to the world of engineering.

This is a project-based course where students work in teams to design and construct solutions to engineering/science related problems. Emphasis for the course is on developing student skills in problem solving, teamwork, time management, and oral/written communication.

Students will complete three design projects and one research project over the semester. The design projects will vary from year to year. Projects in the past have involved bridges, catapults, boats, water coolers, devices to help the physically challenged, and devices to improve public safety. For the research project students write a report and make a presentation on a field of engineering in which they are interested.

Students who are interested in careers in science/engineering are encouraged to take this course.

Note:
· This course does not count as a Grade 11 Science or Foundations course.
· This course is a requirement of the Engineering Career Preparation Programme.
· A solid understanding of Science 10 and Math 10 is recommended.

Learning Resources:

There is no text for this course.

Reference material:
· The Seven Habits of Highly Effective People
· Engineering Problem Solving for Mathematics, Science and Technology Education
· A variety of engineering text books and magazines

Community resources:
· UBC Engineering Library
· Course sponsors, e.g. retired engineers, employed engineers local and reasonably close manufacturing plants for field trips

School resources:
· This class needs to be taught in Sc. 2 to have access to the computer network on a daily basis
· This course will require a budget for photocopying (small), resources e.g. drawing software like Canvas, and possible test equipment e.g. a bridge tester, and supplies to construct student projects
Additional Information:

This course is the focus course for our CP Engineering program
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”; developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

• Media (newspapers, videos)
• Internet websites and library resources
• Community organizations and speakers
• Books and articles
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Peer Helping Leadership 11

Course Code: YPHLL 11

Category: Health and Human Services

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 24, 2006

Prerequisites:  None

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools with special emphasis on mentorship for Grade 8 students. Using the Social Responsibility Rubric as organizer, students will explore aspects of personal and social responsibility within the school community. Students will develop skills in communication, interpersonal relationships, leadership, conflict management and teamwork. They will apply these skills in authentic leadership experiences within the school.

Learning Resources:

B.C. Ministry of Education Graduation Portfolio Program Guide

Career Cruising.com program

Carr, Rey.  Natural Peer Helpers Program.

CASAA Leadership Handbook from the Canadian Association of Student Activity Advisers

Covey, Sean.  The Seven Habits of Highly Effective Teens.

Holloway, Stacey.  Interpersonal Conflict Resolution Skills for Youth

Richmond School District Leadership Program

Tabata, Susanne.  Talk to Me. (VHS)

Thomas, Julie.  Mind Works: The Communication Course

True Colours: Myers-Briggs Personality Type Inventory

Additional Information:

This course will provide students with authentic leadership experiences and the opportunity to explore personal and social responsibility within the school community. Students will learn communication, leadership, conflict management and teamwork skills and apply these to school based activities and programs. The learning outcomes of this course encourage and support students to gain knowledge and skills as Peer Helpers and Leaders and to introduce them to possible career paths in the Helping Professions. Students completing this course will meet most of their Graduation Portfolio requirements.
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  
[ ] 10  
[ ] 11  
[ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework  School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas  Doris M. Cook, Wisconsin Department of Public Instruction  1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed.  Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning: ; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: Photo Level 1 and Photo Level 2

Course Synopsis:
The level 3 portfolio course is for the serious art students who may be interested in pursuing a career in the visual arts field or who may be interested in further developing their personal language through traditional and digital photography.

This course originated because of the need for some students who had completed level 1 and 2 photography and who wanted to continue to explore self-directed topics in photography, graphic arts and multimedia. Such areas include documentary and landscape photography, photojournalism, advertising and product photography, fantastic and theatrical photography, portrait, etc.

This course also provides a doorway into the world of computer graphics and students develop their skills using a variety of computer software that includes Adobe Photoshop, Adobe Illustrator, Painter and Macromedia Director. Students will continue to develop a serious photo portfolio necessary for post secondary art school admission and at this level are expected to be extremely self motivated.

Learning Resources:

Students will make use of the existing resources. London provides a professional graphic arts studio that offers darkroom photography, studio lighting equipment, computer stations with the latest graphic software (Adobe Photoshop, Adobe Illustrator, Adobe Indesign, Painter, Macromedia Director), scanners (negative and image), printers, cameras (35 ml SLR and digital), mounting stations, etc. We have an extensive library that includes books on photo techniques and artist photographers.

Other resources that are available are slides of photographer works, instructional and biographical videos of famous photographers and 6 in-class computer stations that are a wonderful resource for personal research.

Additional Information:

This year, former level 3 student Ricky Reese will return to London Secondary to demonstrate studio photography to our photo classes. Another student who graduated from London Secondary is presently studying in the 2-year photo diploma program at Langara College.
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Teaching and Learning 12

Course Code: YTLR 12

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   September 1, 2004

Prerequisites:

Course Synopsis:

Teaching and Learning 12 is a survey course designed for students who are considering a profession in Education (e.g.: teacher, classroom assistant or coach), Youth and School Counseling and Social Work.

This course is divided into 24 units clustered into seven domains:

1. Educational Theories (e.g., Teaching for Understanding Model, Suchman Inquiry Model, Synectics: Developing Creative Thinking and Problem Solving, etc. . . .)

2. Learning Styles and Theories (e.g., Multiple Intelligences, Brain theory, and Developmental theory)

3. Social Foundations and Philosophies of Education (e.g., post modernism vs. modernism, feminist theory and multicultural education)

4. The Learning Environment (e.g., behaviour management, establishing a culture of learning, encouragement strategies and professionalism)

5. Instruction (e.g., examining and practicing teaching strategies and implementation theory and practice)

6. Evaluation and Assessment

7. Special Interest Topics in Education

Through readings, dynamic classroom activities, discussion, and interactions with peers and practicing teachers, students will be exposed to various educational issues, methodologies and questions.

Throughout the course, students will engage in self-exploration and value clarification exercises to examine their own beliefs about helping, education a and teaching.

The career preparation program will offer students a 120-hour practicum of their choice. Examples of practicum settings include: elementary or secondary schools, rehabilitation clinics, hospitals, recreational centres, group homes, training departments in corporations or consulting firms.

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Learning Resources:

- Enhancing Teaching by Madeline Hunter (1994)
- Learning Twice: An Introduction to the Methods of Teaching by Allan Glatthorn (1993)
- An Introduction of the Study of Teaching by G.D. Taylor (1993)
- Transformation Teaching by Gary Phillips (1994)
- Multiple Intelligences in the Classroom by Thomas Armstrong (1994)
- Brain Compatible Classrooms by Robin Forgarty (1997)
- Human Development by Larry Fenson (1994)
- From Multiple Intelligences to Brain Research to Motivation by Bennett (1998)
- Postmodern Sampler
- Organizing Thinking by Sandra Parks and Howard Black (1990)
- Strategic Learning in the Content Areas by Herbert Grover
- Integrating curriculum with MI by Robin Forgarty and Judy Stoehr
- Integrate the Curriculum by Robin Forgarty (1991)
- Classroom Strategies for Interactive Learning by Doug Buehl (1995)
- Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (1996)
- 7 Ways of Teaching by David Lazear (1991)
- STET by Don Dinkmeyer (1980)
- The Big Picture by Rod McKellar
School District 38

Status: approved

School Name: Charles E London Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

XX 11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall’s Book of Handcrafts, Nanina Comstock, Random House
• McCall’s Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson’s Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader’s Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
• Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
• Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
• Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
• Creative Sewing Ideas, (646.2 CRF) 1990
• The Evelyn Roth Recycling Book, Roth, Evelyn (‘746 ROT) 1975
• The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: BioPsychology 12

Course Code: YBPS 12

Category: Health and Human Services

Grade Level of Course:  
- 10  
- 11  
- X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: Science 10

Course Synopsis:

BioPsychology will provide students with the opportunity to study and investigate some of the complexities and mysteries of the brain. From the introduction to the discipline of BioPsychology, students will learn the anatomy and physiology of the nervous system. With this foundation, students will then investigate the theories and current research on Abnormal Psychology, Learning and Memory, Sensation and Perception, Mental Diseases/Disorders and Brain Damage.

Learning Resources:

Reference books:

- Biological Psychology (James Kalat)
- BioPsychology (John Pinel)
- The Principles of Learning and Behavior (Michael Domjan)
- From Neuron to Brain (John Nicholls, Robert Martin and Bruce Wallace)
- Abnormal Psychology (Timothy Costello and Joseph Costello)

Case Studies:

- The Man Who Mistook His Wife for a Hat (Oliver Sacks)
- Anthropologist on Mars (Oliver Sacks)

Videos:

- DSM training videos
- Brain Story series

Research:

- Journals, articles, books from the library or internet sites
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Braille 11

Course Code: YBR 11

Category: Health and Human Services

Grade Level of Course: ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 30, 2006

Prerequisites: The ability to understand abstract concepts and functional use of hands.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, gain information from many sources.

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code.

This course will allow students a tactile medium to access the prescribed curriculum.

Students will learn Braille to complete an educational program so that they can graduate from High School and pursue college, university or other interests. They will explore curriculum themes, develop projects and research topics of personal interest. Students can use Braille to access the many technological devices and they can explore the world wide web for global business transactions. With Braille this is possible. Proficiency in the use of the Braille code enables the student to succeed academically, socially and in a pursuit of a career.
Learning Resources:

Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C. In collaboration with Region IV Ed Centre
7145 W. Tadwell
Houston, Texas 1994-1995

Compiled under the Authority of the Braille Authority of North America American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillette
Grant Wood Area Education Agency 4401 Sixth Street, SW
Cedar Rapids, Iowa 52404-4499

S.C. Ashcroft, L.D. Sanford & A. J. Koenig SCALARS Publishing,
P.O. Box 382834 Germantown, TN 38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Additional Information:

Performance Methods
• Contracted Braille
• Projects
• Portfolio/binders/computer files
• Braille products evaluation
• Presentation of completed works
• Maintaining assignments on note taker
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Drumming - Rhythms in World - Music 10

Course Code: YDRWM 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: None

Course Synopsis:

The course is intended to give students credit in Fine Arts at the grade 8 -12 level. As Concert Band and Jazz Band operate in a continuum of the learning experience spiral, so too the Drumming -World Beat course is developed paralleling a similar model. The course will allow students with no previous musical training or note reading ability to fully participate in the making of music through active involvement in playing percussion instruments using forms and practices of various types of world music. The course is intended to help students gain appreciation for the rhythms of diverse world cultures through hands on experience. The music of Africa, Brazil and Cuba will form the basis for course content. In addition, students will be able to exercise their own creative musical design and apply it in a group setting. For students who make this course a focus of their graduation requirements, there is potential for a wide variety of performance and recording arts opportunities. Leadership skills and teaching opportunities are also provided for experienced students through work with either small or large ensembles.

Learning Resources:

Personal files and notes from workshops, clinics and one on one lessons given by many including Milton Randall, Dido Morris, Rex Chequer, Joseph Pepe Danza, Sal Ferreras and Raphael Geronimo. I was involved in the early stages of the Vancouver Coalition for World Music (1997) and special thanks to Val Dare of V.S.B. Britannia school who continues to be a wealth of information and support for those interested in teaching world music.

The Djembe: by Serge Blanc, Distributed by Sher Music
Traditional Grooves of West Africa with notes on instruments, geography with a C.D. example of all the notated grooves. An endless array of authentic African rhythms and an invaluable resource for teachers.


Music of South Africa: Rhythms of Resistance, Val Dare, et al. B.C. Teacher’s Federation lesson Aids Service, Vancouver, Canada

Rhythm for Kids: A Samba Unit for Teachers, Eric Hartman, New Traditions Media, Vancouver, Canada

Personal Subscription to: >african@african-drumbeat.co.uk<2;, by yearly subscription, access to many West African Grooves, that I have the right to download as MP3 and also to print notation from.
This course officially started running at Hugh Boyd in September of 1997 with a first class of 17 students. We started with drums purchased by our PAC Committee and loaned by Milton Randall who was a big help to me in getting the program under way. At the time it was the first course of its kind in B.C. Gradually, we have purchased more drums. Since then we have continued to add more elements and rhythmic challenges into the curriculum. The latest of these is Cuban music which we were able to see, hear and receive instruction in when we took a band and drumming group to Cuba in December of 2000.

This year we have had the privilege of working in the classroom with Raphael Geronimo of “Rhumba Calzada” who has been a help in the expansion of our knowledge of Cuban music. This year we have over 125 students enrolled in the drumming program and each class is a multiage group of students from a wide range of cultural backgrounds and academic abilities. There are several students who are working as peer tutors who have had at least two years in the drumming program. There are always public performance opportunities for drumming students and a special extra curricular group called “Drum Circle” that meets twice each week throughout the year.

Drummers from this program have performed on tour with the bands and on their own in the community. The Hugh Boyd Drumming group has been invited to perform at the annual B.C. Music Educators Conference in 2001 and again this year in 2004, and therefore has been acknowledged as a leading program in world music instruction in British Columbia. With our culturally diverse population here in B.C., it is only logical that we teach beyond our European and American traditions. As time goes on, it is hoped that the curriculum of this program will expand to include an even more diverse cultural perspective.

Additional Information:
www.bcsta.org
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Drumming - Rhythms in World - Music 11

Course Code: YDRWM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10  
- 11  
- 12

Number of Course Credits: 4

Date Approved: September 1, 2004

Prerequisites: None

Course Synopsis:

The course is intended to give students credit in Fine Arts at the grade 8 -12 level. As Concert Band and Jazz Band operate in a continuum of the learning experience spiral, so too the Drumming -World Beat course is developed paralleling a similar model. The course will allow students with no previous musical training or note reading ability to fully participate in the making of music through active involvement in playing percussion instruments using forms and practices of various types of world music. The course is intended to help students gain appreciation for the rhythms of diverse world cultures through hands on experience. The music of Africa, Brazil and Cuba will form the basis for course content. In addition, students will be able to exercise their own creative musical design and apply it in a group setting. For students who make this course a focus of their graduation requirements, there is potential for a wide variety of performance and recording arts opportunities. Leadership skills and teaching opportunities are also provided for experienced students through work with either small or large ensembles.

Learning Resources:

Personal files and notes from workshops, clinics and one on one lessons given by many including Milton Randall, Dido Morris, Rex Chequer, Joseph Pepe Danza, Sal Ferreras and Raphael Geronimo. I was involved in the early stages of the Vancouver Coalition for World Music (1997) and special thanks to Val Dare of V.S.B. Britannia school who continues to be a wealth of information and support for those interested in teaching world music.

The Djembe: by Serge Blanc, Distributed by Sher Music
Traditional Grooves of West Africa with notes on instruments, geography with a C.D. example of all the notated grooves. An endless array of authentic African rhythms and an invaluable resource for teachers.


Music of South Africa: Rhythms of Resistance, Val Dare, et al. B.C. Teacher’s Federation lesson Aids Service, Vancouver, Canada

Rhythm for Kids: A Samba Unit for Teachers, Eric Hartman, New Traditions Media, Vancouver, Canada

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Drummers from this program have performed on tour with the bands and on their own in the community. The Hugh Boyd Drumming group has been invited to perform at the annual B.C. Music Educators Conference in 2001 and again this year in 2004, and therefore has been acknowledged as a leading program in world music instruction in British Columbia. With our culturally diverse population here in B.C., it is only logical that we teach beyond our European and American traditions. As time goes on, it is hoped that the curriculum of this program will expand to include an even more diverse cultural perspective.
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Additional Information:

Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal10%
• Tests10%
• Assignments and Projects20%
• Presentations (multiple intelligences, multimedia)20%
• Portfolio/Scrapbook20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Hair Design 11A

Course Code: YHDSN 11A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: Completion of Grade 10

Course Synopsis:

Hair Design 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Learning Resources:

Primary Recommended Text:
St Germain, Clif. Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook

Additional Information:

Instructional Component: Instructional strategies will include:
1. Seminars & Lectures
2. Charts and Webbing
3. Vocabulary Development
4. Grouping and Peer Work
5. Cooperative analyses and critiques
6. Demonstration videos
7. Practical demonstrations
8. Workbook

Assessment Component: Students will be assessed by a variety of methods including:
1. daily quizzes
2. chapter tests
3. unit examinations
4. practical work on mannequins and models
5. client services
6. portfolio
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Hair Design 11B

Course Code: YHDSN 11B

Category: Trades and Technology

Grade Level of Course: 10 □ 11 ☒ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: Completion of Grade 10

Course Synopsis:

Hair Design 11B is a theory course which builds and expands on the concepts and principles taught in Hair Design 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Learning Resources:

Primary Recommended Text:
St Germain, Clif. Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook

Additional Information:

Instructional Component:
Instructional strategies will include:

1. Seminars & Lectures
2. Charts and Webbing
3. Vocabulary Development
4. Grouping and Peer Work
5. Cooperative analyses and critiques
6. Problem solving techniques
7. Demonstration videos
8. Practical demonstrations
9. Workbook

Assessment Component:
Students will be assessed by a variety of methods including:

1. daily quizzes
2. chapter tests
3. unit examinations
4. practical work on mannequins and models
5. client services
6. portfolio
Instructional Component: Instructional strategies will include:
1. Demonstration videos
2. Practical demonstrations
3. Cooperative analyses and critiques
4. Problem solving techniques

Assessment Component: Students will be assessed by a variety of methods including:
1. practical work on mannequins and clients using the Employer Guidelines for On the Job Training Rubric
2. daily quizzes
3. chapter tests
4. unit examinations
5. client services and feedback

School District 38
Status: approved
School Name: Hugh Boyd Secondary
Course Name: Hair Design 11C
Course Code: YHDSN 11C
Category: Trades and Technology
Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 24, 2006
Prerequisites: Completion of Grade 10

Course Synopsis:
Hair Design 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Learning Resources:
Primary Recommended Text:
St Germain, Clif. Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook

Additional Information:
Instructional Component: Instructional strategies will include:
1. Demonstration videos
2. Practical demonstrations
3. Cooperative analyses and critiques
4. Problem solving techniques

Assessment Component: Students will be assessed by a variety of methods including:
1. practical work on mannequins and clients using the Employer Guidelines for On the Job Training Rubric
2. daily quizzes
3. chapter tests
4. unit examinations
5. client services and feedback
Instructional Component: Instructional strategies will include:
1. Seminars & Lectures
2. Charts and Webbing
4. Vocabulary Development
3. Grouping and Peer Work
4. Cooperative analyses and critiques
5. Problem solving techniques
6. Demonstration videos
7. Practical demonstrations
8. Workbook

Assessment Component: Students will be assessed by a variety of methods including:
- daily quizzes
- chapter tests
- unit examinations
- practical work on mannequins and models
- client services
- portfolio work
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Hair Design 12B

Course Code: YHDSN 12B

Category: Trades and Technology

Grade Level of Course:  10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: Completion of Grade 11 Hair Design Courses 11A, 11B, 11C

Course Synopsis:

Hair Design 12B is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

This course is taken concurrently with Hair Design 12A which focuses on theoretical concepts. This course is designed to give students the opportunity to “put theory into practice”. It is the foundation for the building of practical skills which students will further develop in their work experience placements.

Learning Resources:

Primary Recommended Text:
St Germain, Clif.  Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook

Additional Information:

Instructional Component:
Instructional strategies will include:
1. Demonstration videos
2. Practical demonstrations
3. Cooperative analyses and critiques
4. Problem solving techniques

Assessment Component:
Students will be assessed by a variety of methods including:
   Practical work on mannequins and clients using the Employer Guidelines for On the Job Training Rubric

   Daily quizzes
   Chapter tests
   Unit examinations
   Client services and feedback
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Hair Design 12C

Course Code: YHDSN 12C

Category: Trades and Technology

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: Completion of Grade 11 Hair Design Courses 11A, 11B, 11C

Course Synopsis:

Hair Design 12C is a practical course which reinforces the basic techniques of hairdressing and extends theoretical knowledge in specific practical applications.

Learning Resources:

Primary Recommended Text:
St Germain, Clif.: Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook

Additional Information:

Instructional Component:
Instructional strategies will include:
1. Demonstration videos
2. Practical demonstrations
3. Cooperative analyses and critiques
4. Problem solving techniques

Assessment Component:
Students will be assessed by a variety of methods including:
Practical work on mannequins and clients using the Employer Guidelines for On the Job Training Rubric

Daily quizzes
Chapter tests
Unit examinations
Client services and feedback
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Hair Design 12D

Course Code: YHDSN 12D

Category: Trades and Technology

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 24, 2006

Prerequisites:  
Completion of Grade 11 Hair Design Courses 11A, 11B, 11C

Course Synopsis:

Hair Design 12D prepares students to work in a professional salon environment by teaching, through theory and practice, the interpersonal skills and personal attributes that are essential to be a successful hairdresser. This course satisfies the Portfolio requirements in Employability Skills Core and Choice - Aspects 4.2, 4.3, and 4.4, and Education and Career Planning Core and Choice - Aspects 3.2, 3.3, and 3.4.

Learning Resources:

Primary Recommended Text:
St Germain, Clif. Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook

Additional Information:

Instructional Component:
Instructional strategies will include:
1. Demonstration videos
2. Practical demonstrations
3. Cooperative analyses and critiques
4. Problem solving techniques
5. Guest Speakers

Assessment Component:
Students will be assessed by a variety of methods including:
- Practical work with clients using the Employer Guidelines for On the Job Training Rubric

- Daily quizzes
- Chapter tests
- Unit examinations
- Client services and feedback
- Portfolio work
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Journalism 12

Course Code: YJOU 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: English 10

Course Synopsis:

Journalism 12 is a yearlong newspaper reporting course available to students in grades 10-12. Students are responsible for producing stories and photographs for the school newspaper. Students will learn the major newspaper story forms including news, sports, features, editorials and opinion. They will compose news and feature photos, conduct a public opinion poll, and write a broadcast news script. Students will strive to produce a newspaper meeting professional standards and following the Canadian Press style. They will prepare questions, conduct interviews, carry out online and other forms of background research and be responsible for one or more beats (regular coverage areas) in the school and community. Students will also study the techniques used to present news and in so doing, become informed consumers of media.

Learning Resources:

- Visit to commercial press plant, TV and/or radio station
- Guest speakers from local media (reporters, photographers and editors)
- Articles from various sources on news writing, ethics, design and business aspects
- Journalistic codes of conduct, such as those of the CBC and the Society of Professional Journalists
- Websites on a range of journalism topics including writing and ethics, design and careers.
- Books
Additional Information:

Performance Methods
- Story proposals
- Story drafts
- Photographs
- Projects
- Contributions to monthly newspaper
- Portfolio showing range of year’s published work

Personal Communication
- Group dialogue
- Self evaluation
- Peer evaluation
- Student-teacher dialogue
- Feedback from readers

Other
- Weekly assignments
- Teacher anecdotes
- Records
- Rubrics
- Rating scales
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Three.

Learning Resources:

- Books

- Internet sites
  - Texas School for the Blind and Visually Impaired
  - Hadley School for the Blind
  - Dog Guide Schools

Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

10  X 11  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher, Year</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 44: A Core Reading Framework</td>
<td>School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and Practicing Strategic Content Learning: A Resource Guide for Practitioners</td>
<td>Deborah L. Butler</td>
<td>UBC Press</td>
<td></td>
</tr>
<tr>
<td>Strategic Learning In the Content Areas</td>
<td>Doris M. Cook</td>
<td>Wisconsin Department of Public Instruction 1-800-243-8782, 1986</td>
<td>ISBN 1-57337-015-0</td>
</tr>
<tr>
<td>Teaching Reading in the Content Areas: If Not Me, Then Who?</td>
<td>Rachel Billmeyer &amp; Mary Lee Barton</td>
<td>ASCD, ISBN 1-893476-05-7</td>
<td></td>
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</table>
School District 38

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Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
School District 38

Status: approved

School Name: Hugh Boyd Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [ ]  11  [X]  12  [ ]

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall’s Book of Handcrafts, Nanina Comstock, Random House
• McCall’s Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson’s Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader’s Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
• Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arlene M., (746 FIS) 1975
• Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
• Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
• Creative Sewing Ideas, (646.2 CRF) 1990
• The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
• The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Additional Information:

Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Hugh McRoberts Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Additional Information:

Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal10%
• Tests10%
• Assignments and Projects20%
• Presentations (multiple intelligences, multimedia)20%
• Portfolio/Scrapbook20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: Hugh McRoberts Secondary
Course Name: Family and Computers 11
Course Code: YFAC 11
Category: Trades and Technology
Grade Level of Course:  
   10  
   11  
   12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved:  September 1, 2004
Prerequisites:  None

Course Synopsis:

How will the proposed course promote student development?
- to bring Home Economics into line with changing technologies and to encourage students to use these tools as they apply to personal and home use.
- to encourage students to use analytical strategies when dealing with personal and home issues.
- to provide an opportunity and to develop student's skills.
- to provide a non-specialist link through which students can develop their computer skills.

How has this proposal originated and what is its primary purpose?
- the proposal originated through an awareness of the course offering in the Vancouver School District

Purpose:
- to meet the changing needs of Home Economics as a content area.
- to better understand the use of technology and its impact on personal and family living.
- to give students proficiency in computer use through a non-specialist route.

Learning Resources:
Teacher developed materials
School District 38

Status: approved

School Name: Hugh McRoberts Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
I believe that Media & Culture 11 offers three very exciting opportunities for secondary students in our district.

First, it allows them to look more closely at the workings of the media. We often tend to take the influence of the media for granted because we are so immersed in it: it is like the air we breathe. Hopefully, the course allows students to approach this powerful force from a more informed standpoint.

Second, the Distributed Learning aspect of Media & Culture 11 gives students in all schools a chance to participate in the course, an opportunity not limited by the location at which the program is offered or by a lack of teaching personnel.

Third, it allows them to use the exciting technology that is e-mail to learn and communicate ideas.

With the increase of on-line education offered by post-secondary institutions, I believe my students will be better prepared to access a greater range of future learning possibilities.
School District 38

Status: approved

School Name: Hugh McRoberts Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

☐ 10  

☐ 11  

☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Hugh McRoberts Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
(resource list will evolve as research and new resources become available)


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7

www.bcsta.org
School District 38

Status: approved

School Name: Hugh McRoberts Secondary

Course Name: Strength & Conditioning 12

Course Code: YSCD 12

Category: Choose a Category

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: September 1, 2004

Prerequisites: Strength & Conditioning 11

Course Synopsis:

How will the proposed course promote student development?
- the aim of the course will be to continue to enable students to enhance their quality of life through active living.
- through professional instruction and guidance students will continue to build on their knowledge of the basic principles of strength and conditioning and begin to research more advanced principles and strategies of lifetime fitness.
- By completing the Grade 12 component of this course students will gain a more advanced and in-depth knowledge, skills and attitude necessary to incorporate physical activity into regular routines, leisure pursuits, and career requirements throughout life. Students will also learn how to manage their own personal sport training development beyond basic lifestyle health and fitness.

How will the proposed course enhance the educational program at the school?
- Physical Education and the addition of Strength and Conditioning are integral parts of the total education package. Students who participate in regular physical education classes enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. They are willing to take appropriate risks, and have a more positive attitude toward self and others. Positive personal and social behaviours improve school climate, resulting in better attendance and reduced violence.

How has this proposal originated and what is it primary purpose?
- The proposal originated through awareness that many students in our school were seeking more information on how to develop a personalized strength and conditioning program. Many felt that it should be offered as a course.
- As well, through an awareness that the course is being presently run in many other school districts in B.C.

Purpose:
- to meet the needs of our students and to give students proficiency in the development and participation in strength and conditioning through instruction and active participation.

Learning Resources:

- CFES
- Introduction to Weight Training for Young Adults
- Anatomy Weight Training
- Guest Speakers
- field trips to community weight rooms and training centres.
School District 38

Status: approved

School Name: Hugh McRoberts Secondary

Course Name: Strength and Conditioning 11

Course Code: YSCD 11

Category: Fitness and Recreation

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  September 1, 2004

Prerequisites:  P.E. 10

Course Synopsis:

How will the proposed course promote student development?
· The aim of the course will be to enable students to enhance their quality of life through active living
· Through professional instruction and guidance students will be introduced to the basic principles of strength and conditioning, to enable them to continue with various options that relate to lifetime fitness.
· By completing this course the student will gain the knowledge, skills and attitude necessary to incorporate physical activity into regular routines, leisure pursuits, and career requirements throughout life. Striving for an active, healthy lifestyle fosters personal growth and the ability to meet the challenges of society.

How will the proposed course enhance the educational program at the school?
· Physical Education and the addition of Strength and Conditioning are integral parts of the total education package. Students who participate in regular physical education classes enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. They are willing to take appropriate risks, and have a more positive attitude toward self and others. Positive personal and social behaviours improve school climate, resulting in better attendance and reduced violence.

How has this proposal originated and what is it primary purpose?
· The proposal originated through awareness that many students in our school were seeking more information on how to develop a personalized strength and conditioning program. Many felt that it should be offered as a course.
· As well through an awareness that the course is being presently run in many other school districts in B.C.

Purpose: to meet the needs of our students and to give students proficiency in the development and participation in strength and conditioning through instruction and active participation.

Learning Resources:

· CFES
· Introduction to Weight Training for Young Adults Manual
· Anatomy of Weight Training

Additional Information:

Guest speakers
· Field trips to community weight rooms and training centers

www.bcsta.org
School District 38

Status: approved

School Name: Hugh McRoberts Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
- McCall’s Book of Handcrafts, Nanina Comstock, Random House
- McCall’s Needlework Treasury, Random House
- Exploring Textile Arts, Creative Publishing International
- An Introduction to Crewel Embroidery, Mave Flenn
- Two-Hour Applique, Leslie Allen
- Anchor Complete Embroidery Course, Christina Marsh
- The Batsford Book of Tapestry Weaving, Alec Pearson
- The Complete Guide to Needlecraft, Lucinda Ganderton
- Craft School, Hamlyn
- Embroidery, French Chic
- Crewel Embroidery, Erica Wilson
- Jann Johnson’s Discovery Book of Crafts
- Dye Painting!, Ann Johnston
- Fabric & Fiber Art Works, Sharon McCoubrey
- The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
- Fabric Painting Made Easy, Nancy Ward
- Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
- Reader’s Digest Complete Guide to Needlework
- Small Woven Tapestries, Mary Rhodes
- Tie-Dye! The How-To Book, Virginia Gleser
- Weaving: A Handbook of the Fiber Arts, Shirley Held
- The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
- Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
- Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
- The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
- Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
- Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
- Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
- Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
- Creative Sewing Ideas, (646.2 CRF) 1990
- The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
- The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
- Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Additional Information:

Instructional Component:  
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:  
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Animation 10

Course Code: YAN 10

Category: Fine Arts, Design, and Media

Grade Level of Course: [x] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100 Hours

Date Approved: April 24, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to give students the opportunity to explore the possibilities provided by the animation industry. In this course, students will be introduced to Computer generated (CG) animation where they will learn about computer production, lighting, camera techniques and three-dimensional drawing techniques.

In general, the intention is to enhance the artistic and computer abilities of students and to provide directional choices for students heading toward post secondary education in the animation industry.

Learning Resources:

Learning Resources are provided through the teachers knowledge of the software, the computer help files, tutorial books from the software provider and after market publishers.

Additional Information:

Each assignment has three assessment components.

The ideation component is the sketching or brainstorming part of the assignment. Students must explain and sketch their proposal for the assignment. This component also helps the teacher to ensure all projects are unique and within the capabilities of the student.

The student self-evaluation component allows the student to critique their own work and to mark themselves based on a set of criteria and sometimes on a few criteria set by themselves.

The student peer evaluation is designed to get the students to evaluate their peers based on a set of criteria but more important, to get the students to see what each other are doing. I find this promotes the exchange of ideas and techniques.

The teacher evaluation is based on a set of criteria printed on the bottom of the assignment sheets. Each project is marked with the student present to clarify their technique and to hear the teacher’s critique.
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 Hours

Date Approved: April 24, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to give students the opportunity to explore the possibilities provided by the animation industry. In this course students will be introduced to Computer generated (CG) animation where they will learn about computer production, lighting, camera techniques and three-dimensional drawing techniques.

In general the intention is to enhance the artistic and computer abilities of students and to provide directional choices for students heading toward post secondary education in the animation industry.

Learning Resources:

Learning Resources are provided thought the teachers knowledge of the software, the computer help files, tutorial books from the software provider and after market publishers.

Additional Information:

Each assignment has three assessment components.

The ideation component is the sketching or brainstorming part of the assignment. Students must explain and sketch their proposal for the assignment. This component also helps the teacher to ensure all projects are unique and within the capabilities of the student.

The student self-evaluation component allows the student to critique their own work and to mark themselves based on a set of criteria and sometimes on a few criteria set by themselves.

The student peer evaluation is designed to get the students to evaluate their peers based on a set of criteria but more important, to get the students to see what each other are doing. I find this promotes the exchange of ideas and techniques.

The teacher evaluation is based on a set of criteria printed on the bottom of the assignment sheets. Each project is marked with the student present to clarify their technique and to hear the teacher’s critique.
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Animation 12A

Course Code: YAN 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 Hours

Date Approved: April 24, 2006

Prerequisites: None

Course Synopsis:

The second level of this course gives the students that are interested in following a career in animation more specific information and knowledge about the industry and the techniques used within. This level tends to push their abilities and opens up more challenging parts of the software and miscellaneous techniques.

Learning Resources:

Learning Recourses are provided thought the teachers knowledge of the software, the computer help files, tutorial books from the software provider and after market publishers.

Additional Information:

Each assignment has three assessment components.

The ideation component is the sketching or brainstorming part of the assignment. Students must explain and sketch their proposal for the assignment. This component also helps the teacher to ensure all projects are unique and within the capabilities of the student.

The student self-evaluation component allows the student to critique their own work and to mark themselves based on a set of criteria and sometimes on a few criteria set by themselves.

The student peer evaluation is designed to get the students to evaluate their peers based on a set of criteria but more important, to get the students to see what each other are doing. I find this promotes the exchange of ideas and techniques.

The teacher evaluation is based on a set of criteria printed on the bottom of the assignment sheets. Each project is marked wit the student present to clarify their technique and to hear the teacher’s critique.
Each assignment has three assessment components. The ideation component is the sketching or brainstorming part of the assignment. Students must explain and sketch their proposal for the assignment. This component also helps the teacher to ensure all projects are unique and within the capabilities of the student.

The student self-evaluation component allows the student to critique their own work and to mark themselves based on a set of criteria and sometimes on a few criteria set by themselves.

The student peer evaluation is designed to get the students to evaluate their peers based on a set of criteria but more important, to get the students to see what each other are doing. I find this promotes the exchange of ideas and techniques.

The teacher evaluation is based on a set of criteria printed on the bottom of the assignment sheets. Each project is marked with the student present to clarify their technique and to hear the teacher’s critique.

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School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Animation 12B - Digital Mod & Design

Course Code: YAN 12B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 100 Hours

Date Approved: April 24, 2006

Prerequisites: None

Course Synopsis:

The second level of this course gives the students that are interested in following a career in animation more specific information and knowledge about the industry and the techniques used within. This level tends to push their abilities and opens up more challenging parts of the software and miscellaneous techniques.

Learning Resources:

Learning resources are provided through the teachers’ knowledge of the software, the computer help files, tutorial books from the software provider and after market publishers.

Additional Information:

Each assignment has three assessment components.

The ideation component is the sketching or brainstorming part of the assignment. Students must explain and sketch their proposal for the assignment. This component also helps the teacher to ensure all projects are unique and within the capabilities of the student.

The student self-evaluation component allows the student to critique their own work and to mark themselves based on a set of criteria and sometimes on a few criteria set by themselves.

The student peer evaluation is designed to get the students to evaluate their peers based on a set of criteria but more important, to get the students to see what each other are doing. I find this promotes the exchange of ideas and techniques.

The teacher evaluation is based on a set of criteria printed on the bottom of the assignment sheets. Each project is marked with the student present to clarify their technique and to hear the teacher’s critique.
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Braille 10

Course Code: YBR 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: The ability to understand abstract concepts and functional use of hands.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and explore the richness, complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

Learning Resources:
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Braille 11

Course Code: YBR 11

Category: Health and Human Services

Grade Level of Course: √ 10  √ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 30, 2006

Prerequisites: The ability to understand abstract concepts and functional use of hands.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, gain information from many sources.

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code.

This course will allow students a tactile medium to access the prescribed curriculum.

Students will learn Braille to complete an educational program so that they can graduate from High School and pursue college, university or other interests. They will explore curriculum themes, develop projects and research topics of personal interest. Students can use Braille to access the many technological devices and they can explore the world wide web for global business transactions. With Braille this is possible. Proficiency in the use of the Braille code enables the student to succeed academically, socially and in a pursuit of a career.
Learning Resources:

Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C. In collaboration with Region IV Ed Centre
7145 W. Tadwell
Houston, Texas 1994-1995

Compiled under the Authority of the Braille Authority of North America American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillette
Grant Wood Area Education Agency 4401 Sixth Street, SW
Cedar Rapids, Iowa 52404-4499

S.C. Ashcroft, L.D. Sanford & A. J. Koenig SCALARS Publishing,
P.O. Box 382834 Germantown, TN 38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Additional Information:

Performance Methods
• Contracted Braille
• Projects
• Portfolio/binders/computer files
• Braille products evaluation
• Presentation of completed works
• Maintaining assignments on note taker
**Instructional Component:**
At the beginning of each project students will receive a handout describing the process of what we are about to do, including sample visuals and an outline of assessment. Explaining the process thoroughly, and providing inspiration, involves many visual aids, examples, and historical references. New techniques will be introduced through hands-on demonstrations, where students will clearly be able to see the process of what they are about to do. Studio time will provide opportunities for the instructor to provide one-on-one instruction to help each individual with his/her project.

**Assessment Component:**
Assignments will be broken down into the following criteria. These criteria will be introduced at the beginning of each project, and referred to intermittently throughout the unit.

- **Process:** any preliminary work or research in their sketchbooks.
- **Creativity:** the concept or idea behind the project - imagination, originality, and thoughtfulness are encouraged.
- **Technique:** effective use of materials and craftsmanship.
- **Studio/Effort:** this includes use of class time, effort and studio clean up.

**Course Synopsis:**
Classical Animation 11 provides students with the basic knowledge of drawing techniques used in animation. The focus of this course will be on acquiring basic skills such as still life drawing, figure drawing, colour theory, perspective and character development.

**Learning Resources:**
A variety of resources, ranging from books and film/video to internet sites, will be used throughout this course. The following are examples of just a few of many resources:
- The Illusion of Life by Frank Thomas and Ollie Johnston
- The Animator’s Survival Kit by Richard Williams
- Cartoon Animation by Preston Blair
- Film Cartoons by Preston Blair
- [www.karmatoons.com](http://www.karmatoons.com)
- [www.animationtoolworks.com](http://www.animationtoolworks.com)

**Additional Information:**

**Instructional Component:**
At the beginning of each project students will receive a handout describing the process of what we are about to do, including sample visuals and an outline of assessment. Explaining the process thoroughly, and providing inspiration, involves many visual aids, examples, and historical references. New techniques will be introduced through hands-on demonstrations, where students will clearly be able to see the process of what they are about to do. Studio time will provide opportunities for the instructor to provide one-on-one instruction to help each individual with his/her project.

**Assessment Component:**
Assignments will be broken down into the following criteria. These criteria will be introduced at the beginning of each project, and referred to intermittently throughout the unit.

- **Process:** any preliminary work or research in their sketchbooks.
- **Creativity:** the concept or idea behind the project - imagination, originality, and thoughtfulness are encouraged.
- **Technique:** effective use of materials and craftsmanship.
- **Studio/Effort:** this includes use of class time, effort and studio clean up.
Instructional Component:
At the beginning of each project students will receive a handout describing the process of what we are about to do, including sample visuals and an outline of assessment. Explaining the process thoroughly, and providing inspiration, involves many visual aids, examples, and historical references. New techniques will be introduced through hands-on demonstrations, where students will clearly be able to see the process of what they are about to do. Studio time will provide opportunities for the instructor to provide one-on-one instruction to help each individual with his/her project.

Assessment Component:
Assignments will be broken down into the following criteria. These criteria will be introduced at the beginning of each project, and referred to intermittently throughout the unit.

Process: any preliminary work or research in their sketchbooks.

Creativity: the concept or idea behind the project - imagination, originality, and thoughtfulness are encouraged.

Technique: effective use of materials and craftsmanship.

Studio/Effort: this includes use of class time, effort and studio clean up.
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine

www.bcsta.org
Additional Information:

Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal 10%
• Tests 10%
• Assignments and Projects 20%
• Presentations (multiple intelligences, multimedia) 20%
• Portfolio/ Scrapbook 20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Fashion Design 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites:

Course Synopsis:

Fashion Design 12 is a course that provides both theory and practice in creating designs and applying them to fabric for self-designed garments. Students explore the fundamentals of drawing the fashion figure, fabric rendering, colours and textures. History and present trends influence the projects the students create.

Learning Resources:

Textbooks:

- Fashion!
- Fashion Sketchbook by Bina Abling
- Inside Fashion Business
- Patterns by the Flat Pattern Method
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

10  X  11  □  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

School Name: J N Burnett Secondary
Course Name: Peer Tutoring 12
Course Code: YPTU 12
Category: Health and Human Services
Grade Level of Course: 10 [ ] 11 [ ] 12 [X]
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: May 20, 2005
Prerequisites: None

Course Synopsis:
The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: None

Course Synopsis:

Psychology 12 will provide students with the opportunity to study and investigate individual identity, personality, human development, gender roles and stereotyping, research methods in psychology, theories and stages of human development, and an understanding of interpersonal relationships.

Learning Resources:

At times an Education Assistant is required if a special needs student is enrolled in the course.

Additional Information:

Since inception, this singleton course has had three full blocks of enrollment every year.
School District 38

Status: approved

School Name: J N Burnett Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  ☑️ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall’s Book of Handcrafts, Nanina Comstock, Random House
• McCall’s Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson’s Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader’s Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman's Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
• Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
• Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
• Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
• Creative Sewing Ideas, (646.2 CRF) 1990
• The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
• The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Matthew McNair Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course:  

- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Additional Information:

Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal10%
• Tests10%
• Assignments and Projects20%
• Presentations (multiple intelligences, multimedia)20%
• Portfolio/Scrapbook20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: Matthew McNair Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

• Media (newspapers, videos)
• Internet websites and library resources
• Community organizations and speakers
• Books and articles
School District 38

School Name: Matthew McNair Secondary
Course Name: Peer Tutoring 11
Course Code: YPTU 11
Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  X 11  □ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 20, 2005
Prerequisites: None

Course Synopsis:
This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Matthew McNair Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
(resource list will evolve as research and new resources become available)


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7

www.bcsta.org
School District 38

Status: approved

School Name: Matthew McNair Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall's Book of Handcrafts, Nanina Comstock, Random House
• McCall's Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson's Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader’s Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
β Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
β Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
β Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
β Creative Sewing Ideas, (646.2 CRF) 1990
β The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
β The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
β Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

• direct instruction
• indirect instruction
• interactive instruction
• independent instruction
• modeling
• practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: R C Palmer Secondary

Course Name: Braille 11

Course Code: YBR 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 30, 2006

Prerequisites: The ability to understand abstract concepts and functional use of hands.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, gain information from many sources.

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code.

This course will allow students a tactile medium to access the prescribed curriculum.

Students will learn Braille to complete an educational program so that they can graduate from High School and pursue college, university or other interests. They will explore curriculum themes, develop projects and research topics of personal interest. Students can use Braille to access the many technological devices and they can explore the world wide web for global business transactions. With Braille this is possible. Proficiency in the use of the Braille code enables the student to succeed academically, socially and in a pursuit of a career.
Learning Resources:

Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C. In collaboration with Region IV Ed Centre
7145 W. Tadwell
Houston, Texas 1994-1995

Compiled under the Authority of the Braille Authority of North America American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillet
Grant Wood Area Education Agency 4401 Sixth Street, SW
Cedar Rapids, Iowa 52404-4499

S.C. Ashcroft, L.D. Sanford & A. J. Koenig SCALARS Publishing,
P.O. Box 382834 Germantown, TN 38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Additional Information:
Performance Methods
• Contracted Braille
• Projects
• Portfolio/binders/computer files
• Braille products evaluation
• Presentation of completed works
• Maintaining assignments on note taker
**Course Synopsis:**

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

**Learning Resources:**

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Additional Information:

Instructional Components:
- Direct instruction
- Interactive instruction
- Collaborative projects
- Case studies
- Experiential learning
- Individual reflections
- Field trips
- Guest Speakers/local environmental organizations
- Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components: Authentic Assessment: interviews, observations, products

- Personal Journal 10%
- Tests 10%
- Assignments and Projects 20%
- Presentations (multiple intelligences, multimedia) 20%
- Portfolio/ Scrapbook 20%
- School-based and Community Projects 20%
School District 38

Status: approved

School Name: R C Palmer Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

- Media (newspapers, videos)
- Internet websites and library resources
- Community organizations and speakers
- Books and articles
School District 38

Status: approved

School Name: R C Palmer Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Other

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn.

Students will engage in activities that build their skill sets and help them plan for and achieve success with learning tasks they encounter across the school day. Students will also learn how organization, reading and writing are complex activities that require analysis and constant monitoring.

This course is organized into four units:
- Understanding Yourself as a Learner
- Planning and Organizing for Learning
- Reading for Learning
- Writing for Learning

Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Understanding About Writing, Reading, and Learning 2nd Ed. Nancie Atwell, Heinemann,


Reading Instruction that Makes Sense Mary Tarasoff, Active Learning Institute Co., 1993 ISBN 1-895111-08-0

Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0


Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7


Struggling Readers: Designing Research Based Programs Richard L. Allington, Addison-


**Additional Information:**

Students will have access to texts covering all reading levels.
This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O&M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

**Course Synopsis:**

This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life. The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Two.

**Learning Resources:**

- **Books**

- **Internet sites**
  - Texas School for the Blind and Visually Impaired
  - Hadley School for the Blind
  - Dog Guide Schools

**Additional Information:**

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O&M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
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Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 38

Status: approved

School Name: R C Palmer Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: R C Palmer Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning in the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: R C Palmer Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall’s Book of Handcrafts, Nanina Comstock, Random House
• McCall’s Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson’s Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader’s Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
• Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
• Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
• Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
• Creative Sewing Ideas, (646.2 CRF) 1990
• The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
• The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

School Name: Richmond Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course: 

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal 10%
• Tests 10%
• Assignments and Projects 20%
• Presentations (multiple intelligences, multimedia) 20%
• Portfolio/Scrapbook 20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: International Studies 11

Course Code: YINST 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: Program Planning Booklet and then an interview process

Course Synopsis:

The purpose of this course is to apply a number of learning disciplines to the study of a “developing” (third world) country, then partake in an extended field trip to the country to achieve a couple of specific goals. Apply what the students have learned in the classroom and exercise it in a “hands on” real cultural experience and provide humanitarian service through a work experience situation.

Learning Resources:
1. Main Texts:
   a. Text covering geography, history, politics, economics, sociology, anthropology, religion and domestic studies;
   b. Text covering art, architecture, music and drama
   c. Text introducing conversational language

2. Supplemental Books to Cover the Literature Component:
   a. One novel in translation
   b. One play in translation
   c. Selected poetry in translation

3. Reference Journals:
   a. Great Expectations (A Journal of World Travel)
   b. Under One Sun (A World Perspective of Children in Developing Countries)
   c. The New International (Amnesty International)
   d. The Courier (A Window Open on the World)

4. Teacher Resources:
   a. Teaching About World Cultures - Focus on Developing Countries
   b. Global Issues - Activities and Resources for the High School Teacher
   c. Teaching Global Awareness Using the Media
   d. Teaching About Cultural Awareness
   e. Teaching About Human Rights - Issues of Justice in a Global Age
   f. Exploring the Third World - Development in Asia and Latin America
   g. World ways - Bringing the World into the Classroom
   h. Make a World of Difference - Activities for Global Learning
   i. The Universal Curriculum - Teaching Action and Ideas Book

5. Teacher Resources (Audio Visual Resources) - when the country is selected, the following materials will be rented, purchased, borrowed or produced by me:
   a. Slide sets for all units
   b. Cassettes and CDs on music and culture
   c. 16mm and videos from
      i. The National Film Board
      ii. Richmond Resource Centre
      iii. IDERA (International Development Education Resource Centre)
The initial idea for the course came from small group discussions at a staff educational retreat. At the time we were dealing with the Year 2000 document and brainstorming for ideas in the construction of new courses that adhere to the principles of the Year 2000. Rob Scarr, Roman Hammerschmidt, Bob Carkner and myself were the members of the group at the time.

When the decision was made on my part to develop the course, it was first important to bring together the original members of that group, re-acquaint them with the idea and invite them to participate in putting the course together. Monica Pamer also attended that meeting.

I put together a one page brief on the course and we spent an hour discussing its merits. It was decided by all that this would be a very unique course (first of its kind in Canada), interdisciplinary, and would address many things recommended in the Year 2000 document. I was given permission to develop that course on my own with principal Bob Carkner overseeing all developments.

The proposal was taken to the School Collegiate Council where it was endorsed.

As well as relying on the direction given by Mr. Carkner I was also fortunate to receive the expertise of Mr. Pat Clark, head of Global Education for the BCTF, and Mr. Gary Hinkleman who is director of operation for World Youth Canada. Mr. Hinkleman in particular was most encouraged, found the idea for the course both unique and long overdue. World Youth Canada has since opened an education division that works with any school(s) interested in travel and working on projects in Developing Countries. On an extra curricular basis, World Youth Canada was contracted by the Campbell River School District to arrange a visitation for 18 Grade 11/12 students to a small village in Bandung, Java for 6 weeks to do relief work. It was a pilot project and most successful. A high school in Victoria did the same, sending 20 Grade 12 students to Malaysia. Again, it was the Victoria School Board who commissioned World Youth Canada to make all travel enquiries, set up host families to stay with, and researched work projects.
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: International Studies 12

Course Code: YINST 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: Program Planning Booklet and then an interview process

Course Synopsis:

The purpose of this course is to apply a number of learning disciplines to the study of a “developing” (third world) country, then partake in an extended field trip to the country to achieve a couple of specific goals. Apply what the students have learned in the classroom and exercise it in a “hands on” real cultural experience and provide humanitarian service through a work experience situation.

Learning Resources:
1. Main Texts:
   a. Text covering geography, history, politics, economics, sociology, anthropology, religion and domestic studies;
   b. Text covering art, architecture, music and drama
   c. Text introducing conversational language

2. Supplemental Books to Cover the Literature Component:
   a. One novel in translation
   b. One play in translation
   c. Selected poetry in translation

3. Reference Journals:
   a. Great Expectations (A Journal of World Travel)
   b. Under One Sun (A World Perspective of Children in Developing Countries)
   c. The New International (Amnesty International)
   d. The Courier (A Window Open on the World)

4. Teacher Resources:
   a. Teaching About World Cultures - Focus on Developing Countries
   b. Global Issues - Activities and Resources for the High School Teacher
   c. Teaching Global Awareness Using the Media
   d. Teaching About Cultural Awareness
   e. Teaching About Human Rights - Issues of Justice in a Global Age
   f. Exploring the Third World - Development in Asia and Latin America
   g. World ways - Bringing the World into the Classroom
   h. Make a World of Difference - Activities for Global Learning
   i. The Universal Curriculum - Teaching Action and Ideas Book

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I put together a one page brief on the course and we spent an hour discussing its merits. It was decided by all that this would be a very unique course (first of its kind in Canada), interdisciplinary, and would address many things recommended in the Year 2000 document. I was given permission to develop that course on my own with principal Bob Carkner overseeing all developments.

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School District 38

Status: approved

School Name: Richmond Secondary

Course Name: LAND Career 11

Course Code: YLNDC 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: 17-19 years old and ESL Level 1 or Level 2

Course Synopsis:

Students completing Career 11 (which is for Newcomers) will have acquired an ability with English as a Second Language beyond the beginner level in conjunction with an exploration of potential post-secondary and career options. They will have made personal connections with the school and the larger local community.

Learning Resources:

- Richmond Review
- Career Connections
- Expanding Your Horizons: A Career Guide
- Career Cruising
- Workskills Book 1 & 2
- Easy guide: City of Richmond
- Richmond School District Work Placement Database
- DVDs, Magazines, Newspapers related to career and post-secondary exploration
- Career and Post-Secondary information sessions
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: LAND Career 12

Course Code: YLNDC 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: 17-19 years old and ESL Level 1 or Level 2

Course Synopsis:

Students completing Career 12 (which is for Newcomers) will have acquired an ability with English as a Second Language beyond the beginner level in conjunction with an exploration of potential post-secondary and career options. They will have made personal connections with the school and the larger local community.

Learning Resources:

- Richmond Review
- Career Connections
- Expanding Your Horizons: A Career Guide
- Career Cruising
- Workskills Book 1 & 2
- Easy guide: City of Richmond
- Richmond School District Work Placement Database
- DVDs, Magazines, Newspapers related to career and post-secondary exploration
- Career and Post-Secondary information sessions
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: LAND Discovery 11

Course Code: YLNDD 11

Category: Other

Grade Level of Course:  
- [ ] 10
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
September 1, 2004

Prerequisites:  
17-19 years old and ESL Level 1 or Level 2

Course Synopsis:

Students completing Discovery 11 will have acquired an ability with English as a Second Language beyond the beginner level through an exploration of both personal abilities, values, beliefs, attitudes, and emotional, intellectual, social and physical health and wellness.

Learning Resources:

- Personal Life Management: Well-Being
- Personal Life Management: Human Relations
- Chicken Soup for the Teenage Soul
- 50 Activities for Teaching Emotional Intelligence
- The Write Path
- Stress Management and Me
- In Our Own Words
- Multicultural Manners: New Rules of Etiquette for a Changing Society
- Expanding Your Horizons
- School Counsellor Presentations
- Canada: Who Are We and Where Are We Going?
- Visual Journal Websites
- DVDs, Magazines, Newspapers, Posters, and Guest Speakers related to wellness and personal identity and development
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: LAND Discovery 12

Course Code: YLNDD 12

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: 17-19 years old and ESL Level 1 or Level 2

Course Synopsis:

Students completing Discovery 12 will have acquired an ability with English as a Second Language beyond the beginner level through an exploration of both personal abilities, values, beliefs, attitudes, and emotional, intellectual, social and physical health and wellness.

Learning Resources:

- Personal Life Management: Well-Being
- Personal Life Management: Human Relations
- Chicken Soup for the Teenage Soul
- 50 Activities for Teaching Emotional Intelligence
- The Write Path
- Stress Management and Me
- In Our Own Words
- Multicultural Manners: New Rules of Etiquette for a Changing Society
- Expanding Your Horizons
- School Counsellor Presentations
- Canada: Who Are We and Where Are We Going?
- Visual Journal Websites
- DVDs, Magazines, Newspapers, Posters, and Guest Speakers related to wellness and personal identity and development
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: LAND Intro 11

Course Code: YLNDI 11

Category: Other

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: 17-19 years old and ESL Level 1 or Level 2

Course Synopsis:

Students completing Intro 11 will have acquired an ability with English as a Second Language beyond the beginner level through an exploration of Canada and what it means to be a Canadian citizen.

Learning Resources:

- Oxford Picture Dictionaries
- Usborne Reference Books
- Word by Word Picture Dictionary and Workbooks
- Being Canadian
- Being Canadian: Language for Citizenship
- Canada Eh to Zed
- A Beginning Look at Canada
- Canadian Concepts “Books 2 & 3
- The WestCoast Reader
- Teaching to Diversity: Teaching and Learning in the Multi-Ethnic classroom
- Canada: Who are We and Where Are We Going?
- Strategies and Resources for Secondary ESL 5 support: School District #38
- My Country, Our History
- Multicultural Manners: New Rules of Etiquette for a Changing Society
- Tapestry: Culture of Connection
- Tapestry: Patterns of Cultural Identity
- Telephone directories, maps, atlases, various charts, wall charts and posters, and DVDs/films related to the topic of Canada and Canadian culture
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: LAND Intro 12

Course Code: YLNDI 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: 17-19 years old and ESL Level 1 or Level 2

Course Synopsis:

Students completing Intro 12 will have acquired an ability with English as a Second Language beyond the beginner level through an exploration of Canada and what it means to be a Canadian citizen.

Learning Resources:

- Oxford Picture Dictionaries
- Usborne Reference Books
- Word by Word Picture Dictionary and Workbooks
- Being Canadian
- Being Canadian: Language for Citizenship
- Canada Eh to Zed
- A Beginning Look at Canada
- Canadian Concepts Books 2 & 3
- The WestCoast Reader
- Teaching to Diversity: Teaching and Learning in the Multi-Ethnic classroom
- Canada: Who are We and Where Are We Going?
- Strategies and Resources for Secondary ESL 5 support: School District #38
- My Country, Our History
- Multicultural Manners: New Rules of Etiquette for a Changing Society
- Tapestry: Culture of Connection
- Tapestry: Patterns of Cultural Identity
- Telephone directories, maps, atlases, various charts, wall charts and posters, and DVDs/films related to the topic of Canada and Canadian culture
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

X 11  

☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

October 1, 2007

Prerequisites:  

Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”; developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

• Media (newspapers, videos)
• Internet websites and library resources
• Community organizations and speakers
• Books and articles
This new course is based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches: (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
resource list will evolve as research and new resources become available


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: Pre-employment Work Readiness 11

Course Code: YPRWE 11

Category: Other

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: Students must be in Grade 11

Course Synopsis:

Pre-employment is a secondary school completion program for students who may have difficulty fulfilling the requirements necessary for formal graduation.

The program is an alternative option that combines the benefits of educational and vocational upgrading while developing employability skills through the community/school career programs.

Students attend school each morning where they focus on upgrading their basic academic skills. In the afternoon, the students learn within the community at a Work Experience placement. Students do not receive remuneration during Work Experience as the placements are established for their education and to provide them with experience. The work experience is a major focus and provides students with a variety of job experiences that will enable them to make informed job/career choices upon leaving school. In addition, the skills and experience gained will be valuable assets to include on a resume and a reference letter.

Learning Resources:

Heart Beats
· This resource consists of over 75 student-friendly lessons and activities on topics such as attitudes for successful career paths, self-exploration, values, career building and awareness, occupational awareness and research, decision-making, goal setting, action planning, educational planning, stereotyping and energizers/icebreakers. Available through Continuing Education Division, Career Development Department 10537 - 44 Street, Edmonton, Alberta.

Additional Information:

Career Paths Online
http://www.careerpathsonline.com/site/main.cfm
School District 38

Status: approved

School Name: Richmond Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall’s Book of Handcrafts, Nanina Comstock, Random House
• McCall’s Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson’s Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader’s Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman’s Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
• Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
• Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
• Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
• Creative Sewing Ideas, (646.2 CRF) 1990
• The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
• The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

• direct instruction
• indirect instruction
• interactive instruction
• independent instruction
• modeling
• practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine

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Additional Information:

Instructional Components:
- Direct instruction
- Interactive instruction
- Collaborative projects
- Case studies
- Experiential learning
- Individual reflections
- Field trips
- Guest Speakers/local environmental organizations
- Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

- Personal Journal 10%
- Tests 10%
- Assignments and Projects 20%
- Presentations (multiple intelligences, multimedia) 20%
- Portfolio/Scrapbook 20%
- School-based and Community Projects 20%
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 1, 2004

Prerequisites: None

Course Synopsis:

The purpose of this course is to develop keyboarding proficiency as a personal life skill and as a foundation for career development.

The course is designed to improve keyboarding, formatting, proofreading, and editing skills. The students will be introduced to personal and business applications and encouraged to use their keyboard skills in other curricular areas.

Learning Resources:

- Variety of keyboarding textbooks to support the learning outcomes
- Variety of drill materials to support the learning outcomes
- Software - word processing software to practice word processing skills and support learning outcomes
- All the Right Type or Mavis Beacon as a supplemental drill/learning tool
- Project simulation material
- Teacher created resources that support the learning outcomes and needs of their student
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”, developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

• Media (newspapers, videos)
• Internet websites and library resources
• Community organizations and speakers
• Books and articles
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students' understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7

www.bcsta.org
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
(resource list will evolve as research and new resources become available)


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7

www.bcsta.org
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

- Instructor designed material


- OHS regulations & WCB publications

- Qualified WHIMIS instructor

- Qualified First Aid instructor

- Trades Common Core, Line H, Lift Loads, Queen’s Printer

- Trades Common Core, Line A, Use Safe Work Practices, Queen’s Printer

- Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen’s Printer

- TRAC Piping Occupational Core, Line F, Use Specialized Power Tools, Province of British Columbia Ministry of Post-Secondary Education, Queen’s Printer, 1986

- Current B.C. Plumbing Code, BC Building and Standards Branch, Queen’s Printer

- Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
Additional Information:

Instructional Components:
- direct instruction
- indirect instruction
- re-teaching activities
- skill demonstrations
- skills practice sessions
- videotapes
- group/pairs work
- practical competencies

Assessment Component:
- assignments
- unit tests
- self-tests
- projects
- observation of practical skills
- group work
- observation of employability skills
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: The student should demonstrate an understanding of basic mathematics and science.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

- Instructor designed material


- Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.

- Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.

- Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.

- Plumber, Line H-1, Draw Simple Details and Use Scales, Queen’s Printer 1998.

- Plumber, Line H-2, Read and Interpret Piping Drawings, Queen’s Printer 1998.

Additional Information:

Instructional Components:
- direct instruction
- indirect instruction
- re-teaching activities
- skill demonstrations
- skills practice sessions
- group/pairs work
- practical competencies

Assessment Component:
- assignments
- unit tests
- self-tests
- projects
- observation of practical skills
- group work
- observation of employability skills
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

- Instructor designed material
- Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen’s Printer.
- Plumbing Competency E-1, Describe common Piping Materials, Queen’s Printer
- Plumbing Competency E-2, Identify and Select Plumbing Fittings, Queen’s Printer.
- Plumbing Competency E-3, Select and Install Hangers and Supports, Queen’s Printer.
- Plumbing Competency E-4, Describe the Types of Sealants Used By Plumbers, Queen’s Printer.
- Plumbing Competency E-5, Select and Install Piping / Tubing for Specific Applications, Queen’s Printer.
- Plumbing Competency E-6, Identify Plumbing Valves, Queen’s Printer
- Current British Columbia Plumbing Code Regulations, Queen’s Printer
**Additional Information:**

Instructional Components:
- direct instruction
- indirect instruction
- re-teaching activities
- skill demonstrations
- skills practice sessions
- group/pairs work
- practical competencies
- field trips

Assessment Component:
- assignments
- unit tests
- self-tests
- projects
- observation of practical skills
- group work
- observation of employability skills
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

10 [%]

11 [%]

X 12 [%]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 24, 2006

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

- Instructor designed material


- Plumbing Competency Line I, Install and Repair Fixtures, Queen’s Printer.

- Current Fixture Manufacturers Rough-in Literature

- Current British Columbia Plumbing Code Regulations, Queen’s Printer

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Additional Information:

Instructional Components:
- direct instruction
- indirect instruction
- re-teaching activities
- skill demonstrations
- skills practice sessions
- group/pairs work
- practical competencies

Assessment Component:
- assignments
- unit tests
- self-tests
- projects
- observation of practical skills
- group work
- observation of employability skills
School District 38

Status: approved

School Name: Robert Alexander McMath Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □□ 11  □□□ 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall’s Book of Handcrafts, Nanina Comstock, Random House
• McCall’s Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson’s Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader’s Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman's Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
• Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
• Art and Design in Textiles, Ward, Michael, (677 WAR) 1973
• Creating Art from Fibers and Fabrics, Meilach, Dona Z., (746 MEI) 1974
• Creative Sewing Ideas, (646.2 CRF) 1990
• The Evelyn Roth Recycling Book, Roth, Evelyn (746 ROT) 1975
• The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Station Stretch

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

Course Synopsis:

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

Learning Resources:

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Additional Information:

Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal10%
• Tests10%
• Assignments and Projects20%
• Presentations (multiple intelligences, multimedia)20%
• Portfolio/Scrapbook20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: Station Stretch

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
X 11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”; developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

• Media (newspapers, videos)
• Internet websites and library resources
• Community organizations and speakers
• Books and articles
School District 38

Status: approved

School Name: Station Stretch

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  [x] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 125

Date Approved: March, 2004

Prerequisites:

**Course Synopsis:**

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, appliqué, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

**Learning Resources:**
Books:
• McCall's Book of Handcrafts, Nanina Comstock, Random House
• McCall's Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson's Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer’s Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader's Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman's Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
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Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 38

Status: approved

School Name: Steveston Secondary

Course Name: Braille 11

Course Code: YBR 11

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 30, 2006

Prerequisites: The ability to understand abstract concepts and functional use of hands.

Course Synopsis:

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, gain information from many sources.

For students who are visually impaired, this course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code.

This course will allow students a tactile medium to access the prescribed curriculum.

Students will learn Braille to complete an educational program so that they can graduate from High School and pursue college, university or other interests. They will explore curriculum themes, develop projects and research topics of personal interest. Students can use Braille to access the many technological devices and they can explore the world wide web for global business transactions. With Braille this is possible. Proficiency in the use of the Braille code enables the student to succeed academically, socially and in a pursuit of a career.
Learning Resources:

Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C. In collaboration with Region IV Ed Centre
7145 W. Tadwell
Houston, Texas 1994-1995

Compiled under the Authority of the Braille Authority of North America American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillette
Grant Wood Area Education Agency 4401 Sixth Street, SW
Cedar Rapids, Iowa 52404-4499

S.C. Ashcroft, L.D. Sanford & A. J. Koenig SCALARS Publishing,
P.O. Box 382834 Germantown, TN 38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky 40206-0085

Additional Information:

Performance Methods
• Contracted Braille
• Projects
• Portfolio/binders/computer files
• Braille products evaluation
• Presentation of completed works
• Maintaining assignments on note taker
**School District 38**

Status: approved

School Name: Steveston Secondary

Course Name: Environmental Sustainability 11

Course Code: YESU 11

Category: Health and Human Services

Grade Level of Course: 10 [ ] 11 [x] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 5, 2007

Prerequisites: Science 10

**Course Synopsis:**

Environmental Sustainability 11 provides students with the opportunity to learn in an experiential way the concepts, skills, and attitudes needed to understand the practices and issues related to environmental sustainability, climate change, impact of humans on the natural environment and natural resources and conservation. Students will be invited to reflect on their personal and collective impact on the environment and thus will select and explore an environmental focus, create a plan, implement and evaluate the plan in the school and community to begin to take action to make a difference. As a result, the ultimate goal of Environmental Sustainability 11 is to support students to find viable ways to diminish their ecological footprint, become global citizens and make a difference by becoming more socially responsible. Students will learn to teach others so that it becomes part of everyone’s responsibility.

**Learning Resources:**

- Media (newspapers, videos)
- Environmental internet websites and library resources
- Environmental organizations
- Sustainability Plans and Practices from local organizations
- Sustainability suitcase labs
- Books, articles and movies about environmental sustainability
  - The Future of Life, Edward Wilson
  - From Cradle to Cradle: Remaking the Way We Make Things, William McDonough & Michael Braungart
  - The Eighth Habit: From Effectiveness to Greatness, Stephen Covey
  - The Eleventh Hour (DVD)
  - The Day After Tomorrow (DVD)
  - Take Action! A Guide to Active Citizenship, Marc Kielburger
  - The Inconvenient Truth (DVD)
  - Fostering Sustainable Behavior – Doug McKenzie Mohr
  - Who Killed the Electric Car? (DVD)
  - Erin Brockovich (DVD)
  - The Great Global Warming Swindle Series
  - William Rees, UBC professor: School of Community and Resource Planning
  - Planet Earth Series – DVD
  - Global Warming, theme issue, Time Magazine
Instructional Components:
• Direct instruction
• Interactive instruction
• Collaborative projects
• Case studies
• Experiential learning
• Individual reflections
• Field trips
• Guest Speakers/local environmental organizations
• Perspective Taking/Critical Thinking Strategies

Assessment (and Evaluation) Components:
Authentic Assessment: interviews, observations, products

• Personal Journal 10%
• Tests 10%
• Assignments and Projects 20%
• Presentations (multiple intelligences, multimedia) 20%
• Portfolio/Scrapbook 20%
• School-based and Community Projects 20%
School District 38

Status: approved

School Name: Steveston Secondary

Course Name: Leadership – TABLE 38

Course Code: YLEAT 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

X 11  

☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 1, 2007

Prerequisites: Students can take the course in grade 10, 11 and/or 12

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way – self awareness, self esteem, self efficacy, leadership, time management, organization, communication, and implementation. Time will be divided up between the theoretical and practical with students acquiring and developing their basic knowledge of leadership; exploring ways to create effective “cultures of integrity”; developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas. Students will be involved in the implementation, promotion and organization of events and projects within the school and community. They will also have the opportunity to learn more about themselves as leaders, strengths and stretches, and develop a leadership growth plan.

Learning Resources:

• Media (newspapers, videos)
• Internet websites and library resources
• Community organizations and speakers
• Books and articles

www.bcsta.org
School District 38

Status: approved

School Name: Steveston Secondary

Course Name: Orientation and Mobility 12

Course Code: YOM 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: October 30, 2006

Prerequisites: 

Course Synopsis:

This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Three.

Learning Resources:

- Books

- Internet sites
  - Texas School for the Blind and Visually Impaired
  - Hadley School for the Blind
  - Dog Guide Schools

Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 38

Status: approved

School Name: Steveston Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Others Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning (5) Social Responsibility; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Steveston Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 20, 2005

Prerequisites: None

Course Synopsis:

The “helping professions” continue to be of interest to a number of our students. This course provides students with an opportunity to develop positive skills and attitudes in working with others and fosters deeper connections within our diverse student population. This course has been developed to support and encourage learners to understand how people learn and to gain insight into how they as individuals learn. This course has both an instructional and work experience component. Students will engage in activities that build their skill sets and help them plan for and achieve success as peer tutors. Course work will build students’ understanding of the skills and dispositions necessary to be an effective tutor. Students will also learn how organization, reading and teaching are complex activities that require analysis and constant monitoring. This course is organized into seven units: (1) How We Learn: Learning Styles and Modalities; (2) Helping Other Learn: Instructional Strategies; (3) Planning and Presenting: Lessons and Approaches; (4) Reading for Learning; (5) Social Responsibility and Service Learning; and (6) Understanding the Needs of Exceptional Learners. Each of these units has a rigorous research base that supports the need for adolescents to first, develop an awareness, and second, a working knowledge of these domains and how to plan and monitor their success in each of these areas.

Learning Resources:
(resource list will evolve as research and new resources become available)


Reading 44: A Core Reading Framework School District No. 44 North Vancouver, fax (604) 903-3778, Leo Marshall Curriculum Centre, 1999.


Strategic Learning In the Content Areas Doris M. Cook, Wisconsin Department of Public Instruction 1-800-243-8782, 1986. ISBN 1-57337-015-0

Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Ed. Rachel Billmeyer & Mary Lee Barton, ASCD, ISBN 1-893476-05-7
School District 38

Status: approved

School Name: Steveston Secondary

Course Name: Textile Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 ☐ 11 ☑ 12 ☐

Number of Course Credits: 4

Number of Hours of Instruction: 125

Date Approved: March, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable the student to develop skills and techniques in a variety of textile arts and crafts and to apply the knowledge of the principles of art, colour and other design elements to their projects.

Textile Arts and Crafts will provide students with the opportunity to learn the techniques of embroidery, cross stitch, applique, quilting, knitting, crochet, knotting, use of sewing machines and paper flower construction. Students will use learned techniques to construct a variety of projects. These learned skills may be used and enjoyed throughout their lives.

Learning Resources:
Books:
• McCall's Book of Handcrafts, Nanina Comstock, Random House
• McCall's Needlework Treasury, Random House
• Exploring Textile Arts, Creative Publishing International
• An Introduction to Crewel Embroidery, Mave Glenny
• Two-Hour Applique, Leslie Allen
• Anchor Complete Embroidery Course, Christina Marsh
• The Batsford Book of Tapestry Weaving, Alec Pearson
• The Complete Guide to Needlecraft, Lucinda Ganderton
• Craft School, Hamlyn
• Embroidery, French Chic
• Crewel Embroidery, Erica Wilson
• Jann Johnson's Discovery Book of Crafts
• Dye Painting!, Ann Johnston
• Fabric & Fiber Art Works, Sharon McCoubrey
• The Fabric & Yarn Dyer's Handbook, Tracy Kendall
• Fabric Painting Made Easy, Nancy Ward
• Making Beautiful Hemp & Bead Jewelry, Mickey Baskett
• Reader's Digest Complete Guide to Needlework
• Small Woven Tapestries, Mary Rhodes
• Tie-Dye! The How-To Book, Virginia Gleser
• Weaving: A Handbook of the Fiber Arts, Shirley Held
• The New Macrame: Contemporary Knotted Jewelry & Accessories, Katie DuMont
• Knit a Square and Make a Toy by Norma Campbell, Woman's Weekly Craft Library, 1999
• Timeless Treasures, The New Berlin Co. Style #2962 (this is more of a 6 page fold out brochure - cross stitching fridge magnets)
• The Practical Encyclopedia of Sewing by Dorothy Wood, 2002, distributed by Select Publications (sewing, patchwork and embroidery)
• Handbook of Stitches, Grete Peterson and Elsie Svennas, 1977

Books in School Library
• Textile Techniques in Metal for Jewelers, Sculptors, and Textile Artists, Fisch, Arline M., (746 FIS) 1975
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• Creative Sewing Ideas, (646.2 CRF) 1990
• The Evelyn Roth Recycling Book, Roth, Evelyn (*746 ROT) 1975
• The Weaving, Spinning, and Dyeing Book, Brown, Rachel (746.1 BRO) 1978

Videos:
• Introduction to Weaving, Public Library 746.14 CHA

Students may also use internet access, classroom resource library, school and community libraries, DVDs, and work in partnership with a variety of small craft and textile related businesses in our community. There may also be guest speakers who will introduce related techniques and materials.
Additional Information:

Instructional Component:
During the course of the year, the students will complete a variety of projects.

After being given instruction on the tools and basic techniques, the students will complete projects in which they have applied artistic principles and elements to textile design and craft design. The course is different from art courses in that the emphasis is on the use of a variety of sewing tools and equipment. It is also different from the clothing and textiles courses where the emphasis is on clothing construction and garment fitting.

Individual learning needs will be met by allowing students the opportunity to choose their projects according to skill ability and level of interest. This course is accessible to special needs students who are given more basic skills/projects tailored to their ability level. ESL students enjoy the course, as successful completion is not dependent on English language proficiency.

Some of the methodologies of instructional delivery include:

• direct instruction
• indirect instruction
• interactive instruction
• independent instruction
• modeling
• practical creativity

Assessment Component:
The majority of the assessment is based on a practical evaluation of the students' projects. A criterion referenced assessment mode will be used for evaluation. Students will be a part of the evaluation process. In consultation with the teacher, students will be involved in the determination of a checklist of skills and marking criteria. Evaluation charts will include student and teacher evaluation. The main focus of evaluation will be on: completion, quality of work, level of difficulty, and class work habits. The use of "I" will be included in the reporting process, where any incomplete work must be completed to a satisfactory level by the following term.

Each project is graded according to the quality of technique used and a design component; 60% technique, 40% design. Practical marks are awarded for samples of techniques.
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 10, 11, 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15 - 16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit  ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd.  Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards

http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees

www.bcsta.org
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database
• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Gender Studies 12

Course Code: YGS 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  [ ]

11  [ ]

12  [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Social Studies 11

Course Synopsis:

This course provides students with an opportunity to explore how gender influences the structuring of social, economic and political relationships. As well it examines current issues of concern to young women and men about to join the adult world. Through guest speakers, film, video, class discussion and readings, students will be encouraged to critically examine how men's and women's lives are shaped by their gender, and to thoughtfully reflect upon possibilities for their future lives. This course is open to both males and females in Grades 11 and 12.

Learning Resources:

A wide variety of resources are utilized including text and video. There is no global textbook but content is drawn from the resources below as well as popular media of press, internet, magazines, etc.

Text:


Video:

The Burning Times. NFB. 1992

The Human Race Series. AGods of our Fathers@. Gwynne Dyer, Director. NFB. 1994

It's Not Like I Hit Her. The May Street Group Film, Video and Animation Ltd., Producers. 2003

Unbalanced Scales: Gender Bias In The Justice System Producer: Public Legal Education Society. 1999

When Women Kill. Barbara Doran, Director. NFB. 1994


www.bcsta.org
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Honour Strings 11

Course Code: YHSTR 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4 each

Number of Hours of instruction: 120 each

Date Approved: April 13, 2005

Prerequisites: Students enter the course by audition. Appropriate instrumental experience (in previous Strings cour

Course Synopsis:

These courses are designed for highly motivated students. Students in Honour Strings 11 and Honour Strings 12 will work together as a chamber ensemble (“Honour Orchestra”) on more sophisticated repertoire (i.e. original music rather than arrangements). The ensemble is conducted and coached intensively by the instructor during class time, but performs in concert without a conductor. The ensemble offers many leadership opportunities, and qualified students rotate through the various leadership roles. Leadership roles in Honour Orchestra generally go to students enrolled in Honour Strings 12, while students enrolled in Honour Strings 11 generally play supportive team roles and are mentored by the leading senior students. The ensemble also provides opportunities for solo BAA Honour Strings 11, p. 2 roles (concertos) with chamber orchestra accompaniment. Students will also form smaller groups such as quartets and trios, to develop the skills and musicianship needed to work in an intensive team environment.

Learning Resources:

Analogous to the IRP for Instrumental Music Orchestral Strings 11 or 12, but with a focus on more demanding music that will motivate and reward the students at the appropriate higher level.
The mission of a Mini school such as Byng Arts is to provide carefully chosen students, who enter by audition in the case of Byng Arts, with intensified and enriched training in their field(s) of specialization.

The students in the Byng String Program fall into three categories: (1) students for whom Music—and Strings in particular—is their subject of principal focus and special devotion, and which is their reason for attending Byng Arts; (2) students attending Byng Arts Mini School for BAA Honour Strings 11, p. 4 whom Music is one of several components in their performing arts orientation; and (3) students in the regular Byng Secondary program with string instrument experience who also participate in the String Program. Each year, the String Program accepts, by audition, 15 highly qualified string instrument players into the Byng Arts Mini School. These students constitute the first of the three groups just described, and they choose Byng because they want to be involved in intensified and enriched courses all the way through to Grades 11 and 12. All the students in the String program need to receive Strings teaching that requires an appropriate level—and time commitment—commensurate with their longer-range goals. But the extent of enrichment in the String Program as a whole must reflect the needs of the first group—the students who come from all over Vancouver to attend Byng Arts because they wish to specialize in Strings and know that Byng is the only secondary school in the city with a program that can truly address their needs.

In an enriched program, each student's progress reflects the amount of time invested in developing and improving skills. Just as in all the performing arts, and in skating, gymnastics, and most other athletic endeavors, making progress towards real excellence requires not just excellent training, but a significant and continuous investment of time with a coach. (Individual practice is also essential, but regular coaching and guidance cannot be forfeited.) At Byng Arts, there are on average 30 String students in Grades 11 and 12 who come to Byng for exactly this sort of extra investment. It is essential, therefore, that these can have extra hours per week by working in Honour Orchestra (by enrolling in Honour Strings 11 or Honour Strings 12) as an extra course in addition to Senior Orchestra (which includes students enrolled in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12).

There are additional reasons why students should be allowed to take both these courses. Senior Orchestra is a larger ensemble, performing repertoire for string orchestra, while Honour Orchestra (comprising students in Honour Strings 11 and Honour Strings 12) constitutes a smaller strings Chamber Orchestra, with its own distinct repertoire. It is essential that the most advanced students, who will enroll in Honour Strings 11 or Honour Strings 12, also learn the larger repertoire in Senior Orchestra (by enrolling in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12), to gain vital experience playing in a large ensemble as well as in a chamber ensemble.
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Honour Strings 12

Course Code: YHSTR 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4 each

Number of Hours of instruction: 120 each

Date Approved: April 13, 2005

Prerequisites: Students enter the course by audition. Appropriate instrumental experience (in previous Strings cours)

Course Synopsis:

These courses are designed for highly motivated students. Students in Honour Strings 11 and Honour Strings 12 will work together as a chamber ensemble (“Honour Orchestra”) on more sophisticated repertoire (i.e. original music rather than arrangements). The ensemble is conducted and coached intensively by the instructor during class time, but performs in concert without a conductor. The ensemble offers many leadership opportunities, and qualified students rotate through the various leadership roles. Leadership roles in Honour Orchestra generally go to students enrolled in Honour Strings 12, while students enrolled in Honour Strings 11 generally play supportive team roles and are mentored by the leading senior students. The ensemble also provides opportunities for solo roles with chamber orchestra accompaniment. Students will also form smaller groups such as quartets and trios, to develop the skills and musicianship needed to work in an intensive team environment.

Learning Resources:

Analogous to the IRP for Instrumental Music Orchestral Strings 11 or 12, but with a focus on more demanding music that will motivate and reward the students at the appropriate higher level.
The mission of a Mini school such as Byng Arts is to provide carefully chosen students, who enter by audition in the case of Byng Arts, with intensified and enriched training in their field(s) of specialization.

The students in the Byng String Program fall into three categories: (1) students for whom Music—and Strings in particular—is their subject of principal focus and special devotion, and which is their reason for attending Byng Arts; (2) students attending Byng Arts Mini School for BAA Honour Strings 11, p. 4 whom Music is one of several components in their performing arts orientation; and (3) students in the regular Byng Secondary program with string instrument experience who also participate in the String Program. Each year, the String Program accepts, by audition, 15 highly qualified string instrument players into the Byng Arts Mini School. These students constitute the first of the three groups just described, and they choose Byng because they want to be involved in intensified and enriched courses all the way through to Grades 11 and 12. All the students in the String program need to receive Strings teaching that requires an appropriate level—and time commitment—commensurate with their longer-range goals. But the extent of enrichment in the String Program as a whole must reflect the needs of the first group—the students who come from all over Vancouver to attend Byng Arts because they wish to specialize in Strings and know that Byng is the only secondary school in the city with a program that can truly address their needs.

In an enriched program, each student’s progress reflects the amount of time invested in developing and improving skills. Just as in all the performing arts, and in skating, gymnastics, and most other athletic endeavors, making progress towards real excellence requires not just excellent training, but a significant and continuous investment of time with a coach. (Individual practice is also essential, but regular coaching and guidance cannot be forfeited.) At Byng Arts, there are on average 30 String students in Grades 11 and 12 who come to Byng for exactly this sort of extra investment. It is essential, therefore, that these can have extra hours per week by working in Honour Orchestra (by enrolling in Honour Strings 11 or Honour Strings 12) as an extra course in addition to Senior Orchestra (which includes students enrolled in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12).

There are additional reasons why students should be allowed to take both these courses. Senior Orchestra is a larger ensemble, performing repertoire for string orchestra, while Honour Orchestra (comprising students in Honour Strings 11 and Honour Strings 12) constitutes a smaller strings Chamber Orchestra, with its own distinct repertoire. It is essential that the most advanced students, who will enroll in Honour Strings 11 or Honour Strings 12, also learn the larger repertoire in Senior Orchestra (by enrolling in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12), to gain vital experience playing in a large ensemble as well as in a chamber ensemble.
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer

www.bcsta.org
School District 39

Status: approved

School Name: Britannia Community Secondary

Course Name: Web Page Design 12

Course Code: YWD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Web Page Design 11

Course Synopsis:

This course will allow students to develop web page design skills for personal, educational and business web pages. Students will learn and use various types of available software, both freeware and commercial, to develop web pages and sites. Students will learn to use web pages as a tool for communication within the school and larger communities. Students will have the opportunity to develop their knowledge of Hyper Text Markup Language and put it to practical use. Students will use commercial web page design software; select and utilize different types of computer graphics and demonstrate basic/intermediate levels of web page and site management.

Learning Resources:

Internet Sites
On line Tutorials
Instructor
Software manuals
Appropriate web page design and editing software
Appropriate graphic design and editing software

Additional Information:

Computer lab with Internet access

www.bcsta.org
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Animation 10

Course Code: YAN 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:
An introduction to the art and technology of animation using traditional and digital techniques.

Learning Resources:

As a rapidly evolving field, it is expected that the learning resources will change over time. Examples of some recommended resources as of 2004 are:

- Software capable of 3-D modelling and animation (ie: Softimage XSI, Cinema 4D, 3DS Max, Blender, etc.)
- Software capable of editing and compiling video and sound files (ie. Adobe Premiere, uLead Video Studio, Audacity (freeware, sound only))
- Software capable of capturing and compiling single images to produce an animation (ie Promotion, Animation Shop, Flash, etc.)


"Cartoon Animation - Basic Skills" by Walter FosterISBN: 0-929261-50-x

"Cartoon Animation" by Preston J. BlairISBN: 0-929261-51-8
School District 39

School Name: David Thompson Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

An in-depth introduction to the art and technology of animation using computer modelling and 3-D animation software.

Learning Resources:

As a rapidly evolving field, it is expected that the learning resources will change over time. Examples of some recommended resources as of 2004 are:

- Software capable of 3-D modelling and animation (ie: Softimage XSI, Cinema 4D, 3DS Max, Blender, etc.)

- Software capable of editing and compiling video and sound files (ie. Adobe Premiere, uLead Video Studio, Audacity (freeware, sound only))

- Software capable of capturing and compiling single images to produce an animation (ie Promotion, Animation Shop, Flash, etc.)

Animation reference books: "The Animators Workbook" by Tony White

"Cartoon Animation - Basic Skills" by Walter FosterISBN: 0-929261-50-x

"Cartoon Animation" by Preston J. BlairISBN: 0-929261-51-8
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Animation 12A

Course Code: YAN 12A

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

An advanced course in animation with an emphasis on character animation. This course is designed to encourage the study of natural movement and how that movement must be enhanced to fit the requirements of game and video production. The course will be project-driven, with an emphasis on using the principles of animation.

Learning Resources:

As a rapidly evolving field, it is expected that the learning resources will change over time. Examples of some recommended resources as of 2004 are:

- Software capable of 3-D modelling and animation (i.e.: Softimage XSI, Cinema 4D, 3DS Max, Blender, etc.)

- Software capable of editing and compiling video and sound files (i.e. Adobe Premiere, uLead Video Studio, Audacity (freeware, sound only))

- Software capable of capturing and compiling single images to produce an animation (i.e Promotion, Animation Shop, Flash, etc.)


"Cartoon Animation - Basic Skills" by Walter Foster ISBN: 0-929261-50-x

"Cartoon Animation" by Preston J. Blair ISBN: 0-929261-51-8
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Animation 12B – Digital Modelling and Design

Course Code: YAN 12B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Animation 11

Course Synopsis:
An advanced course in 3-D digital modelling, character design, inorganic models, and environmental design. The emphasis in this course will be on creating high quality still images and producing photo-realistic visualizations. It provides students with the opportunity to work with industry standard modelling and rendering software in order to provide articulation with the post-secondary and industrial areas.

Learning Resources:
As a rapidly evolving field, it is expected that the learning resources will change over time. Examples of some recommended resources as of 2004 are:

- Software capable of 3-D modelling and animation (ie: Softimage XSI, Cinema 4D, 3DS Max, Blender, etc.)

- Software capable of editing and compositing digital images

- Internet access for each student

Modelling reference books:
- Various 3D Modelling journals/magazines, such as 3D World, Computer Artist, etc
- "Cartoon Animation - Basic Skills" by Walter Foster ISBN: 0-929261-50-x
This course has been an integral part of the business education curriculum at David Thompson Secondary School for over thirty years. The emphasis of the course has grown and shifted with the change in technology. This course complements the skills learned in the structured class setting. It empowers students to take their problem-solving and critical thinking skills to a higher level. It encourages them to develop initiative and a professional work ethic.

School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Business Administrative Assistant 12

Course Code: YBAA 12

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Data Management 12, Business Information Management 12 or Marketing 12

Course Synopsis:

This course has been developed to enhance the skills students learn in a structured classroom setting. Students apply the skills learned in the classroom to actual practice by working one-on-one with business education teachers. Students must be responsible and mature and be able to take tasks from start to finish with little supervision. Independence and problem-solving and decision-making skills are encouraged and promoted as well as communication and interpersonal skills.

Learning Resources:

-Computer software
-Computer manuals and other reference tools
-Teachers
-Internet

Additional Information:

This course has been an integral part of the business education curriculum at David Thompson Secondary School for over thirty years. The emphasis of the course has grown and shifted with the change in technology. This course complements the skills learned in the structured class setting. It empowers students to take their problem-solving and critical thinking skills to a higher level. It encourages them to develop initiative and a professional work ethic.
**School District 39**

Status: approved

School Name: David Thompson Secondary

Course Name: Business Communications 12

Course Code: YBUC 12

Category: Business and Applied Business

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Recommended: Computer Keyboarding and Communications 9/10/11/12

**Course Synopsis:**

This course is designed to go hand in hand with Career Preparation Work Experience, community volunteering, part-time job search, and employment. It begins with self-analysis using the tools of interest, aptitude, skills, and values; tests, checklists, and questionnaires. It moves on to securing a job by looking at job search, resumes, and interviews. It next makes the assumption the student or graduate secures a job and considers techniques to properly perform the job, make sure the employee keeps the job, and lastly considers acceptable routes for advancing on the job. Along the way, special problems of interpersonal relations, anger management, and problem solving are explored and solutions found. Throughout the course students are introduced to and gain practice in various electronic media, specialized business documents, public speaking, telephone techniques, business meetings, international travel, cultural differences, and deportment.

**Learning Resources:**

- Computer hardware
- Computer software
- Computer manuals and other reference tools
- Printers
- Teachers
- Internet
- Video and Digital Cameras
- TV’s and VCR’s
- Web Cams and Headsets with Microphones
- Speakers’ Lecterns
- Fax machines

**Additional Information:**

This course was originally designed as a co-requisite for students taking Career Preparation Work Experience. It prepared them for their two or three weeks spent out at employers. Over the years, many students not taking Work Experience have signed up for the course. A former student came back to report that this course was one of the best she had taken in preparing her for Business courses in college. Others who have gone directly into the working world had come back to tell how valuable the course has been to them in the practical world of business.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Business Information Management 11

Course Code: YBIM 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May 3, 2004

Prerequisites: Computer Fundamentals 9/11 or basic computer knowledge + a min. keyboarding speed of 20 WPM

Course Synopsis:

This course has been developed to enhance students' proficiency in keyboarding skills and speed to meet employment standards. The course strives to give students a high level of skill in word processing by teaching students skills in composing, formatting, editing, proofreading, and printing a variety of business documents; students also utilize desktop publishing software for various projects; and students evaluate and use standard records management procedures to establish and maintain filing systems. Students are encouraged to focus on the integration of the skills, technology, and business attitudes required in a modern business environment. In addition, students are strongly encouraged to be independent, and to develop their communication, problem-solving, decision-making and interpersonal skills.

Learning Resources:

- Computer software
- Computer manuals and other reference tools
- Teachers
- Internet

Additional Information:

This course has been developed to bring students’ skills closer to employment standards. Students require additional instruction time, skills development, and composition practice to meet these business standards which include empowering students to take their problem-solving and critical thinking skills to a higher level. It also encourages them to develop initiative as well as a professional work ethic.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit  ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd.  Toll Free Order Line: 1-800-565-5758)
WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm

www.bcsta.org
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Career Strategies 12

Course Code: YCST 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

**Course Synopsis:**

This course has been developed to help students meet the economic and financial challenges of adulthood and assist them in their transition to either a post-secondary or work environment. It presents information that will be relevant throughout their lifetimes in the areas of investment and savings, career management, career search strategies and self-assessment. Students have the opportunity to upgrade and enhance their knowledge of multimedia and presentation formats that will be useful in achieving their personal and career goals. A mentorship component, which is integrated throughout the course, helps students focus on the road ahead and provides support and advice about career and course selections.
Learning Resources:

- Computer software for presentations and digital editing
- Computer software manuals and reference materials
- Internet resources
- Career and Business magazines
- Career and Business sections of The Vancouver Sun and The Province newspapers
- Better Business Bureau of Greater Vancouver
- Credit Grantor’s Association of BC
- BC Securities Commission
- Junior Achievement
- Canadian Consumer Association
- Banks, trust companies and investment advisors
- Mortgage brokers
- Life and health insurance companies
- QuickTax and QuickBooks (educational version) software - available free from vendor
- Canadian Customs and Revenue Agency Web site and information line
  www.ccra-adrc.gc.ca
- Vancouver Police Department and Community Policing offices
- City of Vancouver Planning Department
- Government of Canada Labour Market and Employment Site
- Government of BC WorkInfoNet Web site
  http://workinfo.net.bc.ca
- Vancouver Public Library Web site
  www.vpl.vancouver.bc.ca
- Visa binder, Choices and Decisions: Taking Charge of your Financial Life
- Career books including What Colour is my Parachute
- Investment strategy and tax planning books, such as The Wealthy Barber, Beating the Street, Sudden Wealth: The Next Generation
- Work and Business self-help books, i.e. How To Work With Just About Anyone
  - Don’t Sweat the Small Stuff at Work
- Planning 10, Focus areas and Portfolio 12 resources
**School District 39**

Status: approved

School Name: David Thompson Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

**Course Synopsis:**

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

**Learning Resources:**

- The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
- CareerScope, Amundsen and Poehnell
- The Get Real Game, National Life/Work Centre
- Real Times/Real Life, National Life/Work Centre
- WCB Student Worksafe
- St. John Ambulance Level One (Emergency) First Aid Certification Program
- WHMIS
- British Columbia’s Employment Standards Act
- Workfutures.bc.ca
- Educationplanner.bc.ca
- SD#39 Work Term Report Template
- SD#39 Career Programs Work Placement Database

- Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
- Get The Edge! Business Plan Work Book
- Employment Standards Act
- SD#39 Project Placement Program
- Community Mentors

www.bcsta.org
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Children’s Literature and Creative Writing 11

Course Code: YCLCW 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

Children’s Lit and Creative Writing will be an enjoyable, interesting, language based elective course open to students with a range of abilities. We will examine the elements of children’s literature and creative writing with the ultimate goal of students creating their own literature. Much of the assigned reading will be traditional Western stories such as Grimm’s fairy tales and Aesop’s Fables. Students will be encouraged to share literature from other cultures. Students will examine techniques that authors use such as setting, theme, point of view and figurative language and apply them to their own writing. All genres will be explored.

Learning Resources:

Possible titles of novels include:

- Winnie the Pooh
- Charlotte’s Web
- Alice’s Adventures in Wonderland
- Through the Looking Glass
- A Wrinkle in Time
- The Princess and the Goblin
- Tlulku
- The Princess Bride
- Wizard of Earthsea
- Seaward
- The Twits
- The Witches
- James and the Giant Peach
- Velveteen Rabbit

Possible titles of children’s poetry include:

- Where the Sidewalk Ends
- The Sneetches and other Stories

Possible titles of videos include:

- Aladdin
- The Wizard of Oz
- Shrek
- Finding Nemo
Additional Information:

Students who successfully complete this course will satisfy the requirements of “Arts and Design” component of the Graduation Portfolio. An additional goal is to inspire the students to study creative writing further by enrolling in Writing 12.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Engineering 12A

Course Code: YENG 12A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

A hands-on, material based course intended to follow up on other courses and provide an advanced introduction to concepts in a wide range of engineering disciplines. The course has a strong emphasis on design and construction. Students are expected to produce projects relevant to the learning outcomes.

Learning Resources:

While there are few learning resources specifically designed for a course of this nature, certain curriculum organizers can be related to the learning resources used in other classes.

- Drafting texts as approved by the ministry for Drafting 11/12

- Safety worksheets appropriate for use in the shop where the course is being taught. Examples include WCB Worksafe material.


- ASTM Materials Handbook

- Programming and Interfacing the PIC Microcontroller, Myke Predko
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Engineering 12B

Course Code: YENG 12B

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 13, 2005

Prerequisites:  

Engineering 12A

Course Synopsis:

This is a project-oriented course designed to give future engineering students an opportunity to explore an area of engineering of interest to them in greater detail. It will emphasize teamwork, planning, and the design process. It will build upon the instructional content in Engineering 11 and 12A, but will allow the student to explore that material in more depth and application.

Learning Resources:

While there are few learning resources specifically designed for a course of this nature, certain curriculum organizers can be related to the learning resources used in other classes.

-Drafting texts as approved by the ministry for Drafting 11/12

-Safety worksheets appropriate for use in the shop where the course is being taught. Examples include WCB Worksafe material.


-ASTM Materials Handbook

-Programming and Interfacing the PIC Microcontroller, Myke Predko
Ideally the class should be kept small to accommodate the tutorial aspect of the course. It would be best if the teacher had the ability to use the students’ course work and texts to model the strategies and ensure success.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Health Science and Wellness 12

Course Code: YHSCW 12

Category: Health and Human Services

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been designed to support and encourage students to explore avenues for learning in the Health Sciences Field. It is a focus course to the Health Science and Wellness Career Preparation Program. Students will learn about various aspects of health: physical, emotional, social, spiritual, and environment and how they can incorporate this knowledge in their own future to live rich and full lives.

Learning Resources:

§ Health: the basics, Canadian Edition
• Thinking about Health: A Student Resource Manual for Health: the basics
• ADAM interactive anatomy
• Access to Health
• Concepts of Fitness and Wellness
• A Teacher’s Curriculum Guide to Sports Medicine
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Innovative Technology 11

Course Code: YCCPT 11

Category: Trades and Technology

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This self-directed applied skills course is designed to allow students to advance their computer skills and knowledge from their current level of understanding. Organizational skills will be developed while students explore and use various hardware, software and digital equipment available throughout the program. Projects will allow students to gather, process and organize information in a logical and/or creative manner. Graphics will be manipulated and edited by using and comparing several programs. Communication skills will be developed from a wide variety of assignments set to benefit each individual’s computer awareness and interests. Group and individual projects will enable students to present creative professional looking documents and demonstrate their ability to communicate effectively to a set audience. Multimedia programs and equipment will assist students who wish to complete portfolio requirements for graduation. Successful completion of this 4-credit course meets the "Information and Technology" component of the Graduation Portfolio.

Learning Resources:


www.bcsta.org


Software: Corel Corporation: CorelDraw8
Macromedia Studio MX suite Version 6.1
Microsoft Office 2003 suite
Microsoft Windows XP Professional

Websites: Canon Website http://www.powershot.com/powershot2/home.html
David Chalk http://www.chalktv.com/
Digital Photography Tips http://www.imaging-resource.com/
Free Online Courses http://www.learntnet.com/

How to Buy a Digital Camera

How To Choose a Digital Camera

Kodak http://www.caen.kodak.com/

Kodak: Desktop Imaging Systems and Issues

Kodak: Digital Imaging Fundamentals

Kodak’s Guide to Adding Pictures to Presentations


Learn the Internet http://www.aarp.org/learninternet/beforestart.html

Microsoft http://office.microsoft.com/home/default.aspx
Microsoft http://www.microsoft.com/windowsxp/pro/using/tips/default.asp

Sony http://www.sony.com

Ten Tips for Working with Pictures in PowerPoint

Top Ten Digital Photography Tips
http://www.macdevcenter.com/pub/a/mac/2002/10/22/digi photo tips.html
Additional Information:

This is a hands-on technology course which is project-oriented. Student participation is essential to success. Students will be encouraged to develop their creative and artistic skills. Sound decisions will result from the ability to think critically and problem solve as individuals and within a group. These attributes are essential to everyday living. Group work focuses on skills such as collaboration, communication, leadership, and co-operation.

This style of learning is based on an old Chinese proverb:
I hear and I forget,
I see and I remember,
I do and I understand.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Innovative Technology 11

Course Code: YCCPT 11

Category: Trades and Technology

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This self directed applied skills course is designed to allow students to advance their computer skills and knowledge from their current level of understanding. Organizational skills will be developed while students explore and use various hardware, software and digital equipment available throughout the program. Projects will allow students to gather, process and organize information in a logical and/or creative manner. Graphics will be manipulated and edited by using and comparing several programs. Communication skills will be developed from a wide variety of assignments set to benefit each individual’s computer awareness and interests. Group and individual projects will enable students to present creative professional looking documents and demonstrate their ability to communicate effectively to a set audience. Multimedia programs and equipment will assist students who wish to complete portfolio requirements for graduation. Successful completion of this 4-credit course meets the “Information and Technology” component of the Graduation Portfolio.

Learning Resources:


Software: Corel Corporation: CorelDraw8
Macromedia Studio MX suite Version 6.1
Microsoft Office 2003 suite
Microsoft Windows XP Professional

Websites:
Canon Website http://www.powershot.com/powershot2/home.html
David Chalk http://www.chalktv.com/
Digital Photography Tips http://www.imaging-resource.com/
Free Online Courses http://www.learnthat.com/
How to Buy a Digital Camera
How To Choose a Digital Camera
Kodak http://wwwcaen.kodak.com/

Kodak: Desktop Imaging Systems and Issues

Kodak: Digital Imaging Fundamentals

Kodak’s Guide to Adding Pictures to Presentations


Learn the Internet http://www.aarp.org/learninternet/beforestart.html

Microsoft http://office.microsoft.com/home/default.aspx

Microsoft http://www.microsoft.com/windowsexp/pro/using/tips/default.asp

Sony http://www.sony.com

Ten Tips for Working with Pictures in PowerPoint
This is a hands-on technology course which is project-oriented. Student participation is essential to success. Students will be encouraged to develop their creative and artistic skills. Sound decisions will result from the ability to think critically and problem solve as individuals and within a group. These attributes are essential to everyday living. Group work focuses on skills such as collaboration, communication, leadership, and co-operation.

This style of learning is based on an old Chinese proverb:
I hear and I forget,
I see and I remember,
I do and I understand.

Additional Information:
Top Ten Digital Photography Tips
http://www.macdevcenter.com/pub/a/mac/2002/10/22/digi photo tips.html

www.bcsta.org
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Jewellery 11

Course Code: YJL 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 3, 2004

Prerequisites:  None

Course Synopsis:

This course has been developed to encourage students to explore a wide variety of jewellery making techniques that are currently used to produce modern jewellery. Students will learn techniques such as lost wax casting, copper enameling, metal hardening and annealing, wire wrapping, lampwork bead-making, silver soldering, and bezel setting. The level of complexity of projects will be based on the students’ natural skills and previous experience.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Jewellery 12

Course Code: YJL 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to encourage students to explore a wide variety of jewellery making techniques that are currently used to produce modern jewellery. Students will learn techniques such as lost wax casting, copper enameling, metal hardening and annealing, wire wrapping, lampwork bead-making, silver soldering, metal texturing, and stained glass work. The level of complexity of projects will be based on the students’ natural skills and previous experience.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Journalism 12

Course Code: YJOU 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Journalism 12 is a yearlong newspaper reporting course available to students in grades 11 and 12. Students are responsible for producing stories and photographs for the school newspaper. Students will learn the major newspaper story forms including news, sports, features, editorial and opinion. They will compose news and feature photos, and conduct public opinion polls. Students will strive to produce a newspaper meeting professional standards and following Canadian Press style. They will prepare questions, conduct interviews, carry out online and other forms of background research and be responsible for one or more beats (regular coverage areas) in the school. Students will also study the techniques used to present news and in so doing, become informed consumers of media.

Learning Resources:

?Visit to commercial press plant, TV and/or radio station
?Guest speakers from local media (reporters, photographers and editors)
?Articles from various sources on news writing, ethics, design, and business aspects
?Journalistic codes of conduct, such as those of the CBC and the Society of Professional Journalists
?Websites on a range of journalism topics including writing and ethics, design and careers.

Books:

Videos:
-Wag the Dog
-Fahrenheit 9/11
-The Corporation
-Super Size Me
-Broadcast News
-The Insider

Additional Information:

The course lends itself to cross-curricular involvement with Photography, Data Management, and Web Page Design courses. The more students that are involved with the production of the newspaper, the more representative the newspaper. Ideally, the newspaper would be published and distributed to the student population and community. In order to do so, adequate funding is required. Possible sources include: student fees, and fund-raising.

www.bcsta.org
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Physical Education 10

Course Synopsis:

The goal of the leadership course is to provide opportunities for all students to develop the knowledge, skills and attitudes that will enable them to enjoy a productive and satisfying life in society. Students will develop personal potential and build positive, realistic attitudes towards themselves and society.

Learning Resources:

- Videos
- Building Leaders for Life Manual
- CASSA Leadership Handbook
- CIRA Student Leadership Development Program Teacher’s Guide
- Leader’s Resource Tool Kit
- The VITALIT Approach – A Guide for Leaders
- CSLC Workbook – Making It Work
- Books – “The 7 Habits of Effective Teens” by Steven Covey
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Metal Art 10

Course Code: YMTLA 10

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

An introduction to metal work related skills and the craft and creative design side of metalwork.

Learning Resources:

• Metal Art related websites
• Commercial stores to see real life examples
• Basic Metalwork Procedures by Caspersen, D.D.
• Metalwork for Craftsmen by Kronquist, Emil F.
• Contemporary Design in Metal work by Larkman, Brian and Glenister, S.H.
• Art Metal and Enamelling by Hawkins, Leslie V.
• Metal and Wire Sculpture by Gruber, Elmar
• Metal by Hack, John
• Creative Casting by Choate, Sharr
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Metal Art 10

Course Code: YMTLA 10

Category: Trades and Technology

Grade Level of Course:  

X 10  

☐ 11  

☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 3, 2004

Prerequisites:  None

Course Synopsis:

An introduction to metal work related skills and the craft and creative design side of metalwork.

Learning Resources:

- Metal Art related Websites
- Commercial stores to see real life examples.
- Basic Metalwork Procedures. Caspersen, D.D.
- Metalwork for Craftsmen. Kronquist, Emil F.
- Contemporary Design in Metalwork. Larkman, Brian and Glenister, S.H.
- Art Metal and Enamelling. Hawkins, Leslie V.
- Metal and Wire Sculpture. Gruber, Elmar.
- Creative Casting. Choate, Sharr.
Many business people often criticize our education system for not teaching our students enough about money matters. This course will give our students an in-depth look at how money is used in our economy and will better prepare them for their future.

School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Money Management 12

Course Code: YMMGT 12

Category: Business and Applied Business

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to give students an opportunity to examine how to properly deal with money. Students will learn different methods of saving, investing, and spending money as well as the opportunity costs associated with each.

Learning Resources:

1. teacher
2. internet
3. television
4. newspapers
5. friends and family
6. videos
7. books

Additional Information:

Many business people often criticize our education system for not teaching our students enough about money matters. This course will give our students an in-depth look at how money is used in our economy and will better prepare them for their future.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Peer Mediation 12

Course Code: YPED 12

Category: Choose a Category

Grade Level of Course:  

10  [ ]  11  [ ]  12  [X]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  January 17, 2007

Prerequisites:  Peer Mediation 11

Course Synopsis:

Peer Mediation 12 is designed to be the most advanced course offered in the DTSS Conflict Resolution Program. Topics discussed in Planning 10 and the introductory Peer Mediation 11 course are extended and further integrated into the students’ repertoire. An added component to this course is the study of selected topics in mediation; namely, dealing with intense emotions; shifting from positions to interests; mediating with groups; advanced skill development; and legal and ethical considerations to name a few. Students will also study the emerging literature in mediation.

Peer Mediation 12 is an off-timetable course. The students who successfully proceed through the intake process will be allocated a class time through the 8-block rotation. This will allow the students to be available for mediation referrals, which can be requested by any student or staff, and will be assigned by the subject teacher after consultation with the appropriate grade counselor. Having the students available through the entire 8-block rotation is also important because it allows more flexibility for student-led programming in other classes in the school.

All students will be expected to attend a four-day intensive training session in late August or early September and weekly classes throughout the year held before or after school. These classes will be augmented by two training modules which will direct the students in their fulfillment of the practicum component of the course. The first will be a series of three one-day workshops. These will be held each term dealing with facilitating leadership skills, respect and social responsibility at our school. This training will enable students to conduct lessons, on the same topics, with junior classes. The second will be participation in outreach programming to our feeder schools with the DT Community Schools Team, which will be conducted during the students’ assigned block times. Lastly, and most importantly, students will be expected to mediate disputes between students in our school community.
**Learning Resources:**


**Additional Information:**

This course requires that students be able to attend a day camp of four days and attend some classes at times outside regular school hours.

This course requires a teacher with some background training in Restorative Justice or Mediation. The course also requires that the subject teacher works with Trinity Theater, or have prior experience in the Trinity Theater training program.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 127

Date Approved: April 13, 2005

Prerequisites: Grade 11 or 12 only

Course Synopsis:

Peer Tutoring 12 is a practical hands-on course where grades 11 and 12 students develop knowledge and skills related to peer tutoring. Students receive instruction through a series of noon-hour workshops as well as through a year long placement in a peer tutoring situation.

Areas of focus of this course include:
- Role and responsibilities of a peer tutor
- Communication skills, and interpersonal skills
- Learning disabilities/difficulties and learning styles
- Strategies and skill development (goal setting and organizational skills, learning strategies and study skills, test-preparation and test-taking skills)
- Tutoring techniques for one-to-one and group learning

Learning Resources:

Tutor’s own textbooks (for strategies/skills exercises)
Tutor’s David Thompson Agenda
Learning Styles Inventory
A wide variety of strategies/skills
Material from Learning Disabilities Association
Videotapes

Additional Information:

This course has been successfully offered as a Locally Developed Course at David Thompson (SD#39) for eight years.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools, Queen=s Printer

#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes, and Pressures. Additionally, the student will learn to read, draw, and interpret piping drawings.

Learning Resources:

# Instructor designed material
# Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
# Plumber, Line H 1, Draw Simple Details and Use Scales, Queen’s Printer 1998.
# Plumber, Line H 2, Read and Interpret Piping Drawings, Queen’s Printer 1998.
# Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen’s Printer 1998.
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

[ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

# Instructor designed material


# Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

# Current Fixture Manufacturers Rough in Literature

# Current British Columbia Plumbing Code Regulations, Queen=s Printer
**School District 39**

Status: approved

School Name: David Thompson Secondary

Course Name: Robotics and Flight 10

Course Code: YRBTF 10

Category: Trades and Technology

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: None

**Course Synopsis:**

This four-credit course is designed to leverage a young person's natural interest in robotics and flight to achieve a number of important learning outcomes. Following an introduction to the basics of technical drawing, students will design and build projects in a constructively competitive environment to supplement theoretical work on the physics of robot and aircraft mechanisms and components. Students will frame their projects in a holistic context by researching the history of flight and future potential of robotics, and reporting on their findings. The use of open ended, “hands-on” challenges in a technology studies shop environment will provide students with useful hand and machine tool skills, while helping to develop a responsible, safety-conscious attitude that will prepare students for a wide range of future studies in technology-related areas.

**Learning Resources:**

Technical Drawing: approved introductory level drafting texts

History and Theory of Flight:

Airfoil Simulations:

NASA FoldSim http://www.grc.nasa.gov/WWW/K-12/airplane/foil2.html

Javafoil http://www.mh-aerotools.de/airfoils/javafoil.htm

History of Flight:

Various videos from Vancouver Public Library and other sources

Bill Nye – Flight

The Flying Machines (Smithsonian Institution)

History of the RCAF

Robotic Applications and Control Systems:

www.usfirst.org links to a number of powerpoint presentations

www.robotshop.ca carries a variety of books, supplies and references
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Sociology 11A

Course Code: YSOC 11A

Category: Health and Human Services

Grade Level of Course: ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Social Studies 10

Course Synopsis:

Sociology 11A enables students to examine and explain how society operates and changes by exploring values, beliefs and institutions of contemporary North American Culture. Sociology 11A is designed to develop within the student a better understanding of group behaviour. The sociological perspective focuses on “what is” rather than “what ought to be.” Students should be able to analyze occurrences around them objectively. Students should also understand the influence of society on their lives as they explore their own value systems and visualize their roles in societal change.

Learning Resources:

Texts:

Videos:

Electronic Sources:
a. Internet Sources (Various)
b. Statscan.ca
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Teaching Careers 12

Course Code: YTC 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course is designed for students who may have an interest in teaching-related careers. It provides an opportunity to investigate the components that, when woven together, produce a positive learning experience. Guest speakers, field studies and observational strategies will be used to enrich the classroom experience. In conjunction with the Career Preparation Work Experience Program, practicum opportunities will be arranged for students who wish to practically apply the course content.

Learning Resources:

Becoming a Reflective Teacher
Author: Leonard Kochendorfer, Published: ©1994

The Call of Teaching
Author: Ted Aoki, Editor. Published by the BCTF Program for Quality Teaching, Published: 1993

Classroom Criteria From A to Z
Author: Terry Olson and Cathie Peters, Published: © 2000, revised edition, Student Centered Publica

Author: Compiled by the Coquitlam Teachers’ Association, Published: 1989

Every Teacher’s Guide to Classroom Management: Time Saving, Stress-Reducing Planning Tools
Author: Produced by Creative Teaching Press, Published: © 2004

Handbook for New Teachers
Author: BCTF Teacher Education and Teachers on Call Advisory Committee and Jan Eastman, Published: Rev. 2001

The Master Teacher
Author: Dan Lukiv, Published: Rev. © 2004

Rethinking Our Classrooms: Volumes 1 and 2
Author: Produced by Rethinking Schools, Published: © 2001

Voices of Teaching
Author: Ted Aoki, Editor. Published by the BCTF Program for Quality Teaching, Published: 1990

www.bcsta.org
School District 39

Status: approved

School Name: David Thompson Secondary

Course Name: Web Page Design 11

Course Code: YWD 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☒ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been created to develop students’ web page design skills. Students will build their web design toolboxes by learning about the different software used in the creation of web sites. Emphasis will be placed on using industry standard software and the latest technology. Learning outcomes are grouped around: Social Issues, Creation, and Analysis. Students will learn design theory, evaluate other web site design, develop a project proposal, develop necessary web page design skills, create and edit their project and reflect on the design process. They will also explore the social implications of copyright infringement, file sharing and plagiarism. It is intended that students will have created a web site, that is well designed and on the Internet by the conclusion of the course.

Learning Resources:

Studio MX Step-By-Step, Kirsti Aho, Thomson Course Technology, 2003
Online Software Manuals
Internet Sites
Online Tutorials
Instructor
Other Students
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Baking and Pastry Arts 10

Course Code: YBPA 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: May 3, 2004

Prerequisites: None, but Home Economics 8 is strongly suggested

Course Synopsis:

This is a demonstration and hands-on course covering baked products from cookies and cakes to breads and pastries. In this course, students will learn to produce a variety of advanced baked products and the principles involved in each aspect of baking. They will learn to use a variety of baking equipment properly and safely as well as managing time and resources. Students will be engaged in designing ways to improve baked goods nutritionally and/or in flavour, eye appeal and mouth feel. Cultural variations of techniques and products will be studied and compared. Students will work in a team setting and learn to read and follow instructions. They will be introduced to basic skills necessary in pursuing a career in the baking and food industry.

Learning Resources:

The use of current textbooks (as recommended by the Ministry) such as Management and Foods, Food for Life and Guide to Modern Meals can be used by students along with support material developed by the teacher. Instructional videos that are appropriate will be used.

The teacher references are:


School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Beginning Guitar 11

Course Code: YBGUI 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved:  May 3, 2004

Prerequisites:  None

Course Synopsis:

This course is designed to provide students skills that will allow them to develop a life long avocation, guitar playing. It will focus on basic chord skills, strumming and finger-picking technique, note reading, and tablature reading. A wide variety of musical genre will be introduced including folk, classical, country, and pop, as well as music from different cultures. Students will be encouraged to perform for each other as well as for larger audiences in winter and spring concerts.

Learning Resources:

Books:
Classic Guitar Technique Volume 1, Aaron Shearer, Franco Columbo Publications.
Mastering The Guitar, Mel Bay, Mel Bay Publications

Videos:
Acoustic Guitar Instrumentals, Martin Simpson, Homespun Video
The Recreational Guitarist, New Media Video Concepts
Hindustani Slide Guitar, Debashish, Vestapol
Beyond Acoustic Guitar, Adrian Legg, Hotlicks
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles, Employability Skills Toolkit  ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude. Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards

http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Digital Scrapbooking 10

Course Code: YDGSB 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

Students who have boxes of unorganized photographs and/or possess a multitude of digital images will learn how to process and present these images in attractive, meaningful ways. Students start by retrieving digital photographs and by scanning traditional prints. Then they will learn Adobe Photoshop techniques that are especially relevant to digital photographers. After manipulating images for high-quality output, students will organize the photos into themes (eg. birthdays, holidays, friends, and so on). Finally, after exploring the principles of page design, students will use Adobe InDesign, to create appealing page layouts.

Before leaving the course, students will print a portion (or all) of their Ascrapbooks@ in colour. They will also make electronic versions of it (pdf=s); and, as an option, they will get the chance to make a DVD with the scrapbook as the subject matter. Finally, they will present their creations to the class.

Learning Resources:

- Computer Lab
- Photo editing and page layout software
- Scrapbooking periodicals
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Digital Video Production Advanced 12

Course Code: YDGVP 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Digital Video Production Intermediate 11

Course Synopsis:

This course has been developed to afford students a greater understanding of the global impact Television has upon them, their society, culture and environment. Through critical evaluation (media literacy) and informed application (media creation) students will not only recognize the many ways television reflects, creates and manipulates reality, they will have a chance to reflect, create and manipulate their own lives by using the tools associated with television (media technology).

Furthermore, students will have the opportunity to incorporate their media skills into other areas of study by producing projects that will give them credit in other courses. The work students produce at this level will demonstrate skills in editing and camera work that will allow them to pursue post secondary education and/or employment in areas of study/work related to new media/digital video.

Learning outcomes for this course are grouped under the curriculum organizers: Media Literacy, Media Production, and Media Technology, and students are given the opportunity for self and peer evaluation of both the Television they watch and the Television they produce.
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Digital Video Production Intermediate 11

Course Code: YDGVP 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Digital Video Production Introduction 10

Course Synopsis:

This course has been developed to afford students a greater understanding of the global impact Television has upon them, their society, culture and environment. Through critical evaluation (media literacy) and informed application (media creation) students will not only recognize the many ways television reflects, creates and manipulates reality, they will have a chance to reflect, create and manipulate their own lives by using the tools associated with television (media technology).

Furthermore, students will have the opportunity to incorporate their media skills into other areas of study by producing projects that will give them credit in other courses. The work students produce at this level will demonstrate greater skills in editing and camera work.

Learning outcomes for this course are grouped under the curriculum organizers: Media Literacy, Media Production, and Media Technology, and students are given the opportunity for self and peer evaluation of both the Television they watch and the Television they produce.
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Digital Video Production Introduction 10

Course Code: YDGVP 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
- May 3, 2004

Prerequisites:  
- None

Course Synopsis:

This course has been developed to afford students an understanding of the global impact Television has upon them, their society, culture and environment. Through critical evaluation (media literacy) and informed application (media creation) students will not only recognize the many ways television reflects, creates and manipulates reality, they will have a chance to reflect, create and manipulate their own lives by using the tools associated with television (media technology). Learning outcomes for this course are grouped under the curriculum organizers: Media Literacy, Media Production, and Media Technology, and students are given the opportunity for self and peer evaluation of both the Television they watch and the Television they produce.
This course has been offered at Eric Hamber Secondary School for many years. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.

Additional Information:
School District 39
Status: approved
School Name: Eric Hamber Secondary
Course Name: Fashion Construction-Advanced 12
Course Code: YFCA 12
Category: Trades and Technology
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: April 13, 2005
Prerequisites: At the present time, there are no prerequisite courses for entry to grades 11 and 12 fashion design

Course Synopsis:
This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. Students will gain skills and knowledge in the technical aspects of advanced apparel construction techniques used in haute couture, tailoring and/or industry. Learning outcomes for this course are grouped under the units below. This approach supports student skill development and encourages meaningful development of various types of construction skills.

Learning Resources:
Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the Internet and/or library

Resource Books
Theatre Arts Books N.Y.
“The Cut of Women’s Clothing 1600-1900”, 1st edition,

Additional Information:
This course has been offered at Eric Hamber Secondary School for many years. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
This course has been offered in the Vancouver School District for many years. Schools' facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson's School of Design, FIT and etc.

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools' facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Eric Hamber Secondary
Course Name: Fashion Design 12B
Course Code: YFASD 12B
Category: Fine Arts, Design, and Media
Grade Level of Course: 10, 11, √12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 13, 2005
Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:
This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts, while encouraging students to explore the global diversity of design. Students will gain advanced skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:
Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:
This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
This course has been offered in the Vancouver School District for many years. Schools' facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools' facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Fibre Arts 10

Course Code: YFIA 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: May 3, 2004

Prerequisites: None, but Home Economics 8 is strongly suggested.

Course Synopsis:

This course has been developed to support and encourage students to explore the global diversity of fibre arts as an art form and as a craft, and to encourage students to develop their creativity and skills set. Career option and/or an income supplement for those who excel in this area will be discussed. Fibre Arts is a multi-faceted form of artistic expression that may include some or all of the following techniques appliquéing, beading, embroidering (hand/machine), crocheting, felting, knitting, macramé, quilting, sewing, weaving, and any other form that uses natural or synthetic fibres as its basic material. The elements and principles of design will be taught along with fibre art techniques. Cultural variations of each fibre art technique will be studied and compared.

Learning Resources:

Student will use materials that are produced by the teachers and classroom resource books.

Teacher references would include the following titles but not exclusively from this list:

• Bonsils, Sandy (1999). Quilting your memories: Inspirations for designing with image transfers. Bothwell, WA: That Patchwork Place Inc.


• Reader’s Digest (1979). Reader’s digest crafts and hobbies.

• Singer Sewing Reference Library Series:  
  (1995) Quilted projects and garments

• Speckland, Kristen (2004). Knits from the heart: Quick projects for generous giving. Woodinville, WA: Martingale & Co.


School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Learning Strategies 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑️ 11 ☐ 10 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Resource Team recommendation

Course Synopsis:

This course fills one block of an 8 block timetable and proceeds through the whole year, meeting for 80 minute periods five times over two weeks.

Students are given instruction in a variety of learning strategies which are then applied to their course work in other subjects. The course requires students to develop and demonstrate metacognitive awareness through an analysis of their dominant learning modality, through personal goal setting, through practice activities and tests as well as through keeping a daily journal in which they reflect on their learning strengths or weaknesses that were relevant in their day=s work. Each block, they report on their day=s work with their own assessments of how they applied the appropriate learning strategies.

The Learning Strategies course is an adjunct course to other courses that the students are enrolled in and the Learning Strategies teacher works collaboratively with other subject teachers to support learning for the specific student in a specific course.

Learning Resources:


Marshak, David (ed.) hm Study Skills materials (various levels), The Study Skills Group, National Association of Secondary School Principals, Reston, Virginia, 1982


Silver, H., Stornig, R., Perini, M. So Each May Learn, Integrating Learning Styles and Multiple Intelligences, Association for supervision and Curriculum Development, Alexandra, Virginia, 2000

Strichart, S., Mangrum, C (II), Iannuzzi, P. Teaching Study Skills and Strategise to Students with Learning Disabilities, Attention Deficity Disorders, or Special Needs, Allyn and Bacon, Needham Heights, Maryland, 1998
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Multi-Media 11

Course Code: YMM 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites:

- Teacher written skills assignments
- Mentorship web design examples
- Animation examples
- Color theory
- Drawing
- Books

- Extreme Fonts, Spencer Drate and Jutka Salavetz, Madison Square Press, 1999
- Film Posters of the 60s, Tony Nourmand, The Overlook Press, 1998
- The Album Cover Art of Sound Tracks, Frank Jastfelser and Stephen Kassel, 1997
- Extreme Design, Spencer Drate and Jutka Salavetz, Madison Square Press, 2001

Course Synopsis:

Multimedia 11 has been developed to teach the basics of Macromedia Flash MX, broaden an understanding of graphic design by studying form, space, color and typography and learn to combine media (web, video, photography, and sound) to create a final portfolio project. The students will learn how to use the Timeline, Stage, Grids, Rulers, Guides, Work Area, Tools, Panels and Libraries of Macromedia Flash MX. They will then utilize these skills to develop their own animation or web site in a design style of their making. The class will learn to discuss design as a persuasive language in our culture interconnected with film, music, fashion, television, and advertising. The student will be asked to assess their own work and the work of their peers encouraging a sharing of ideas and promoting an environment where the individual receives feedback throughout their creative process. This feedback system is meant to mimic real world situations in the design field. Mentors will be brought into the classroom to describe their jobs. The mentors will provide feedback to the students on their projects. This dialogue between student, teacher, peer and professional will promote skill development and establish clear design communication to a larger community outside the classroom. The final outcome of the course will be that students are computer literate and are equipped to use similar programs on the Mac and PC platforms. In addition the students will have created a portfolio piece, which will provide detail to a resume in order to continue their studies.

Learning Resources:

- Teacher written skills assignments
- Mentorship web design examples
- Design examples
- Animation examples
- Color theory
- Drawing
- Books

www.bcsta.org
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Multi-Media 12

Course Code: YMM 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Multimedia 12 has been developed to teach the basics of Maya 3D animation software to improve the students understanding of the art behind animation as well as the technology. This course covers an introduction to the Maya Interface, 3D models using primitives, surfaces, curves (including nurbs and splines), shaders and textures, and animation using keyframes and motion paths. Students will also learn surface deformations, introductions to forward and inverse kinematics, camera and lighting and rendering techniques. The class will learn to discuss animation design as a persuasive sub-culture in our society linked with film, music, fashion, television and advertising. The students will be asked to assess their own work and the work of their peers encouraging a sharing of ideas and promoting an environment where the individual receives feedback throughout their creative process. The feedback system is designed to mimic real world situations in the animation field. Mentors will be brought into the classroom to describe their jobs. The mentors will provide feedback to the students on their projects. The final outcome of the course will be that students are computer literate and equipped to utilize similar programs on Macintosh systems. The students will also have created a personal portfolio piece that they can use to pursue a career or continue education in the animation field.

Learning Resources:

- Teacher written skills assignment
- Maya educational package and tutorials
- Animation examples on film, video and television
- 3D Drawing styles
- Mentorship animation examples and feedback
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Novice Chef on the Run 11

Course Code: YNCOR 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  [X] 11

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None, but Home Economics 8 is strongly suggested.

Course Synopsis:

This course has been developed to support and encourage senior students who have little or no food preparation experience and will be living on their own in the near future. The focus will be on the delivery of nutritious and appetizing meals that can be quickly prepared. Students will learn about choosing healthy foods and planning nutritious meals. They will master basic skills such as safe kitchen and food handling practices; use of basic food equipment, and proper measurement techniques. Students will learn about what to look for when buying foods and do several consumer comparisons on different food products. This course is based on mastering fundamental food preparation techniques and the understanding of the theory that underlies the preparation of healthy, appealing and efficient meals. Students will work in a team setting and learn to read and follow instructions as they progress through the units of breakfast, lunch, supper and one dish and vegetarian meals.

Learning Resources:

The use of current textbooks (as recommended by the Ministry) such as Management and Foods, Foods for Life and Guide to Modern Meals can be used by students along with support material developed by the teacher. Videos that are appropriate will be used.

Teacher references would include the following titles but not exclusively from this list:
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to help students emotionally, academically and socially. The premise is that peers can provide good role modeling and support for any student in need. Basic counselling skills are taught and practiced. The peer counsellors use these skills to help others and also retain them for use throughout their lives.

Learning Resources:

* Series of handouts developed by instructors
  * Peer Power Book 2, Applying Peer Helper Skills by Judith A. Tindall
  * Exercises n Helping Skills by Gerard Egan

Additional Information:

Staff should be informed as to the role of the Peer Counsellor. To enhance communications between the student body and Peer Counsellor, it is recommended that letterboxes be constructed for each Peer Counsellor. In addition, we feel strongly that the new Peer Counsellors be taken on a retreat (2 nights).
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing-related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes, and Pressures. Additionally, the student will learn to read, draw, and interpret piping drawings.

Learning Resources:

# Instructor designed material
# Math and Science, Applied Mathematics, Minister of Alberta Learning, Queen=s Printer 1998.
# Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queen=s Printer 1998.
# Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queen=s Printer 1998.
# Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queen=s Printer 1998.
# Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
# Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
# Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Eric Hamber Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved
School Name: Eric Hamber Secondary
Course Name: Yearbook 10
Course Code: YYB 10
Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 17, 2007
Prerequisites: None

Course Synopsis:

Communication is part of our daily life. A tremendous part of each day is spent reading, writing and viewing what is going on around us. Everyday events and running of a school could be lost, year-by-year, if not recorded in a school annual. In order to convey the school year as a desirable commodity, it must be presented in an attractive, concise and factual manner.

This course has been developed to support and encourage students to explore the richness and diversity of events in their school environment. Students learn to plan, market, and execute the means to produce a saleable print media product about this environment and its events. Students learn to use a digital camera and the photographic Skills required to record these events. They learn to create page layouts to present the event in an attractive manner. The learning outcomes of this course are grouped using the curriculum organizers: Social and Cultural Issues, Creation, Analysis, Technology and Marketing.

Students are given the opportunity for self, peer and advisor assessment in each of the five units. The approach supports student skill development and encourages meaningful methods of collecting, interpreting and presenting print medium products to their peers.

Learning Resources:

Ideas That Fly (Herff Jones)
Curriculum Guide (Herff Jones Yearbook Company)
The Yearbook Advisors Guide (Herff Jones Yearbook Company)
In Design User Guide (Adobe Inc.)
**School District 39**

Status: approved

School Name: Gladstone Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

**Course Synopsis:**

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

- experience the roles and responsibilities of employment
- appreciate the time constraints imposed in terms of attendance at both school and work
- relate classroom skills and knowledge to an employment context
- develop interpersonal skills, career awareness and maturity
- become aware of the changing nature and demands of the workplace
- experience the potential career opportunities available in industry
- increase employment prospects

**Learning Resources:**

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,  
Employability Skills Toolkit  ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd.  Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe  
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude. Download: http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards  
http://www.bced.gov.bc.ca/irp/capp/workex.htm
Through this opportunity it is expected that students will:

$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

X 11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: None

Course Synopsis:

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

Learning Resources:
Web sites:
• Sites that organize recipes by county:
  http://www.britannia.org/recipes/

  • Excellent pictures with descriptions of many different ethnic cuisines:
    http://www.ethnicgrocer.com/eg/landing/recipes/recipe_homepage.asp

• Comprehensive website on many different types of cuisines: http://www.homeworkersexpats.com/recipes.htm,

  • Including: http://homecooking.about.com/od/garnishing1/Garnishing_and_Food_Presentation.htm, for learning
    about how to make fun and beautiful garnishes.

• Excellent cultural information about food: http://www.index-china-food.com/food-culture.htm

• Commercial catering company site that has marvelous food pictures to stimulate the appetite:
  http://www.fooddesigncatering.com/ourfood.php

• Unusual Chinese food ingredients and pictures: http://chinesefood.about.com/cs/foodculture/a/unusualfood.htm
  http://chinesefood.about.com/library/blphotogalleryindex.htm?PM=ss12_chinesefood

• An online grocery store that gives interesting insight into Mexican products and food:

• A great site for a project on vegetarianism: http://www.vegetariantimes.com/magazine/Jul03/recipes.asp

• Russian food and culture (sponsored by the Canadian Government): http://www.settlement.org/cp/english/russia/

• Information on chefs across Canada: http://www.cuisinecanada.ca/

• A series of sites linked to this one which is a Hungarian food & culture site:
  http://www.mccartneymedia.com/hungry/
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Culinary Arts 12

Course Code: YCUA 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  11  12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  December 17, 2007

Prerequisites:  None

Course Synopsis:

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

Learning Resources:
Web sites:
• Sites that organize recipes by county: 
http://www.britannia.org/recipes/

• Excellent pictures with descriptions of many different ethnic cuisines: 
http://www.ethnicgrocer.com/eg/landing/recipes/recipe_homepage.asp

• Comprehensive website on many different types of cuisines: http://www.homeworkersexpats.com/recipes.htm,

• Including: http://homecooking.about.com/od/garnishing1/Garnishing_and_Food_Presentation.htm, for learning about how to make fun and beautiful garnishes.

• Excellent cultural information about food: http://www.index-china-food.com/food-culture.htm

• Commercial catering company site that has marvelous food pictures to stimulate the appetite: 
http://www.fooddesigncatering.com/ourfood.php

• Unusual Chinese food ingredients and pictures: http://chinesefood.about.com/cs/foodculture/a/unusualfood.htm
  http://chinesefood.about.com/library/blphotogalleryindex.htm?PM=ss12_chinesefood

• An online grocery store that gives interesting insight into Mexican products and food: 

• A great site for a project on vegetarianism: http://www.vegetariantimes.com/magazine/Jul03/recipes.asp

• Russian food and culture (sponsored by the Canadian Government): http://www.settlement.org/cp/english/russia/

• Information on chefs across Canada: http://www.cuisinecanada.ca/

• A series of sites linked to this one which is a Hungarian food & culture site: 
http://www.mccartneymedia.com/hungry/


**School District 39**

Status: approved

School Name: Gladstone Secondary

Course Name: Digital Publishing 10

Course Code: YDGP 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

**Course Synopsis:**

This course introduces students to digitizing media for electronic presentation. Students will explore how to combine text and images to create interactive and multimedia documents. Students will use a variety of software programs to create presentations, web pages, animated sequences, and electronic greeting cards. Students will learn 2-D animation and HyperText Mark-up Language to create multi-media documents and presentations that integrate sound and video.

Learning outcomes for the course are grouped under the curriculum organizers: Fundamentals and Implementation. Students are given an opportunity for self and peer assessment in each of the seven units. This course supports incremental skill development. It encourages students to demonstrate their creativity and helps them to develop logical reasoning skills.

**Learning Resources:**

- Books
  - Foundation Flash MX, Kristian Besley, Sham Bhangal, and Amanda Farr, Friends of Ed, April 2002.
  - Accessing the Internet to evaluate websites and download graphics and sound.

www.bcsta.org
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Digital Publishing 11

Course Code: YDGP 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course introduces students to advanced techniques for digitizing media. Students will create interactive and multimedia documents using a variety of software programs to create presentations, web pages, and animated sequences with “intelligent actions”. Students will learn advanced techniques for animating and manipulating images. They will learn HyperText Mark-up Language and JavaScript, and will integrate sound and video to create multi-media documents and presentations.

Learning outcomes for the course are grouped under the curriculum organizers: Fundamentals and Implementation. Students are given an opportunity for self and peer assessment in each of the seven units. The course supports incremental skill development. It encourages students to demonstrate their creativity and develop logical reasoning skills.

Learning Resources:

-Books
  -Foundation Flash MX, Kristian Besley, Sham Bhangal, and Amanda Farr, Friends of Ed, April 2002.
-Accessing the Internet to evaluate websites and download graphics and sound.
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Engineering 12A

Course Code: YENG 12A

Category: Trades and Technology

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:
A hands-on, material based course intended to follow up on other courses and provide an advanced introduction to concepts in a wide range of engineering disciplines. The course has a strong emphasis on design and construction. Students are expected to produce projects relevant to the learning outcomes.

Learning Resources:
While there are few learning resources specifically designed for a course of this nature, certain curriculum organizers can be related to the learning resources used in other classes.

- Drafting texts as approved by the ministry for Drafting 11/12
- Safety worksheets appropriate for use in the shop where the course is being taught. Examples include WCB Worksafe material.
- ASTM Materials Handbook
- Programming and Interfacing the PIC Microcontroller, Myke Predko
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Engineering 12B

Course Code: YENG 12B

Category: Trades and Technology

Grade Level of Course:  

10 [ ]  

11 [ ]  

12 [X]  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Engineering 12A

Course Synopsis:

This is a project-oriented course designed to give future engineering students an opportunity to explore an area of engineering of interest to them in greater detail. It will emphasize teamwork, planning, and the design process. It will build upon the instructional content in Engineering 11 and 12A, but will allow the student to explore that material in more depth and application.

Learning Resources:

While there are few learning resources specifically designed for a course of this nature, certain curriculum organizers can be related to the learning resources used in other classes.

- Drafting texts as approved by the ministry for Drafting 11/12
- Safety worksheets appropriate for use in the shop where the course is being taught. Examples include WCB Worksafe material.
- ASTM Materials Handbook
- Programming and Interfacing the PIC Microcontroller, Myke Predko
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Fashion Design 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course is an introduction to the art and technology of fashion design using traditional and digital techniques. Students will be encouraged to create a unique fashion design portfolio.

Training will include illustration skills, presentation skills, as well as technical skills used in fashion design. Students will be introduced to the production of textiles (fibres, fabric construction, uses of fabrics, new technologies in fabric construction such as microfibers, nano-technology used in producing wrinkle free fabrics, etc.)

Learning Resources:

Students will use materials that are produced by the teacher, internet resources, fashion magazines, and other popular media.

Corbman, Textiles- Fibre to Fabric, ISBN 0-07-082950-0

Hollen, Norma Pattern Making by the Flat-Pattern Method Carolyn J. Kundel, Prentice Hall, 1999


Tate, Sharon Lee, Inside Fashion Design Addison Wesley Longman, 1999
This course has been offered in the Vancouver School District for many years. Schools' facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. Students will gain skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:

Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools' facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Fashion Design 12B

Course Code: YFASD 12B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts, while encouraging students to explore the global diversity of design. Students will gain advanced skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:

Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Junior Theatre Company 10

Course Code: YJTC 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Audition Required

Course Synopsis:

This course has been developed to offer junior students an opportunity to learn a variety of theatre techniques, styles and practices through membership in an acting company. The course is based on an ensemble company model that allows students to explore their own creative abilities within the framework of the rehearsal and production process. Students learn to select, cast and produce plays for public performance. As well, they gain experience in publicity, promotion and sales; acting and directing techniques; and developing lighting, costume, sound and set designs. The course culminates in a series of public performances both within the school and community at large.

Learning Resources:

- a wide cross section of theatrical scripts
- theatre production and management resources
- Videos on the art and history of theatre
- A catalogue of CDs, and websites of sound effects and music resources
- Software for the production of promotional materials, rehearsal schedules
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Latin & Ballroom Dance 11

Course Code: YLBD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: DNP 10, DNC 10 or XLBD10

Course Synopsis:

Ballroom and Latin Dance11 is a continuation of Gladstone Secondary School’s Board Authority Course Ballroom and Latin Dance 10. The course will provide students with the opportunity to study intermediate level Ballroom and Latin dances in a class setting. While continuing to develop co-ordination, flexibility, strength and rhythm, students will study and perform a wide range of culturally inclusive social and International dance styles including: West Coast swing, jive, mambo, Argentine tango, rueda, rumba, salsa, lindy hop, cha cha cha, waltz, street hustle, foxtrot and samba. Students will gain self-confidence by learning and performing their accomplished, choreographed, precision routines. They will have an outlet that enables them to be creative and expressive while learning how to dance a variety of dances from different cultures. Opportunities will be provided for students to take part in Career Prep opportunities related to the study, performance and teaching of dance.
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Latin & Ballroom Dance 12

Course Code: YLBD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: DNP 11, DNC 11 or YLBD11

Course Synopsis:

Ballroom and Latin Dance 12 is a continuation of Gladstone Secondary School’s Board Authority Course Ballroom and Latin Dance 11. The course will provide students with the opportunity to study intermediate level Ballroom and Latin dances in a class setting. While continuing to develop co-ordination, flexibility, strength and rhythm, students will study and perform a wide range of culturally inclusive social and International dance styles including: paso doble, Spanish waltz, West Coast swing, jive, mambo, Argentine tango, rueda, rumba, salsa, lindy hop, cha cha, waltz, street hustle, fox trot and samba. Students will gain self-confidence by learning and performing their accomplished, choreographed, precision routines. They will have an outlet that enables them to be creative and expressive while learning how to dance a variety of dances from different cultures. Opportunities will be provided for students to take part in Career Prep opportunities related to the study, performance and teaching of dance.
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Metal Art 10

Course Code: YMTLA 10

Category: Trades and Technology

Grade Level of Course:  
- □ 10
- □ 11
- □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

An introduction to metal work related skills and the craft and creative design side of metalwork.

Learning Resources:

- Metal Art related websites
- Commercial stores to see real life examples
- Basic Metalwork Procedures by Caspersen, D.D.
- Metalwork for Craftsmen by Kronquist, Emil F.
- Contemporary Design in Metal work by Larkman, Brian and Glenister, S.H.
- Art Metal and Enamelling by Hawkins, Leslie V.
- Metal and Wire Sculpture by Gruber, Elmar
- Metal by Hack, John
- Creative Casting by Choate, Sharr
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools, 
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally, the student will learn to read, draw and interpret piping drawings.

Learning Resources:

# Instructor designed material
# Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
# Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
# Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
# Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: 10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Theatre Company 10

Course Code: YTHC 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Audition Required

Course Synopsis:

This course has been developed to offer grade ten level students an opportunity to learn a variety of theatre techniques, styles and practices through membership in an acting company. The course is based on an ensemble company model that allows students to explore their own creative abilities within the framework of the rehearsal and production process. Students learn to select, perform and assist in the production of plays for public performance. As well, they gain experience in publicity, promotion and sales; acting techniques; and developing lighting, costume, sound and set designs. The course culminates in a series of public performances both within the school and community at large.

Learning Resources:

- a wide cross section of theatrical scripts
- theatre production and management resources
- Videos on the art and history of theatre
- A catalogue of cds, and websites of sound effects and music resources
- Software for the production of promotional materials, rehearsal schedules
- presentations by specialists in various avenues of theatre community
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Theatre Company 11

Course Code: YTHC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2

Number of Hours of instruction: 120

Date Approved:  

April 13, 2005

Prerequisites:  

Audition Required

Course Synopsis:

This course has been developed to offer senior students an opportunity to learn a variety of theatre techniques, styles and practices through membership in an acting company. The course is based on an ensemble company model that allows students to explore their own creative abilities within the framework of the rehearsal and production process. Students learn to select and produce plays for public performance. As well, they gain experience in publicity, promotion and sales; acting and directing techniques; and developing lighting, costume, sound and set designs. The course culminates in a series of public performances both within the school and community at large.

Learning Resources:

- a wide cross section of theatrical scripts
- theatre production and management resources
- videos on the art and history of theatre
- a catalogue of cds, and websites of sound effects and music resources
- software for the production of promotional materials, rehearsal schedules
- presentations by specialists in various avenues of theatre community
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Theatre Company 12

Course Code: YTHC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Audition Required

Course Synopsis:

This course has been developed to allow senior students an opportunity to further develop theatre techniques, styles and practices through membership in an acting company. The course is based on an ensemble company model that allows students to explore their own creative abilities within the framework of the rehearsal and production process. While the selection, casting and producing of plays for public performance is a component to this course, a greater emphasis is placed on the development of leadership and mentorship skills while working with younger members of the company.

Learning Resources:

- a wide cross section of theatrical scripts
- theatre production and management resources
- Videos on the art and history of theatre
- A catalogue of cds, and websites of sound effects and music resources
- Software for the production of promotional materials, rehearsal schedules
- presentations by specialists in various avenues of theatre community
School District 39

Status: approved

School Name: Gladstone Secondary

Course Name: Yoga For Life 12

Course Code: YYL 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 17, 2007

Prerequisites: P. E. 10

Course Synopsis:

This course has been developed to introduce high school students to the principles of Yoga. Yoga not only focuses on the physical postures to improve the body, it deals with all aspects of our being and our lives. Students will work to develop and achieve the harmony of the mind, the body and the spirit which leads to an overall well being. Students will experience Hatha, Power/Ashtanga, and Kundalini styles of Yoga in a safe, peaceful setting with inspirational music. Physical benefits of Yoga include improved muscle tone, strength, flexibility, balance, weight control, detoxification of muscles and organs, reduced tension, deep relaxation, and an improved energy level. Mental benefits include improved concentration, self awareness, self acceptance, compassion, as well as the development of will-power and stress management. Proper body alignment, pranayama (breathing), and meditation will be a key focus of the course. Lessons will also be given on proper nutrition, body physiology, and goal setting. Participants will develop an understanding of the importance of lifetime fitness and well being in a non competitive environment.

Learning Resources:

Books:
• Semperviva Teacher Training Manual - 2006
• Kundalini Yoga Exercise and Meditation Manual - 1999
• The Way of Energy – Peter Ralston
• Hatha Yoga The Hidden Language – Shakti Parwah Kaur Khalsa
• Survival Kit Meditations and Exercises for Stress and Pressure of the Times – by Yogi Bhajan
• The Spirit and Practice of Moving Into Stillness – Erich Schmiffman
• Yoga Mind Body and Spirit – Donna Farhi
• Human Physiology The Mechanisms of Body Function
• Diet and Nutrition The American Medical Association
• The Anatomy Coloring Book – Wynn Kapit / Lawrence Elson
• Ashtanga Yoga introductory poses - DVD

Music:
• Shamanic Dream I and II
• Game of Chantz
• Crimson Collection Series Volumes 4, 5, 6, 7
• Grace by Snatam Kaur
• Krishna Das – Breath of the Heart
• Krishna Das – Light on Life
• Krishna Das – Pilgrim Heart
• Bhagavan Das Now etc.
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Braille 10

Course Code: YBR 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: The ability to understand abstract concepts. Functional use of hands. Tactile discrimination program

Course Synopsis:

This course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules. As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write sentences, gain information from many sources.

Learning Resources:
Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C.
In collaboration with
Region IV Ed Centre
7145 W. Tadwell
Houston, Texas
1994-1995

Compiled under the Authority of the Braille Authority of North America
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillette
Grant Wood Area Education Agency
4401 Sixth Street, SW
Cedar Rapids, Iowa
52404-4499

The Mangold Development Program of Tactile Perception and Braille Letter Recognition
Exceptional Teaching Aids Inc.
20102 Woodbine Ave.
Castro Valley, CA
94546

New Programmed Instruction in Braille
Third Edition 2002
S.C. Ashcroft, L.D. Sanford & A. J. Koenig
SCALARS Publishing,
P.O. Box 382834
Germantown, TN
38138

Patterns Reading Program
Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085

Read Again
A Braille Program for Adventitiously Blinded Print Readers
Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085

www.bcsta.org
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Braille 11

Course Code: YBR 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: The ability to understand abstract concepts. Functional use of hands. Completion of Braille 10

Course Synopsis:

This course has been developed in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains Braille contractions and adheres to standard Braille formatting rules.

Learning Resources:
Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C.
In collaboration with
Region IV Ed Centre
7145 W. Tadwell
Houston, Texas
1994-1995

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American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillette
Grant Wood Area Education Agency
4401 Sixth Street, SW
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Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Braille 12

Course Code: YBR 12

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: The ability to understand abstract concepts. Functional use of hands. Knowledge of Braille 10 and Br

Course Synopsis:

This course has been developed for students who are blind in order that they develop Braille competencies in Braille reading and writing and to explore the richness complexity and flexibility in the use of the Braille code. The student will be able to produce written output that contains over 240 Braille contractions and adheres to standard Braille formatting rules. As a culmination students will reflect on their work and produce work done in a variety of writing styles for various purposes consistent with the Braille Authority of North America (BANA) regulations. They will write complex sentences, gain information from many sources, and use descriptive language analysis to explore material in depth.

Learning Resources:
Assessment of Braille Literacy Skills
ABLS Complied by Koenig, A. J. and Farrenkopf, C.
In collaboration with
Region IV Ed Centre
7145 W. Tadwell
Houston, Texas
1994-1995

Compiled under the Authority of the Braille Authority of North America
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085

Braille Handbook for Literary Braille (Grade II) (1970)
By Edna Laudenslager
San Francisco State College
San Francisco, CA

Braille Drill and Practice Sentences for Primary and Intermediate Students (1978)
By Dorothy Q. Joseph
San Francisco, CA

Authors: Nancy Lake Hepker, Sharon Cross Coguillette
Grant Wood Area Education Agency
4401 Sixth Street, SW
Cedar Rapids, Iowa
52404-4499

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Third Edition 2002
S.C. Ashcroft, L.D. Sanford & A. J. Koenig
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Eddy Jo Bradley Senior Editor
American Printing House for the Blind
P.O. Box 6085
Louisville, Kentucky
40206-0085

BCSTA
British Columbia School Trustees Association
www.bcsta.org
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 10, 11, 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

Download: http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards
http://www.bcsta.org
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal
classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 ☐ 11 ☐ 12 ☒

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course is open to students in grade 10 and aims to provide students with the knowledge and skills that are important in practising responsible citizenship by introducing to students various opportunities to critically analyse and reflect upon personalities, events and issues related to the concept of leadership as well as several hands-on applications of what they will learn. Students are encouraged to examine, understand and exercise their roles, rights and responsibilities within the class, family, school, and community; to gain an appreciation of the different forms of leadership; to develop their own insights and expand their perceptions; to develop and foster a variety of leadership skills; to demonstrate respect for principles of equality and diversity; and to think critically when evaluating information and practise effective communication skills. Students will examine and develop skills related to both personal and group leadership.

This course reflects the belief that students not only should be but want to be meaningfully involved in their school and their community. It follows the understanding that students are capable of taking on roles of responsibility and can affect great change, especially when given the time and guidance to do so.

The overall goal is that by learning more about leadership, students will achieve greater success with regards to making a positive personal impact as well as a greater social impact, on the school and community as a whole.

Learning Resources:

• Seven Habits of Highly Effective Teens by Sean Covey
• Take Action - a Guide to Active Citizenship by Marc & Craig Kielburger
• Contemporary News/Magazine Articles
• Movies depicting issues of leadership and relevant issues, including “Awakenings”, “The Hurricane,” “Bend It Like Beckham,” “Stand & Deliver,” “Schindler’s List,” “Bowling for Columbine”

Additional Information:

Instruction time extends beyond class time to include project time outside of classroom hours.
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queen’s Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queen’s Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queen’s Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queen’s Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen’s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen’s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen’s Printer 1998.
School District 39

Status: approved

School Name: John Oliver Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: 10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
**School District 39**

Status: approved

School Name: John Oliver Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

10 [ ] 11 [ ] 12 [x]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

**Course Synopsis:**

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

**Learning Resources:**

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Applied Design for the Home 12A

Course Code: YAPDH 12A

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites:

Course Synopsis:

This course has been developed to provide students with the opportunity to understand how urban homes are repaired or renovated and to practice their understanding in a practical environment. Students will be encouraged to assess and develop their individual strengths while practicing some basic home repair and improvement techniques.

The major project for the grade 12 courses will be the design and implementation of a small renovation process. Designing and completing the renovation will allow students to practice many of the processes required when performing simple renovations in high humidity environments.

Learning Resources:

- Students will be encouraged to purchase books that they can keep and refer to in the future. Both Taunton’s and Black and Decker provide concise and relevant material for the home.
- Building professionals will be consulted during field trips to local building supply outlets.
- On-Line resources will be explored. Critical assessment of information will be an integral component of the On-line research.
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Art History 11

Course Code: YARTH 11

Category: Other

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 13, 2005

Prerequisites:  None

Course Synopsis:

The aspiration of Art History is to examine the personal, social, and historical functions of visual art (architecture, painting, photography, and sculpture). Indeed, this course will encompass a wide range of time periods from ancient art to contemporary movements. Students will draw from local events, such as guided walking tours of the city to examine architecture, as well as visits to galleries, museums, and art shows.

The course will begin by exploring definitions of art in various cultures, covering non-European cultures, such as Asian, African, and South American influences. Eventually we will cover the Renaissance to the present day. Students will have the opportunity to analyze works of art, reflect on the role art performs in various cultures, and assess the relevance of art today. Analyzing and interpreting visual images, presenting critiques, and creating research based projects involving graphic representations and writing, all offer students the opportunity to gain insight and perspective regarding the visual world that surrounds them.

Learning Resources:

- Textbook (if possible)
- Various readings and articles
- CD roms databanks of images
- Books (Da Vinci Code, art books)
- Video clips of films based on art and artists
- Models and examples (camera obscura, clay, architectural models, postcards and posters of images)
- Power-point projector to show slide shows.
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online    http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit    ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
Download: http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm

www.bcsta.org
Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees

Additional Information:
www.bcsta.org
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 ☐ 11 ☐ 12 ☑

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: CISCO Network Management 11

Course Code: YCINM 11

Category: Trades and Technology

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course is broken up into 2 sections: CCNA 1 and CCNA 2. Upon completion of CCNA1 students have an understanding of networking basics including:

- Basics of Ethernet technologies
- TCI/IP
- Network media
- IP addressing
- Routing

Upon completion of CCNA2 students have an understanding of routers and routing including:

- Basics of configuring routers
- Routing protocols
- TCP/IP concepts
- Access lists
- Networking troubleshooting skills

Learning Resources:

- Online Curriculum
- Packet Tracer
- Class notes
- Handouts
- Computers to practice the concepts learned
The Course Content varies with specific reference to Event Organization and Management as determined by the teacher’s submission of project proposals and student’s submission of group projects. The nature and scope of projects will determine the event planning and organization and the required time allotment. (For example, “Spirit of Giving” campaign also involved building a float for the Santa Claus Parade with proposal and completion deadlines.)

**School District 39**

Status: approved

School Name: Killarney Secondary

Course Name: Community and Recreation Leadership 12

Course Code: YCRLD 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: Leadership 11

**Course Synopsis:**

The Leadership 12 Course is designed to allow students to be engaged in a variety of leadership pursuits and experiences as they play a more prominent role as leaders involved in leading various groups, events and activities. Through the study, practice and acquisition of skills learned in Leadership 11, students will further develop their personal portfolios and continue with providing service and leadership to the school and community. The course will provide opportunities for all students to develop the knowledge, skills and attitudes towards effective leadership. Students will become better socially responsible citizens of the school and community through meaningful dialogue and interaction with students, staff and parents thus enhancing a positive school and community environment.

**Learning Resources:**

- CIRA Manual (Canadian Intramural Recreation Association Manual)
- Articles and Information about project proposals and group fundraising ideas on the Internet
- Community organizations for student volunteer services (City of Vancouver: “Truck Rodeo”, Vancouver Marathon Water Station, Nikkei Centre, Killarney Community Centre etc.)
- Conflict Resolution Skills Information and field trip to Justice Institute
- Books

**Additional Information:**

The Course Content varies with specific reference to Event Organization and Management as determined by the teacher’s submission of project proposals and student’s submission of group projects. The nature and scope of projects will determine the event planning and organization and the required time allotment. (For example, “Spirit of Giving” campaign also involved building a float for the Santa Claus Parade with proposal and completion deadlines.)
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Computer Hardware and Software 10

Course Code: YCOHS 10

Category: Business and Applied Business

Grade Level of Course:  

✓ 10  
☐ 11  
☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: None

Course Synopsis:

Students acquire training for the computer industry standard A+ certification.

Students will learn how a computer operates, put a computer together, troubleshoot problems, install an operating system, setup special settings for the operating system. Main focus will be on the Window operating system.

Learning Resources:

• Online curriculum
• Notes
• Online Exam
• How-to-manuals
School District 39

Status: approved

School Name: Killarney Secondary
Course Name: Fashion Design 12A
Course Code: YFASD 12A
Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 13, 2005

Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:
This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. Students will gain skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:
Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:
This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Fashion Design 12B

Course Code: YFASD 12B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts, while encouraging students to explore the global diversity of design. Students will gain advanced skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:

Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: ☐ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

# Instructor designed material


# OHS regulations & WCB publications

# Qualified WHMIS instructor

# Qualified First Aid instructor

# Trades Common Core, Line H, Lift Loads, Queen=s Printer

# Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

# Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

# TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
# Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

# Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

# Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

# Instructor designed material
# Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
# Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
# Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
# Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Killarney Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15 - 16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:
§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online   http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit  ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd.  Toll Free Order Line: 1-800-565-5758)
WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
Download: http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm
Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees

Additional Information:

www.bcsta.org
School District 39

Status: approved

School Name: King George Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: King George Secondary

Course Name: Forensic Science 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Science 10

Course Synopsis:

Given the increased exposure the field of forensic has received in recent years, the goal of this course is to give students and opportunity to experience forensics before post secondary education. Forensic science is the study and use of basic scientific concepts and technologies related to solving crime and society.

Learning Resources:


Additional Information:

In order to fully appreciate the field of forensic science, this is intended to be a hands on course involving number labs and activities. Supplies will need to be replenished and purchased over the course of the year. A student workbook will also be supplied. As a result a course fee is expected for this course.
School District 39

Status: approved

School Name: King George Secondary

Course Name: Novice Chef on the Run 11

Course Code: YNCOR 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None, but Home Economics 8 is strongly suggested.

Course Synopsis:

This course has been developed to support and encourage senior students who have little or no food preparation experience and will be living on their own in the near future. The focus will be on the delivery of nutritious and appetizing meals that can be quickly prepared. Students will learn about choosing healthy foods and planning nutritious meals. They will master basic skills such as safe kitchen and food handling practices; use of basic food equipment, and proper measurement techniques. Students will learn about what to look for when buying foods and do several consumer comparisons on different food products. This course is based on mastering fundamental food preparation techniques and the understanding of the theory that underlies the preparation of healthy, appealing and efficient meals. Students will work in a team setting and learn to read and follow instructions as they progress through the units of breakfast, lunch, supper and one dish and vegetarian meals.

Learning Resources:

The use of current textbooks (as recommended by the Ministry) such as Management and Foods, Foods for Life and Guide to Modern Meals can be used by students along with support material developed by the teacher. Videos that are appropriate will be used.

Teacher references would include the following titles but not exclusively from this list:
School District 39

Status: approved

School Name: King George Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: King George Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: King George Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  

10 [  ]

11 [  ]

12 [ x ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: King George Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

Instructor designed material


Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

Current Fixture Manufacturers Rough in Literature

Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Annual Design 12

Course Code: YAND 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Annual Production 11 and 12

Course Synopsis:

Students take on leadership roles as Editors or Section Heads. They ensure principles of fair and equitable reporting, copyright and privacy law, and all required computer skills passed on to junior members. Students review what constitutes good design and develop both theme and content guides for the production of annual pages, as well as Multi-Media content issued as an adjunct to the Yearbook. The student designers and develop the Ladder, Cover Design, Folios, Font choices and all other elements of the Annual. Budget planning and modification of the Annual specifications to meet budget plans are done in cooperation with the teacher/advisor. This course is a continuation of Annual Production 11 and 12, which should all be taught concurrently, building on the team dynamic of students with a variety of skill levels and experience.

Learning Resources:

- Manuals and Guides issued by publisher for specific software applications
- Visits from and training sessions held by representative of Publishing Company
- Resource library of comparative Publications
- “Ideas File” of various publications
- “Legacy Report” created as a guide by previous Annual Production classes.
- Internet sites dedicated to showcasing Yearbooks and awarding prizes to outstanding products

Additional Information:

This course is unique in that students take on a major teaching and leadership role to collectively produce a product that must be finished at a given time. As there will be students with varying degrees of experience mentoring is a major aspect of this course. The entire school population counts on the final product and deadlines are set by an outside company, so Annual Production is also a rare experience, as students have to deal with absolute deadlines throughout the year.

In schools where the Annual has to be sold to students (or financed through advertising), the course can also contain a component of marketing. In some schools this component of Annual Production is taken over by a senior Marketing class, in others it is part of the process in this course. In either case budget planning is a component handled either by the teacher/advisor and/or by the student editors taking this course.
This course is unique in that students work collectively to produce a product that must be finished at a given time. As there will be students with varying degrees of experience mentoring is a major aspect of this course. The entire school population counts on the final product and deadlines are set by an outside company, so Annual Production is also a rare experience, as students have to deal with absolute deadlines throughout the year.

In schools where the Annual has to be sold to students (or financed through advertising), the course can also contain a component of marketing. In some schools this component of Annual Production is taken over by a senior Marketing class, in others it is part of the process in this course. In either case budget planning is a component handled either by the teacher / advisor or by student editors taking the senior level course (Annual Design 12).
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Annual Production 12

Course Code: YANP 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Students should have completed English 10 and Annual Production 11

Course Synopsis:

Students develop further the technical and critical skills to publish the Annual of their High School. Principles of fair and equitable reporting, copyright and privacy law, and all required computer skills are reviewed. Having worked through the process of producing the annual once before, returning students should mentor the development of junior students and take on a leadership role. Students review what constitutes good design and practice the application of the latter through the design and production of annual pages, as well as Multi-Media content issued as an adjunct to the Yearbook.

This course is a continuation of Annual Production 11 and leads to Annual Design 12, which should all be taught concurrently, building on the team dynamic of students with a variety of skill levels and experience.

Learning Resources:

- Manuals and Guides issued by publisher for specific software applications
- Visits from and training sessions held by representative of Publishing Company
- Resource library of comparative Publications
- “Ideas File” of various publications
- “Legacy Report” created as a guide by previous Annual Production classes.
- Internet sites dedicated to showcasing Yearbooks and awarding prizes to outstanding product

Additional Information:

This course is unique in that students work collectively to produce a product that must be finished at a given time. As there will be students with varying degrees of experience mentoring is a major aspect of this course. The entire school population counts on the final product and deadlines are set by an outside company, so Annual Production is also a rare experience, as students have to deal with absolute deadlines throughout the year.

In schools where the Annual has to be sold to students (or financed through advertising), the course can also contain a component of marketing. In some schools this component of Annual Production is taken over by a senior Marketing class, in others it is part of the process in this course. In either case budget planning is a component handled either by the teacher / advisor or by student editors taking the senior level course (Annual Design 12).
School District 39

Status: approved
School Name: Kitsilano Secondary
Course Name: Career Exploration 11
Course Code: YCE 11
Category: Other

Grade Level of Course: □ 10  □□ 11  □□ 12

Number of Course Credits: 4
Number of Hours of Instruction: 100
Date Approved: May 3, 2004
Prerequisites: None

Course Synopsis:
This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15 -16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:
§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:
Career Paths Online  http://www.careerpathsonline.com/site/main.cfm
Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit  ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)
WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Computer Multi Media 12

Course Code: YCMM 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10   11   X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students in their independent exploration of information technology. Students will use critical thinking to solve problems in multi media self-directed term projects. Learning outcomes for the course are grouped under the curriculum areas: Project Design, Research and Development, Term Project Execution and Completion, Presentation and Self-evaluation. Students are given opportunity for self and peer assessment in all of the four learning outcome areas. This approach supports independent student learning and evaluation in the field of information technology.

Learning Resources:

- Computer workstations networked with high speed access to the Internet
- Software to do the different term projects
- Programming workbook, or web base programming libraries
- Access to online web based tutorials
School District 39

Status: locked

School Name: Kitsilano Secondary

Course Name: Computer Programming 10

Course Code: YCP 10

Category: Choose a Category

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students in their exploration of information technology. Students will use critical thinking to solve problems in programming and multimedia projects. Learning outcomes for the course are grouped under the curriculum areas: Information Design, Programming Problems and Solutions, Internet Communication and Social Responsibility, Multimedia and Creativity, and Network Theory. Students are given opportunity for self and peer assessment in four of the five topic areas. This approach supports student skill development and evaluation of their contemporary culture through the field of information technology.

Learning Resources:

- Computer workstations networked with high speed access to the Internet
- Software to do the different unit projects
- Programming workbook
- Access to online web based tutorials
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Computer Science Honours 12

Course Code: YCSH 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students in their independent exploration of information technology. Students will use critical thinking to solve problems in programming and multimedia self-directed term projects. Learning outcomes for the course are grouped under the curriculum areas: Project Design, Research and Development, Term Project Execution and Completion, Presentation and Self-evaluation. Students are given opportunity for self and peer assessment in all of the four learning outcome areas. This approach supports independent student learning and evaluation in the field of information technology.

Learning Resources:

- Computer workstations networked with high speed access to the Internet
- Software to do the different term projects
- Programming workbook, or web base programming libraries
- Access to online web based tutorials
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Desktop Publishing 12

Course Code: YDTP 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students in their exploration of desktop publishing design. Students will use critical thinking to solve problems in the development of desktop publishing projects. Learning outcomes for the course are grouped under the curriculum areas: Project Design, Programming Problems and Solutions related to desktop publishing, Multimedia applications for Desktop Publishing, and Term Project execution and completion. Students are given opportunity for self and peer assessment as desktop publishing projects develop. This approach supports student skill development and evaluation of their contemporary culture through the field of information technology.

Learning Resources:

- Computer workstations networked with high speed access to the Internet
- Software to do the different term projects
- Programming workbook, or web base programming libraries
- Access to online web based tutorials
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Engineering 11

Course Code: YENG 11

Category: Trades and Technology

Grade Level of Course:  

☐ 10  ✗ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to provide students with a hands-on opportunity to solve an engineering problem. Students will work through the challenge of designing, constructing, and testing unique two- or three-wheeled vehicles. Team work and group interaction will be stressed. In order to successfully complete the challenge students must gain an understanding of material properties and their suitability for a given use. Students will become proficient in material fabrication and the safe and efficient use of equipment in the machine shop.

Learning Resources:

• Access to technical literature dealing with steering system design
• Technical manual for operation and maintenance of small gas engines
• Internet access
• CAD software
• Web based material for plans and instructions on the construction of “mini-bikes” to be adapted for student use
• Competition regulations for Vancouver Electric Car Society annual competition
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Environmental Studies (French) 10

Course Code: YESF 10

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites:

Course Synopsis:

This course will introduce students to the principle processes and functions of the earth’s natural environment, and to the complex problems facing that environment today. By examining issues such as climate change, ozone depletion and controversial practices, as well as positive alternatives to those practices, students will consider the role that humans have to play in influencing the health of the planet. Throughout the course, an emphasis is placed on local environmental issues within the global context.

Learning Resources:

• Internet websites and library resources, including but not limited to:
  † The One-Tonne Challenge website
  † Managing our Natural Resources
  † Geosystems
  † Biomes
  † Écologie
• Video/DVD resources, including but not limited to:
  † The Nature of Things with David Suzuki
  † The Man Who Planted Trees
  † The Lorax
  † The Climate Change Show
  † World Population
  † Deconstructing Supper
• Guest speakers and field trips, including but not limited to:
  † Camosun Bog
  † City Farmer
  † The Seymour Watershed
  † Local hikes with Wild Ed
  † The GVRD Landfill
  † The Shoreline Clean-up

www.bcsta.org
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Graphic Arts 10

Course Code: YGAR 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None, except an interest in Graphic Design and Imagery

Course Synopsis:

This introductory level course in Graphic Art will let students discover and experiment with the skills of conceptualisation, synthesis, and realisation and require them to apply creativity, logic, and knowledge to solve real-life problems. Students start to develop an understanding of how Graphic Design touches every part of our lives and begin to develop production skills. Students will seek individual, innovative solutions and use graphics to develop, record, and communicate these solutions in a variety of ways. Studying Graphic Art develops students' understanding, sharpens their perceptions of design, and creates discerning consumers with awareness of how images influence our decision making process.

Learning Resources:

- A variety of older Graphic Arts Text books (Very dated, but base concepts sound)
- Manuals and guides for available Software and Hardware
- Photography guides and Artists' publications
  - “Sample File” of previously completed work
- Internet sites both showcasing work and using sound Graphic Design

Additional Information:

Graphics involves a rich variety of learning experiences leading to a wide range of career opportunities and so should have considerable appeal to all students. The increased emphasis on creativity and individual choice provided by these courses enables teachers to develop programmes that match their students' requirements with the available technologies. As these technologies vary from school to school, so will the implementation of this course, while the fundamental learning outcomes and goals of the programme will remain intact. The graphic nature of much of the work also makes it accessible to students for whom English is a second language and to those who are limited in their writing or listening skills.

Graphic Arts programmes have been in place for over 30 years in most schools, and are continuously updated to reflect emerging technologies and desired learning outcomes.

This course is currently coded GA10 for grade 9 and 10
Graphics involves a rich variety of learning experiences leading to a wide range of career opportunities and so should have considerable appeal to all students. The increased emphasis on creativity and individual choice provided by these courses enables teachers to develop programmes that match their students' requirements with the available technologies. As these technologies vary from school to school, so will the implementation of this course, while the fundamental learning outcomes and goals of the programme will remain intact. The graphic nature of much of the work also makes it accessible to students for whom English is a second language and to those who are limited in their writing or listening skills. Graphic Arts programmes have been in place for over 30 years in most schools, and are continuously updated to reflect emerging technologies and desired learning outcomes.

This course is currently coded CPGC1A.

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**Course Synopsis:**

This second level course in Graphic Art involves students in the processes of conceptualisation, synthesis, and realisation and requires them to apply creativity, logic, and knowledge to solve real-life problems. Students will further their understanding of how Graphic Design touches every part of our lives and develop their production skills. Students will be encouraged to seek individual, innovative solutions and use graphics to develop, record, and communicate these solutions in a variety of ways. Studying Graphic Art develops students' understanding, sharpens their perceptions of design, and creates discerning consumers with awareness of how images influence our decision making process.

**Learning Resources:**

- A variety of older Graphic Arts Text books (Very dated, but base concepts sound)
- Manuals and guides for available Software and Hardware
- Photography guides and Artists' publications
- “Sample File” of previously completed work
- Internet sites both showcasing work and using sound Graphic Design

**Additional Information:**

Graphics involves a rich variety of learning experiences leading to a wide range of career opportunities and so should have considerable appeal to all students. The increased emphasis on creativity and individual choice provided by these courses enables teachers to develop programmes that match their students' requirements with the available technologies. As these technologies vary from school to school, so will the implementation of this course, while the fundamental learning outcomes and goals of the programme will remain intact. The graphic nature of much of the work also makes it accessible to students for whom English is a second language and to those who are limited in their writing or listening skills. Graphic Arts programmes have been in place for over 30 years in most schools, and are continuously updated to reflect emerging technologies and desired learning outcomes.

This course is currently coded CPGC1A.

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**School District 39**

Status: approved

School Name: Kitsilano Secondary

Course Name: Graphic Arts 11

Course Code: YGAR 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Students should have completed Graphic Arts 10 or Graphic Communications 11 (FNASK1)
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Graphic Arts 12

Course Code: YGAR 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Students should have completed Graphic Arts 11

Course Synopsis:

This third level course in Graphic Art will let students develop their skill of conceptualisation, synthesis, and realisation and requires them to apply creativity, logic, and knowledge to solve real-life problems. Students will further their understanding of how Graphic Design touches every part of our lives and develop their production skills. Students will seek individual, innovative solutions and use graphics to develop, record, and communicate these solutions in a variety of ways. Studying Graphic Art develops students' understanding, sharpens their perceptions of design, and creates discerning consumers with awareness of how images influence our decision making process.

Learning Resources:

- A variety of older Graphic Arts Text books (Very dated, but base concepts sound)
- Manuals and guides for available Software and Hardware
- Photography guides and Artists' publications
- “Sample File” of previously completed work
- Internet sites both showcasing work and using sound Graphic Design

Additional Information:

Graphics involves a rich variety of learning experiences leading to a wide range of career opportunities and so should have considerable appeal to all students. The increased emphasis on creativity and individual choice provided by these courses enables teachers to develop programmes that match their students' requirements with the available technologies. As these technologies vary from school to school, so will the implementation of this course, while the fundamental learning outcomes and goals of the programme will remain intact. The graphic nature of much of the work also makes it accessible to students for whom English is a second language and to those who are limited in their writing or listening skills.

Graphic Arts programmes have been in place for over 30 years in most schools, and are continuously updated to reflect emerging technologies and desired learning outcomes.

This course is currently coded CPGC2A.
Jewellery design and production is an exciting field that leads to a variety of post-secondary programmes and employment opportunities. Students interested in pursuing jewellery can continue their development by taking Jewellery 11 and 12. Jewellery making is an excellent educational vehicle for teaching students to use their creativity to design solutions to problems. It also allows the development of technical skills and encourages the application of skills in ways that are personally and culturally meaningful for the student. This course is suitable for all Grade 9 and 10 students as well as ESL students, and has been adapted for the inclusion of special needs students.

**Course Synopsis:**
This introductory level course in Jewellery Arts will allow students to explore and develop the skills of conceptualisation, synthesis and realisation and apply prior knowledge, logic and creativity to solve real fabrication problems. Through the use of sketchbooks and image journals students will learn to recognise and communicate elements of quality design.

Students will apply design principles through the proper and safe use of tools and materials to create artefacts that function as personal statements of ornamentation. Emphasis will be on safe work practices, appreciating and applying design principles and developing production and fabrication skills using tools and materials to create individual functional jewellery objects.

**Learning Resources:**
- A collection of books and magazines on both design and production of Jewellery
- A collection of students work from past years to be used as examples
- Internet sites relevant to Jewellery design and production
- Teacher generated handouts and worksheets

**Additional Information:**
Jewellery design and production is an exciting field that leads to a variety of post-secondary programmes and employment opportunities. Students interested in pursuing jewellery can continue their development by taking Jewellery 11 and 12. Jewellery making is an excellent educational vehicle for teaching students to use their creativity to design solutions to problems. It also allows the development of technical skills and encourages the application of skills in ways that are personally and culturally meaningful for the student. This course is suitable for all Grade 9 and 10 students as well as ESL students, and has been adapted for the inclusion of special needs students.
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Latin & Ballroom Dance 10

Course Code: YLBD 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: DNP 9 or DNC 9

Course Synopsis:

Latin and Ballroom Dance 10 will provide students with the opportunity to study beginner to intermediate level Ballroom and Latin dances in a class setting. While developing coordination, flexibility, strength and rhythm, students will study and perform a wide range of culturally inclusive social dance styles including: West Coast swing, jive, mambo, Argentine tango, rueda, rumba, salsa, lindy hop, cha cha cha, waltz, street hustle, fox trot and samba. Students will gain self-confidence by learning and performing their accomplished, choreographed, precision routines. They will have an outlet that enables them to be creative and expressive while learning how to dance a variety of social dances from different cultures. Opportunities will be provided for students to take party in Career Preparation opportunities related to the study, performance and teaching of dance.

Learning Resources:

• The Complete Book of Ballroom Dancing by Richard Stephenson and Joseph Iaccarino
• Numerous CD’s such as Celia Cruz, Swing Kids, Tito Puente, Mambo King, and Forever Tango
• Guest teachers will occasionally be brought in to help demonstrate dance steps, dips and lifts
• Dance Videos and DVDs, video equipment

Additional Information:

This course is now in its third year of instruction at Gladstone Secondary and began in September 2001. The dance program at Gladstone began in 1997 with DNP (Dance and Performance) and DNC (Dance and Choreography) classes with focus on ballet, tap, modern, jazz and cultural dances. The Ballroom and Latin class focuses on partner dances and incorporates skills learned in the regular dance classes, but with an even ratio of girls to boys and at a more advanced and sophisticated level.
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Link Leadership 11

Course Code: YLLS 11

Category: Health and Human Services

Grade Level of Course: 10 □ 11 ☒ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: students will have had to complete 12 hours of training- last week of summer.

Course Synopsis:

This course has been developed to support and encourage peer mentoring to incoming grade 8 students; it will encourage senior students to explore the richness and diversity of various cultures and strengthen the morale/relationships among students. As a culmination, students will reflect on their new and existing relationships through the various planned group events and contact they undergo throughout the school year with their assigned grade 8 groups. Learning outcomes for the course are grouped under the curriculum organizers: personal and social responsibility, social and cultural issues, analysis, and creation. Students are given the opportunity for self and peer assessment in each of the nine units.

Learning Resources:

- Guest speakers from:
  o GAB- Lesbian, Gay, Bisexual, and Trans-gender Youth Services
  o Condomania
  o Safe Teen
  - Simulations
  - Field trips
  - Articles and information on leadership and related topics from the Internet
  - Videos
  - Books
  o Career and Personal Planning 8-12, Ministry Of Education, 1995
  o Healthy Attitudes Resource Binder, Vancouver/Richmond Health Board, 1998
  o The 7 Habits of Highly Effective Teens, Covey, S, Fireside, 1998.

Additional Information:

This is a new course based on an internationally developed orientation project called Link Crew and carried out all over the United States by Learning for Living. Recently, the Vancouver School Board has adopted a similar program called the Buddy System. Schools will need adequate funding and staffing to make the course run more smoothly. At least one individual needs to have been trained by the Learning for Living organization and or completed the “Buddy System” workshops carried out by the Vancouver School Board.
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Link Leadership 11

Course Code: YLLS 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: 12 hr training last week of summer

Course Synopsis:

This course has been developed to support and encourage peer mentoring to incoming grade 8 students; it will encourage senior students to explore the richness and diversity of various cultures and strengthen the morale/relationships among students. As a culmination, students will reflect on their new and existing relationships through the various planned group events and contact they undergo throughout the school year with their assigned grade 8 groups. Learning outcomes for the course are grouped under the curriculum organizers: personal and social responsibility, social and cultural issues, analysis, and creation. Students are given the opportunity for self and peer assessment in each of the nine units.

Learning Resources:

- Guest speakers from:
  - GAB - Lesbian, Gay, Bisexual, and Trans-gender Youth Services
  - Condomania
  - Safe Teen
  - Simulations
  - Field trips
  - Articles and information on leadership and related topics from the Internet
  - Videos
  - Books
- Career and Personal Planning 8-12, Ministry Of Education, 1995
- Healthy Attitudes Resource Binder, Vancouver/Richmond Health Board, 1998
- The 7 Habits of Highly Effective Teens, Covey, S, Fireside, 1998.

Additional Information:

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This course has been developed to support and encourage peer mentoring to incoming grade 8 students; it will encourage senior students to explore the richness and diversity of various cultures and strengthen the morale/relationships among students. As a culmination, students will reflect on their new and existing relationships through the various planned group events and contact they undergo throughout the school year with their assigned grade 8 groups. Learning outcomes for the course are grouped under the curriculum organizers: personal and social responsibility, social and cultural issues, analysis, and creation. Students are given the opportunity for self and peer assessment in each of the nine units.

Learning Resources:
- Guest speakers from:
  • GAB- Lesbian, Gay, Bisexual, and Trans-gender Youth Services
  • Condomania
  • Safe Teen
  • Simulations
  • Field trips
  • Articles and information on leadership and related topics from the Internet
  • Videos
  • Books
  • Career and Personal Planning 8-12, Ministry Of Education, 1995
  • Challenging Homophobia in Schools, Gale, 2000.
  • Healthy Attitudes Resource Binder, Vancouver/Richmond Health Board, 1998
  • NuSpeak: Become a Powerful Speaker, Lane, G, Berkman Books, 1999.
  • The 7 Habits of Highly Effective Teens, Covey, S, Fireside, 1998.

Additional Information:
This is a new course based on an internationally developed orientation project called Link Crew and carried out all over the United States by Learning for Living. Recently, the Vancouver School Board has adopted a similar program called the Buddy System. Schools will need adequate funding and staffing to make the course run more smoothly. At least one individual needs to have been trained by the Learning for Living organization and or completed the “Buddy System” workshops carried out by the Vancouver School Board.
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Network Management 12

Course Code: YNWM 12

Category: Trades and Technology

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites:

- Computer workstations and servers networked with high speed access to the Internet
- Software to manage the network
- Programming workbooks related to network issues, Network texts, and online tutorials
- Access to online web based tutorials

Course Synopsis:

This course has been developed to support and encourage students in their exploration of computer network technology. Students will study the two major areas of a network, the hardware devices and the software related to programming servers, switches, routers, access points and portable personal communication devices. They will do this by studying two textbooks, David Groth’s, A+ Complete Study Guide, 3rd edition, and Network + Study Guide, 3rd edition, both published by Sybex Inc., 2003. Network management students will also be involved in the daily support of the school network.

Learning Resources:
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,  
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer

www.bcsta.org
School District 39

Status: approved

School Name: Kitsilano Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen's Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen's Printer
**School District 39**

Status: approved

School Name: Lord Byng Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

**Course Synopsis:**

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

**Learning Resources:**

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,

Employability Skills Toolkit  ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd.  Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards

http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:

$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: ☑️10 ☑️11 ❌12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Film Studies 11

Course Code: YFIS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course will develop the students’ ability to critically analyze film. It will begin with a survey of the language of film; this includes form, narrative structure, editing, mise-en-scene, cinematography and sound. Students will then be introduced to several approaches of analyzing films; genre study with an emphasis on Film Noir, historical, star analysis, auteur study and independent/national cinema. Finally students will begin to synthesize this information as they study thematic issues in a triad of films from different periods and countries. All students will maintain a film journal and make presentations to the class.

Learning Resources:

- Licensing agreement from Audio Cine Films (www.acf-film.com) to permit the screenings of films in a classroom
- Television or media projector with a VHS or DVD player
- Pacific Cinematheque
- Vancouver International Film Festival
- Articles and film reviews from the Internet using a paid library Internet search service.
- Books:
  - Film Art: an introduction, David Bordwell & Kristina Thompson, McGraw Hill, 1997
  - The History of Film Study Guide Series, Pacific Cinematheque, 1990-1998
  - Film Study Guides Program, Pacific Cinematheque, 1999-2005
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Film Studies 12

Course Code: YFIS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Film Studies 11

Course Synopsis:

This course is designed as a more academically rigorous extension of Film Studies 11. It is intended to be taught in conjunction with Film Studies 11 so that a low number of students can be accommodated. Topics for study are broadly defined as: auteur study, national cinema study and thematic study.

Learning Resources:

- Licensing agreement from Audio Cine Films (www.acf-film.com) to permit the screenings of films in classroom
- Television or media projector with a VHS or DVD player
- Pacific Cinematheque
- Public Library
- Vancouver International Film Festival
- Articles and film reviews from the internet using a paid library internet search service
- Books
- A Short History of the Movies, Gerald Mast & Bruce F. Kawin, Allyn and Bacon, 1996
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Honour Strings 11

Course Code: YHSTR 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4 each

Number of Hours of instruction: 120 each

Date Approved: April 13, 2005

Prerequisites: Students enter the course by audition. Appropriate instrumental experience (in previous Strings cour

Course Synopsis:

These courses are designed for highly motivated students. Students in Honour Strings 11 and Honour Strings 12 will work together as a chamber ensemble (“Honour Orchestra”) on more sophisticated repertoire (i.e. original music rather than arrangements). The ensemble is conducted and coached intensively by the instructor during class time, but performs in concert without a conductor. The ensemble offers many leadership opportunities, and qualified students rotate through the various leadership roles. Leadership roles in Honour Orchestra generally go to students enrolled in Honour Strings 12, while students enrolled in Honour Strings 11 generally play supportive team roles and are mentored by the leading senior students. The ensemble also provides opportunities for solo BAA Honour Strings 11, p. 2 roles (concertos) with chamber orchestra accompaniment. Students will also form smaller groups such as quartets and trios, to develop the skills and musicianship needed to work in an intensive team environment.

Learning Resources:

Analogous to the IRP for Instrumental Music Orchestral Strings 11 or 12, but with a focus on more demanding music that will motivate and reward the students at the appropriate higher level.
The mission of a Mini school such as Byng Arts is to provide carefully chosen students, who enter by audition in the case of Byng Arts, with intensified and enriched training in their field(s) of specialization.

The students in the Byng String Program fall into three categories: (1) students for whom Music—and Strings in particular—is their subject of principal focus and special devotion, and which is their reason for attending Byng Arts; (2) students attending Byng Arts Mini School for BAA Honour Strings 11, p. 4 whom Music is one of several components in their performing arts orientation; and (3) students in the regular Byng Secondary program with string instrument experience who also participate in the String Program. Each year, the String Program accepts, by audition, 15 highly qualified string instrument players into the Byng Arts Mini School. These students constitute the first of the three groups just described, and they choose Byng because they want to be involved in intensified and enriched courses all the way through to Grades 11 and 12. All the students in the String program need to receive Strings teaching that requires an appropriate level—and time commitment—commensurate with their longer-range goals. But the extent of enrichment in the String Program as a whole must reflect the needs of the first group—the students who come from all over Vancouver to attend Byng Arts because they wish to specialize in Strings and know that Byng is the only secondary school in the city with a program that can truly address their needs.

In an enriched program, each student’s progress reflects the amount of time invested in developing and improving skills. Just as in all the performing arts, and in skating, gymnastics, and most other athletic endeavors, making progress towards real excellence requires not just excellent training, but a significant and continuous investment of time with a coach. (Individual practice is also essential, but regular coaching and guidance cannot be forfeited.) At Byng Arts, there are on average 30 String students in Grades 11 and 12 who come to Byng for exactly this sort of extra investment. It is essential, therefore, that these can have extra hours per week by working in Honour Orchestra (by enrolling in Honour Strings 11 or Honour Strings 12) as an extra course in addition to Senior Orchestra (which includes students enrolled in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12).

There are additional reasons why students should be allowed to take both these courses. Senior Orchestra is a larger ensemble, performing repertoire for string orchestra, while Honour Orchestra (comprising students in Honour Strings 11 and Honour Strings 12) constitutes a smaller strings Chamber Orchestra, with its own distinct repertoire. It is essential that the most advanced students, who will enroll in Honour Strings 11 or Honour Strings 12, also learn the larger repertoire in Senior Orchestra (by enrolling in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12), to gain vital experience playing in a large ensemble as well as in a chamber ensemble.
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Honour Strings 12

Course Code: YHSTR 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4 each

Number of Hours of instruction: 120 each

Date Approved:        April 13, 2005

Prerequisites:        Students enter the course by audition. Appropriate instrumental experience (in previous Strings cour

Course Synopsis:

These courses are designed for highly motivated students. Students in Honour Strings 11 and Honour Strings 12 will work together as a chamber ensemble (“Honour Orchestra”) on more sophisticated repertoire (i.e. original music rather than arrangements). The ensemble is conducted and coached intensively by the instructor during class time, but performs in concert without a conductor. The ensemble offers many leadership opportunities, and qualified students rotate through the various leadership roles. Leadership roles in Honour Orchestra generally go to students enrolled in Honour Strings 12, while students enrolled in Honour Strings 11 generally play supportive team roles and are mentored by the leading senior students. The ensemble also provides opportunities for solo BAA Honour Strings 11, p. 2 roles (concertos) with chamber orchestra accompaniment. Students will also form smaller groups such as quartets and trios, to develop the skills and musicianship needed to work in an intensive team environment.

Learning Resources:

Analogous to the IRP for Instrumental Music Orchestral Strings 11 or 12, but with a focus on more demanding music that will motivate and reward the students at the appropriate higher level.
The mission of a Mini school such as Byng Arts is to provide carefully chosen students, who enter by audition in the case of Byng Arts, with intensified and enriched training in their field(s) of specialization.

The students in the Byng String Program fall into three categories: (1) students for whom Music—and Strings in particular—is their subject of principal focus and special devotion, and which is their reason for attending Byng Arts; (2) students attending Byng Arts Mini School for BAA Honour Strings 11, p. 4 whom Music is one of several components in their performing arts orientation; and (3) students in the regular Byng Secondary program with string instrument experience who also participate in the String Program. Each year, the String Program accepts, by audition, 15 highly qualified string instrument players into the Byng Arts Mini School. These students constitute the first of the three groups just described, and they choose Byng because they want to be involved in intensified and enriched courses all the way through to Grades 11 and 12. All the students in the String program need to receive Strings teaching that requires an appropriate level—and time commitment—commensurate with their longer-range goals. But the extent of enrichment in the String Program as a whole must reflect the needs of the first group—the students who come from all over Vancouver to attend Byng Arts because they wish to specialize in Strings and know that Byng is the only secondary school in the city with a program that can truly address their needs.

In an enriched program, each student’s progress reflects the amount of time invested in developing and improving skills. Just as in all the performing arts, and in skating, gymnastics, and most other athletic endeavors, making progress towards real excellence requires not just excellent training, but a significant and continuous investment of time with a coach. (Individual practice is also essential, but regular coaching and guidance cannot be forfeited.) At Byng Arts, there are on average 30 String students in Grades 11 and 12 who come to Byng for exactly this sort of extra investment. It is essential, therefore, that these can have extra hours per week by working in Honour Orchestra (by enrolling in Honour Strings 11 or Honour Strings 12) as an extra course in addition to Senior Orchestra (which includes students enrolled in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12).

There are additional reasons why students should be allowed to take both these courses. Senior Orchestra is a larger ensemble, performing repertoire for string orchestra, while Honour Orchestra (comprising students in Honour Strings 11 and Honour Strings 12) constitutes a smaller strings Chamber Orchestra, with its own distinct repertoire. It is essential that the most advanced students, who will enroll in Honour Strings 11 or Honour Strings 12, also learn the larger repertoire in Senior Orchestra (by enrolling in Instrumental Music Orchestral Strings 11 or Instrumental Music Orchestral Strings 12), to gain vital experience playing in a large ensemble as well as in a chamber ensemble.
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

10  

11  

X12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

December 17, 2007  

Prerequisites:  

The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queen=s Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queen=s Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queen=s Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queen=s Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

School Name: Lord Byng Secondary
Course Name: Plumbing 12C
Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:
This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Lord Byng Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
The purpose of this course is to give music students the opportunity of playing in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc...) as it was initially intended to be played, not arrangements. Students learn and build on their knowledge of blending tone, balancing volume (dynamic), articulation techniques, and other such topics with an instrumental group combining wind, string, and percussion instruments. (Ex. A violinist will learn how to balance with a horn player, a trumpet player will try to blend his/her tone with a cellist, a clarinettist will learn to articulate like a viola’s pizzicato.) These students will continue to be enrolled in either a band or strings class but will take symphony as an additional musical experience.
The Ministry of Education in 2002 supplied teachers with the IRP for Instrumental Music 11 and 12. While this document is a wonderful resource to help implement curriculum in instrumental programs within our province, they have not designated full orchestra (symphony) with a heading of its own. Under the category of Instrumental Music 11 and 12, there are four programs: Concert Band, Jazz Band, Orchestral Strings, and Guitar. This course, Symphony, should be the fifth program. Symphony is differentiated from Band and Strings in its unique repertoire, performance techniques (i.e. ensemble’s blend, timbre, and balance), history, and composition.

I appreciate the Board/Authority’s wish to delete redundant courses or not to support courses with “significant overlap of current provincial curriculum”, but Symphony is not a redundant course. The Jazz Band program offers students opportunities to study jazz music, learn jazz-specific articulations, use of a wider variety of brass mutes, jazz history, etc… It is not Concert Band. But I do not know of a Band director that doesn’t teach some jazz music in his/her concert band class at some point in the year. The difference between the two is that the repertoire, history, and the intensity of immersion into the study and make up of an ensemble is what makes the program different. The music studied and the instruments involved in the ensemble are what make Jazz Band different from Concert Band. Symphony is different then Orchestral Strings or Concert Band for the same reasons. Students need to be able to receive graduation credits for Symphony as well as Concert Band and/or Orchestral Strings.

Course Synopsis:

The purpose of this course is to give advanced music students the opportunity of playing in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc…) as it was initially intended to be played, not arrangements. Students learn and build on their knowledge of blending tone, balancing volume (dynamic), articulation techniques, and other such topics with an instrumental group combining wind, string, and percussion instruments. (Ex. A violinist will learn how to balance with a horn player, a trumpet player will try to blend his/her tone with a cellist, a clarinetist will learn to articulate like a viola’s pizzicato.) These students will continue to be enrolled in either a band or strings class but will take symphony as an additional musical experience.

Learning Resources:

See the IRP for Instrumental Music 11 & 12

Additional Information:

The Ministry of Education in 2002 supplied teachers with the IRP for Instrumental Music 11 and 12. While this document is a wonderful resource to help implement curriculum in instrumental programs within our province, they have not designated full orchestra (symphony) with a heading of its own. Under the category of Instrumental Music 11 and 12, there are four programs: Concert Band, Jazz Band, Orchestral Strings, and Guitar. This course, Symphony, should be the fifth program. Symphony is differentiated from Band and Strings in its unique repertoire, performance techniques (i.e. ensemble’s blend, timbre, and balance), history, and composition.

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**School District 39**

Status: approved

School Name: Lord Byng Secondary

Course Name: Symphony 12

Course Code: YSYM 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: 3 yrs exp., audition

**Course Synopsis:**

The purpose of this course is to give advanced music students the opportunity of playing in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc...) as it was initially intended to be played, not arrangements. Students learn and build on their knowledge of blending tone, balancing volume (dynamic), articulation techniques, and other such topics with an instrumental group combining wind, string, and percussion instruments. (Ex. A violinist will learn how to balance with a horn player, a trumpet player will try to blend his/her tone with a cellist, a clarinettist will learn to articulate like a viola’s pizzicato.) These students will continue to be enrolled in either a band or strings class but will take symphony as an additional musical experience.

**Learning Resources:**

See the IRP for Instrumental Music 11 & 12

**Additional Information:**

The Ministry of Education in 2002 supplied teachers with the IRP for Instrumental Music 11 and 12. While this document is a wonderful resource to help implement curriculum in instrumental programs within our province, they have not designated full orchestra (symphony) with a heading of its own. Under the category of Instrumental Music 11 and 12, there are four programs: Concert Band, Jazz Band, Orchestral Strings, and Guitar. This course, Symphony, should be the fifth program. Symphony is differentiated from Band and Strings in its unique repertoire, performance techniques (i.e. ensemble’s blend, timbre, and balance), history, and composition.

I appreciate the Board/Authority’s wish to delete redundant courses or not to support courses with “significant overlap of current provincial curriculum”, but Symphony is not a redundant course. The Jazz Band program offers students opportunities to study jazz music, learn jazz-specific articulations, use of a wider variety of brass mutes, jazz history, etc... It is not Concert Band. But I do not know of a Band director that doesn’t teach some jazz music in his/her concert band class at some point in the year. The difference between the two is that the repertoire, history, and the intensity of emersion into the study and make up of an ensemble is what makes the program different. The music studied and the instruments involved in the ensemble are what make Jazz Band different from Concert Band. Symphony is different then Orchestral Strings or Concert Band for the same reasons. Students need to be able to receive graduation credits for Symphony as well as Concert Band and/or Orchestral Strings.
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Academic Strategies/ESL Learners 10

Course Code: YASES 10

Category: Business and Applied Business

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 13, 2005

Prerequisites: This course is designed for the student who:

- Shows an imbalance between oral and written skills

Course Synopsis:

The course is designed to familiarize and extend a student’s abilities to use various strategies independently in order to meet the Learning Outcomes and be successful in content based courses such as English, Social Studies and Science. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge, and the application of strategies and skills learned. In addition, students will become familiar with a variety of learning skills and Canadian assessment techniques.

Learning Resources:

- You’re in Charge - Writing to Communicate by Frydenberg and Boardman
- Writing in the Content Areas - Practicing the Writing Process 3 by Crowell and Kolba
- The Essay: Practicing the Writing Process 2 by Crowell and Kolba
- The Communication Circuit - Reading and Writing Skills 5th Edition by June Baker
- Mastering Essential English Skills by McClelland, Reynolds, Steet, and Guillory
- Agenda Book
- The LPI Workbook
- Graduation Portfolio
- Some other suggested cross-curricular resources to meet student needs are:
  - Current newspapers and magazine articles
  - Cross-curricular textbooks including novels, short story collections, science and social studies textbooks
  - Planning 10 - Resources
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit  ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd.  Toll Free Order Line: 1-800-565-5758)
WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
Download: http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm
Through this opportunity it is expected that students will:

$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently

$ be more likely to understand underlying theory when the meaning is explored in specific situations

$ have the opportunity to consolidate previous experience and demonstrate skills

$ gain experience that makes further study more meaningful

$ have the opportunity to learn the culture of the workplace

$ learn, develop and apply skills relevant to the workplace

$ gain information and experience to enable informed career choice and planning

$ experience various work cultures

$ gain confidence

$ make contact with employers

$ gain knowledge of employers’ expectations

$ demonstrate to host employers their potential as employees

Additional Information:

www.bcsta.org
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved
School Name: Magee Secondary
Course Name: Chamber Choir 10
Course Code: YCCH 10
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 100 + 40

Date Approved: January 17, 2007
Prerequisites: Concert Choir

Course Synopsis:

This course has been designed to facilitate and improve on skills already present in the young high school vocalist. In addition to the introduction and development of vocal technique, this course offers opportunities for beginning music literacy, i.e. music theory, sight reading, tone matching and keyboard skills. The ultimate evaluation will conclude with musical performance.

Learning Resources:

- solo materials
- ensemble repertoire
- CD library
- Choral library
- Vocal Technic texts
- Recitals
- Concerts
- Workshops
- Basic observations of singers
- Review / discussion of all vocal / choral
- Sounds

Additional Information:

The Chamber Choir course establishes and offers an intermediate level of musical / personal opportunity for the active singers who seek to go beyond the basics learned in the Concert Choir. Although a substantial challenge for these young singers, the course bears a variety of options, most of which are to advance musical skill development, social maturity, personal identity and artistic presence. It is a viable and significant option for vocal advocates.
The Chamber Choir course establishes and offers a higher level of musical / personal opportunity for the active singers. Although a substantial challenge for these young singers, the course bears a variety of options, most of which are to advance musical skill development, social maturity, personal identity and artistic presence. It is a viable and significant option for vocal advocates.

Additional Information:

The Chamber Choir course establishes and offers a higher level of musical / personal opportunity for the active singers. Although a substantial challenge for these young singers, the course bears a variety of options, most of which are to advance musical skill development, social maturity, personal identity and artistic presence. It is a viable and significant option for vocal advocates.
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Chamber Choir 12

Course Code: YCCH 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100 + 60

Date Approved: January 17, 2007

Prerequisites: Concert Choir, YCCH 11

Course Synopsis:

This course has been designed to facilitate and challenge the advanced level high school vocalist. In addition to advanced skill development in vocal technique, this course offers opportunities for a more acute understanding of music literacy, i.e. music theory, sight reading, tone matching and keyboard skills. As well, another goal is to develop leadership skills and mentoring to less experienced singers and to prepare those wanting to continue with music in a post secondary capacity. The ultimate evaluation will conclude with musical performance.

Learning Resources:

- solo materials
- ensemble repertoire
- CD library
- Choral library
- Vocal Technic texts
- Recitals
- Concerts
- Workshops
- Basic observations of singers
- Review / discussion of all vocal / choral
- Sounds

Additional Information:

The Chamber Choir 12 course establishes and offers an advanced level of musical / personal opportunity for the active singer. Although a substantial challenge for these young singers, the course bears a variety of options, most of which are to advance musical skill development, social maturity, personal identity and artistic presence. As well, it gives opportunity for students to step into a leadership/mentoring role and to encourage growth, musically and socially, within the choir as a whole. It is a viable and significant option for vocal advocates.
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Coaching Team Sports 11

Course Code: YCOTS 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Physical Education 10

Course Synopsis:

This course has been designed to help students learn the basic skills in order to become a successful coach. The students will be trained in NCCP Level A Coaching Certification as well as Sports First Aid. The students will also learn about extensive team and individual skills that will help them as a coach and an athlete. There will also be training in sport psychology, nutrition, sport specific weight training and scouting.

Learning Resources:

• NCCP. Introduction to Competition, Part A
  -Reference Material booklet
  -Workbook
• Martens, Rainer. Successful Coaching
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Fitness 11

Course Code: YFTN 11

Category: Fitness and Recreation

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Physical Education 10

Course Synopsis:

This course has been created to provide students with the knowledge to design and implement both a muscular and aerobic fitness program specific to their needs. Furthermore, students will gain an understanding of the value of physical fitness as an integral part of health and wellness. The fitness theory component will prepare students to write the optional B.C.R. P. A. Fitness Theory exam. For Grade 11 students this course will satisfy the Portfolio Core Requirement for Personal Health.

Learning Resources:

• Canadian Fitness Education Services (C.F.E.S.) Student Program Booklet
• C.F.E.S. Student Resource Manual
• Introduction to Weight Training for Young Adults
• Internet Sites
• Instructor
• Guest Speakers
• Peer Instructors
• Community CPR Manual
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Fitness 12

Course Code: YFTN 12

Category: Fitness and Recreation

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 17, 2007

Prerequisites: Fitness 11

Course Synopsis:

This course has been created to build upon the knowledge, techniques and skills acquired in Grade 11 Fitness. In addition to designing and implementing muscular and aerobic fitness programs specific to their own needs, students will work with a grade 8, 9 or 10 P.E. fitness class, assisting individual students in developing fitness programs. This experience is also intended to introduce students to the roles and responsibilities of a Personal Trainer. The fitness theory component will prepare students to write the optional B.C.R. P. A. Fitness Theory exam. For Grade 12 students this course will satisfy either the Portfolio Core or Choice Requirements for Personal Health.

Learning Resources:

• Canadian Fitness Education Services (C.F.E.S.) Student Program Booklet
• C.F.E.S. Student Resource Manual
• Introduction to Weight Training for Young Adults
• Internet Sites
• Instructor
• Guest Speakers
• Peer Instructors
• Community CPR Manual

www.bcsta.org
School District 39

Status: approved
School Name: Magee Secondary
Course Name: Peer Mediation 11
Course Code: YPED 11
Category: Liberal Arts and Humanities
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 13, 2005
Prerequisites: None

Course Synopsis:
This course teaches conflict resolution and mediation skills. Topics include communication skills, the dynamics of conflict, anger management, and the Mediation Model as a process for handling disputes. Students are trained during a three-day intensive training camp in early September and practice continues throughout the year in weekly classes and in school-based practicum settings.

Learning Resources:


Video camera
Community/team building activities supplies
Visit to the Justice Institute of BC
Articles and Information about conflict resolution, mediation, and communication

Additional Information:
This course requires that students be able to attend a day camp of three days and attend some classes at times outside regular school hours.
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Peer Tutoring 12A

Course Code: YPTU 12A

Category: Health and Human Services

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: For grade 12 students only.

Course Synopsis:

Peer Tutoring 12 is a participation course for Grade 12 students. Peer Tutor will provide direct, individual assistance for learning disabled students under the auspices of the Skills Development Centre. Students will receive on the job@ training, role modeling, lecture and off-campus workshop in the application of sound learning strategies and study skills to apply to academic course work as well as major components of ethical behaviour for Peer Helpers. Emphasis will be placed on specific criteria including: Time Management and Goal Setting, note taking (2 column, Cornell), preparation and execution of expository writing (including WRITER and COPS strategies), various review techniques and appropriate ways to answer tests. Basically, Peer Tutoring 12 students will be immersed in activities which will improve their organization for thinking and learning as well as their active learning skills. Optimally, individual improvements will be transferred to the learning disabled students with whom they work.

Peer Tutoring 12 is an elective course open to all Grade 12 students. For the most part, students who opt to take this course will be assigned as Peer Helpers in the Skills Development Centre. In odd cases, Peer Helpers may be needed as assistants in the Junior Extended Skills, LAP and LALS classes or for relate duties with the District Resource Teacher for the Neurologically Impaired.

Although day to day training is on-going throughout the entire term, Peer Tutoring 12 students are required to attend a one day Peer Tutoring Workshop. During this training session, students will receive intensive training as to the nature of learning disabilities, the types of learning disabilities we encounter at our school, study skills and learning strategies to apply to academic course work, emphatic listening skills, motivational and encouragement techniques, as well as team building and lots of good food and fun.

General expectations for students in Peer Tutoring 12 are for daily interaction between SDC students and Peer Tutors either on a one to one or smaller group cooperative learning engagement. Assessment will include regular evaluation of Peer Helper journals, attendance, workshop and the willingness to participate in positive manners. Peer Helpers generally provide individual intervention in the application of sound study skills and learning strategies to learning disabled youngsters= regular academic course work along with on the job production of notes, graphic organizers and tests for instructional use in the SDC (the quality of which will be mentioned and evaluated). More likely encouragers and motivators, Peer Helpers do not necessarily have to the brilliant academic scholars. Their input not the positive and excellent tone of the school is invaluable.
Peer Tutoring 12 was originally developed at Magee Secondary School to facilitate an appropriate educational setting for a Skills Development Programme which embraced an active learning focus for learning disabled children. The programme has evolved from a small beginning to a school wide programme which promotes active engagement in the learning process throughout the school. The SDC teachers set the criteria and programmes appropriate for each student’s learning needs and the Peer Tutoring 12 students help implement these programmes as effective learning assistants. Always cognizant of the valuable contributions Peer tutors have to offers as a methods of learning, computer expertise, motivational mastery and academic content, the programme has grown from 8 students the first semester in 1989 to over 70 students currently. The work they do is exceptional and it has contributed greatly to the overall success of the Skills Development Centre Programme at Magee.

Learning Resources:

• Video tapes including instructional and demonstrational models
- How Hard Can This Be - Richard Lavoie
- Misunderstood Minds - Mel Levine
- Look What You’ve Done - Robert Brooks
- Look A Little Deeper - David Suzuki
- Learning Disabilities and Social Skills - Richard Lavoie

Additional Information:

Peer Tutoring 12 was originally developed at Magee Secondary School to facilitate an appropriate educational setting for a Skills Development Programme which embraced an active learning focus for learning disabled children. The programme has evolved from a small beginning to a school wide programme which promotes active engagement in the learning process throughout the school. The SDC teachers set the criteria and programmes appropriate for each student’s learning needs and the Peer Tutoring 12 students help implement these programmes as effective learning assistants. Always cognizant of the valuable contributions Peer tutors have to offers as a methods of learning, computer expertise, motivational mastery and academic content, the programme has grown from 8 students the first semester in 1989 to over 70 students currently. The work they do is exceptional and it has contributed greatly to the overall success of the Skills Development Centre Programme at Magee.
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Peer Tutoring 12A / 12B

Course Code: YCPTU 12A / 12B

Category: Health and Human Services

Grade Level of Course: 10 [ ] 11 [ ] 12 [x]

Number of Course Credits: 4 / 2

Number of Hours of instruction: 120 / 60

Date Approved: May 3, 2004

Prerequisites: Grade 12 students only

Course Synopsis:

Peer Tutoring 12 is a participation course for Grade 12 students. Peer Tutor will provide direct, individual assistance for learning disabled students under the auspices of the Skills Development Centre. Students will receive Aon the job@ training, role modelling, lecture and off-campus workshop in the application of sound learning strategies and study skills to apply to academic course work as well as major components of ethical behaviour for Peer Helpers. Emphasis will be placed on specific criteria including: Time Management and Goal Setting, note taking (2 column, Cornell), preparation and execution of expository writing (including WRITER and COPS strategies), various review techniques and appropriate ways to answer tests. Basically, Peer Tutoring 12 students will be immersed in activities which will improve their organization for thinking and learning as well as their active learning skills. Optimally, individual improvements will be transferred to the learning disabled students with whom they work.

Peer Tutoring 12 is an elective course open to all Grade 12 students. For the most part, students who opt to take this course will be assigned as Peer Helpers in the Skills Development Centre. In odd cases, Peer Helpers may be needed as assistants in the Junior Extended Skills, LAP and LALS classes or for relate duties with the District Resource Teacher for the Neurologically Impaired.

Although day to day training is on-going throughout the entire term, Peer Tutoring 12 students are required to attend a one day Peer Tutoring Workshop. During this training session, students will receive intensive training as to the nature of learning disabilities, the types of learning disabilities we encounter at our school, study skills and learning strategies to apply to academic course work, emphatic listening skills, motivational and encouragement techniques, as well as team building and lots of good food and fun.

General expectations for students in Peer Tutoring 12 are for daily interaction between SDC students and Peer Tutors either on a one to one or smaller group cooperative learning engagement. Assessment will include regular evaluation of Peer Helper journals, attendance, workshop and the willingness to participate in positive manners. Peer Helpers generally provide individual intervention in the application of sound study skills and learning strategies to learning disabled youngsters= regular academic course work along with on the job production of notes, graphic organizers and tests for instructional use in the SDC (the quality of which will be mentioned and evaluated). More likely encouragers and motivators, Peer Helpers do not necessarily have to the brilliant academic scholars. Their input not the positive and excellent tone of the school is invaluable.
Peer Tutoring 12 was originally developed at Magee Secondary School to facilitate an appropriate educational setting for a Skills Development Programme which embraced an active learning focus for learning disabled children. The programme has evolved from a small beginning to a school wide programme which promotes active engagement in the learning process throughout the school. The SDC teachers set the criteria and programmes appropriate for each student’s learning needs and the Peer Tutoring 12 students help implement these programmes as effective learning assistants. Always cognizant of the valuable contributions Peer tutors have to offers as a methods of learning, computer expertise, motivational mastery and academic content, the programme has grown from 8 students the first semester in 1989 to over 70 students currently. The work they do is exceptional and it has contributed greatly to the overall success of the Skills Development Centre Programme at Magee.
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: 10 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,

#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  ☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  December 17, 2007

Prerequisites:  The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Magee Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

course

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§experience the roles and responsibilities of employment
§appreciate the time constraints imposed in terms of attendance at both school and work
§relate classroom skills and knowledge to an employment context
§develop interpersonal skills, career awareness and maturity
§become aware of the changing nature and demands of the workplace
§experience the potential career opportunities available in industry
§increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,

Employability Skills Toolkit  ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards

http://www.bced.gov.bc.ca/irp/capp/workex.htm

www.bcsta.org
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   April 13, 2005

Prerequisites:   Audition

Course Synopsis:

Musical Theatre 11 acquaints students with a close-to-professional production experience and to the rigours of rehearsals that accompany these productions. This course introduces students to the basic disciplines of singing, dancing, and acting within the context of a musical show.

Learning Resources:

Louise Lerch: The Teen’s Musical Theatre Collection (Young Women’s Edition)
Louise Lerch: The Teen’s Musical Theatre Collection (Young Men’s Edition)
Louise Lerch: Musical Theatre Anthology for Teens (Duets)
Vocal scores and scripts from selected Musicals
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

Course Synopsis: This course has been developed for senior secondary students who have previous experience in basic photography techniques and have continuing interest in exploring traditional and evolving photographic formats. Content will reflect a more individualized approach to developing personal imagery. Students will learn advanced photographic techniques, and further their knowledge of utilising computers and peripherals as editing tools. They will further develop a portfolio that reflects their photographic skill development and knowledge in preparation for post secondary admission with particular emphasis on career options. Learning outcomes for the course are grouped under the curriculum organizers: Image Development and Design Strategies, Context, Visual Elements and Principles of Art and Design, and Materials, Technologies and Processes.

*Note: The organizational structure and how it is implemented is dependent upon each school’s facilities and the teacher expertise.

Learning Resources:
Simone: The Portrait – Facets of an Art Kodak Professional products Cat. 908 1647
Walker Evans: American Hudson Film Works and WMHT Education Telecommunications Ó2000
Captured Light: The Invention of Still Photography Ó2001 A7E Television Networks, New Video, 126 Avenue, New York, NY 10011
Mountain Light: Galen Rowell, Kodak Images of Masters Ó1988 Eastman Kodak Company
Creating The Image: Kodak Images of Masters. Ó1985 Wood Knapp Video
Creating The Print: Kodak Images of Masters. Ó1985 Wood Knapp Video
A Little Bit Of Magic Revealed: William Fox Talbot’s Discovery Ó1995 Films for the Humanities and Sciences
Horst P. Horst: 60 Years and Still in Vogue Ó1992 Home Vision Arts, Public Media Inc.
Books
Periodicals
Photo Life
Popular Photography
Outdoor photographer
Petersen’s Photographic
Photographer’s Forum
Software
Adobe Photoshop
Paint Shop Pro
Corel Painter

www.bcsta.org
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces

www.bcsta.org
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally, the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer

www.bcsta.org
School District 39

Status: approved

School Name: Point Grey Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  May 3, 2004

Prerequisites:  None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online   http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit   ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)
WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp
Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
This is a new course based on a province of British Columbia Ministry of Education course entitled Composition 11, and outlined in Composition 11 Curriculum Guide and Resource Book for Teachers, 1982. The original 1982 curriculum has been updated and revised in accordance with current educational practices.

School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Composition 11

Course Code: YCOMP 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course is designed to help improve students’ skills by providing them with a variety of writing situations. The course covers modes of composition, methods of organization, and grammar. Students can expect to participate in peer-evaluation, self-evaluation, oral sharing, and publication. They will explore the components of the writing process, examine the purposes of writing, developing the corresponding audience awareness and methodology.

Learning Resources:

• B.C. Ministry of Education B.C. Performance Standards “Writing”
• Videos of effective oral communication i.e.:
  • “Justin Trudeau: A Son’s Eulogy”
  • “I Have a Dream” Rev. Dr. Martin Luther King Jr.
• Foundations of English 11, Douglas Hilker and Sue Harper, Harcourt Canada, 2002
• Searchlights Selected Essays, The Book Society of Canada, 1982
• The Elements of Style, W. Strunk and E.B. White, MacMillan Publishing Co.
• Helping Students Write to a Prompt, Sydell Rabin, Scholastic, 2002
• Inside Essays II, Douglas Hilker, Harcourt Brace, 1993
• The Act of Writing, Ronald Conrad, McGraw Hill Ryerson, 1993

Additional Information:

This is a new course based on a province of British Columbia Ministry of Education course entitled Composition 11, and outlined in Composition 11 Curriculum Guide and Resource Book for Teachers, 1982. The original 1982 curriculum has been updated and revised in accordance with current educational practices.
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Fitness for Life 11

Course Code: YFFL 11

Category: Fitness and Recreation

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Physical Education 10

Course Synopsis:

This course will provide students with information and opportunities to develop a personal commitment to a physically active lifestyle and an awareness of the benefits of an active lifestyle.

The first unit will provide an overview of course content and course expectations. Activities included in this unit will encourage class members to work together as a cohesive and supportive group.

The second unit concentrates on improving and maintaining a functional fitness level. Current research and training principles will be used by the students to design a personal fitness program. Revisions to the program will be made after students have initiated their program for a trial period.

The third unit will focus on personal and social responsibility. Students will be involved in a school or community-based project integral to the theme of an active lifestyle. For example, the “Fit For Life 11” class will be organizing the students of the school to participate in the Canadian Heart & Stroke Foundation’s “Jump Rope for Heart” program.

Learning Resources:

• B.C. Ministry of Education Curriculum Branch Physical Education  
• Prince of Wales Library collection  
• www.hc-sc.gc.ca - Health Canada, Canada's Nutrition Guide  
• The Fitness Knowledge Course  
• The Human Body  
• Supersize Me DVD  
• Quality Lesson Plans for Secondary Physical Education  
• Twist Sport Conditioning DVD: “Core Power”  
• Twist Sport Conditioning DVD: “Agility, Quickness and Reaction Skills”  
• Kathy Smith DVD: “Project: You”  
• Training for Excellence  
• Capers Market “Superfoods” booklet  
• “Runners’ World” - periodical  
• “Fitness” - periodical
This course was created in response to our senior female students’ desire for a course specifically designed for them: active, informative and enjoyable.

It has been offered at Prince of Wales since 2001, and continues to be a popular elective for the girls. It also fulfils the Graduation Portfolio requirement for 80 hours of moderate to intense physical activity.
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Hockey Skills 11

Course Code: YHSK 11

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☑️ 11 ☐️ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: PE 10

Course Synopsis:

This course provides the opportunity for goal oriented, motivated male and female hockey players to supplement their minor hockey experience and improve their hockey skills. Classes will be held at either the Kitsilano or Kerrisdale arenas and be offered on timetable from approximately 8:30 am – 3:00 pm.

Course content will include the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, strategy and off ice training specific to hockey.

Students will be required to have previous hockey skills (house or rep), a positive attitude and a commitment and desire to improve their skills. Each student requires a full set of CSA approved hockey equipment, including neck guard.

Learning Resources:

• B.C. Ministry of Education Curriculum Branch Physical Education
• Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002
• The Pilates Body, Broadway Books, Siler, 2000
• www.hc-sc.gc.ca Heath Canada, Canada’s Nutrition guide
• www.strengthcoach.com Strength Training
• Hockey Canada Skills Development Manual
• Complete Hockey Instruction, Skills and Strategies for Coaches and Players, Dave Chambers, 2005
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Hockey Skills 12

Course Code: YHSK 12

Category: Fitness and Recreation

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: PE 10

Course Synopsis:

This course provides the opportunity for goal oriented, motivated male and female hockey players to supplement their minor hockey experience and improve their hockey skills and knowledge of the sport. Classes will be held at either the Kitsilano or Kerrisdale arenas and be offered on timetable from approximately 8:30 am – 3:00 pm.

Course content will include the development of technical skills (power skating included), individual tactics, team tactics, team play/systems, strategy and off ice training specific to hockey.

Other topics will include nutrition, leadership, (i.e. refereeing and coaching) and field study/lectures pertaining to the business and culture of hockey and its place in Canadian society.

Students will be required to have previous hockey skills (house or rep), a positive attitude, a passion for the game and a commitment and desire to improve their skills. Each student requires a full set of CSA approved hockey equipment, including neck guard.

Learning Resources:

•B.C. Ministry of Education Curriculum Branch Physical Education
•Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002
•The Pilates Body, Broadway Books, Siler, 2000
•www.hc-sc.gc.ca Heath Canada, Canada’s Nutrition guide
•www.strengthcoach.com Strength Training
•Hockey Canada Skills Development Manual
•Complete Hockey Instruction, Skills and Strategies for Coaches and Players, Dave Chambers, 2005
•Sports Nutrition Guidebook, Nancy Clark, NS, RD, 1997
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Home Economics Services 12

Course Code: YHES 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None – but students must have permission of the Home Economics Department and their counsellor

Course Synopsis:

This course provides students who are interested in the subject of Home Economics with a comprehensive practical work experience. A student who elects to take this course will be interested in learning specific skills and may add these to their forms of evidence for their graduation portfolio.

Learning Resources:

- Fashion!
- Food For Life
- Management and Foods
- The Living Family: A Canadian Perspective
- People in Perspective, Third Edition
- Foodsafe Level 1, 3rd Edition

Additional Information:

Each student will be assigned to a specific block and to a specific teacher within the Home Economics Department. The student will discuss with the teacher which area of Home Economics they want to spend most of their learning time in.
School District 39

Status: approved

School Name: Prince of Wales Secondary
Course Name: International Foods-Global Gourmet 11
Course Code: YIFGG 11
Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 13, 2005
Prerequisites: Home Economics – Foods 10

Course Synopsis:

In this course, students will travel around the world without leaving their classroom. Students will learn about the foods, customs, and celebrations of a variety of countries around the world. A wide range of foods known and eaten in countries such as Canada, Mexico, France, Italy, China, and Japan will be prepared, thereby allowing students to practice their culinary skills while developing an appreciation for the uniqueness of each country's cuisine. Students will learn to make fajitas, crepes, fresh pasta, samosas, curries, sushi, pastries, and much more. Unique food preparation equipment as well as unique foods will be introduced. Students will also study nutrition and the factors that influence the food people eat. Field trips to ethnic restaurants will enhance the global gourmet's experience. Special topics such as food artistry and global issues will also be discussed.

Learning Resources:

- Bringing the World into your Classroom - Global Education for Home Economics
- Epicurious.com - food dictionary
- Food For Life textbook
- Multicultural Cooking
- Multiculturalism Through Food
- Prince of Wales library collection
- Spices of the World video series

Additional Information:

This course was created in response to our students’ interest in wanting to take one more Foods and Nutrition course at our school. It was adapted from a half year course that was backed with Career and Personal Planning 11. Students enrolled in this course currently have enjoyed the variety that this course brings to their timetable.
This course is the final course in a five year leadership program offered at Windermere.

### School District 39

**Status:** approved

**School Name:** Prince of Wales Secondary

**Course Name:** Leadership 12

**Course Code:** YLEAD 12

**Category:** Health and Human Services

**Grade Level of Course:**
- [ ] 10
- [ ] 11
- [X] 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Date Approved:** April 13, 2005

**Prerequisites:** None

### Course Synopsis:

This course focuses on both leadership theory and practical applications. Students will develop leadership knowledge, skills and sensitivities while participating in classes, workshops and leadership project work. Through the study and practice of leadership students will learn to lead effectively and become meaningfully involved in their school community.

### Learning Resources:

- The 7 Habits of Highly Effective Teens by Sean Covey
- The 7 Habits of Highly Effective People by Stephen Covey
- Who Moved my Cheese? by Johnson Spencer
- The Leadership Challenge by James Kouzes and Barry Posner
- Exploring Leadership for College Students Who Want to Make a Difference by Susan Komives, Nance Lucas and Timothy McMahon
- The Family Virtues Guide by Linda Popov
- The Virtues Project Educators Guide by Linda Popov
- Designing Student Leadership Programs by Miriam MacGregor
- Leadership 101 by Miriam MacGregor
- CASSA Leadership Handbook from the Canadian Association of Student Activity Advisors
- National Leadership Camp Leadership Curriculum Guide from the N.A.S.S.P.
- How Good People Make Tough Choices by Rushworth Kidder
- The Social Change Model of Leadership Development Guidebook from the Higher Education Research Institute, University of California, Los Angeles
- Leading in a Culture of Change by Michael Fullan
- What’s Worth Fighting for Out There? By Andy Hargreaves and Michael Fullan
- The Complete Guide to Service Learning by Cathryn Kaye

### Additional Information:

This course is the final course in a five year leadership program offered at Windermere.
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Outdoor Education 10 (a.k.a. TREK)

Course Code: YOE 10

Category: Choose a Category

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course introduces each student to a variety of outdoor activities including: hiking and backpacking, ocean kayaking, canoeing, rock climbing, cycle touring, back-country (telemark) skiing, cross-country (Nordic) skiing, essential outdoor skills. We provide instruction in the safe means of participating in each of these activities, and give students the basis for a lifetime of outdoor adventure. In addition, our trips (1 – 8 days in duration) enable us to examine a variety of ecosystems (e.g. alpine, intertial, freshwater, bog, and temperate rainforest). Education about the natural environment and sustainability are fundamental components of the course. We believe that students should understand how the natural environment has an impact on their daily lives, and in turn, what kind of impact their daily lives have on the environment. We provide students with opportunities to learn about the functioning of natural systems, identify their beliefs and opinions, consider a range of views, and ultimately make informed and responsible decisions.

Learning Resources:

Association of Canadian Mountain Guides documents
Sea Kayak Guides Alliance documents
Association of Canadian Sea Kayak Guides documents
British Columbia Canoeing Association documents
Cycling British Columbia documents
Canadian Association of Nordic Ski Instructors documents
Canadian Avalanche Association documents
B.C. Ministry of Forests Bear Aware Program
Wilderness First Aid Association of B.C. documents

www.bcsta.org
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful applicati

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools, 

#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

10  

11  

X 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Prince of Wales Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen’s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen’s Printer
This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning need in different sports, and activities. Students will learn principals in such techniques as weight training, plyometrics, agility and balance training, and apply them to a self designed program suited to their specific needs.

Learning Resources:

• Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002
• The Pilates Body, Broadway Books, Siler 2000
• www.hc-sc.gc.ca - Health Canada, Canada’s Nutrition Guide
• www.strengthcoach.com - Strength Training
• CFES Fitness Knowledge Course, Canadian Fitness Education Services Ltd. April 2005

Additional Information:

This course not only allows the grade 12 students to continue with weight training for another year it exceeds the requirements of the Graduation Portfolio of 80 hours of physical activity. Also, it will encourage the students to maintain a healthy lifestyle for the rest of their lives.
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Applied Design for the Home 12A

Course Code: YAPDH 12A

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites:

Course Synopsis:

This course has been developed to provide students with the opportunity to understand how urban homes are repaired or renovated and to practice their understanding in a practical environment. Students will be encouraged to assess and develop their individual strengths while practicing some basic home repair and improvement techniques.

The major project for the grade 12 courses will be the design and implementation of a small renovation process. Designing and completing the renovation will allow students to practice many of the processes required when performing simple renovations in high humidity environments.

Learning Resources:

- Students will be encouraged to purchase books that they can keep and refer to in the future. Both Taunton’s and Black and Decker provide concise and relevant material for the home.
- Building professionals will be consulted during field trips to local building supply outlets.
- Online resources will be explored. Critical assessment of information will be an integral component of the Online research.

www.bcsta.org
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:
§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online   http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit   ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

Download:   http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards
http://www.bcsta.org
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: □ 10  X 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: None

Course Synopsis:

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

Learning Resources:
Web sites:
• Sites that organize recipes by county:
  http://www.britannia.org/recipes/

• Excellent pictures with descriptions of many different ethnic cuisines:
  http://www.ethnicgrocer.com/eg/landing/recipes/recipe_homepage.asp

• Comprehensive website on many different types of cuisines: http://www.homeworkersexpats.com/recipes.htm,
  Including: http://homecooking.about.com/od/garnishing1/Garnishing_and_Food_Presentation.htm, for learning
  about how to make fun and beautiful garnishes.

• Excellent cultural information about food: http://www.index-china-food.com/food-culture.htm

• Commercial catering company site that has marvelous food pictures to stimulate the appetite:
  http://www.fooddesigncatering.com/ourfood.php

• Unusual Chinese food ingredients and pictures: http://chinesefood.about.com/cs/foodculture/a/unusualfood.htm
  http://chinesefood.about.com/library/blphotogalleryindex.htm?PM=ss12_chinesefood

• An online grocery store that gives interesting insight into Mexican products and food:

• A great site for a project on vegetarianism: http://www.vegetariantimes.com/magazine/Jul03/recipes.asp

• Russian food and culture (sponsored by the Canadian Government): http://www.settlement.org/cp/english/russia/

• Information on chefs across Canada: http://www.cuisinecanada.ca/

• A series of sites linked to this one which is a Hungarian food & culture site:
  http://www.mccartneymedia.com/hungry/
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

# Instructor designed material


# OHS regulations & WCB publications

# Qualified WHMIS instructor

# Qualified First Aid instructor

# Trades Common Core, Line H, Lift Loads, Queen=s Printer

# Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

# Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

# TRAC Piping Occupational Core, Line F, Use Specialized Power Tools, Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

# Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

# Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
December 17, 2007

Prerequisites:  
The student should demonstrate an interest in the Plumbing trade and complete a
successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an
understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student
will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#TRAC Piping Occupational Core, Line D, Solve Related Mathematical Problems, Province of British Columbia
Ministry of Post Secondary Education, Queen=s Printer, 1986.
#TRAC Plumbing Specialty, Line B, Solve Related Science Problems, Province of British Columbia Ministry of
Advanced Education and Job Training, Queen=s Printer, 1989.
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer
1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer

www.bcsta.org
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10
- [x] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

# Instructor designed material


# Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

# Current Fixture Manufacturers Rough in Literature

# Current British Columbia Plumbing Code Regulations, Queen=s Printer
This course is newly designed and will be piloted in September 2007. Access to shops, classroom space, and computers connected to the internet will be required. The creation of a student cohort will require some creative timetabling to allow the students to be enrolled in all 3 classes on the same day.

School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Secondary Skills Careers and Trades Training

Course Code: YSCTT 12A

Category: Trades and Technology

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 17, 2007

Prerequisites: Co-enrollment in Work Experience 12(WEX12A), Applications of Math 11 (AMa11) and Skills, Careers, an

Course Synopsis:

YSCTT 12A combines three distinct modules of instruction (Hand & Machine Tool processes, Technical Drawing, and Mechanics) into one course with each module requiring specific learning objectives, outcomes, and assessment strategies. Together they provide a component of a common core curriculum that will facilitate and support the transition of secondary students into ELTT (Foundation) programs in the colleges of British Columbia, Apprenticeships, or a Trades based career path of their choice. The development of a portfolio of demonstrated skills, assessment rubrics, and externally accredited certification is the central unit that ties all the other units together.

Learning Resources:

This course will require textbooks and multimedia resources that can be incorporated within the web-based activities. Supplies and materials will also be required to facilitate the situated learning activities in the shop. Access to external accreditation will be needed for certification. Students will be encouraged to purchase books that they can keep and refer to in the future. Trade professionals will be consulted, and reported out on, during field trips or work experience outings.

Additional Information:

This course is newly designed and will be piloted in September 2007. Access to shops, classroom space, and computers connected to the internet will be required. The creation of a student cohort will require some creative timetabling to allow the students to be enrolled in all 3 classes on the same day.
School District 39

Status: approved

School Name: Sir Charles Tupper Secondary

Course Name: Secondary Skills Careers and Trades Training

Course Code: YSCTT 12B

Category: Trades and Technology

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: January 17, 2007

Prerequisites: Co-enrollment in Work Experience 12(WEX12A), Applications of Math 11 (AMa11), and Skills, Careers, a

Course Synopsis:

SCT 12 combines four distinct modules of instruction (Safety, Mathematics, Work Experience, and Portfolio development) into one course with each module requiring specific learning objectives, outcomes, and assessment strategies. Together they provide a component of a common core curriculum that will facilitate and support the transition of secondary students into ELTT (Foundation) programs in the colleges of British Columbia, Apprenticeships, or a Trades based career path of their choice. The development of a portfolio of demonstrated skills, assessment rubrics, and externally accredited certification is the central unit that ties all the other units together.

Learning Resources:

This course will require textbooks and multimedia resources that can be incorporated within the web-based activities. Supplies and materials will also be required to facilitate the situated learning activities in the shop. Access to external accreditation will be needed for certification. Students will be encouraged to purchase books that they can keep and refer to in the future. Trade professionals will be consulted, and reported out on, during field trips or work experience outings.

Additional Information:

This course is newly designed and will be piloted in September 2007. Access to shops, classroom space, and computers connected to the internet will be required. The creation of a student cohort will require some creative timetabling to allow the students to be enrolled in all 3 classes on the same day.
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15 -16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

- experience the roles and responsibilities of employment
- appreciate the time constraints imposed in terms of attendance at both school and work
- relate classroom skills and knowledge to an employment context
- develop interpersonal skills, career awareness and maturity
- become aware of the changing nature and demands of the workplace
- experience the potential career opportunities available in industry
- increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles, Employment Skills Toolkit  ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude. Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards

http://www.bced.gov.bc.ca/irp/capp/workex.htm
Through this opportunity it is expected that students will:

- learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
- be more likely to understand underlying theory when the meaning is explored in specific situations
- have the opportunity to consolidate previous experience and demonstrate skills
- gain experience that makes further study more meaningful
- have the opportunity to learn the culture of the workplace
- learn, develop and apply skills relevant to the workplace
- gain information and experience to enable informed career choice and planning
- experience various work cultures
- gain confidence
- make contact with employers
- gain knowledge of employers’ expectations
- demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

•The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
•CareerScope, Amundsen and Poehnell
•The Get Real Game, National Life/Work Centre
•Real Times/Real Life, National Life/Work Centre
•WCB Student Worksafe
•St. John Ambulance Level One (Emergency) First Aid Certification Program
•WHMIS
•British Columbia’s Employment Standards Act
•Workfutures.bc.ca
•Educationplanner.bc.ca
•SD#39 Work Term Report Template
•SD#39 Career Programs Work Placement Database

•Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
•Get The Edge! Business Plan Work Book
•Employment Standards Act
•SD#39 Project Placement Program
•Community Mentors

www.bcsta.org
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Composition 11

Course Code: YCOMP 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course is designed to help improve students’ skills by providing them with a variety of writing situations. The course covers modes of composition, methods of organization, and grammar. Students can expect to participate in peer-evaluation, self-evaluation, oral sharing, and publication. They will explore the components of the writing process, examine the purposes of writing, developing the corresponding audience awareness and methodology.

Learning Resources:

- B.C. Ministry of Education B.C. Performance Standards “Writing”
- Videos of effective oral communication i.e.:
  - “Justin Trudeau: A Son’s Eulogy”
  - “I Have a Dream” Rev. Dr. Martin Luther King Jr.
- Searchlights Selected Essays, The Book Society of Canada, 1982
- Helping Students Write to a Prompt, Sydell Rabin, Scholastic, 2002
- Inside Essays II, Douglas Hilker, Harcourt Brace, 1993

Additional Information:

This is a new course based on a province of British Columbia Ministry of Education course entitled Composition 11, and outlined in Composition 11 Curriculum Guide and Resource Book for Teachers, 1982. The original 1982 curriculum has been updated and revised in accordance with current educational practices.
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Journalism 12

Course Code: YJOU 12

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Journalism 12 is a yearlong newspaper reporting course available to students in grades 11 and 12. Students are responsible for producing stories and photographs for the school newspaper. Students will learn the major newspaper story forms including news, sports, features, editorial and opinion. They will compose news and feature photos, and conduct public opinion polls. Students will strive to produce a newspaper meeting professional standards and following Canadian Press style. They will prepare questions, conduct interviews, carry out online and other forms of background research and be responsible for one or more beats (regular coverage areas) in the school. Students will also study the techniques used to present news and in so doing, become informed consumers of media.

Learning Resources:

?Visit to commercial press plant, TV and/or radio station
?Guest speakers from local media (reporters, photographers and editors)
?Articles from various sources on news writing, ethics, design, and business aspects
?Journalistic codes of conduct, such as those of the CBC and the Society of Professional Journalists
?Websites on a range of journalism topics including writing and ethics, design and careers.

Books:

Videos:
-Wag the Dog
-Fahrenheit 9/11
-The Corporation
-Super Size Me
-Broadcast News
-The Insider

Additional Information:

The course lends itself to cross-curricular involvement with Photography, Data Management, and Web Page Design courses. The more students that are involved with the production of the newspaper, the more representative the newspaper. Ideally, the newspaper would be published and distributed to the student population and community. In order to do so, adequate funding is required. Possible sources include: student fees, PAC, advertisements, and fund-raising.

www.bcsta.org
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Novice Chef on the Run 11

Course Code: YNCOR 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: None, but Home Economics 8 is strongly suggested.

Course Synopsis:

This course has been developed to support and encourage senior students who have little or no food preparation experience and will be living on their own in the near future. The focus will be on the delivery of nutritious and appetizing meals that can be quickly prepared. Students will learn about choosing healthy foods and planning nutritious meals. They will master basic skills such as safe kitchen and food handling practices; use of basic food equipment, and proper measurement techniques. Students will learn about what to look for when buying foods and do several consumer comparisons on different food products. This course is based on mastering fundamental food preparation techniques and the understanding of the theory that underlies the preparation of healthy, appealing and efficient meals. Students will work in a team setting and learn to read and follow instructions as they progress through the units of breakfast, lunch, supper and one dish and vegetarian meals.

Learning Resources:

The use of current textbooks (as recommended by the Ministry) such as Management and Foods, Foods for Life and Guide to Modern Meals can be used by students along with support material developed by the teacher. Videos that are appropriate will be used.

Teacher references would include the following titles but not exclusively from this list:

School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally, the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer

www.bcsta.org
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Sir Winston Churchill Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: none

Course Synopsis:

Psychology 11 enables the students to learn about psychology, themselves and others. The students will examine, study and understand various aspects of the field of psychology so they can gain some insights into their own and other’s behaviour. The science of psychology focuses on facts – “what is” rather than on myth “what may be”. Students should be able to analyse themselves and others objectively. Students should also become more aware of how psychology applies to their lives.

Learning Resources:

Texts:
c. ________________________________

Videos:
a. The Human Experience Series (26 videos) from Magic Lantern Communications Ltd. #3-8755 Ash St., Vancouver, B.C., V6P 6T3 604-324-2600
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles, Employability Skills Toolkit   ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd.  Toll Free Order Line:  1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude. Download: http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards

http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Culinary Arts 12

Course Code: YCUA 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: None

Course Synopsis:

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

Learning Resources:
Web sites:

• Sites that organize recipes by county:
  http://www.britannia.org/recipes/

• Excellent pictures with descriptions of many different ethnic cuisines:
  http://www.ethnicgrocer.com/eg/landing/recipes/recipe_homepage.asp

• Comprehensive website on many different types of cuisines: http://www.homeworkersexpats.com/recipes.htm,
  Including: http://homecooking.about.com/od/garnishing1/Garnishing_and_Food_Presentation.htm, for learning about how to make fun and beautiful garnishes.

• Excellent cultural information about food: http://www.index-china-food.com/food-culture.htm

• Commercial catering company site that has marvelous food pictures to stimulate the appetite:
  http://www.fooddesigncatering.com/ourfood.php

• Unusual Chinese food ingredients and pictures: http://chinesefood.about.com/cs/foodculture/a/unusualfood.htm

• An online grocery store that gives interesting insight into Mexican products and food:

• A great site for a project on vegetarianism: http://www.vegetariantimes.com/magazine/Jul03/recipes.asp

• Russian food and culture (sponsored by the Canadian Government): http://www.settlement.org/cp/english/russia/

• Information on chefs across Canada: http://www.cuisinecanada.ca/

• A series of sites linked to this one which is a Hungarian food & culture site:
  http://www.mccartneymedia.com/hungry/
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Desktop Publishing and Design 12

Course Code: YDTPD 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Business Computer Applications 11 or Information and Communication Technology 10 or Information and

Course Synopsis:

This course will provide senior secondary students with the opportunity to explore careers in electronic and desktop publishing, and to develop advanced communication skills in this field. Students will learn concepts in design, layout, font types, size, colour, graphic design, and formatting related to producing documents incorporating text and graphics for commercial publications. Examples of products produced include brochures, newsletters, books, magazine covers, magazines, flyers, advertisements, packaging labels, PowerPoint slides, menus and posters. Through these projects students will apply their creativity, Internet researching abilities, and their knowledge in marketing, advertising, and business. The course is also designed to improve skills in proofreading, editing, language, communications, etiquette, Internet research, Internet communications, and data file management. The students will be encouraged to use their skills in other curricular areas.

Learning Resources:

Primary Recommended Text: (none)

Primary Supporting Texts:
Dvorchik and WasylenkiMore Data Processing Applications
(UNIT Four: Desktop Publishing)

Supplemental Resources:
Adobe Systems CorporationAdobe PageMaker: Classroom In a Book
Online References and Tutorials e.g. Adobe PhotoShop and Microsoft PowerPoint

Other texts and resources as appropriate may be used.
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Feuerstein's Instrumental Enrichment 10

Course Code: YFIE 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Feuerstein’s Instrumental Enrichment Program Level II or I

Course Synopsis:

Feuerstein’s Instrumental Enrichment Program reinforces or teaches directly the higher-level thinking skills needed to successfully complete the grade 10/11 curricula. This program was developed by psychologists in Europe and the Middle East forty years ago to teach high-order thinking skills to adolescents to think about how they think (metacognition), to come to understand various thinking processes, and to discover those they do well and those they need to improve on. Although there are extensive sets of exercises and worksheets, the most important activity in this program is the group discussions linking concepts introduced on each worksheet to students’ everyday lives, including home, school, community and the world. The overall objective is to cause students to think analogically at an automatic level and to come to understand the connectedness of events and experiences in their lives to enhance learning, both in and out of school. This linkage is called “bridging” in the F.I.E. Program.

Learning Resources:

§ Each student has a larger portfolio to collect both FIE exercises and bridging ideas
§ A second folder for each student is handed in each day for marking after a lesson.
§ F.I.E. Instrument exercises for each Instrument mentioned
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Piano Skills 10

Course Code: YPSK 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Intermediate Piano Skills,

Course Synopsis:

Advanced Piano Skills 10 is designed as a part of a progression of Beginning, Intermediate and Advanced Piano Skills courses to help students learn to perform piano well from a beginning level to a more advanced level. The progression is designed to allow students to begin at a level of expectation appropriate to their technical skills, and to continue to develop their skills in subsequent years.

Students will learn a musical vocabulary and music theory appropriate to their level of performance, and learn to perform songs both in groups and singly. They will perform for appropriate audiences, beginning with their classmates and proceeding to larger audiences as their skill improves.

Learning Resources:
Alfred Basic Adult Piano Course
Palmer, M. Manus, A. Lethco
Method Book Level Three
Supplemental Material - duet books, seasonal books, repertoire collections
Alfred Basic Finger Aerobics
Alfred Publishing Company, Inc.

The Older Beginner Piano Course
J. Bastien
Method Book Level Two
Theory Workbook: Musicianship for the Older Beginner, Level Two
Supplemental Material - repertoire collections
Kjos West, Neil A. Kjos, Jr., Publisher

Celebration Series, The Piano Odyssey
Royal Conservatory of Music repertoire collections:
Grade Three or higher
Royal Conservatory of Music Piano Studies/Etudes:
Grade Three or higher
The Frederick Harris Music Company, Limited

Supplemental material as required

Pedagogical Resources
The Royal Conservatory of Music Official Examination Syllabus
The Frederick Harris Music Company, Limited
ISBN 0-88797-742-1

Piano Pedagogy and Performance Principles
Edward J. Parker, Burnaby, B.C., self-published
ISBN 0-9696452-0-1
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Piano Skills 11

Course Code: YPSK 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Intermediate Piano Skills,

Course Synopsis:

Advanced Piano Skills 11 is designed as a part of a progression of Beginning, Intermediate and Advanced Piano Skills courses to help students learn to perform piano well from a beginning level to a more advanced level. The progression is designed to allow students to begin at a level of expectation appropriate to their technical skills, and to continue to develop their skills in subsequent years.

Students will learn a musical vocabulary and music theory appropriate to their level of performance, and learn to perform songs both in groups and singly. They will perform for appropriate audiences, beginning with their classmates and proceeding to larger audiences as their skill improves.
Learning Resources:

Alfred Basic Adult Piano Course
Palmer, M. Manus, A. Lethco
Method Book Level Three
Supplemental Material - duet books, seasonal books, repertoire collections
Alfred Basic Finger Aerobics
Alfred Publishing Company, Inc.

The Older Beginner Piano Course
J. Bastien
Method Book Level Two
Theory Workbook: Musicianship for the Older Beginner, Level Two
Supplemental Material - repertoire collections
Kjos West, Neil A. Kjos, Jr., Publisher

Celebration Series, The Piano Odyssey
Royal Conservatory of Music repertoire collections:
Grade Three or higher
Royal Conservatory of Music Piano Studies/Etudes:
Grade Three or higher
The Frederick Harris Music Company, Limited

Supplemental material as required

Pedagogical Resources
The Royal Conservatory of Music Official Examination Syllabus
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Piano Pedagogy and Performance Principles
Edward J. Parker, Burnaby, B.C., self-published
ISBN 0-9696452-0-1
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Piano Skills 12

Course Code: YPSK 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Intermediate Piano Skills

Course Synopsis:

Advanced Piano Skills 12 is designed as a part of a progression of Beginning, Intermediate and Advanced Piano Skills courses to help students learn to perform piano well from a beginning level to a more advanced level. The progression is designed to allow students to begin at a level of expectation appropriate to their technical skills, and to continue to develop their skills in subsequent years.

Students will learn a musical vocabulary and music theory appropriate to their level of performance, and learn to perform songs both in groups and singly. They will perform for appropriate audiences, beginning with their classmates and proceeding to larger audiences as their skill improves.
Learning Resources:

Alfred Basic Adult Piano Course
Palmer, M. Manus, A. Lethco
Method Book Level Three
Supplemental Material - duet books, seasonal books, repertoire collections
Alfred Basic Finger Aerobics
Alfred Publishing Company, Inc.

The Older Beginner Piano Course
J. Bastien
Method Book Level Two
Theory Workbook: Musicianship for the Older Beginner, Level Two
Supplemental Material - repertoire collections
Kjos West, Neil A. Kjos, Jr., Publisher

Celebration Series, The Piano Odyssey
Royal Conservatory of Music repertoire collections:
Grade Three or higher
Royal Conservatory of Music Piano Studies/Etudes:
Grade Three or higher
The Frederick Harris Music Company, Limited

Supplemental material as required

Pedagogical Resources
The Royal Conservatory of Music Official Examination Syllabus
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Piano Pedagogy and Performance Principles
Edward J. Parker, Burnaby, B.C., self-published
ISBN 0-9696452-0-1
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  December 17, 2007

Prerequisites:  The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: 10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally, the student will learn to read, draw and interpret piping drawings.

Learning Resources:

# Instructor designed material
# Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
# Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
# Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
# Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
# Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: 

The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer

www.bcsta.org
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Theatre Criticism 11

Course Code: YTCR 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 □ 11 ✗ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to provide students with the opportunity to experience different styles of live theatre, film and television productions that are uniquely available in the Lower Mainland. To achieve this, students visit professional and amateur theatre venues, theatre fringe festivals, film festivals, local mainstream and alternative film theatres, as well as various film and television production studios. While various written and oral forms of evaluation are used throughout, as a culmination to the twenty-eight productions students attend throughout the course, students will organize presentations that include a mapping of the local theatre, film and television community, and an assessment of the best productions seen during the school year. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Exploration, Analysis, Company, and Technological Processes. Students are given the opportunity for self and peer assessments and the overall approach to the course promotes the development of an understanding of the local performing arts community, particularly as this relates to students’ future educational and career choices.

Learning Resources:

• Visits to twenty local theatre (classic/contemporary/musical/experimental/ ethically-based) productions
• Visits to eight local film screenings
• Visits to local area film and television production studios (Lions Gate Studios, Vancouver Film Studios, etc.)
• Visits with local theatre, film, television and print media talent
• Articles and information about the local theatre, film and television communities from the Internet
• Books/Study Guides:
  • Stuart Poyntz (2001/02). History of Film Study Guide Series. (No 1-20). Vancouver: Pacific Cinémathèque
School District 39

Status: approved

School Name: Templeton Secondary

Course Name: Theatre Criticism 12

Course Code: YTCR 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 13, 2005

Prerequisites:  Theatre Criticism 11 recommended

Course Synopsis:

This course has been developed to provide students with the opportunity to experience different styles of live theatre, film and television productions that are uniquely available in the Lower Mainland. To achieve this, students visit professional and amateur theatre venues, theatre fringe festivals, film festivals, local mainstream and alternative film theatres, as well as various film and television production studios. While various written and oral forms of evaluation are used throughout, as a culmination to the twenty-eight productions students attend throughout the course, students will organize presentations that include a mapping of the local theatre, film and television community, and an assessment of the best productions seen during the school year. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Exploration, Analysis, Company, and Technological Processes. Students are given the opportunity for self and peer assessments and the overall approach to the course promotes the development of an understanding of the local performing arts community, particularly as this relates to students’ future educational and career choices.

Learning Resources:

- Visits to twenty local theatre (classic/contemporary/musical/experimental/ ethnically-based) productions
- Visits to eight local film screenings
- Visits to local area film and television production studios (Lions Gate Studios, Vancouver Film Studios, etc.)
- Visits with local theatre, film, television and print media talent
- Articles and information about the local theatre, film and television communities from the Internet
- Books/Study Guides:

Additional Information:

Please note that while Theatre Criticism 11 and 12 have various elements in common, there are also a variety of learning outcomes that are specifically designated for the senior course. These have been designated in bold in the following document for the purposes of clarity.
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 
10  
X 11  
 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online   http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit   ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe
The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.
Download:   http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm

www.bcsta.org
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Community Service 11

Course Code: YCSER 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 13, 2005

Prerequisites:  None

Course Synopsis:

This course has been developed to allow the individual strengths of students to be paired with school and/or community needs through service activities. Because the role of the Community Service student will vary according to the wide range of needs in secondary schools, elementary schools or outside agencies, a definitive role description cannot be provided. Each student and teacher will develop the student=s service role and the assessment based on the course objectives and individual needs of both student and teacher. It is important that the guiding principal when developing the student=s role is that it must benefit the student.
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

#Instructor designed material


#OHS regulations & WCB publications

#Qualified WHMIS instructor

#Qualified First Aid instructor

#Trades Common Core, Line H, Lift Loads, Queen=s Printer

#Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

#Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

#TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
#Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

#Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

#Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful applicant

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally, the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen's Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen's Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen's Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen's Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen's Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen's Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen's Printer
#Current British Columbia Plumbing Code Regulations, Queen's Printer
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: University Hill Secondary

Course Name: Self and Society 11

Course Code: YSAS 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed as the first part of a two part course designed to provide academically gifted students in the University Transition Program with the essential skills and concepts that prepare them for early entrance to UBC. The course provides opportunities for students to problem solve and learn collaboratively as they work through four interdisciplinary units: Human Development, Social Justice, Media Awareness, and Environmental Stewardship. Through the creation and use of an electronic portfolio, students learn to monitor and reflect on their learning throughout the course and consider their learning at the end of the year in light of their own individual education plan.

Learning Resources:

· Speakers from UBC campus and Lower Mainland community (i.e., Ad Busters, Condomania, UBC Wellness Center, UBC Mentor Center, etc.)
· Films: Pay it Forward, Control Room, Wag the Dog
· UBC History Professor
· Bamfield Marine Station

This list is still being developed

Additional Information:

Please note that this course is being developed in conjunction with Self and Society 12. The intention is that the two courses will be taught as one, with Transition year one and year two students working together. Course content will be the same for both groups, repeated over a two-year cycle. What will differ between Self and Society 11 and Self and Society 12 is the Learning Outcomes. For Self and Society 12 the language of the Learning Outcomes reflects more depth and mastery of the course concepts and material.
School District 39
Status: approved
School Name: University Hill Secondary
Course Name: Self and Society 12
Course Code: YSAS 12
Category: Liberal Arts and Humanities
Grade Level of Course:  
- 10
- 11
- 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 13, 2005
Prerequisites: None

Course Synopsis:
This course has been developed as the second part of a two part course designed to provide academically gifted students in the University Transition Program with the essential skills and concepts that prepare them for early entrance to UBC. The course provides opportunities for students to problem solve and learn collaboratively as they work through four interdisciplinary units: Human Development, Social Justice, Media Awareness, and Environmental Stewardship. Through the creation and use of an electronic portfolio, students learn to monitor and reflect on their learning throughout the course and consider their learning at the end of the year in light of their own individual education plan.

Learning Resources:
- Speakers from UBC campus and Lower Mainland community (i.e., Ad Busters, Condomania, UBC Wellness Center, UBC Mentor Center, etc.)
- Films: Pay it Forward, Control Room, Wag the Dog
- UBC History Professor
- Bamfield Marine Station

This list is still being developed.

Additional Information:
Please note that this course is being developed in conjunction with Self and Society 11. The intention is that the two courses will be taught as one, with Transition year one and year two students working together. Course content will be the same for both groups, repeated over a two-year cycle. What will differ between Self and Society 11 and Self and Society 12 is the Learning Outcomes. For Self and Society 12 the language of the Learning Outcomes reflects more depth and mastery of the course concepts and material.
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Car Care 11

Course Code: YCC 11

Category: Trades and Technology

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

In Car Care 11, the main objective is to provide the students with a well-rounded knowledge about automobiles in general. When students leave this course they will be capable of buying, maintaining, acquiring, servicing and operating a vehicle.

Learning Resources:

Primary Recommended Text:
Martin W. Stockel and Martin T. Stockel                Auto Mechanics Fundamentals, How and Why of the
Design, Construction, and Operation of Automotive Units.

Primary Supporting Text:
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15-16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online   http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,

Employability Skills Toolkit   ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

Download: http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards

http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;
• CareerScope, Amundsen and Poehnell
• The Get Real Game, National Life/Work Centre
• Real Times/Real Life, National Life/Work Centre
• WCB Student Worksafe
• St. John Ambulance Level One (Emergency) First Aid Certification Program
• WHMIS
• British Columbia’s Employment Standards Act
• Workfutures.bc.ca
• Educationplanner.bc.ca
• SD#39 Work Term Report Template
• SD#39 Career Programs Work Placement Database

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler
• Get The Edge! Business Plan Work Book
• Employment Standards Act
• SD#39 Project Placement Program
• Community Mentors
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Computer Keyboarding & Communications 10/11/12

Course Code: YCPKC 10 / YCPKC 11 / YCPKC 12

Category: Business and Applied Business

Grade Level of Course: X 10  X 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

The intent of this course is to provide secondary students with the opportunity to develop touch keyboarding proficiency as a personal life skill and as a foundation for career development. The course is designed to improve keyboarding, formatting, proofreading, editing and communications skills. The students will be introduced to personal and business applications and will be encouraged to use their keyboarding skills in other curricular areas. Correct etiquette and internet protocols will also be taught.

Learning Resources:

Primary Recommended Text:
Information Processing: Keyboard, Formatting, and Application Mastery
Chiri, Kutsko, Seraydarian and Stoddard

Primary Supporting Texts:
Typing 300
Rowe, Lloyd and Winger

Supplemental Resources:
Learning Microsoft Office Professional
Blanc, Vento, Singleton and Toliver
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Engineering 12A

Course Code: YENG 12A

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

A hands-on, material based course intended to follow up on other courses and provide an advanced introduction to concepts in a wide range of engineering disciplines. The course has a strong emphasis on design and construction. Students are expected to produce projects relevant to the learning outcomes.

Learning Resources:

While there are few learning resources specifically designed for a course of this nature, certain curriculum organizers can be related to the learning resources used in other classes.

- Drafting texts as approved by the ministry for Drafting 11/12

- Safety worksheets appropriate for use in the shop where the course is being taught. Examples include WCB Worksafe material.


- ASTM Materials Handbook

- Programming and Interfacing the PIC Microcontroller, Myke Predko
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Engineering 12B

Course Code: YENG 12B

Category: Trades and Technology

Grade Level of Course:  

10   11   X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Engineering 12A

Course Synopsis:

This is a project-oriented course designed to give future engineering students an opportunity to explore an area of engineering of interest to them in greater detail. It will emphasize teamwork, planning, and the design process. It will build upon the instructional content in Engineering 11 and 12A, but will allow the student to explore that material in more depth and application.

Learning Resources:

While there are few learning resources specifically designed for a course of this nature, certain curriculum organizers can be related to the learning resources used in other classes.

- Drafting texts as approved by the ministry for Drafting 11/12

- Safety worksheets appropriate for use in the shop where the course is being taught. Examples include WCB Worksafe material.


- ASTM Materials Handbook

- Programming and Interfacing the PIC Microcontroller, Myke Predko
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Fashion Design 12A

Course Code: YFASD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. Students will gain skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:

Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Fashion Design 12B

Course Code: YFASD 12B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts, while encouraging students to explore the global diversity of design. Students will gain advanced skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:

Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Film Studies 10

Course Code: YFIS 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: Students must be enrolled in Flex Humanities program.

Course Synopsis:

Film Studies 10 is designed for the Flex Humanities Program. The course will be an introduction to film theory, film criticism, film history, and screenplay writing. Students will be exposed to famous and influential films from many different styles, genres, decades, and countries. Students will learn the basic vocabulary of film and learn to look at film from different theoretical perspectives. Students will then learn the basics of screenwriting and write several scripts both individually and collaboratively.

Learning Resources:

Primary Recommended Text:
Giannetti, Louis Understanding Movies

Primary Supporting Texts:
Ebert, Roger The Great Movies (Volume one and two)
Vineyard, Jeremy Setting Up Your Shots: Great Camera Moves Every Filmmaker Should Know
Field, Syd Screenplay: The Foundations of Screenwriting
Wallace, Pamela You Can Write a Movie
Stam, Robert Film Theory: An Introduction
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Graphic Arts 11B

Course Code: YGAR 11B

Category: Trades and Technology

Grade Level of Course:  
- □ 10
- □ 11
- x 11
- □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students must be taking or have completed Graphic Arts 11

Course Synopsis:

This is a specialized commercial printing course in Graphic Communication, which introduces students to the processes of production work and printing technology. Students will further their understanding of how Graphic Communication touches every part of our lives with a practical emphasis on technical production skills. Students will gain knowledge of printing and bindery processes used in this industry with hands-on practise in operating the equipment. Students will be expected to meet and conform to the highest safety standards that ensure a safe and accident free environment. This course will emphasise communication skills and a collaborative approach to problem solving through practical work. Projects will require student to work in a realistic setting that mirrors a printing plant with a team approach to producing printed products.

Learning Resources:

- A variety of Graphic Arts Text books
- Manuals and Guides for available Software
- Manuals and Guides for available Equipment
- Industry Periodicals and Design Publications
- “Sample Files” of previously completed work
- Internet sites showcasing work and using sound Graphic Design
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Graphic Arts 12B

Course Code: YGAR 12B

Category: Trades and Technology

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students must be taking or have completed Graphic Arts 12

Course Synopsis:

This advanced level course in Printing Technology will let students further develop their technical skills in machine operations and requires them to apply creativity, logic, and knowledge to solve real-life print production problems. Students will further their understanding of how Printing Technology serves our societies' need for printed products. Students will use a team approach to problem solving: looking for innovative solutions that use graphics to develop, record, and communicate in a variety of ways. Studying Printing Technology develops students' understanding of economic and business strategies, it sharpens technical skills, and it fosters collaborative work habits.

Learning Resources:

- A variety of Graphic Arts Text books
- Manuals and guides for available Software
- Manuals and guides for available Equipment
- Industry Periodicals and Design Publications
- Paper Swatches and Price Books
- "Sample Files" of previously completed work
- Internet sites both showcasing work and using sound Graphic Design

www.bcsta.org
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4 each

Number of Hours of instruction: 120 each

Date Approved: April 13, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Learning Resources:

Primary Recommended Text: St Germain, Clif. Salon Fundamentals

Primary Supporting Texts: Salon Fundamentals Study Guide and Workbook
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4 each

Number of Hours of instruction: 120 each

Date Approved: April 13, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Learning Resources:

Primary Recommended Text: St Germain, Clif. Salon Fundamentals
Primary Supporting Texts: Salon Fundamentals Study Guide and Workbook
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4 each

Number of Hours of instruction: 120 each

Date Approved: April 13, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Learning Resources:

Primary Recommended Text: St Germain, Clif. Salon Fundamentals
Primary Supporting Texts: Salon Fundamentals Study Guide and Workbook
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Hairdressing 12A

Course Code: YHA 12A

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10  
- [x] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Hairdressing Courses 11A, 11B, 11C

Course Synopsis:

Hairdressing 12A is a theory course which builds on the principles of hairdressing and the organization and management of a hair salon from Hairdressing 11A.

Learning Resources:

Primary Recommended Text: 
St Germain, Clif. Salon Fundamentals

Primary Supporting Texts: Salon Fundamentals Study Guide and Workbook
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Hairdressing 12B

Course Code: YHA 12B

Category: Trades and Technology

Grade Level of Course: ☐ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Hairdressing Courses 11A, 11B, 11C

Course Synopsis:

Hairdressing 12B is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

This course is taken concurrently with Hairdressing 12A which focuses on theocratical concepts. This course is designed to give students the opportunity to “put theory into practice”. It is the foundation for the building of practical skills which students will further develop in their work experience placements.

Learning Resources:

Primary Recommended Text:
St Germain, Clif. Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Hairdressing 12C

Course Code: YHA 12C

Category: Trades and Technology

Grade Level of Course:  

[□] 10  [□] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Hairdressing Courses 11A, 11B, 11C

Course Synopsis:

Hairdressing 12C is a practical course which reinforces the basic techniques of hairdressing and extends theoretical knowledge in specific practical applications.

Learning Resources:

Primary Recommended Text:
St Germain, Clif.: Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Hairdressing 12D

Course Code: YHA 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Hairdressing Courses 11A, 11B, 11C

Course Synopsis:

Hairdressing 12D prepares students to work in a professional salon environment by teaching, through theory and practice, the interpersonal skills and personal attributes that are essential to be a successful hairdresser.

Learning Resources:

Primary Recommended Text:
St Germain, Clif. Salon Fundamentals

Primary Supporting Texts:
Salon Fundamentals Study Guide and Workbook
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Introduction to Computer and Business Skills 11

Course Code: YICBS 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

The intent of this course is to provide students, particularly late arriving ESL students and students with learning disabilities, the opportunity to develop touch keyboarding proficiency and personal business skills and knowledge as a foundation for personal use and career development. Special emphasis will be placed on language development especially vocabulary acquisition appropriate to ESL students as regards their personal and career development. The course is designed to develop keyboarding and business communication skills as well as introduce the students to everyday business skills such as banking, marketing, entrepreneurship and career development. The students will be introduced to personal and business applications and will be encouraged to use their computer keyboarding skills in other curricular areas.

Rationale: As many ESL students have a reduced amount of time in the school system to develop personal and business life skills, this course provides students with the opportunity to develop and enhance these skills. In addition, keyboarding is an important communications tool for both personal and business use. The skills developed in this class will help these students with their day to day financial matters. The units on Post Secondary Transition, Marketing and Entrepreneurship will assist the students in their further Education, Career Development and Employability. Students will be encouraged to develop organization skills that will transfer into their personal and business life.

Learning Resources:

Primary Recommended Text:
Information Processing: Keyboarding, Formatting, and Application Mastery
Chiri, Kutsko, Seraydarian and Stoddard

Primary Supporting Texts:
Typing 300
Rowe, Lloyd and Winger

Supplemental Resources:
Learning Microsoft Office Professional
Blanc, Vento, Singleton and Toliver

Software Requirements: (Typical)
Microsoft Office 2000
All the Right Type
This course is offered as an introduction for students. Students who wish to continue pursuing jewellery design and manufacture may enrol in grade 11 metalwork: Art Metal/ Jewellery. Advanced wax carving, jewellery design, jewellery mold making, chain making and other related topics may be pursued.

Course Synopsis:
This course will give students an introduction to jewellery making techniques. Students will be required to design and construct their own designs using sheet metal and the Lost Wax Casting process. This course will require students to function safely in an industrial atmosphere using tools and equipment. Students will gain knowledge of industrial design and manufacturing processes used in many manufacturing fields.

Learning Resources:
1. Teacher developed handouts and resources relating specifically to units of this course.
2. Small in class library of text and reference books offer project ideas and advanced theory.
3. Internet will be used to help research project ideas and information.

Additional Information:
This course is offered as an introduction for students. Students who wish to continue pursuing jewellery design and manufacture may enrol in grade 11 metalwork: Art Metal/ Jewellery. Advanced wax carving, jewellery design, jewellery mold making, chain making and other related topics may be pursued.
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Leadership Development 12

Course Code: YLEDV 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 17, 2007

Prerequisites: None

Course Synopsis:

This course will deal with the theoretical and practical applications of human relations. The goal: to develop Youth Leadership to deliver a variety of community based physical recreation and sports activities for elementary school aged children in the Vancouver Technical “Family of Schools”. The time in class will be spent understanding the basic concepts of proactive leadership and how to effectively use the concepts in life and within the school environment. The students will develop peer mediation (restorative action) skills, learn how to run meetings and practice efficient public speaking. Students will have an opportunity to obtain recognized certification in coaching (NCCP Level 1 in one sport), first aid (St. John’s Ambulance), and officiating (in one sport or more). The course will place together the professional resources of the Vancouver Technical Staff, technical expertise from outside agencies and the efforts of our Community Links Team.

Learning Resources:

• The 7 Habits of Highly Effective Teens by Sean Covey
• National and regional coaching, first aid and officiating certification programs already in place
• CASAA Leadership Handbook from the Canadian Association of Student Activity Advisors
• Leadership Lessons – Lessons to Lead By from National Association of Secondary School Principals
• More Leadership Lessons from the National Association of Secondary School Principals
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Students must be taking or have completed Social Studies 11.

Course Synopsis:

Philosophy 12 parallels the first year philosophy curriculum at Simon Fraser University with an additional components focusing on the eastern philosophy of Confucius and Chuang Tzu. The course introduces students to the basic principles and intellectual history of ethics, epistemology, logic, metaphysics, justice, and freedom. Other philosophical disciplines such as existentialism, feminist philosophy, philosophy of the mind, and philosophy of science and political philosophy will be also introduced to students. The course is dedicated to developing the principal tools of philosophical inquiry: comprehension, analysis, and critical evaluation.

Learning Resources:
Primary Recommended Text:
Solomon, Robert C. The Big Questions: A Short Introduction to Philosophy
Primary Supporting Texts:
Moore, Brooke Noel and Richard Parker. Critical Thinking
Lemmon, E.J. Beginning Logic
Waley, Arthur. The Analects of Confucius
Watson, Burton. Chuang Tzu: Basic Writings
Grube, G.M.A. Plato: The Trial and Death of Socrates
.i.b.d. Plato: Phaedo
Nagel, Thomas. What Does It All Mean: A Very Short Introduction to Philosophy.
Supplemental Resources:
Edwards, Paul, Editor in Chief. The Encyclopaedia of Philosophy

Journal(s):
Lewis, Rick, Senior Editor. Philosophy Now

Primary website:
Epistem Links: Philosophical Resources on the Internet www.epistemelinks.com

Secondary websites:
The High School Philosophy Website Project www.osie.utoronto.ca
TPM Online: The Philosophers' Magazine on the Web. www.philosophers.co.uk
Guide to Philosophy on the Internet. www.earlham.edu/peters/philinks.htm
Philosophy in Cyberspace www.personal-monash.edu.au
Ethics Updates http://ethics.acusd.edu

Philosophical novels: Dostoyevsky, Kafka, Sartre, Camus, and Hesse.
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

# Instructor designed material


# OHS regulations & WCB publications

# Qualified WHMIS instructor

# Qualified First Aid instructor

# Trades Common Core, Line H, Lift Loads, Queen=s Printer

# Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

# Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

# TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,
# Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

# Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

# Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

#Instructor designed material
#Math and Science, Applied Mathematics, Minister of Alberta Learning, Queen=s Printer 1998.
#Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queen=s Printer 1998.
#Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queen=s Printer 1998.
#Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queen=s Printer 1998.
#Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
#Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
#Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Vancouver Technical Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

#Instructor designed material


#Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

#Current Fixture Manufacturers Rough in Literature

#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students with making a transition from school to a work site. It is designed for 15 -16 year old students who are currently enrolled as full-time students in the regular school program, but who have the potential to drop out of school. It is aimed at helping students to become re-oriented and motivated to complete their education by allowing them to explore career options through unpaid work experience and academic intervention in a non-traditional classroom setting. To support this transition, students will complete a mandatory 20 hours of employment readiness training and skill development prior to placement in the community. Students may complete up to a maximum of 200 hours of on-the-job-experience. The program is designed to allow students:

§ experience the roles and responsibilities of employment
§ appreciate the time constraints imposed in terms of attendance at both school and work
§ relate classroom skills and knowledge to an employment context
§ develop interpersonal skills, career awareness and maturity
§ become aware of the changing nature and demands of the workplace
§ experience the potential career opportunities available in industry
§ increase employment prospects

Learning Resources:

Career Paths Online  http://www.careerpathsonline.com/site/main.cfm

Interest inventory, Trades & Technology Quiz, 120 occupational profiles,
Employability Skills Toolkit  ISBN: 007087847-1

The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758)

WCB Student WorkSafe

The materials include age appropriate scenarios and activities to help students develop a strong safety attitude.

Download:  http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Employment Standards
http://www.bced.gov.bc.ca/irp/capp/workex.htm
Additional Information:

Through this opportunity it is expected that students will:
$ learn through experience and on-the-job training in a different way from the way they learn in formal classroom learning settings; they also use what they learn differently
$ be more likely to understand underlying theory when the meaning is explored in specific situations
$ have the opportunity to consolidate previous experience and demonstrate skills
$ gain experience that makes further study more meaningful
$ have the opportunity to learn the culture of the workplace
$ learn, develop and apply skills relevant to the workplace
$ gain information and experience to enable informed career choice and planning
$ experience various work cultures
$ gain confidence
$ make contact with employers
$ gain knowledge of employers’ expectations
$ demonstrate to host employers their potential as employees
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Career Transitions 12

Course Code: YCTR 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Planning 10

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses. In addition, students will have the opportunity to demonstrate increased initiative and to develop self-confidence by getting directly involved in an entrepreneurship education project. Students will begin to recognize the need for life-long learning as a process to expand their career options and achieve their goals as employees, employers, managers, investors, or entrepreneurs.

Learning Resources:

• The Graduation Portfolio and Focus Areas Program Guide, Ministry of Education;  
• CareerScope, Amundsen and Poehnell  
• The Get Real Game, National Life/Work Centre  
• Real Times/Real Life, National Life/Work Centre  
• WCB Student Worksafe  
• St. John Ambulance Level One (Emergency) First Aid Certification Program  
• WHMIS  
• British Columbia’s Employment Standards Act  
• Workfutures.bc.ca  
• Educationplanner.bc.ca  
• SD#39 Work Term Report Template  
• SD#39 Career Programs Work Placement Database  

• Growing a Business: A Young Entrepreneur’s Start-Up Guide – Scott J. Shickler  
• Get The Edge! Business Plan Work Book  
• Employment Standards Act  
• SD#39 Project Placement Program  
• Community Mentors
This course was developed to better prepare serious visual art students for the post-secondary experience. Flexible access to computers will be necessary to make the course run smoothly. Access to a digital camera (s) and computer with CD/DVD burning capabilities and software will be necessary for digital portfolio preparation.

School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Careers In Art 12

Course Code: YCA 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [ ]  11  [ ]  12  [X]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: Any Studio Art 11, a concurrent Studio Art 12 is recommended

Course Synopsis:

This course has been developed to support and prepare students for post-secondary training in art related fields. Students will examine the variety of careers available that are related to art through research and artistic processes. Students will participate in a variety of artistic processes while learning to present their work in a portfolio format, suited to the submission requirements of their chosen post-secondary facility. Students will research career opportunities in their field of interest, including the required training, availability of training in Canada and abroad, and opportunities for employment in their chosen field. Students will also have the opportunity to prepare a digital portfolio of their work for presentation to facilities. Students will explore twentieth century art movements through research, culminating in a research essay and independent project based upon their findings.

Learning Resources:

Recent Versions of:
Adobe Photoshop
Adobe Illustrator
Microsoft PowerPoint

Video: Art of the Western World: Volume 4 Into the Twentieth Century / In Our Own Time
Getting Into Art History: Fitzhenry and Whiteside, 1999 ISBN/Order # 0969695314


Additional Information:

This course was developed to better prepare serious visual art students for the post-secondary experience. Flexible access to computers will be necessary to make the course run smoothly. Access to a digital camera (s) and computer with CD/DVD burning capabilities and software will be necessary for digital portfolio preparation.
**School District 39**

Status: approved

School Name: Windermere Community Secondary

Course Name: Digital Imaging and Photography 10

Course Code: YDIP 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 17, 2007

Prerequisites: None

**Course Synopsis:**

This course has been developed to help students explore current and evolving photographic and digital imaging technologies. Students will learn to use digital cameras, computers and peripherals as image making tools. By studying the elements and principles of design, students will build the foundation to create visually exciting digital imagery, and learn to create web galleries of their work. Learning outcomes for the course are grouped under the curriculum organizers: Image Development and Design Strategies, Context, Visual Elements and Principles of Art and Design, and Materials, Technologies and Processes. As students progress through the different grade levels, more complex techniques, equipment and processes will be added to their knowledge base. In Grade 11 and 12, students will build upon prior knowledge and complete tasks with more complex techniques, equipment and software.

**Learning Resources:**
Books


DVDs


Periodicals

Photo Life
Popular Photography
Outdoor Photographer
Petersen’s Photographic
Photographer’s Forum
PC Photographer

Software

Adobe Photoshop Elements
Adobe Photoshop CS2
Paintshop Pro
Corel Painter
JAlbum
Google Picasa
Photodex ProShow Gold
Microsoft Office Powerpoint
Adobe Illustrator
ACDSee
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Digital Imaging and Photography 11

Course Code: YDIP 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 17, 2007

Prerequisites: None

Course Synopsis:

This course has been developed to introduce students to digital imaging technologies. Students will learn to use digital cameras, computers and peripherals as image making tools. Content will reflect a more mature approach to socially relevant issues and developing personal imagery. Techniques will include editing, enhancing and creating images and creating presentations using digital cameras, computers, and peripherals. Students will gain an understanding of various applications of digital imaging, providing them the opportunity to pursue career options in related fields. Learning outcomes for the course are grouped under the curriculum organizers: Image Development and Design Strategies, Context, Visual Elements and Principles of Art and Design, and Materials, Technologies and Processes.

Learning Resources:
Videos
Captured Light: The Invention of Still Photography ?2001 A7E Television Networks, New Video, 126 Avenue, New York, NY 10011
A Little Bit of Magic Revealed: William Fox Talbot’s Discovery ?1995 Films for the Humanities and Sciences

Books

DVDs
Professional Photoshop Image Restoration & Repair, Eismann and Olsen, 2003 ASIN: B00009ZLMA

Periodicals

Photo Life
Popular Photography
Outdoor Photographer
Petersen’s Photographic
Photographer’s Forum
PC Photographer

Software

Adobe Photoshop Elements
Adobe Photoshop CS2
Paintshop Pro
Corel Painter
JAlbum
Google Picasa
Photodex ProShow Gold
Microsoft Office Powerpoint
Adobe Illustrator
ACDSee
School District 39

Status: approved

School Name: Windermere Community Secondary
Course Name: Digital Imaging and Photography 12
Course Code: YDIP 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  
10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 17, 2007
Prerequisites: None

Course Synopsis:

This course has been developed to help senior students explore digital imaging technologies. Students will learn to use digital cameras, computers and peripherals as image making tools. Content will reflect a more individualized approach to developing imagery digitally. Students will learn advanced photographic techniques, and further their knowledge of editing, enhancing and creating images using digital cameras, computers, and peripherals. Students will further develop a portfolio that reflects their digital imaging skill development and knowledge in preparation for post secondary admission with particular emphasis on career options. Learning outcomes for the course are grouped under the curriculum organizers: Image Development and Design Strategies, Context, Visual Elements and Principles of Art and Design, and Materials, Technologies and Processes.

Note: The organizational structure and how it is implemented is dependent upon each school’s facilities and the teacher expertise.

Learning Resources:
Books


DVDs

Digital Photography, 2004 Educational Video Network, Inc. ASIN: B00024WGPQ
Professional Photoshop Portrait Retouching, 2003, Eismann and Olsen, ASIN: B00009ZLMB
Professional Photoshop Image Restoration & Repair, 2003 Eismann and Olsen, ASIN: B00009ZLMA

Periodicals

Photo Life
Popular Photography
Outdoor Photographer
Petersen's Photographic
Photographer’s Forum
PC Photographer

Software

Adobe Photoshop Elements
Adobe Photoshop CS2
Paintshop Pro
Corel Painter
JAlbum
Google Picasa
Photodex ProShow Gold
Microsoft Office Powerpoint
Adobe Illustrator
ACDSee
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Fashion Design 12A

Course Code: YFASD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. Students will gain skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:

Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
This course has been offered in the Vancouver School District for many years. Schools' facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.

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School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Fashion Design 12B

Course Code: YFASD 12B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Presently, there are no prerequisite courses for entry to grades 11 and 12 fashion design courses.

Course Synopsis:

This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts, while encouraging students to explore the global diversity of design. Students will gain advanced skills and knowledge in the technical aspects of pattern making through flat pattern manipulations, pattern drafting techniques, and/or computer generated techniques. Students will complete a process from original design ideas to pattern construction, to prototypes of designs, to finished garments. Learning outcomes for the course are grouped under the units below. This approach supports student skill development and encourages meaningful methods of designing, adapting, modifying, constructing, and evaluating garments.

Learning Resources:

Students will use materials that are produced by the teacher and classroom resource books, as well as sources from popular media, the internet and/or library


Resource Books

Additional Information:

This course has been offered in the Vancouver School District for many years. Schools’ facilities, equipment and resources will vary. Teacher training is essential. In the past, successful students have been accepted to Kwantlen University College, Ryerson Polytechnic University, Parson’s School of Design, FIT and etc.
**School District 39**

Status: approved

School Name: Windermere Community Secondary

Course Name: Leadership Development 10

Course Code: YLEDV 10

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None, except an interest in Graphic Design and Imagery

**Course Synopsis:**

This course will deal with the theoretical and practical applications of human relations. The time in class will be spent understanding the basic concepts of proactive leadership and how to effectively use the concepts in life and within the school environment. The students will develop peer helping skills, learn how to run meetings, practice efficient public speaking, as well as be involved in the promotion and running of school events. They will also be expected to focus on school and community relations along with raising awareness of the Windermere Leadership Program and its benefits.

**Learning Resources:**

- The 7 Habits of Highly Effective Teens by Sean Covey
- CASAA Leadership Handbook from the Canadian Association of Student Activity Advisors
- Leadership Lessons – Lessons to Lead By from National Association of Secondary School Principals
- More Leadership Lessons from the National Association of Secondary School Principals

**Additional Information:**

This course is part of a District Specified Alternative Program running Grade 8 through 12.
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: PE - Fitness 11

Course Code: YPEF 11

Category: Fitness and Recreation

Grade Level of Course:  

10  
X 11  
12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 13, 2005

Prerequisites: Physical Education 10

Course Synopsis:

This half-year course will deal with fitness and healthy living. While improving their present level of fitness, students will acquire knowledge about fitness, training and maintaining an active, healthy lifestyle. Topics will include basic musculoskeletal anatomy, training techniques for cardiovascular fitness, flexibility, balance and strength (including modern core strength training), myths and benefits of fitness training, partner training, record keeping, motivation and nutrition. Students will be expected to design their own training programs that fit into their present lives and can be adapted to suit their future lives.

Learning Resources:

Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) http://www.cahperd.ca
The University of California, Berkley Wellness Letter http://www.WellnessLetter.com
Canadian Fitness and Lifestyles Research Institute http://www.cfiri.ca/cfiri/cfiri.html
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: PE - Games and Sports 11

Course Code: YPEGS 11

Category: Fitness and Recreation

Grade Level of Course:  

   10  [X] 11  [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 13, 2005

Prerequisites: Physical Education 10

Course Synopsis:

This is a half-year course, the second of two courses offered consecutively for boys in grade 11 or 12. While the first course would focus primarily on fitness, the emphasis of this course is games and sports. The goal of promoting healthy attitudes and regular physical activity as important parts of each student's lifestyle will be observed, as a variety of games and sports are explored, affording an opportunity to analyse and improve physical competence, maintain personal fitness, and develop effective leadership skills.

Learning Resources:

Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) [http://www.cahperd.ca](http://www.cahperd.ca)

Canadian Fitness and Lifestyles Research Institute [http://www.cfri.ca/cfri/cfri.html](http://www.cfri.ca/cfri/cfri.html)


Game Central Station [http://www.gamecentralstation.com](http://www.gamecentralstation.com)

Moving Matters, Newsmagazine of the Physical Education Provincial Specialist Association
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Photography 10

Course Code: YPHOT 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to help students explore traditional and evolving photographic formats. Students will learn to use cameras, darkroom equipment, computers and peripherals as editing tools in order to create a portfolio that reflects their photographic skill development and knowledge. By studying the elements and principles of design, students will build the foundation to create visually exciting photographic imagery. Learning outcomes for the course are grouped under the curriculum organizers: Image Development and Design Strategies, Context, Visual Elements and Principles of Art and Design, and Materials, Technologies and Processes.

Learning Resources:

Videos

Kodak’s How to Take Better Pictures ©1988 Eastman Kodak Company, Wood Knapp Video

Photo 101: The Successful Guide to making Great Photographs. Panacea Learning Systems

Dorothea Lange ©1997. Films for the Humanities and Sciences

Ansel Adams: Photographer ©1981 Pacific Arts Video

National Geographic: The Photographers ©1995 National Geographic Society

The Odyssey of Life: The Photographer’s Secrets ©1996 WGBH Video

Books


School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed for senior secondary students who may have different levels of expertise but who have an interest in exploring traditional and evolving photographic formats. Content will reflect a more mature approach to socially relevant issues and developing personal imagery. Students will learn to use cameras, darkroom equipment, computers and peripherals as editing tools in order to create a portfolio that reflects their photographic skill development and knowledge. Students will gain an understanding of various application of photography, providing them the opportunity to pursue career options in related fields. Learning outcomes for the course are grouped under the curriculum organizers: Image Development and Design Strategies, Context, Visual Elements and Principles of Art and Design, and Materials, Technologies and Processes.

Learning Resources:
Videos

Simone: The Portrait – Facets of an Art Kodak Professional products Cat. 908 1647

Walker Evans: American Hudson Film Works and WMHT Education Telecommunications Ó2000

Captured Light: The Invention of Still Photography Ó2001 A7E Television Networks, New Video, 126 Avenue, New York, NY 10011

Mountain Light: Galen Rowell, Kodak Images of Masters Ó1988 Eastman Kodak Company


Creating The Image: Kodak Images of Masters. Ó1985 Wood Knapp Video

Creating The Print: Kodak Images of Masters. Ó1985 Wood Knapp Video

A Little Bit Of Magic Revealed: William Fox Talbot’s Discovery Ó1995 Films for the Humanities and Sciences

Horst P. Horst: 60 Years and Still in Vogue Ó1992 Home Vision Arts, Public Media Inc.


Baraka

Books


School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Plumbing 12A

Course Code: YPLB 12A

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them with safety regulations in accordance with Worksafe BC and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools.

Learning Resources:

# Instructor designed material


# OHS regulations & WCB publications

# Qualified WHMIS instructor

# Qualified First Aid instructor

# Trades Common Core, Line H, Lift Loads, Queen=s Printer

# Trades Common Core, Line A, Use Safe Work Practices, Queen=s Printer

# Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen=s Printer

# TRAC Piping Occupational Core, Line F, Use Specialized Power Tools,

# Province of British Columbia Ministry of Post Secondary Education, Queen=s Printer, 1986

# Current B.C. Plumbing Code, BC Building and Standards Branch, Queen=s Printer

# Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful application.

Course Synopsis:

This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally, the student will learn to read, draw and interpret piping drawings.

Learning Resources:

# Instructor designed material
# Math and Science, Applied Mathematics, Minister of Alberta Learning, Queen=s Printer 1998.
# Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queen=s Printer 1998.
# Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queen=s Printer 1998.
# Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queen=s Printer 1998.
# Plumber, Line H 1, Draw Simple Details and Use Scales, Queen=s Printer 1998.
# Plumber, Line H 2, Read and Interpret Piping Drawings, Queen=s Printer 1998.
# Plumber, Line H 3, Extract Plumbing Information from Construction Drawings, Queen=s Printer 1998.
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Plumbing 12C

Course Code: YPLB 12C

Category: Trades and Technology

Grade Level of Course:  ☑️ 10  ☑️ 11  ✗ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:

This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them with common piping materials, fittings and valves. Also the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:

#Instructor designed material
#Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen=s Printer.
#Plumbing Competency E 1, Describe common Piping Materials, Queen=s Printer
#Plumbing Competency E 2, Identify and Select Plumbing Fittings, Queen=s Printer.
#Plumbing Competency E 3, Select and Install Hangers and Supports, Queen=s Printer.
#Plumbing Competency E 4, Describe the Types of Sealants Used By Plumbers, Queen=s Printer.
#Plumbing Competency E 5, Select and Install Piping / Tubing for Specific Applications, Queen=s Printer.
#Plumbing Competency E 6, Identify Plumbing Valves, Queen=s Printer
#Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Plumbing 12D

Course Code: YPLB 12D

Category: Trades and Technology

Grade Level of Course: ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 17, 2007

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:
This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

# Instructor designed material


# Plumbing Competency Line I, Install and Repair Fixtures, Queen=s Printer

# Current Fixture Manufacturers Rough in Literature

# Current British Columbia Plumbing Code Regulations, Queen=s Printer
School District 39

Status: approved

School Name: Windermere Community Secondary

Course Name: Web Page Design 12

Course Code: YWD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Web Page Design 11

Course Synopsis:

This course will allow students to develop web page design skills for personal, educational and business web pages. Students will learn and use various types of available software, both freeware and commercial, to develop web pages and sites. Students will learn to use web pages as a tool for communication within the school and larger communities. Students will have the opportunity to develop their knowledge of Hyper Text Markup Language and put it to practical use. Students will use commercial web page design software; select and utilize different types of computer graphics and demonstrate basic/intermediate levels of web page and site management.

Learning Resources:

Internet Sites
On line Tutorials
Instructor
Software manuals
Appropriate web page design and editing software
Appropriate graphic design and editing software

Additional Information:

Computer lab with Internet access
Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.

Additional Information:

School District 41
Status: approved
School Name: Alpha Secondary
Course Name: Applications of Technology 11
Course Code: YAPT 11
Category: Trades and Technology
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: Familiarity with computers

Course Synopsis:
This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 5, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:
Some A+ Certification and other Computer Technical manuals.

Additional Information:
Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Applications of Technology 12

Course Code: YAPT 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved: April 29, 2004

Prerequisites: Information Technology 11 or equivalent; strong interest in computer systems; strong interest in hel

Course Synopsis:

Technology Leadership allows students to explore advanced technology related topics beyond the scope of the current curriculum, as well as provide a leadership role in the school by supporting teachers and students in the use of technology. In addition, students may write designation exams in A+, MCP, CAN or MCSE.

Learning Resources:

Access to P4 computers
School District 41

Status: approved

School Name: Alpha Secondary
Course Name: Business Information Technology 10
Course Code: YBUIT 10

Category: Business and Applied Business

Grade Level of Course:  

10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 108

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Business Information Technology 10 uses an integrated approach of teaching computers by combining information technology concepts with business application software to solve problems. The focus is on getting students to develop well-designed and organized solutions that can be communicated effectively through print, web, or presentation mediums. All work will be collected and organized in a web/print portfolio.

Learning Resources:

Software: Office and Graphic Programs.

Additional Information:

Computer lab.
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Desktop Publishing 11

Course Code: YDTP 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Desktop Publishing 12

Course Code: YDTP 12

Category: Business and Applied Business

Grade Level of Course: 10 ☐ 11 ☐ 12 ☒

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: English Lang Dev in Social Science 10

Course Code: YELDS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: Min. of 10

Date Approved: April 29, 2004

Prerequisites: ESL Level 2

Course Synopsis:

To provide ESL students with educational opportunities which are designed to help them make the transition between ESL instruction and full participation in prescribed academic program courses. Transitional courses promote both the acquisition of core content knowledge and the on-going development of students’ English language skills with an emphasis on learning to express and apply one’s knowledge of content area material.

Learning Resources:

1. Canada Revisited
2. Atlas (Nystrom preferred)
3. Language-based Text, for example Text Types in English 3; The Complete Writing Classroom
4. Additional readers T.B.A.

Additional Information:

Presentation Projector, TV, VCR and DVD, Computer, Internet, Overhead Projector
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: ESL Canadian Studies 10A

Course Code: YESLC 10A

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 29, 2004

Prerequisites: Level 2 listening, speaking, reading and writing skills based on District matrices

Course Synopsis:

This course will help students develop the background and skills required to meet the academic demands of Social Studies 10. A language through content approach is used to improve the students’ listening, speaking, reading and writing ability. The content used is current events, Canadian History and Canadian Geography.

Learning Resources:

Classroom
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: ESL Literature Skills 10

Course Code: YESLL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 1 with reading proficiency at the beginning of Level 2 at between grade 3 & 3.5 equivalent

Course Synopsis:

The students will read English literature including simplified and/or adapted classics and poetry and learn literature skills.

For short stories and simplified novels, the students will learn to: summarize plot; describe setting, round and flat characters (using characteristics and evidence); identify and explain protagonist and antagonist and conflict; explain plot structure (initial action, ascending action, climax, descending action, and resolution or denouement; identify, explain and support with examples themes, e.g. irony.

For poetry, the students will learn to: identify prose and verse; recognize stanza, rhyme and free verse, describe rhyme patterns; identify poetic devices with example metaphors, similes, alliteration, assonance, personification, imagery, and symbols; and describe, with examples, the mood and atmosphere of the poem.

Learning Resources:

Class readers (Baronet Illustrated Classics, Kidsbooks Illustrated), short stories, anthology of modern poems
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: ESL Literature Skills 11

Course Code: YESLL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
X 11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 1 with reading proficiency at the beginning of Level 2 at between grade 3 & 3.5 equivalent

Course Synopsis:

The students will read English literature including simplified and/or adapted classics and poetry and learn literature skills.

For short stories and simplified novels, the students will learn to: summarize plot; describe setting, round and flat characters (using characteristics and evidence); identify and explain protagonist and antagonist and conflict; explain plot structure (initial action, ascending action, climax, descending action, and resolution or denouement); identify, explain and support with examples themes, e.g. irony.

For poetry, the students will learn to: identify prose and verse; recognize stanza, rhyme and free verse, describe rhyme patterns; identify poetic devices with example metaphors, similes, alliteration, assonance, personification, imagery, and symbols; and describe, with examples, the mood and atmosphere of the poem.

Learning Resources:

Class readers (Baronet Illustrated Classics, Kidsbooks Illustrated), short stories, anthology of modern poems
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Health and Human Services

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The Leadership 12 Theory and Practice course is founded on the belief that students want to become meaningfully involved in their school community. Students leading students is the key to unlocking the potential of leadership within all students. Leadership means having an intentional positive influence on the lives and behaviours of others. Through the study and practice of leadership, students learn to lead effectively, to foster a positive school environment and to mentor others seeking leadership roles.

Learning Resources:

Classroom
School District 41

Status: approved
School Name: Alpha Secondary
Course Name: Literacy Dynamics 10
Course Code: YLITD 10
Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: None

Course Synopsis:
The intent of this course is to further support students in grade 10 with reading and writing literacy skills; students will be enrolled in a regular English class as well.

Students will receive focussed instruction to learn basic writing skills and reading strategies such as those found in Reading 44 and S.M.A.R.T. Reading. Strategies will focus on multidiscipline content so students can apply the learned skills to all subject areas.

Learning Resources:
- Reading 44
- S.M.A.R.T. Reading teacher resource
- I Read It, But I Don’t Get It
- Various high interest fiction and non-fiction
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

10  

X 11  

☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 29, 2004

Prerequisites:  

Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
**Course Synopsis:**

Human beings are fascinated by each other. Just think about how much time we spend watching people’s behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people’s lives to get our attention.

People watching could be viewed as a very popular spectator sport. Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others’ wishes, yet also rebel against restraints on their freedom. It’s not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others – the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 AP.
Learning Resources:
- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:
- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:
- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:
Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [x] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Learning Resources:

- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:

- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector

www.bcsta.org
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Technology Leadership 12

Course Code: YTELE 12

Category: Trades and Technology

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved: April 29, 2004

Prerequisites: Information Technology 11 or equivalent; strong interest in computer systems; strong interest in hel

Course Synopsis:

Technology Leadership allows students to explore advanced technology related topics beyond the scope of the current curriculum, as well as provide a leadership role in the school by supporting teachers and students in the use of technology. In addition, students may write designation exams in A+, MCP, CAN or MCSE.

Learning Resources:

Access to P4 computers
**School District 41**

Status: approved

School Name: Alpha Secondary

Course Name: Textile Arts & Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved: April 29, 2004

Prerequisites: None

**Course Synopsis:**

Textile Art and Crafts presents an opportunity for students to have fun, think, problem solve and be creative while learning design and construction processes. Primarily, students will work on individual projects and assignments. In addition, opportunities will be provided for collaboration and group work throughout the school year.

**Learning Resources:**

No student textbooks are required but resource books to provide background information about all topic areas would be helpful. The estimated cost for resource books and materials is $200.00.

**Additional Information:**

Textiles classroom with access to sewing machines, irons, embroidery machine, sewing equipment, notions, glue guns, sink, hotplate or stove, storage totes for each student, large tables, adequate electrical outlets for operating equipment, computer, printer, flatbed scanner, and Internet access.
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

X 11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:
The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Weight Training 12

Course Code: YWEI 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:
The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Workplace Training 10B

Course Code: YWKPT 10B

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Workplace Training 10C

Course Code: YWKPT 10C

Category: Other

Grade Level of Course: [ ] 10 [X] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10C is the third expanded work experience course where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous courses. Students who successfully complete Workplace Training 12C can choose to enroll in Secondary School Apprenticeship Courses.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Writing Fundamentals 11

Course Code: YWRFU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:

This course is designed to be taken concurrently with Transitional English 10 or 11 to enable grade 10, 11 and 12 students to develop and refine their writing skills in preparation for the senior level English courses. Students practice paragraph and essay writing in a variety of styles, including descriptive, narrative, argumentative and expository. There is a strong emphasis on developing the vocabulary and editing skills integral to effective writing.

Learning Resources:

Composition Practice book 4

Additional Information:

Classroom, overhead, chalkboard
School District 41

Status: approved

School Name: Alpha Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Applications of Technology 12

Course Code: YAPT 12

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved:  
April 29, 2004

Prerequisites:  
Information Technology 11 or equivalent; strong interest in computer systems; strong interest in hel

Course Synopsis:

Technology Leadership allows students to explore advanced technology related topics beyond the scope of the current curriculum, as well as provide a leadership role in the school by supporting teachers and students in the use of technology. In addition, students may write designation exams in A+, MCP, CAN or MCSE.

Learning Resources:

Access to P4 computers
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Baking 11

Course Code: YBK 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 28, 2005

Prerequisites: None

Course Synopsis:

Baking 11 is a course in which the skills and techniques involved in baking are researched and developed. Emphasis will be placed on baking theory, practical knowledge, preparation skills, time management, and the production of products. Students will study the principles involved in each method and the effect they have on the finished products. Functions of ingredients, nutritional value, and the effect of ingredient quality on the final product will also be discussed. Students will also research and test their own recipes and evaluate them based on product standards learned in the course.

Learning Resources:

Computer, Home Economics equipment, reference books, text books

Additional Information:

Home Economics classrooms, lab rooms, equipment, specialized baking equipment
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Business Computer Applications 10

Course Code: YBCA 10

Category: Business and Applied Business

Grade Level of Course:  

10  [X]  11  [ ]  12  [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 28, 2005

Prerequisites:  None

Course Synopsis:

This course is designed as a follow-up to Introductory Computer Applications 9 and will emphasize computer applications for use in a student’s personal, academic and business environment. Students will be introduced to the basic components of business software programs including word processing, spreadsheet, database, graphics, as well as telecommunications within a computer environment.

Learning Resources:

Software:  Office and Graphic Programs.  
InFocus Projector

Additional Information:

Computer lab

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Cafeteria 10

Course Code: YCAF 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Cafeteria 10 is an introductory course in commercial food preparation and cooking. Students will also obtain their Foodsafe certificate after successfully completing the required “FoodsafeCourse”.

Additional Information:

Commercial kitchen (cafeteria), commercial ovens, mixers, tools and prep areas needed for commercial and quantity cooking and baking.
School District 41

Status: approved

School Name: Burnaby Central Secondary
Course Name: Desktop Publishing 11
Course Code: YDTP 11

Category: Business and Applied Business

Grade Level of Course: ☑️ 10  ☒️ 11  ☐️ 12

Number of Course Credits: 4
Number of Hours of instruction: 115
Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:
Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:
Software – Desktop Publishing Programs

Additional Information:
Computer-lab
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Desktop Publishing 12

Course Code: YDTP 12

Category: Business and Applied Business

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: Minimum of

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: English Lang Dev in Social Science 10

Course Code: YELDS 10

Category: Liberal Arts and Humanities

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: Min. of 10

Date Approved: April 29, 2004

Prerequisites: ESL Level 2

Course Synopsis:

To provide ESL students with educational opportunities which are designed to help them make the transition between ESL instruction and full participation in prescribed academic program courses. Transitional courses promote both the acquisition of core content knowledge and the on-going development of students’ English language skills with an emphasis on learning to express and apply one’s knowledge of content area material.

Learning Resources:

1. Canada Revisited
2. Atlas (Nystrom preferred)
3. Language-based Text, for example Text Types in English 3; The Complete Writing Classroom
4. Additional readers T.B.A.

Additional Information:

Presentation Projector, TV, VCR and DVD, Computer, Internet, Overhead Projector
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities, receives substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: English Language Development 11

Course Code: YELDV 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities receive substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: ESL Canadian Studies 10

Course Code: YESLC 10

Category: Liberal Arts and Humanities

Grade Level of Course: ✗ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: Min. 100 h

Date Approved: April 29, 2004

Prerequisites: ESL Courses ID or Level 2 listening, speaking, reading and writing skills based on District matrices

Course Synopsis:

This course will help students develop the background and skills required to meet the academic demands of Social Studies 10. A language through content approach is used to improve the students’ listening, speaking, reading and writing ability. The content used is current events, Canadian history and Canadian geography.

Additional Information:

Classroom

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: ESL Foods & Nutrition 10

Course Code: YESFN 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

School Name: Burnaby Central Secondary

Course Name: ESL Foods & Nutrition 10

Course Code: YESFN 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the workplace.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: ESL Foods & Nutrition 11

Course Code: YESFN 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the workplace.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: ESL Poetry & Novel Studies 10

Course Code: YESLP 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: Min. 100 h

Date Approved: April 29, 2004

Prerequisites: ESL Courses 2A and/or 2B or Level 2 listening, speaking, reading & writing skills based on
the Distr

Course Synopsis:

This course will help students develop the background and skills required to meet the academic demands of
Language Arts 10. A language through content approach is used to improve students’ listening, speaking, reading
and writing ability. The content used is poetry and novels.

Additional Information:

Classroom
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: First Aid 11

Course Code: YFAID 11

Category: Health and Human Services

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 28, 2005

Prerequisites:  None but by application and teacher recommendation

Course Synopsis:

This course has been developed to support and encourage students to explore their personal abilities with care giving and leadership skills. Students will learn to demonstrate skills in delivering first aid to students requiring minor first aid treatment and to initiate emergency response action when necessary.

Learning Resources:

First Aid Manual and First Aid supplies as needed.

Additional Information:

Classroom, First Aid Room and appropriate equipment and supplies.

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course:  
10  
[X] 11  
[ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Introduction to Computer Applications 11

Course Code: YICA 11

Category: Business and Applied Business

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to help students develop their keyboarding proficiency for personal use and career development. The emphasis of the course is on developing student's touch typing and business communications skills. Students will also learn word processing using industry standard software. During the part of the course, students will learn the techniques of keyboarding: mastery of the letters, numbers, symbols and functions through touch-typing. After mastery of the keyboard, students will then use the features of word processing to create a variety of business documents.

Learning Resources:

Software – All The Right Type 3.0, Cortez Peters (optional) Microsoft Office 2000, Internet connection

Additional Information:

Computer lab – 30 stations
Overhead projector or Infocus projector

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School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 29, 2004

Prerequisites:  

None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Office Administration 11

Course Code: YOA 11

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Office Administration 11 will introduce students to the creation and processing of business information using modern office technology. Students will develop communication and problem-solving skills together with an understanding of the concepts of information processing. Using these skills, students will compose and process business documents. In addition, self-confidence and self-esteem will be enhanced by participating in situations where oral communication skills are developed.

Learning Resources:

Software - Office

Additional Information:

Computer lab
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Office Administration 12

Course Code: YOA 12

Category: Business and Applied Business

Grade Level of Course:  

10 [ ] 11 [ ] 12 [X]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Office Administration 12 focuses on the integration of skills, technology, and attitudes required in a modern office environment. The combination of technological and interpersonal skills will provide students with a foundation for entry into a wide variety of office careers. In addition, students will develop the skills and attitudes necessary for career advancement.

Learning Resources:

Software – Office

Additional Information:

Computer lab
Machine transcription equipment
School District 41

School Name: Burnaby Central Secondary
Course Name: Peer Tutoring 11
Course Code: YPTU 11
Category: Health and Human Services

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004

Prerequisites:  
Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course will focus on an introduction to basic black and white photography. Students will be introduced to 35 mm camera operations and darkroom techniques in printing negatives and prints. Students will be encouraged to develop basic design elements and personal imagery through social, political, cultural and historical context.

Learning Resources:

Subscriptions to photo magazines, technical, historical and contemporary reference videos, books, slides and image bank. T.V. and VCR. Internet access for research purposes.

Additional Information:

Darkroom: (available)
Minimum of 10 enlarger stations which include:
· enlarger with adequate lens
· glass plate
· easel
· timer
· grain finder
· set of filters and gray card


Classroom: (available)
Course Synopsis:

The Photography / Yearbook 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student run publication that is overseen by the teacher advisor. Students will learn basic layout design, photography, publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with how a yearbook can be put together and business relations.

Learning Resources:

A room large enough to accommodate tables for layout production, light table for cropping and creating templates, storage facilities for all work in progress. Basic computer for word processing and templates. In the future, this course resources should include ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets.

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets. At least 10 SLR cameras with built in flash such as the Canon Eos. Storage containers for all work in progress and all materials necessary for layout page mock-ups. In the future, this course should work to providing a minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner. Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a work processing software. This will enable students to learn desk top publishing and become familiar with the various computer programs associated with having this kind of technology.
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  

☐ 10  
☒ 11  
☐ 12

Number of Course Credits: 4

Number of Hours of instruction:

Date Approved:  April 29, 2004

Prerequisites:  Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Human beings are fascinated by each other. Just think about how much time we spend watching people’s behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people’s lives to get our attention.

People watching could be viewed as a very popular spectator sport. Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others’ wishes, yet also rebel against restraints on their freedom. It’s not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others – the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 AP.
Learning Resources:

- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:

- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course:  

10  [ ]  

11  [ ]  

12  [X]  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Learning Resources:

· Psychology, (David Myers), 4th, 5th, 6th, 7th editions
· Study Guide for Myers
· Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
· Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
· Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
· The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

· David Myers - PowerPoint Notes
· Digital Media Archive: For Psychology

Video (DVD) Resources:

· The Mind Series, 2nd edition
· Psychology: The Human Experience
· Discovering Psychology Series, Updated edition
· The Brain Series Teaching Module, 2nd edition
· Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Burnaby Central Secondary
Course Name: Sports & Conditioning for Physical Activity 11
Course Code: YSCPA 11
Category: Fitness and Recreation
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: approx. 10
Date Approved: April 28, 2005
Prerequisites: P.E. 10

Course Synopsis:
This class provides an overview of the concepts of physical fitness. This includes the study of health- and skill-related fitness components, an assessment of personal physical fitness levels, and the effects of exercise on fitness. Students will be asked to apply the course’s theory into a practical setting as they are given an opportunity to perform a variety of conditioning methods as well as experience the design and application of an individualized exercise program. Additionally, students will also benefit from the possibility of acquiring dual credits: both the four gained towards their high school graduation, and those gained for an equivalent first-year course at college or university.

Learning Resources:
Concepts of Physical Fitness – Active Lifestyles for Wellness by Corbin, Welk, Corbin, and Welk

Additional Information:
Typical P.E. facilities (Gymnasium, playing fields, weight room, classroom) and equipment.
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Technology Leadership 12

Course Code: YTELE 12

Category: Trades and Technology

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved: April 29, 2004

Prerequisites: Information Technology 11 or equivalent Strong interest in Computer Systems Strong interest in help

Course Synopsis:

Technology Leadership allows students to explore advanced technology related topics beyond the scope of the current curriculum, as well as provide a leadership role in the school by supporting teachers and students in the use of technology. In addition, students may write designation exams in A+, MCP, CAN or MCSE.

Learning Resources:

Access to P4 computers
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Transportation, Power & Energy 10

Course Code: YTPAE 10

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  None

Course Synopsis:

Transportation, Power and Energy deals with the relationships between power, energy, and the movement of objects and people. In TPE 10 students will be involved in the design, production and testing as they find and model solutions to problems.

During the year students will be developing a wide range of skills through hands-on technology activities. They will be required to communicate ideas to others in words and through graphics. They will also be involved in developing ways of expressing their ideas through assignments, posters, models, drafting, projects, and computer applications. They will have the opportunity to integrate the list below into assignments, projects and skills throughout the school year.

- Design and Drafting Unit
- Computer Aided Design Programs
- Engineering Unit
- Fabrication Unit
- Hand Tool and Machinery Safety

Students build projects to learn the related principles and theory. The project work introduces students to the problem solving approach used to create, repair and maintain technologically related items. Electric motor construction, crash test models, bridge building and testing, boat design and many other practical activities that relate to transportation, application of power, and energy implications used to drive these technologies. This course meets the requirements to obtain 4 credits in Applied Skills.

Learning Resources:

Various materials available from wood, metal, drafting, electronics.

Additional Information:

Light construction tools (band saw, drill press, sanders, etc.), computer access, good lighting, work tables, hand tools.
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Weight Training 12

Course Code: YWEI 12

Category: Fitness and Recreation

Grade Level of Course:  

        [ ] 10  
        [ ] 11  
        [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Workplace Training 10B

Course Code: YWKPT 10B

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:  
1) recommendation from a teacher, counselor, administrator and/or CPAdvisor  
2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Workplace Training 10C

Course Code: YWKPT 10C

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submiss

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10C is the third expanded work experience course where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous courses. Students who successfully complete Workplace Training 12C can choose to enroll in Secondary School Apprenticeship Courses.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Writing Fundamentals 11

Course Code: YWRFU 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:

This course is designed to be taken concurrently with Transitional English 10 or 11 to enable grade 10, 11 and 12 students to develop and refine their writing skills in preparation for the senior level English courses. Students practice paragraph and essay writing in a variety of styles, including descriptive, narrative, argumentative and expository. There is a strong emphasis on developing the vocabulary and editing skills integral to effective writing.

Learning Resources:

Composition Practice book 4

Additional Information:

Classroom, overhead, chalkboard
School District 41

Status: approved

School Name: Burnaby Central Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Business and Applied Business

Grade Level of Course: 10 ☐ 11 ☒ 12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Applications of Technology 11

Course Code: YAPT 11

Category: Trades and Technology

Grade Level of Course:  

10  

X 11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Familiarity with computersInterview with Facilitator(s)

Course Synopsis:

This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 5, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:

Some A+ Certification and other Computer Technical manuals.

Additional Information:

Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Baking 11

Course Code: YBK 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Baking 11 is a course in which the skills and techniques involved in baking are researched and developed. Emphasis will be placed on baking theory, practical knowledge, preparation skills, time management, and the production of products. Students will study the principles involved in each method and the effect they have on the finished products. Functions of ingredients, nutritional value, and the effect of ingredient quality on the final product will also be discussed. Students will also research and test their own recipes and evaluate them based on product standards learned in the course.

Learning Resources:

Computer, Home Economics equipment, reference books, text books

Additional Information:

Home Economics classrooms, lab rooms, equipment, specialized baking equipment
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Business Information Technology 10

Course Code: YBUIT 10

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 108

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Business Information Technology 10 uses an integrated approach of teaching computers by combining information technology concepts with business application software to solve problems. The focus is on getting students to develop well-designed and organized solutions that can be communicated effectively through print, web, or presentation mediums. All work will be collected and organized in a web/print portfolio.

Learning Resources:

Software: Office and Graphic Programs.

Additional Information:

Computer lab.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary
Course Name: Creative Wood Art Metal 10
Course Code: YWAM 10
Category: Trades and Technology

Grade Level of Course:  
- 10 [X]
- 11
- 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: None

Course Synopsis:

The Fine Arts and Technology Education reflect a human need to understand and change our world. Fine Arts and Technology education expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities could include woodcarvings, Intarsia, metal sculpture, jewelry boxes and picture frames using any combination of materials.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts or Applied Skills graduation requirement.

Additional Information:

This course will be taught in a room with no computers. The focus will be on hand drawing skill and a sketchbook is required.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: ESL Intermediate 10

Course Code: YESLI 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Level 1 ESL

Course Synopsis:

This course supports and encourages ESL students in developing specific English language skills and cultural awareness. ESL students will be placed in situations which will maximize their opportunities to learn standard Canadian English, to interact with their peers, and to exchange cultural information. These needs must be met in such a way that, as they achieve a level of fluency in English commensurate with their age and ability, they will develop mutual respect among different cultures, be able to integrate in Canadian society and develop their academic potential to the fullest extent.

Additional Information:

Standard classroom
Cassette players
CD players
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Graphics 10

Course Code: YG 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

An introduction to design fundamentals, exploring the elements and principles of graphic design. Learning will take place through examples, demonstrations, instruction, discussion, creative problem solving and studio projects. Students will explore two and three dimensional design applications as they relate to visual communication and commercial applications. Using a variety of graphic design tools, students will examine ways in which content, design elements and materials can be used to translate ideas and concepts into successful design solutions.

Learning Resources:

Related texts and imagery.

Additional Information:

Printing press, silk screen equipment, computer, scanner, printer.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 28, 2005

Prerequisites:  
Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  ☒ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Literacy Dynamics 10

Course Code: YLITD 10

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The intent of this course is to further support students in grade 10 with reading and writing literacy skills; students will be enrolled in a regular English class as well.

Students will receive focused instruction to learn basic writing skills and reading strategies such as those found in Reading 44 and S.M.A.R.T. Reading. Strategies will focus on multidiscipline content so students can apply the learned skills to all subject areas.

Learning Resources:

· Reading 44
· S.M.A.R.T. Reading teacher resource
· I Read It, But I Don’t Get It
· Various high interest fiction and non-fiction
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department· Mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course will focus on an introduction to basic black and white photography. Students will be introduced to 35 mm camera operations and darkroom techniques in printing negatives and prints. Students will be encouraged to develop basic design elements and personal imagery through social, political, cultural and historical context.

Learning Resources:

Subscriptions to photo magazines, technical, historical and contemporary reference videos, books, slides and image bank. T.V. and VCR. Internet access for research purposes.

Additional Information:

Darkroom: (available)
Minimum of 10 enlarger stations which include:
· enlarger with adequate lens
· glass plate
· easel
· timer
· grain finder
· set of filters and gray card


Classroom: (available)

Camera Equipment: (available)
SLR cameras with lens (50 mm and 35-70 mm). Lens caps and lens UV protective lens caps. Camera batteries. Tripods.

Recommended Equipment: (not available, but affordable)
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Photography 11

Course Synopsis:

The Photography / Yearbook 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student run publication that is overseen by the teacher advisor. Students will learn basic layout design, photography, publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with how a yearbook can be put together and business relations.

Learning Resources:

A room large enough to accommodate tables for layout production, light table for cropping and creating templates, storage facilities for all work in progress. Basic computer for word processing and templates. In the future, this course resources should include ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets. At least 10 SLR cameras with built in flash such as the Canon Eos. Storage containers for all work in progress and all materials necessary for layout page mock-ups. In the future, this course should work to providing a minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a work processing software. This will enable students to learn desk top publishing and become familiar with the various computer programs associated with having this kind of technology.
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course: 10 □ 11 X 12 □

Number of Course Credits: 4

Number of Hours of Instruction:

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Human beings are fascinated by each other. Just think about how much time we spend watching people’s behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people’s lives to get our attention.

People watching could be viewed as a very popular spectator sport. Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others’ wishes, yet also rebel against restraints on their freedom. It’s not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others – the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 AP.
Learning Resources:

- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:

- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Learning Resources:

- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:
- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:
- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course:  ☑ 10  ☒ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby Mountain Secondary
Course Name: Weight Training 12
Course Code: YWEI 12
Category: Fitness and Recreation

Grade Level of Course: 10  11  12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAvisor 2) application submission

Course Synopsis:
The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Workplace Training 10B

Course Code: YWKPT 10B

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby Mountain Secondary

Course Name: Workplace Training 10C

Course Code: YWKPT 10C

Category: Other

Grade Level of Course: 10 □ 11 ☑ 12 ☑

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10C is the third expanded work experience course where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous courses. Students who successfully complete Workplace Training 12C can choose to enroll in Secondary School Apprenticeship Courses.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby North Secondary
Course Name: Academic Reading & Writing 12
Course Code: YARW 12
Category: Liberal Arts and Humanities
Grade Level of Course: 10 11 X 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: April 28, 2005
Prerequisites: 1) English 11 2) Enrollment in English 12 3) Composition 11 (desirable but not mandatory)

Course Synopsis:
The course is intended for students bound for a post-secondary education and is designed to “bridge the gap” between English 12 and the literary skills required in first-year college/university programs. The main objective is to improve students’ reading and writing skills in all academic areas by focusing on: vocabulary development, high level writing tasks/skills, reading strategies for academic texts and critical thinking strategies. This course could be considered a college-style reading and writing course adapted for high school students.

Learning Resources:
Academic writing text at first year college level; higher level articles/pieces of text from a broad range of cross-curricular sources

Additional Information:
Overhead projector, Computer lab access (optional)
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Academic Strategies 10

Course Code: YAMS 10

Category: Liberal Arts and Humanities

Grade Level of Course: ✔ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Students will be below grade level in reading and writing.

Course Synopsis:

Academic Strategies is designed to be taken concurrently with the students' regular English class. It will enhance reading, writing and organizational/study skills.

The course will provide:

· Explicit reading instruction with emphasis on vocabulary development, fluency and reading comprehension,
· A variety of comprehension strategies that will increase understanding of content in the various academic subjects,
· Sustained silent and oral reading,
· A published spelling program,
· Opportunity for recreational reading,
· Direct instruction on the reading process (pre, during, and post) which will help students become strategic readers.

Learning Resources:

Books on tape, fiction, non-fiction books, high interest/low vocabulary materials, software.

Additional Information:

Learning Centre/Classroom
Assistive technology
**School District 41**

Status: approved

School Name: Burnaby North Secondary

Course Name: Academic Strategies 11

Course Code: YAMS 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) Students not yet meeting or minimally meeting grade expectations will be identified through scholastic assessment.

**Course Synopsis:**

Academic Strategies is intended for students who are experiencing difficulties with the literacy skills needed to be successful in academic subjects. The course is designed to be taken concurrently with the students’ regular English class. The main objectives of the course are to enhance reading, writing, and organizational study skills, as well as the synthesis of critical thinking skills for the purposes of test taking, especially the Social Studies 11 Provincial examination. Students will be moving towards the independent utilization of strategies and techniques to fulfill various reading and writing purposes. Students in grade 11 Academic Strategies will consciously begin to choose, apply and evaluate various reading and writing strategies before, during and after reading for a chosen purpose. The intended outcome is to develop their success in comprehending and responding to text. The course will provide:

- Explicit reading instruction with emphasis on vocabulary development and reading comprehension strategies
- Explicit writing instruction with emphasis on the basic units of sentences, paragraphs and essays
- An opportunity for sustained silent reading for pleasure

**Learning Resources:**

Books on tape, high interest / low vocabulary reading materials, class sets of texts focusing on reading and writing strategies, newspaper subscription and a subscription to Maclean’s In-class Program

**Additional Information:**

Classroom space, assistive technology, overhead projector and screen, comfortable lounge area and a dual tape and CD player
**School District 41**

Status: approved

School Name: Burnaby North Secondary

Course Name: Academic Strategies 12

Course Code: YAMS 12

Category: Liberal Arts and Humanities

Grade Level of Course: 

10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) Students not yet meeting or minimally meeting grade expectations will be identified through school

**Course Synopsis:**

Academic Strategies is intended for students who are experiencing difficulties with the literacy skills needed to be successful in academic subjects. The course is designed to be taken concurrently with the students' regular English class. The main objectives of the course are to enhance reading, writing, and organizational study skills, as well as the synthesis of critical thinking skills for the purposes of test taking, especially the Social Studies 11 Provincial examination. Students will be moving towards the independent utilization of strategies and techniques to fulfill various reading and writing purposes. Students in grade 11 Academic Strategies will consciously begin to choose, apply and evaluate various reading and writing strategies before, during and after reading for a chosen purpose. The intended outcome is to develop their success in comprehending and responding to text.

The course will provide:

- Explicit reading instruction with emphasis on vocabulary development and reading comprehension strategies
- Explicit writing instruction with emphasis on the basic units of sentences, paragraphs and essays
- An opportunity for sustained silent reading for pleasure

**Learning Resources:**

Books on tape, high interest / low vocabulary reading materials, class sets of texts focusing on reading and writing strategies, newspaper subscription, subscription to MacLean’s In-class Program.

**Additional Information:**

Classroom space, assistive technology, overhead projector and screen, comfortable lounge area and dual tape and CD stereo
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Drawing and Painting 9 or 10 recommended

Course Synopsis:

An introductory course in classical animation. Students will be introduced to the principles of animation and drawing for animation. Students will learn to shoot their work on and off computer and use Macintosh computer platform to evaluate and display their completed work. Students will also view animation from a variety of periods and research historical developments related to the animation field. This course is intended for students wishing to explore the process of animation as well as for those intending to continue their education in the field of animation or computer gaming.

Learning Resources:

Col-erase coloured pencils, 11.5 x 14 bond paper, animation cell, animation cell paints, drawing paper, modeling clay, water colour paint, permanent felt markers, general art supplies.

Additional Information:

Room with tables for drawing, adequate storage for student work; Macintosh eMac computer with DVD and CD burner, 160 gigabyte external hard drive, Macro Media Flash, Final Cut Pro, Adobe Photoshop, pencil test software i.e. Toon Boom, scanner, camera stand with digital video camera, Acme paper punch, Acme registration peg bars, light tables, Wacom drawing tablet for computer drawing, laser printer, tape recorder with microphone, copywrite free music and sound effects library, CD player.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October, 2004

Prerequisites: Animation 11 or equivalent with strong drawing skills

Course Synopsis:

Animation 12 builds on the fundamental principles of classical animation learned in Animation 11. Students will be encouraged to work with more complex visual problems, sound synchronization and basics of 2-D digital animation software, such as Macromedia Flash. Animation 12 is intended to offer a strong background for students wishing to pursue animation in post-secondary courses or students with an interest in the field of animation.

Learning Resources:

Col-erase coloured pencils, 11.5X14 animation paper, animation cell, cell paints, drawing paper, modeling clay, water colour paint, fine tip permanent felt markers, general art supplies.

Additional Information:

Room with tables for drawing, adequate storage for student work, Macintosh eMac computer with DVD and CD burner, 160 gigabyte external hard drive, Macro Media Flash, Final Cut Pro, Adobe Photoshop, pencil test software i.e. Toon Boom, scanner, camera stand with digital video camera, Acme paper punch, Acme registration peg bars, light tables, Wacom drawing tablet for computer drawing, laser printer, tape recorder with microphone, copy write free music and sound effects library, CD player and light tables.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Applications of Technology 11

Course Code: YAPT 11

Category: Trades and Technology

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Familiarity with computers

Interview with Facilitator(s)

Course Synopsis:

This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 5, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:

Some A+ Certification and other Computer Technical manuals.

Additional Information:

Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Applications of Technology 12

Course Code: YAPT 12

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10  
- [ ] 11  
- [x] 12  

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved: April 29, 2004

Prerequisites: Information Technology 11 or equivalent; strong interest in computer systems; strong interest in hel

Course Synopsis:

Technology Leadership allows students to explore advanced technology related topics beyond the scope of the current curriculum, as well as provide a leadership role in the school by supporting teachers and students in the use of technology. In addition, students may write designation exams in A+, MCP, CAN or MCSE.

Learning Resources:

Access to P4 computers
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Autobody 11

Course Code: YAB 11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Mechanics 10 recommended

Course Synopsis:

This course has been developed to support employment opportunities in the autobody industry. Students will learn current techniques in repairing body panels to the primer stage. Learning outcomes for the course are grouped into nine major topics:

1. Safety
2. Hand Tools
3. Oxyacetylene Spot Welding
4. MIG Welding
5. Abrasives
6. Plastic Fillers
7. Basic Damage Analysis
8. Metal Straightening
9. Refinishing Materials

The auto body industry is a growth industry. Many students gain employment from this course or attend workplace training at Vancouver Community College.

Learning Resources:

Textbook and supplies

Additional Information:

Autobody shop, tools and equipment including a paint booth.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Autobody Repair & Refinishing 12

Course Code: YABRR 12

Category: Trades and Technology

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Nil

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will learn current techniques in repairing body panels to the primer stage. Learning Outcomes for the course are grouped into nine major topics:

1. Safety
3. Oxyacetylene Spot Welding
4. MIG Welding core project.
5. Abrasives
6. Plastic Fillers, spot putty and fine dent repair, identify high and low spots.
7. Major Damage Analysis
8. Final prep and cleaning, Taping procedures.
9. Refinishing Materials

The autobody industry is a growth industry. Many students gain employment from this course or attend workplace training at Vancouver Community College. Many students attend Autobody workplace training at VCC in Grade 12.

Learning Resources:

We have new text books for this course which is in full operation. Block funding.

Additional Information:

Burnaby North has all the equipment required and a Paint Booth to run this course. We are one of the only schools in the lower mainland to offer such a course.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Automotive Technology 10

Course Code: YATT 10

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: Nil

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will learn and demonstrate an understanding of automotive theory and practical repair and maintenance of various automotive systems, as well as personal safety habits suitable for use in today's vast automotive industry. Learning Outcomes for the course are grouped into nine major topics:

(1) Safety  
(2) Hand Tools  
(3) Use of various shop equipment  
(4) Engine theory  
(5) Fuel systems  
(6) Lubrication systems  
(7) Cooling systems  
(8) Electrical systems  
(9) Brake systems

Learning Resources:

Text – 'Modern Automotive Technology'. Block funding

Additional Information:

Burnaby North has all the tools and equipment required.
**School District 41**

Status: approved

School Name: Burnaby North Secondary

Course Name: Baking 11

Course Code: YBK 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

**Course Synopsis:**

Baking 11 is a course in which the skills and techniques involved in baking are researched and developed. Emphasis will be placed on baking theory, practical knowledge, preparation skills, time management, and the production of products. Students will study the principles involved in each method and the effect they have on the finished products. Functions of ingredients, nutritional value, and the effect of ingredient quality on the final product will also be discussed. Students will also research and test their own recipes and evaluate them based on product standards learned in the course.

**Learning Resources:**

Computer, Home Economics equipment, reference books, text books

**Additional Information:**

Home Economics classrooms, lab rooms, equipment, specialized baking equipment
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Beginning Band 11

Course Code: YBB 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Beginning Band 11/12 focuses on developing the knowledge, skills and attitudes student require to perform in instrumental ensembles. In these courses, students have the opportunities to:
- Develop the techniques required to play instruments
- Develop musical literacy
- Develop an understanding of the aesthetic qualities of music
- Perform a variety of repertoire
- Examine the various roles and purposes of instrumental music in society

Beginning Band 11/12 is a performance based course designed to give students the opportunity to derive educational experiences from participating in an instrumental music ensemble. This ensemble experience allows students to develop an understanding of the aesthetic and technical qualities of an instrumental ensemble. Students develop their abilities in three areas common to all fine arts curricula: Skills and Techniques, Expression, and Context.

Through the process of performance, students will develop the concepts and skills that will enable them to develop their musicianship, their ability to listen and appreciate all music and their ability to express themselves emotionally through music performance. Finally, through participation in rehearsals, students gain confidence, self-esteem and personal discipline.

Learning Resources:

Music and music method books for the students.

Additional Information:

Music Room:
Must be acoustically built or adapted for band rehearsals.
Students must have access to a band instrument.
Music stand and chairs for all students
Classroom percussion set that includes a minimum of a snare drum and a bass drum.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Composition 11

Course Code: YCOMP 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:  

Course Synopsis:

The course is intended for senior students who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for the written components of the English 12 provincial examination. Students will be introduced to the major components of essay writing, the various essay types and the writing process itself. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.

Learning Resources:

Writing textbook that covers the various elements of writing and types of essays, and contains models of these various essay types

Additional Information:

Overhead projector, Computer lab access (optional)
Course Synopsis:

Fine Arts and Technology Education reflect a human need to understand and change our world. It also expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course, students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities could include woodcarvings, Intarsia, metal sculpture, jewelry boxes and picture frames using any combination of materials.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts or Applied Skills graduation requirement.

Additional Information:

This course will be taught in a room with no computers. The focus will be on hand drawing skill and a sketchbook is required.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Creative Wood Art Metal 11

Course Code: YWAM 11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The Fine Arts and Technology Education reflect a human need to understand and change our world. Fine Arts and Technology education expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities, to name a few, could include: woodcarvings, stained glass constructions, lost wax castings such as silver rings, jewelry or sculpture, jewelry boxes and picture frames. Each of the examples listed could use any or all of the materials and processes.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts and Applied Skills graduation requirement.

Additional Information:

As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.
School District 41

Status: approved

School Name: Burnaby North Secondary
Course Name: Creative Wood Art Metal 12
Course Code: YWAM 12
Category: Trades and Technology
Grade Level of Course: ☑️ 10 ☐ 11 ☑️ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: None

Course Synopsis:
The Fine Arts and Technology Education reflects a human need to understand and change our world. Fine Arts and Technology education expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities to name a few could include: woodcarvings, stained glass constructions, lost wax castings such as silver rings, jewelry or sculpture, jewelry boxes and picture frames. Each of the examples listed could use any or all of the materials and processes.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts and Applied Skills graduation requirement.

Additional Information:
As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Desktop Publishing 11

Course Code: YDTP 11

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Desktop Publishing 12

Course Code: YDTP 12

Category: Business and Applied Business

Grade Level of Course:  

10  [ ]  11  [ ]  12  [X]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 28, 2005

Prerequisites:  Desktop 11 or equivalent

Course Synopsis:

Desktop Publishing 12 builds on the content of Desktop Publishing 11 and further prepares students who may be interested in entering the digital publishing industry. The topic of ethical content as it relates to printed material for public distribution will be discussed. DTP 12 is primarily a practical course and pupils will concentrate on developing skills in using (1) advanced use of graphic design, (2) the Macintosh computer, along with peripherals, (3) software programs for desktop publishing. Students will be given assignments to explore the use of the elements and principles of design. Students will be expected to work independently, developing their own ideas, and research techniques used in the industry as well as contribute to school newsletters and publications

Learning Resources:

Ink cartridges for printers, bond paper for printers, photo quality paper for colour prints, zip discs, blank CD-R and CD-RW discs, practice layout sheets

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets, Minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 3.2 mega-pixel digital camera, flat bed scanner, colour inkjet or bubble jet printer, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, and a word processing software.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: English Lang Dev in Social Science 10

Course Code: YELDS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: Min. of 10

Date Approved: April 29, 2004

Prerequisites: ESL Level 2

Course Synopsis:

To provide ESL students with educational opportunities which are designed to help them make the transition between ESL instruction and full participation in prescribed academic program courses. Transitional courses promote both the acquisition of core content knowledge and the on-going development of students’ English language skills with an emphasis on learning to express and apply one’s knowledge of content area material.

Learning Resources:

1. Canada Revisited
2. Atlas (Nystrom preferred)
3. Language-based Text, for example Text Types in English 3; The Complete Writing Classroom
4. Additional readers T.B.A.

Additional Information:

Presentation Projector, TV, VCR and DVD, Computer, Internet, Overhead Projector
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities, receives substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: English Language Development 11

Course Code: YELDV 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities receive substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: ESL Foods & Nutrition 10

Course Code: YESFN 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the workplace.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: ESL Foods & Nutrition 11

Course Code: YESFN 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑️ 10 ☑️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the workplace.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: ESL Language & Culture 10

Course Code: YESLG 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Level 1 ESL

Course Synopsis:

This course will enable students to develop the background and skills required to meet the academic and social demands relevant to their age group in Canadian society. Educational opportunities are designed to help students integrate their former education into full participation in the Canadian school and society. The Language and Culture course will enable ongoing development of English language skills through listening, speaking, reading and writing. It focuses on extending the strategies needed to read, research, and write successfully in standard English, and addresses the specific needs of acculturation.

Additional Information:

Classroom, VCR, DVD, computer at times, local neighborhood, library.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Fabric Arts 10

Course Code: YFIA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
× 10  
☐ 11  
☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Students address technical skill development, and the use of a variety of materials and processes while exploring the impact of contexts and manipulation of design elements and principles as related to fibre, fabric and textile design. Students create two dimensional (e.g. hand made paper, quilting) and three dimensional (e.g. soft sculpture, wearable art) fabric/fibre art products while being introduced to various textile artists from a variety of cultures (eg. Kaffe Fasset) and commercial applications (eg. fashion design). Sewing ability is NOT a prerequisite. Sketchbook required.

Learning Resources:

Fabric, wool, paper linters, needles, embroidery thread, crochet hooks, rug hooks, batting, string, paper, paint, wax, ribbons, foamcore dyes, lino, jute, wire, raffia, beads, knitting needles.

Additional Information:

Art room with sink and exhaust fan, storage space
- TV and VCR
- Slide projector
- Sewing machines, blenders, frying pan, irons, screens, tainting tools, vats, scissors, looms, carders

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School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Fashion Design & Merchandising 11

Course Code: YFDM 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course explores the meaning and influence of fashion. Students will acquire an understanding and knowledge of the language of fashion as well as an understanding of the way in which the elements and principles of design are used to create fashion. Through an overview of the apparel industry and retailing formats, students will become aware of the various facets of fashion and the variety of career possibilities in the different segments of the fashion industry.

Learning Resources:

Textbook - Fashion, Mary Wolfe
Teacher Guide for Fashion text
Student Guide for Fashion text
Variety of fashion magazines
Internet access for research purposes

Additional Information:

A classroom with tables rather than desks. Bulletin boards, overhead projector, T.V., VCR or DVD player. A large supply of fabric samples; pencils, pencil crayons, watercolour pencils, Staedlar or similar fine tipped pens, foam core board, sketch books, glue, scissors, newsprint. Access to a laptop computer.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Film 12

Course Code: YFLM 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Media 12

Course Synopsis:

This course is designed for students who have completed Media 12 and are working towards preparing a portfolio for entry into post-secondary film programs, or who wish to enter a film craft area. Building on their 16mm film production experiences developed in Media 12, students will produce a short 16mm film and take it through pre-production, production, and post-production. Students will meet industry professionals and will be encouraged to gain on-set experience and qualifications such as set orientation and WHIMIS training.

Learning Resources:

Subscriptions American Cinematographer magazine
Kodak master classes in Lighting and Shooting – Film CD ROM

Additional Information:

Studio/classroom space
120 amp electrical service on dedicated circuits
6 x 1 chip digital cameras
3 x 3 chip digital cameras
tripods, cases, etc.
Bambino light kit
Tweenies
Inkies
Red Heads
Grip gear etc.
1X 16mm EBM Bolex camera, tripods, film magazines
4 x G5 computers, monitors
Final Cut Pro software
ProTools
SoundForge
Adobe Aftereffects
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Graphics 10

Course Code: YG 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

An introduction to design fundamentals, exploring the elements and principles of graphic design. Learning will take place through examples, demonstrations, instruction, discussion, creative problem solving and studio projects. Students will explore two and three dimensional design applications as they relate to visual communication and commercial applications. Using a variety of graphic design tools, students will examine ways in which content, design elements and materials can be used to translate ideas and concepts into successful design solutions.

Learning Resources:

Related texts and imagery.

Additional Information:

Printing press, silk screen equipment, computer, scanner, printer.
Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:
Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course:  10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Interior Design 11

Course Code: YIDN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course will examine the practical and aesthetic components of interior design. Students will be involved in researching historical components such as the history of furniture; developing technical presentation skills such as drafting and illustration; learning and applying the elements and principles of design to interior design; developing proposals for potential customers which address the relationship of context (client, budget, spatial purpose) to interior design problems; and exploring potential career options in the field of interior design.

Learning Resources:


Additional Information:

Room with sink. Storage space. Work tables. TV and VCR. Slide projector
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 29, 2004

Prerequisites:  
None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course: □ 10  ☑ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Health and Human Services

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The Leadership 12 Theory and Practice course is founded on the belief that students want to become meaningfully involved in their school community. Students leading students is the key to unlocking the potential of leadership within all students. Leadership means having an intentional positive influence on the lives and behaviours of others. Through the study and practice of leadership, students learn to lead effectively, to foster a positive school environment and to mentor others seeking leadership roles.

Learning Resources:

Classroom
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Peer Mentoring 11

Course Code: YPM 11

Category: Health and Human Services

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

The Peer Helping 11 Theory and Practice course is founded on the belief that only when understanding of a concept is internalized, can a student go on to explain the same concept to others. This course empowers those students who have been selected as mentors to take on a true leadership role within the program. Not only will they look at the topics covered within the program, they will help develop the content and method whereby this information will be disseminated to their school community. This course empowers the students to truly take ownership of this program and its impact on the school community.

Additional Information:

CLASSROOM

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School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Peer Mentoring 12

Course Code: YPM 12

Category: Health and Human Services

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

The Peer Mentoring 12 Theory and Practice course examines the underpinnings of the mentorship model and addresses the heart of why this type of program works. Students will examine and implement strategies which will help them develop their skills as mentors and further, take on the role of communicating the necessity of these skills and teaching these skills to other mentors. This course empowers the students to truly take ownership of this program and its impact on the school community.

Additional Information:

Classroom
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

[ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  
- [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Burnaby North Secondary
Course Name: Photography 11
Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  X 11  X 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: None

Course Synopsis:

This course will focus on an introduction to basic black and white photography. Students will be introduced to 35 mm camera operations and darkroom techniques in printing negatives and prints. Students will be encouraged to develop basic design elements and personal imagery through social, political, cultural and historical context.

Learning Resources:

Subscriptions to photo magazines, technical, historical and contemporary reference videos, books, slides and image bank. T.V. and VCR. Internet access for research purposes.

Additional Information:

Darkroom: (available)
Minimum of 10 enlarger stations which include:
- enlarger with adequate lens
- glass plate
- easel
- timer
- grain finder
- set of filters and gray card


Classroom: (available)

Camera Equipment: (available)
SLR cameras with lens (50 mm and 35-70 mm). Lens caps and lens UV protective lens caps. Camera batteries. Tripods.

Recommended Equipment: (not available, but affordable)
School District 41

Status: approved

School Name: Burnaby North Secondary
Course Name: Photography 12
Course Code: YPHOT 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Photography 11

Course Synopsis:
The Photography / Yearbook 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student-run publication that is overseen by the teacher advisor. Students will learn basic layout design, photography, publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with how a yearbook can be put together and business relations.

Learning Resources:
A room large enough to accommodate tables for layout production, light table for cropping and creating templates, storage facilities for all work in progress. Basic computer for word processing and templates. In the future, this course resources should include ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets.

Additional Information:
Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets. At least 10 SLR cameras with built in flash such as the Canon Eos. Storage containers for all work in progress and all materials necessary for layout page mock-ups. In the future, this course should work to providing a minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a work processing software. This will enable students to learn desk top publishing and become familiar with the various computer programs associated with having this kind of technology.
Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets, Minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a word processing software.

School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Photojournalism 12

Course Code: YPHJO 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 27, 2005

Prerequisites: None

Course Synopsis:

The Photo-Journalism 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student run publication that is overseen by the teacher advisor. Students will learn graphic design, photography, desktop publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with the Macintosh computer, Adobe Creative Suite, File Maker Pro, the local Ethernet network, and businesses relations.

Learning Resources:

Ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets, Minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a word processing software.
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  
- X 11

Number of Course Credits: 4

Number of Hours of instruction:

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Human beings are fascinated by each other. Just think about how much time we spend watching people’s behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people’s lives to get our attention.

People watching could be viewed as a very popular spectator sport. Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others’ wishes, yet also rebel against restraints on their freedom. It’s not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others – the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 AP.
Learning Resources:

- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:

- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector

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School District 41

Status: approved
School Name: Burnaby North Secondary
Course Name: Psychology 12
Course Code: YPSY 12
Category: Health and Human Services
Grade Level of Course: [ ] 10 [ ] 11 [x] 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: April 29, 2004
Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:
Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers
the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in
more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further
at a post secondary institution. This course focuses on developing student skills that will help them succeed in a
post secondary setting. This will include: critical thinking, essay writing, research and experimental methods,
academic reading, and oral presentation skills.

Learning Resources:
- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:
- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:
- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:
Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

X 11  

□ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Burnaby North Secondary
Course Name: Weight Training 12
Course Code: YWEI 12
Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
**School District 41**

Status: approved

School Name: Burnaby North Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course:  
- [X] 10  
- [X] 11  
- [X] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:  
1) recommendation from a teacher, counselor, administrator and/or CPAdvisor  
2) application submission

**Course Synopsis:**

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

**Learning Resources:**

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

**Additional Information:**

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Workplace Training 10B

Course Code: YWKPT 10B

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:

1) recommendation from a teacher, counselor, administrator and/or CPAdvisor  
2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CP Advisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondy information
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Workplace Training 10C

Course Code: YWKPT 10C

Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10C is the third expanded work experience course where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous courses. Students who successfully complete Workplace Training 12C can choose to enroll in Secondary School Apprenticeship Courses.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Writing Fundamentals 11

Course Code: YWRFU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:

This course is designed to be taken concurrently with Transitional English 10 or 11 to enable grade 10, 11 and 12 students to develop and refine their writing skills in preparation for the senior level English courses. Students practice paragraph and essay writing in a variety of styles, including descriptive, narrative, argumentative and expository. There is a strong emphasis on developing the vocabulary and editing skills integral to effective writing.

Learning Resources:

Composition Practice book 4

Additional Information:

Classroom, overhead, chalkboard
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Business and Applied Business

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved:  

April 29, 2004

Prerequisites:  

None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby North Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Business and Applied Business

Grade Level of Course:  
☐ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame. Desktop Publishing 12 will build on student’s previous and basic knowledge of 2D digital image creation, capture, & manipulation, and layout & design. Students will be learned advanced technologies and methods of 2D digital image creation, capture, & manipulation, as well as layout and design, using industry standard software.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Advanced Food & Catering 11

Course Code: YAFC 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 23, 2004

Prerequisites: None

Course Synopsis:

Catering 11 is a course that emphasizes food preparation and service. This course will be valuable for anyone entering a Chef training program or those seeking employment within the food industry. The emphasis will be on safety and sanitation as it relates to quality and quantity food production. Service techniques and skills will also be emphasized. Presentation and plating of food will showcase student’s food preparation skills.

Learning Resources:

Food Safe teachers resource,

Additional Information:

Foods Classroom
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Advanced Food & Catering 12

Course Code: YAFC 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 23, 2004

Prerequisites: Catering 11

Course Synopsis:

Catering 12 is a course that emphasizes food preparation and service. This course will be valuable for anyone entering a Chef training program or those seeking employment within the food industry. The emphasis will be on safety and sanitation as it relates to quality and quantity food production. Service techniques and skills will also be emphasized. Presentation and plating of food will showcase student’s food preparation skills. Special emphasis will be placed on food production and culinary nutrition with the students taking on a leadership role within the classroom.

Learning Resources:

Food Safe teachers resource

Additional Information:

Foods Classroom
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Applications of Leadership-Lang 11

Course Code: YALL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Previous knowledge of the specific target language - Must have completed the lower target language c

Course Synopsis:

Application of Leadership for Modern Languages is created for students who have good second language skills and are committed to becoming meaningfully involved as leaders in their school as well as in the community. ALML students will learn about global historical and contemporary leaders. All applications of leadership courses will address the following topics as part of their course work. They may be taught separately, or integrated into their course work.

- Leadership qualities
- Communications
- Group process
- Problem-solving
- Management and organization
- Decision making

Learning Resources:

Resource packages prepared by language teachers, printed handouts, audio-visual tapes, internet resources.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Applications of Leadership-Music 11

Course Code: YALM 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Entrance by application

Course Synopsis:

This course is designed to give students the opportunity to develop their individual music and leadership skills.

- By successfully completing a number of specific units, students will engage in activities that will develop a greater understanding of the role that music plays in their own lives and in society.
- Students will develop fluency in the elements of music and will learn how to effectively communicate their understanding of those elements to others.
- Students will develop skills in the areas of problem solving and goal setting.
- Students will be able to recognize and develop their own specific leadership style. Skills will be developed relating to effective communication, time management and organization.
- Students will gain skills in the area of music technology

This class also prepares interested students for higher education in music performance and music education. Involvement in this course will offer significant opportunities for the students to evidence and documentation for their graduation portfolio.

Learning Resources:

Computer, music instruments

Additional Information:

Music Room Facility, Music Notation Software, Recording Equipment.

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School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Applications of Technology 10

Course Code: YAPT 10

Category: Trades and Technology

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 29, 2004

Prerequisites: Familiarity with computers, Interview with Facilitator(s)

Course Synopsis:

This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 4, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:

Some A+ Certification and other Computer Technical manuals.

Additional Information:

Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Applications of Technology 11

Course Code: YAPT 11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites:  
Familiarity with computers
Interview with Facilitator(s)

Course Synopsis:

This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 5, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:

Some A+ Certification and other Computer Technical manuals.

Additional Information:

Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Applications of Technology 12

Course Code: YAPT 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of Instruction: Min of 100

Date Approved:  

April 29, 2004

Prerequisites: Information Technology 11 or equivalent; strong interest in computer systems; strong interest in hel

Course Synopsis:

Technology Leadership allows students to explore advanced technology related topics beyond the scope of the current curriculum, as well as provide a leadership role in the school by supporting teachers and students in the use of technology. In addition, students may write designation exams in A+, MCP, CAN or MCSE.

Learning Resources:

Access to P4 computers

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School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Baking 11

Course Code: YBK 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Baking 11 is a course in which the skills and techniques involved in baking are researched and developed. Emphasis will be placed on baking theory, practical knowledge, preparation skills, time management, and the production of products. Students will study the principles involved in each method and the effect they have on the finished products. Functions of ingredients, nutritional value, and the effect of ingredient quality on the final product will also be discussed. Students will also research and test their own recipes and evaluate them based on product standards learned in the course.

Learning Resources:

Computer, Home Economics equipment, reference books, text books

Additional Information:

Home Economics classrooms, lab rooms, equipment, specialized baking equipment

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Baking 12

Course Code: YBK 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: It is preferred that they have taken Baking 11 or Food Studies 11

Course Synopsis:

Baking 12 is a course that focuses on emphasizing more advanced skills and techniques of baking. This course will be valuable for anyone considering a career as a pastry chef or seeking employment in a bakery, restaurant, or catering service. The emphasis will be on baking theory, practical knowledge, preparation skill, time management, and production of products. Presentation is of utmost importance and students will be encouraged to use their creative and artistic skill to create baking masterpieces. Students will be working with the Catering Class at times and be involved with the preparation of desserts for luncheons and other school functions. Prior to the Christmas holidays students will be preparing a care package of holiday baking for an organization of their choosing within the community; for example, The Salvation Army, Old Age Home or a Women's shelter.

Additional Information:

Foods Classroom
**School District 41**

Status: approved

School Name: Burnaby South Secondary

Course Name: Beginning Band 11

Course Code: YBB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  ● 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

**Course Synopsis:**

Beginning Band 11/12 focuses on developing the knowledge, skills and attitudes student require to perform in instrumental ensembles. In these courses, students have the opportunities to:
- Develop the techniques required to play instruments
- Develop musical literacy
- Develop an understanding of the aesthetic qualities of music
- Perform a variety of repertoire
- Examine the various roles and purposes of instrumental music in society

Beginning Band 11/12 is a performance based course designed to give students the opportunity to derive educational experiences from participating in an instrumental music ensemble. This ensemble experience allows students to develop an understanding of the aesthetic and technical qualities of an instrumental ensemble. Students develop their abilities in three areas common to all fine arts curricula: Skills and Techniques, Expression, and Context.

Through the process of performance, students will develop the concepts and skills that will enable them to develop their musicianship, their ability to listen and appreciate all music and their ability to express themselves emotionally through music performance. Finally, through participation in rehearsals, students gain confidence, self-esteem and personal discipline.

**Learning Resources:**

Music and music method books for the students.

**Additional Information:**

Music Room:
Must be acoustically built or adapted for band rehearsals.
Students must have access to a band instrument.
Music stand and chairs for all students
Classroom percussion set that includes a minimum of a snare drum and a bass drum.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Broadcast Communications 11

Course Code: YBC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: TVP 10 or 11, Media Arts 9/10 or some technical experience, Drama 9/10, introduction to technology

Course Synopsis:

What are the techniques of movie and television entertainment, and how are they applied to achieve the end effect(s)? Everything that goes into a “production” must be carefully planned ahead of time in order to convey the message(s) as effectively as possible. This includes lighting, sound, camera angles, music, graphics, special effects, transitions, editing, and so on. The instructional units included are designed to give participants additional awareness of many of these aspects through hands-on self-directed lab experiences. The coursework is also designed to build upon the materials from Broadcast Communications 10. The instruction will consist of short teacher lectures and demonstrations, followed by students performing a variety of production activities. The end result is to produce entertaining narratives on video for school and other audiences.

Hands-on activities will drive most of the curriculum and reinforce the major learning outcomes. An emphasis on applied problem solving and creative thinking will be present in most of the instruction and activities. Guest speakers and field experiences will support units of study, career awareness and serve to enhance instruction and learning. Work experience placements will be used to enhance the student experience.

Learning Resources:

A variety of SVHS, VHS, Mini DV tapes, a selection of audio & video cables, internet access, text materials

Additional Information:

* a full size classroom for instructional purposes
* a full size television studio for production purposes
* a lighting grid system, set materials
* a 3 chip studio 2 camera system
* a teleprompt system
* an in house communications system
* a professional switching system
* equipment storage/lock up
* several linear A/B roll & several non-linear editing suites
* A "live" broadcast system or the ability to broadcast from the television studio to the school.
* a fleet of at least 6 digital and 6 non-digital cameras
* 12 tripods
* 12 microphones
* XLR cables and storage
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Broadcast Communications 12

Course Code: YBC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Broadcast Communications 11, TVP 10 or 11

Course Synopsis:

This course provides an exciting and motivating introduction to the world of television entertainment and production. Many areas of the entertainment world and production will be covered. Camera operations, storyboarding/scripting, editing, audio, lighting, hosting, interviewing, directing, historical and ethical issues and safety. Much of the evaluation will be practical and ongoing throughout the year. There will be some written quizzes and taping assignments as well as opportunities to do volunteer work in the school and community. Through assigned readings, the viewing of numerous videos, and the completion of a series of video assignments, students are expected to acquire a thorough understanding of the basic elements of video production. This understanding should include the following areas:

- General audio techniques
- Camera placement and operations.
- The use and characteristics of the various video and audio recording media.
- Lighting techniques, including existing light, bounced light and three-point lighting.
- The differences between standard-definition digital and linear production.
- Elements of effective visual composition.
- Editing techniques.
- A general understanding of postproduction, including associated audio and video equipment.
- The ability to critique the strengths and weakness of video productions.

Learning Resources:

A variety of tapes, SVHS, VHS, Mini DV, a selection of video & audio cables, a variety of TV production text books

Additional Information:

* a full size classroom for instructional purposes
* a full size television studio for production purposes
* a studio grid system for lighting
* a 3 chip studio camera system
* a studio communications system
* a professional video switching system
* equipment storage/lock up
* several (linear and) non-linear editing suites
* a broadcast system with the ability to broadcast to a part of or the whole school or a district/community channel
* a fleet of at least 6 digital and 6 non-digital cameras
* a fleet of tripods, microphones
* some field lighting and sound equipment
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Business Computer Applications 10

Course Code: YBCA 10

Category: Business and Applied Business

Grade Level of Course: ☑️ 10 ☑️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

This course is designed as a follow-up to Introductory Computer Applications 9 and will emphasize computer applications for use in a student’s personal, academic and business environment. Students will be introduced to the basic components of business software programs including word processing, spreadsheet, database, graphics, as well as telecommunications within a computer environment.

Learning Resources:

Software: Office and Graphic Programs.
InFocus Projector

Additional Information:

Computer lab
School District 41

Status: approved

School Name: Burnaby South Secondary
Course Name: Creative Wood Art Metal 10
Course Code: YWAM 10
Category: Trades and Technology
Grade Level of Course: ☑ 10 ☐ 11 ☐ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: None

Course Synopsis:

Fine Arts and Technology Education reflect a human need to understand and change our world. It also expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course, students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities could include woodcarvings, Intarsia, metal sculpture, jewelry boxes and picture frames using any combination of materials.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts or Applied Skills graduation requirement.

Additional Information:

This course will be taught in a room with no computers. The focus will be on hand drawing skill and a sketchbook is required.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Creative Wood Art Metal 11

Course Code: YWAM 11

Category: Trades and Technology

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The Fine Arts and Technology Education reflect a human need to understand and change our world. Fine Arts and Technology education expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities, to name a few, could include: woodcarvings, stained glass constructions, lost wax castings such as silver rings, jewelry or sculpture, jewelry boxes and picture frames. Each of the examples listed could use any or all of the materials and processes.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts and Applied Skills graduation requirement.

Additional Information:

As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.
As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.

School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Creative Wood Art Metal 12

Course Code: YWAM 12

Category: Trades and Technology

Grade Level of Course:  

10

11

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The Fine Arts and Technology Education reflects a human need to understand and change our world. Fine Arts and Technology education expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities to name a few could include: woodcarvings, stained glass constructions, lost wax castings such as silver rings, jewelry or sculpture, jewelry boxes and picture frames. Each of the examples listed could use any or all of the materials and processes.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts and Applied Skills graduation requirement.

Additional Information:

As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Criminology 12

Course Code: YCRIM 12

Category: Science and Applied Sciences

Grade Level of Course:  
  10  
  11  
  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Enrolled or completing Social Studies 11

Course Synopsis:

Criminology 12 examines the causes and effects of crime as it relates to Canadian society. It begins by analyzing what constitutes a crime, once committed, the people brought into play. A thorough review of statistics, theories and outcomes will be included. It will survey our judicial system and how it responds to public opinion, research data and academic influences. The course will conclude by studying the past as well as the present in an attempt to project the future. This will be accomplished by analyzing patterns related to: gender, age, wealth, education and health.

Learning Resources:

Textbook
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Desktop Publishing 11

Course Code: YDTP 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Desktop Publishing 12

Course Code: YDTP 12

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: Minimum of

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: E-Business 12

Course Code: YEB 12

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

The Internet has drastically changed the way business is conducted around the world and the electronic business revolution is well under way. E-Business 12 allows students to gain insight into the emerging electronic business place and provides an overview of the e-business landscape. Students will understand how businesses can use the Internet, media and other technology solutions to create a more efficient business.

Learning Resources:

Software: Internet and Office Programs
InFocus projector

Additional Information:

Computer lab
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: English Lang Dev in Social Science 10

Course Code: YELDS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: Min. of 10

Date Approved: April 29, 2004

Prerequisites: ESL Level 2

Course Synopsis:
To provide ESL students with educational opportunities which are designed to help them make the transition between ESL instruction and full participation in prescribed academic program courses. Transitional courses promote both the acquisition of core content knowledge and the on-going development of students’ English language skills with an emphasis on learning to express and apply one’s knowledge of content area material.

Learning Resources:
1. Canada Revisited
2. Atlas (Nystrom preferred)
3. Language-based Text, for example Text Types in English 3; The Complete Writing Classroom
4. Additional readers T.B.A.

Additional Information:
Presentation Projector, TV, VCR and DVD, Computer, Internet, Overhead Projector
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities, receives substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: English Skills 10

Course Code: YENSK 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

□ 10  
□ 11  
□ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to further support deaf students in grade 10 with writing literacy skills; students will also be enrolled in an English class. Students will receive focused instruction to learn basic writing skills and increase their understanding of English grammatical structure. Students learn/reinforce basic sentence structure, verb tenses, and descriptive phrases. They then use these skills to write simple and compound sentences as well as paragraphs.

Learning Resources:

Textbook/workbook age-appropriate for the students.
School District 41

Status: approved

School Name: Burnaby South Secondary
Course Name: ESL Foods & Nutrition 10

Course Code: YESFN 10
Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120
Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the work place.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: ESL Foods & Nutrition 11

Course Code: YESFN 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the workplace.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Fabric Arts 10

Course Code: YFIA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Students address technical skill development, and the use of a variety of materials and processes while exploring the impact of contexts and manipulation of design elements and principles as related to fibre, fabric and textile design. Students create two dimensional (e.g. hand made paper, quilting) and three dimensional (e.g. soft sculpture, wearable art) fabric/fibre art products while being introduced to various textile artists from a variety of cultures (eg. Kaffe Fassett) and commercial applications (eg. fashion design). Sewing ability is NOT a prerequisite. Sketchbook required.

Learning Resources:

Fabric, wool, paper linters, needles, embroidery thread, crochet hooks, rug hooks, batting, string, paper, paint, wax, ribbons, foamcore dyes, lino, jute, wire, raffia, beads, knitting needles.

Additional Information:

Art room with sink and exhaust fan, storage space
- TV and VCR
- Slide projector
- Sewing machines, blenders, frying pan, irons, screens, tainting tools, vats, scissors, looms, carders

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**Additional Information:**

A classroom with tables rather than desks. Bulletin boards, overhead projector, T.V., VCR or DVD player. A large supply of fabric samples; pencils, pencil crayons, watercolour pencils, Staedlar or similar fine tipped pens, foam core board, sketch books, glue, scissors, newsprint. Access to a laptop computer.
School District 41

Status: approved

School Name: Burnaby South Secondary
Course Name: First Aid 11
Course Code: YFAID 11
Category: Health and Human Services

Grade Level of Course:  □ 10  □ 11  □ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: None but by application and teacher recommendation

Course Synopsis:
This course has been developed to support and encourage students to explore their personal abilities with care giving and leadership skills. Students will learn to demonstrate skills in delivering first aid to students requiring minor first aid treatment and to initiate emergency response action when necessary.

Learning Resources:
First Aid Manual and First Aid supplies as needed.

Additional Information:
Classroom, First Aid Room and appropriate equipment and supplies.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Housing & Interior Design 11

Course Code: YHID 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This introductory course will examine housing types from other cultures and housing alternatives within Western cultures. The history of furniture from Ancient Egypt to the 20th century will be covered. Basic drafting skills and floor plans designs for small spaces will be studied. Space planning will introduce students to the factors and methodologies used to analyze existing spaces, to learn furniture placement, and to develop layouts which are practical and aesthetically pleasing.

Students will be introduced to materials used in interior furnishings and decorating. Colour theory and lighting choices will be considered. Students will have the opportunity to explore potential career options.

Learning Resources:


Additional Information:

Art room with sink and exhaust fan. Storage space. TV and VCR. Slide projector.
School District 41

Status: locked

School Name: Burnaby South Secondary

Course Name: Housing & Interior Design 12

Course Code: YHID 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course will focus on similar topics as in HID 11, however, students will work at a more advanced level and will be expected to present specific topics in greater depth. Students will be expected to work in a variety of techniques and materials to further enhance their understanding of the elements and principles of design. Students will apply similar skills to more advanced spaces such as small apartments and spaces within the school environment.

Further research into career opportunities and will be explored. Students will take a leadership role to prepare displays and will be encouraged to apply their ideas to concrete projects. An emphasis will be placed on the development of a portfolio and on professional presentations.

Learning Resources:


Additional Information:

Art room with sink and exhaust fan. Storage space. TV and VCR. Slide projector.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Housing & Interior Design 12

Course Code: YHID 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course will focus on similar topics as in HID 11, however, students will work at a more advanced level and will be expected to present specific topics in greater depth. Students will be expected to work in a variety of techniques and materials to further enhance their understanding of the elements and principles of design. Students will apply similar skills to more advanced spaces such as small apartments and spaces within the school environment.

Further research into career opportunities and will be explored. Students will take a leadership role to prepare displays and will be encouraged to apply their ideas to concrete projects. An emphasis will be placed on the development of a portfolio and on professional presentations.

Learning Resources:


Additional Information:

Art room with sink and exhaust fan. Storage space. TV and VCR. Slide projector.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Introduction to Computer Applications 11

Course Code: YICA 11

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to help students develop their keyboarding proficiency for personal use and career development. The emphasis of the course is on developing student's touch typing and business communications skills. Students will also learn word processing using industry standard software. During the part of the course, students will learn the techniques of keyboarding: mastery of the letters, numbers, symbols and functions through touch-typing. After mastery of the keyboard, students will then use the features of word processing to create a variety of business documents.

Learning Resources:

Software – All The Right Type 3.0, Cortez Peters (optional) Microsoft Office 2000, Internet connection

Additional Information:

Computer lab – 30 stations
Overhead projector or Infocus projector
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The Leadership 12 Theory and Practice course is founded on the belief that students want to become meaningfully involved in their school community. Students leading students is the key to unlocking the potential of leadership within all students. Leadership means having an intentional positive influence on the lives and behaviours of others. Through the study and practice of leadership, students learn to lead effectively, to foster a positive school environment and to mentor others seeking leadership roles.

Learning Resources:

Classroom
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:
This course will focus on an introduction to basic black and white photography. Students will be introduced to 35 mm camera operations and darkroom techniques in printing negatives and prints. Students will be encouraged to develop basic design elements and personal imagery through social, political, cultural and historical context.

Learning Resources:
Subscriptions to photo magazines, technical, historical and contemporary reference videos, books, slides and image bank. T.V. and VCR. Internet access for research purposes.

Additional Information:

Darkroom: (available)
Minimum of 10 enlarger stations which include:
· enlarger with adequate lens
· glass plate
· easel
· timer
· grain finder
· set of filters and gray card


Classroom: (available)

Camera Equipment: (available)
SLR cameras with lens (50 mm and 35-70 mm). Lens caps and lens UV protective lens caps. Camera batteries. Tripods.

Recommended Equipment: (not available, but affordable)
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Photography 11

Course Synopsis:

The Photography / Yearbook 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student run publication that is overseen by the teacher advisor. Students will learn basic layout design, photography, publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with how a yearbook can be put together and business relations.

Learning Resources:

A room large enough to accommodate tables for layout production, light table for cropping and creating templates, storage facilities for all work in progress. Basic computer for word processing and templates. In the future, this course resources should include ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets. At least 10 SLR cameras with built in flash such as the Canon Eos. Storage containers for all work in progress and all materials necessary for layout page mock-ups. In the future, this course should work to providing a minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a work processing software. This will enable students to learn desk top publishing and become familiar with the various computer programs associated with having this kind of technology.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  
10  
X 11  
12

Number of Course Credits: 4

Number of Hours of instruction:

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Human beings are fascinated by each other. Just think about how much time we spend watching people’s behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people’s lives to get our attention.

People watching could be viewed as a very popular spectator sport. Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others’ wishes, yet also rebel against restraints on their freedom. It’s not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others – the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 AP.
Learning Resources:
- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:
- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:
- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:
Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Learning Resources:

- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:

- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Technology Leadership 10

Course Code: YTELE 10

Category: Trades and Technology

Grade Level of Course:  ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Familiarity with computersInterview with Facilitator(s)

Course Synopsis:

This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 4, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:

Some A+ Certification and other Computer Technical manuals.

Additional Information:

Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Burnaby South Secondary
Course Name: Technology Leadership 11
Course Code: YTELE 11
Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: Familiarity with computers
Interview with Facilitator(s)

Course Synopsis:

This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 5, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:

Some A+ Certification and other Computer Technical manuals.

Additional Information:

Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Teen Parenting 11

Course Code: YTNP 11

Category: Health and Human Services

Grade Level of Course:  ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Must be enrolled in the Young Parent Program (Teen Parenting Program)

Course Synopsis:

The Teen Parenting 11 course was developed in consultation with the B.C. Alliance Concerned for Early Pregnancy and Parenthood (BCACEPP), the Young Parent Program Education Committee and Community Health Personnel. This course was designed to give pregnant and parenting students the opportunity to work and interact with each other in a supportive learning environment to develop a sense of responsibility as a parent through the acquisition and application of effective parenting skills. Students will develop life-long skills in the areas of cooperative planning and problem solving strategies, positive parenting and coping abilities, anger management, financial planning, time management, food safety and meal planning and first aid. At the same time, they will gain an increased awareness and utilization of community resources.

Learning Resources:

Course material specific to the target group and taught by the program teacher and/or facilitated by the Youth and Childcare Worker

Additional Information:

-Home Economics classrooms, lab rooms and equipment
-Computer labs
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Television Production 11

Course Code: YTVP 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: TVP 10, Media Arts 9 or 10, Electronics 9, Introduction to Technology 9, or some technical experience

Course Synopsis:

This course provides an exciting and motivating introduction to the world of television production. Many areas of “production” will be covered. Camera operations, storyboarding/scripting, editing, audio, lighting, hosting, interviewing, directing, historical and ethical issues and safety. Much of the evaluation will be practical and ongoing throughout the year. There will be some written quizzes and taping assignments as well as opportunities to do volunteer work in the school and community. Through assigned readings, the viewing of numerous videos, and the completion of a series of video assignments, students are expected to acquire a thorough understanding of the basic elements of video production. Using a dynamic group process, the students will be involved with and produce & provide news programming for the school morning news show, RATV. This understanding should include the following areas:

- General audio
- Camera placement and operations
- The use and characteristics of the various video and audio recording media.
- Lighting techniques, including existing light, bounced light and three-point lighting
- The differences between standard definition digital and linear production
- The elements of effective visual composition
- Editing techniques, linear & non-linear
- A general understanding of postproduction, including associated audio and video equipment
- The ability to critique the strengths and weakness of video productions, their own and others

Learning Resources:

A variety of tapes, SVHS, VHS, Mini DV, a selection of video & audio cables, a variety of TV production text books
Additional Information:

* a full size classroom for instructional purposes
* a full size television studio for production purposes
* a lighting grid system, set materials
* a 3 chip studio 2 camera system
* a teleprompt system
* an in house communications system
* a professional switching system
* equipment storage/lock up
* several linear A/B roll & several non-linear editing suites
* a "live" broadcast system or the ability to broadcast from the television studio to the school.
* a fleet of at least 6 digital and 6 non-digital cameras
* 12 tripods
* 12 microphones
* XLR cables and storage
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Television Production 12

Course Code: YTVP 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: TVP 10, Media Arts 9 or 10, Electronics 9, Introduction to Technology 9, or some technical experience

Course Synopsis:

Many areas of “production” will be covered. Camera operations, storyboarding/scripting, editing, audio, lighting, hosting, interviewing, directing, historical and ethical issues and safety. Much of the evaluation will be practical and ongoing throughout the year. There will be some written quizzes and taping assignments as well as opportunities to do volunteer work in the school and community.

Through assigned readings, the viewing of numerous videos, and the completion of a series of video assignments, students are expected to acquire a thorough understanding of the basic elements of video production. Using a dynamic group process, the students will be involved with and produce & provide news programming for the school morning news show RATV.

This understanding should include the following areas:

General audio, Camera placement and operations
The use and characteristics of the various video and audio recording media.
Lighting techniques, including existing light, bounced light and three-point lighting.
The differences between standard definition digital and linear production.
The elements of effective visual composition.
Editing techniques, linear & non-linear
A general understanding of postproduction, including associated audio and video equipment.
The ability to critique the strengths and weakness of video productions, their own and others.

Learning Resources:

A variety of tapes, SVHS, VHS, Mini DV, a selection of video & audio cables, a variety of TV production text books

Additional Information:

* a full size classroom for instructional purposes
* a full size television studio for production purposes
* a lighting grid system, set materials
* a 3 chip studio 2 camera system
* a teleprompt system
* an in house communications system
* a professional switching system
* equipment storage/lock up
* several linear A/B roll & several non-linear editing suites
* a "live" broadcast system or the ability to broadcast from the television studio to the school
* a fleet of at least 6 digital and 6 non-digital cameras
* 12 tripods
* 12 microphones
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Television Production Services 10

Course Code: YTVS 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Media Arts 9, Drama 9, Electronics 9, Intro to Technology 9

Course Synopsis:

What are the techniques of videotaping, and how are they applied to achieve the end effect? Everything that goes into a video must be very carefully planned ahead of time so that the message can be conveyed as effectively as possible. This includes lighting, camera angle, background music, and transitions between scenes.

The instructional units included are designed to give the participants awareness of these aspects of video, through hands-on experiences. The course will consist of short teacher lecture and demonstration preparation sessions followed by students performing a variety of video production skills. Hands-on activity-based units will drive most of the curriculum and reinforce major learning areas. An emphasis on applied problem solving and creative thinking will be present in most units of instruction. Guest speakers and field visitations will support units of study and career awareness.

Learning Resources:

A variety of tapes, SVHS, VHS, Mini DV, a selection of video & audio cables, text on TV production.

Additional Information:

- A full size classroom for instructional purposes.
- A full size television studio for production purposes.
- A grid system for lighting.
- A 3 chip studio camera system.
- A communication system.
- A professional switching system.
- Equipment storage/lock up.
- Several linear & non-linear editing suites. A broadcast system with the ability to a part of the school.
- A fleet of at least 6 digital and 6 non-digital cameras, tripods, microphones.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Transportation, Power & Energy 10

Course Code: YTPAE 10

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Transportation, Power and Energy deals with the relationships between power, energy, and the movement of objects and people. In TPE 10 students will be involved in the design, production and testing as they find and model solutions to problems.

During the year students will be developing a wide range of skills through hands-on technology activities. They will be required to communicate ideas to others in words and through graphics. They will also be involved in developing ways of expressing their ideas through assignments, posters, models, drafting, projects, and computer applications. They will have the opportunity to integrate the list below into assignments, projects and skills throughout the school year.

- Design and Drafting Unit
- Computer Aided Design Programs
- Engineering Unit
- Fabrication Unit
- Hand Tool and Machinery Safety

Students build projects to learn the related principles and theory. The project work introduces students to the problem solving approach used to create, repair and maintain technologically related items. Electric motor construction, crash test models, bridge building and testing, boat design and many other practical activities that relate to transportation, application of power, and energy implications used to drive these technologies. This course meets the requirements to obtain 4 credits in Applied Skills.

Learning Resources:

Various materials available from wood, metal, drafting, electronics.

Additional Information:

Light construction tools (band saw, drill press, sanders, etc.), computer access, good lighting, work tables, hand tools.
As the TPE program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Though there are some special environment and equipment requirements for TPE program, by and large these are already in place as part of other Wood, Construction, Metal, and CAD Drafting programs.

School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Transportation, Power & Energy 11

Course Code: YTPAE 11

Category: Trades and Technology

Grade Level of Course:  

10  

X 11  

□ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

TPE 11 deals with the relationship between energy, power, and transportation. In this course, students will learn about the fundamental science concepts of TPE. With these concepts, they will then design and build numbers of projects that will further increase their understanding of TPE. Students will build projects to solve challenges and to compete against other class members.

Some activities include:
- windmill models
- small engine
- man powered vehicle
- futuristic transportation
- electrical car

The metal shop will be the main lab facility; therefore, students will be required to work safely and responsibly within an industrial atmosphere. This course meets the requirements to obtain 4 credits in Applied Skills.

Additional Information:

As the TPE program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Though there are some special environment and equipment requirements for TPE program, by and large these are already in place as part of other Wood, Construction, Metal, and CAD Drafting programs.

www.bcsta.org
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Transportation, Power & Energy 12

Course Code: YTPAE 12

Category: Trades and Technology

Grade Level of Course: 10 ☐ 11 ☐ 12 ☑

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) TPE 11

Course Synopsis:

Transportation-Power-Energy 12 (TPE) TPE 12 deals with the relationship between transportation, power, and energy. In this course, students will learn about the fundamental science concepts of TPE. With these concepts, students will then design and build numbers of projects that will further increase their understanding of TPE. Students can build on their concepts learned in TPE 11 and apply these principles and processes to more complex activities at this next level. Students will design and construct projects to solve challenges and to compete against other class members in both an individual and group environment.

Some activities include:
- Studying hydraulic mechanics
- Steam engine mechanics
- Developing, designing, and producing finished robotics.
- Studying heat energy and looking at how it affects different metals
- Studying hardness of materials and metallurgy and looking at the relationship between these properties and how their qualities are used for different modes of transportation.

The metal shop will be the main lab facility; therefore, students will be required to work safely and responsibly within an industrial atmosphere.

This course meets the requirements to obtain 4 credits in Applied Skills.

Learning Resources:

Resources will come from block funding and student fees

Additional Information:

As the TPE program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. These, however, can be readily found in current Technology Education classes in Burnaby.

Though there are some special environment and equipment requirements for TPE program, by and large these are already in place in Burnaby Technology Education rooms as part of other Wood, Construction, Metal, and Cad/Drafting programs. What is not, can be acquired through annual purchasing, Casino and other fund raising.
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Web Page Design 11

Course Code: YWD 11

Category: Business and Applied Business

Grade Level of Course:  

- □ 10
- □ 11
- X 11
- □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  Business Computer Applications 10

**Course Synopsis:**

This course will provide students who have some knowledge of building web pages the opportunity to expand their knowledge to help develop the school web page as a useful communication tool for the school community. Students will have the opportunity to develop knowledge of web based programming, computer graphics and web management.

**Learning Resources:**

Graphics programs

**Additional Information:**

Computer lab with Internet access
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Web Page Design 12

Course Code: YWD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) Web Page Design 11 or equivalent knowledge

Course Synopsis:

This course will provide students who have successfully completed Web Page Design 11 (or have the equivalent knowledge) with the opportunity to expand their knowledge and to help develop the school web page as a useful communication tool for the school community. Students will have the opportunity to expand their knowledge of:

1. Client and server side web-based programming including interactive applications using industry standard languages such as PHP, Javascript and Actionscript
2. Web based data structures including databases and XML
3. Computer graphics using industry standard web editor, animation and graphics programs
4. Web management to develop rationally integrated file systems, updating processes and information flow
5. Web based design issues

Learning Resources:

Graphics programs

Additional Information:

Computer lab with internet access
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11, and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Workplace Training 10B

Course Code: YWKPT 10B

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
Computers for accessing Labour Market and Post Secondary information

School District 41

Status: approved
School Name: Burnaby South Secondary
Course Name: Workplace Training 10C
Course Code: YWKPT 10C
Category: Other

Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor  2) application submiss

Course Synopsis:
The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10C is the third expanded work experience course where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous courses. Students who successfully complete Workplace Training 12C can choose to enroll in Secondary School Apprenticeship Courses.

Learning Resources:
CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:
Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: World Language & Culture 10

Course Code: YWLC 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
X 10  
X 11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 28, 2005

Prerequisites:  
N/A

Course Synopsis:

World Language and Culture is designed to give students the opportunity to experience several languages and cultures in one year. In this course the students will learn to communicate in three Asian languages and their cultures. This course is especially interesting to students who are planning to travel to Asia in the near future.

Learning Resources:

No textbook used. Cultural resource taken from articles, magazines and internet. Language lessons will be specially prepared by teacher. Language tapes and videos will also be used.

Additional Information:

Regular classroom, CD and cassette player, video and DVD player
School District 41

Status: approved

School Name: Burnaby South Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Business and Applied Business

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Byrne Creek Secondary
Course Name: Academic Strategies 10
Course Code: YAMS 10
Category: Liberal Arts and Humanities

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 29, 2004
Prerequisites: Students will be below grade level in reading and writing.

Course Synopsis:

Academic Strategies is designed to be taken concurrently with the students' regular English class. It will enhance reading, writing and organizational/study skills.

The course will provide:

· Explicit reading instruction with emphasis on vocabulary development, fluency and reading comprehension,
· A variety of comprehension strategies that will increase understanding of content in the various academic subjects,
· Sustained silent and oral reading,
· A published spelling program,
· Opportunity for recreational reading,
· Direct instruction on the reading process (pre, during, and post) which will help students become strategic readers.

Learning Resources:

Books on tape, fiction, non-fiction books, high interest/low vocabulary materials, software.

Additional Information:

Learning Centre/Classroom
Assistive technology
**Course Synopsis:**

Academic Strategies is intended for students who are experiencing difficulties with the literacy skills needed to be successful in academic subjects. The course is designed to be taken concurrently with the students' regular English class. The main objectives of the course are to enhance reading, writing, and organizational study skills, as well as the synthesis of critical thinking skills for the purposes of test taking, especially the Social Studies 11 Provincial examination. Students will be moving towards the independent utilization of strategies and techniques to fulfill various reading and writing purposes. Students in grade 11 Academic Strategies will consciously begin to choose, apply and evaluate various reading and writing strategies before, during and after reading for a chosen purpose. The intended outcome is to develop their success in comprehending and responding to text. The course will provide:

- Explicit reading instruction with emphasis on vocabulary development and reading comprehension strategies
- Explicit writing instruction with emphasis on the basic units of sentences, paragraphs and essays
- An opportunity for sustained silent reading for pleasure

**Learning Resources:**

Books on tape, high interest / low vocabulary reading materials, class sets of texts focusing on reading and writing strategies, newspaper subscription and a subscription to Maclean's In-class Program

**Additional Information:**

Classroom space, assistive technology, overhead projector and screen, comfortable lounge area and a dual tape and CD player
Classroom space, assistive technology, overhead projector and screen, comfortable lounge area and dual tape and CD stereo

Additional Information:

School District 41
Status: approved
School Name: Byrne Creek Secondary
Course Name: Academic Strategies 12
Course Code: YAMS 12
Category: Liberal Arts and Humanities
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: 1) Students not yet meeting or minimally meeting grade expectations will be identified through school

Course Synopsis:

Academic Strategies is intended for students who are experiencing difficulties with the literacy skills needed to be successful in academic subjects. The course is designed to be taken concurrently with the students’ regular English class. The main objectives of the course are to enhance reading, writing, and organizational study skills, as well as the synthesis of critical thinking skills for the purposes of test taking, especially the Social Studies 11 Provincial examination. Students will be moving towards the independent utilization of strategies and techniques to fulfill various reading and writing purposes. Students in grade 11 Academic Strategies will consciously begin to choose, apply and evaluate various reading and writing strategies before, during and after reading for a chosen purpose. The intended outcome is to develop their success in comprehending and responding to text.

The course will provide:

- Explicit reading instruction with emphasis on vocabulary development and reading comprehension strategies
- Explicit writing instruction with emphasis on the basic units of sentences, paragraphs and essays
- An opportunity for sustained silent reading for pleasure

Learning Resources:

Books on tape, high interest / low vocabulary reading materials, class sets of texts focusing on reading and writing strategies, newspaper subscription, subscription to MacLean’s In-class Program.

Additional Information:

Classroom space, assistive technology, overhead projector and screen, comfortable lounge area and dual tape and CD stereo
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Advanced Food & Catering 11

Course Code: YAFC 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 23, 2004

Prerequisites: None

Course Synopsis:

Catering 11 is a course that emphasizes food preparation and service. This course will be valuable for anyone entering a Chef training program or those seeking employment within the food industry. The emphasis will be on safety and sanitation as it relates to quality and quantity food production. Service techniques and skills will also be emphasized. Presentation and platting of food will showcase student’s food preparation skills.

Learning Resources:

Food Safe teachers resource,

Additional Information:

Foods Classroom
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Automotive Technology 10

Course Code: YATT 10

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: Nil

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will learn and demonstrate an understanding of automotive theory and practical repair and maintenance of various automotive systems, as well as personal safety habits suitable for use in today’s vast automotive industry.

Learning Outcomes for the course are grouped into nine major topics:

1. Safety
2. Hand Tools
3. Use of various shop equipment
4. Engine theory
5. Fuel systems
6. Lubrication systems
7. Cooling systems
8. Electrical systems
9. Brake systems

Learning Resources:

Text – ‘Modern Automotive Technology’. Block funding

Additional Information:

Burnaby North has all the tools and equipment required.
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Baking 11

Course Code: YBK 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Baking 11 is a course in which the skills and techniques involved in baking are researched and developed. Emphasis will be placed on baking theory, practical knowledge, preparation skills, time management, and the production of products. Students will study the principles involved in each method and the effect they have on the finished products. Functions of ingredients, nutritional value, and the effect of ingredient quality on the final product will also be discussed. Students will also research and test their own recipes and evaluate them based on product standards learned in the course.

Learning Resources:

Computer, Home Economics equipment, reference books, text books

Additional Information:

Home Economics classrooms, lab rooms, equipment, specialized baking equipment
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Beginning Band 11

Course Code: YBB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Beginning Band 11/12 focuses on developing the knowledge, skills and attitudes student require to perform in instrumental ensembles. In these courses, students have the opportunities to:

- Develop the techniques required to play instruments
- Develop musical literacy
- Develop an understanding of the aesthetic qualities of music
- Perform a variety of repertoire
- Examine the various roles and purposes of instrumental music in society

Beginning Band 11/12 is a performance based course designed to give students the opportunity to derive educational experiences from participating in an instrumental music ensemble. This ensemble experience allows students to develop an understanding of the aesthetic and technical qualities of an instrumental ensemble.

Students develop their abilities in three areas common to all fine arts curricula: Skills and Techniques, Expression, and Context.

Through the process of performance, students will develop the concepts and skills that will enable them to develop their musicianship, their ability to listen and appreciate all music and their ability to express themselves emotionally through music performance. Finally, through participation in rehearsals, students gain confidence, self-esteem and personal discipline.

Learning Resources:

Music and music method books for the students.

Additional Information:

Music Room:
Must be acoustically built or adapted for band rehearsals.
Students must have access to a band instrument.
Music stand and chairs for all students
Classroom percussion set that includes a minimum of a snare drum and a bass drum.
School District 41

Status: approved
School Name: Byrne Creek Secondary
Course Name: Business Computer Applications 10
Course Code: YBCA 10
Category: Business and Applied Business
Grade Level of Course:  

- 10
- 11
- 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: None

Course Synopsis:
This course is designed as a follow-up to Introductory Computer Applications 9 and will emphasize computer applications for use in a student's personal, academic and business environment. Students will be introduced to the basic components of business software programs including word processing, spreadsheet, database, graphics, as well as telecommunications within a computer environment.

Learning Resources:
Software: Office and Graphic Programs.
InFocus Projector

Additional Information:
Computer lab
**School District 41**

Status: approved

School Name: Byrne Creek Secondary

Course Name: Composition 11

Course Code: YCOMP 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) English 10 2) Enrollment in English 11

**Course Synopsis:**

The course is intended for senior students who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for the written components of the English 12 provincial examination. Students will be introduced to the major components of essay writing, the various essay types and the writing process itself. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.

**Learning Resources:**

Writing textbook that covers the various elements of writing and types of essays, and contains models of these various essay types

**Additional Information:**

Overhead projector, Computer lab access (optional)
**School District 41**

Status: approved

School Name: Byrne Creek Secondary

Course Name: English Language Development 11

Course Code: YELDV 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  ESL Level 2 based on the ESL District matrices or equivalent

**Course Synopsis:**

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities receive substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

**Learning Resources:**

- Novels, poetry books, language books (general), drama books

**Additional Information:**

- TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: First Aid 11

Course Code: YFAID 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None but by application and teacher recommendation

Course Synopsis:

This course has been developed to support and encourage students to explore their personal abilities with caregiving and leadership skills. Students will learn to demonstrate skills in delivering first aid to students requiring minor first aid treatment and to initiate emergency response action when necessary.

Learning Resources:

First Aid Manual and First Aid supplies as needed.

Additional Information:

Classroom, First Aid Room and appropriate equipment and supplies.
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Graphics 10

Course Code: YG 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

An introduction to design fundamentals, exploring the elements and principles of graphic design. Learning will take place through examples, demonstrations, instruction, discussion, creative problem solving and studio projects. Students will explore two and three dimensional design applications as they relate to visual communication and commercial applications. Using a variety of graphic design tools, students will examine ways in which content, design elements and materials can be used to translate ideas and concepts into successful design solutions.

Learning Resources:

Related texts and imagery.

Additional Information:

Printing press, silk screen equipment, computer, scanner, printer.
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course: ☑ 10  ☒ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Byrne Creek Secondary
Course Name: Hairdressing 11B
Course Code: YHA 11B
Category: Trades and Technology

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  

- [ ] 10
- X 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
**Course Synopsis:**

This course is designed to help students develop their keyboarding proficiency for personal use and career development. The emphasis of the course is on developing student's touch typing and business communications skills. Students will also learn word processing using industry standard software. During the part of the course, students will learn the techniques of keyboarding: mastery of the letters, numbers, symbols and functions through touch-typing. After mastery of the keyboard, students will then use the features of word processing to create a variety of business documents.

**Learning Resources:**

Software – All The Right Type 3.0, Cortez Peters (optional) Microsoft Office 2000, Internet connection

**Additional Information:**

Computer lab – 30 stations
Overhead projector or Infocus projector
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction:

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Human beings are fascinated by each other. Just think about how much time we spend watching people’s behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people’s lives to get our attention.

People watching could be viewed as a very popular spectator sport. Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others’ wishes, yet also rebel against restraints on their freedom. It’s not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others – the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 AP.
Learning Resources:

- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:

- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course:  10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Learning Resources:

· Psychology, (David Myers), 4th, 5th, 6th, 7th editions
· Study Guide for Myers
· Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
· Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
· Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
· The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

· David Myers - PowerPoint Notes
· Digital Media Archive: For Psychology

Video (DVD) Resources:

· The Mind Series, 2nd edition
· Psychology: The Human Experience
· Discovering Psychology Series, Updated edition
· The Brain Series Teaching Module, 2nd edition
· Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector

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School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Transportation, Power & Energy 10

Course Code: YTPAE 10

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Transportation, Power and Energy deals with the relationships between power, energy, and the movement of objects and people. In TPE 10 students will be involved in the design, production and testing as they find and model solutions to problems.

During the year students will be developing a wide range of skills through hands-on technology activities. They will be required to communicate ideas to others in words and through graphics. They will also be involved in developing ways of expressing their ideas through assignments, posters, models, drafting, projects, and computer applications. They will have the opportunity to integrate the list below into assignments, projects and skills throughout the school year.

- Design and Drafting Unit
- Computer Aided Design Programs
- Engineering Unit
- Fabrication Unit
- Hand Tool and Machinery Safety

Students build projects to learn the related principles and theory. The project work introduces students to the problem solving approach used to create, repair and maintain technologically related items. Electric motor construction, crash test models, bridge building and testing, boat design and many other practical activities that relate to transportation, application of power, and energy implications used to drive these technologies. This course meets the requirements to obtain 4 credits in Applied Skills.

Learning Resources:

Various materials available from wood, metal, drafting, electronics.

Additional Information:

Light construction tools (band saw, drill press, sanders, etc.), computer access, good lighting, work tables, hand tools.

www.bcsta.org
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Transportation, Power & Energy 11

Course Code: YTPAE 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  [X]

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  None

Course Synopsis:

TPE 11 deals with the relationship between energy, power, and transportation. In this course, students will learn about the fundamental science concepts of TPE. With these concepts, they will then design and build numbers of projects that will further increase their understanding of TPE. Students will build projects to solve challenges and to compete against other class members.

Some activities include:
· windmill models
· small engine
· man powered vehicle
· futuristic transportation
· electrical car

The metal shop will be the main lab facility; therefore, students will be required to work safely and responsibly within an industrial atmosphere. This course meets the requirements to obtain 4 credits in Applied Skills.

Additional Information:

As the TPE program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Though there are some special environment and equipment requirements for TPE program, by and large these are already in place as part of other Wood, Construction, Metal, and CAD Drafting programs.
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Weight Training 12

Course Code: YWEI 12

Category: Fitness and Recreation

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 28, 2005

Prerequisites:  1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Workplace Training 10B

Course Code: YWKPT 10B

Category: Other

Grade Level of Course:  

X 10  

X 11  

X 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:  

1) recommendation from a teacher, counselor, administrator and/or CPAdvisor  

2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Writing Fundamentals 11

Course Code: YWRFU 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:

Course Synopsis:

This course is designed to be taken concurrently with Transitional English 10 or 11 to enable grade 10, 11 and 12 students to develop and refine their writing skills in preparation for the senior level English courses. Students practice paragraph and essay writing in a variety of styles, including descriptive, narrative, argumentative and expository. There is a strong emphasis on developing the vocabulary and editing skills integral to effective writing.

Learning Resources:

Composition Practice book 4

Additional Information:

Classroom, overhead, chalkboard
School District 41

Status: approved

School Name: Byrne Creek Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Business and Applied Business

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Advanced Food & Catering 11

Course Code: YAFC 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 23, 2004

Prerequisites: None

Course Synopsis:

Catering 11 is a course that emphasizes food preparation and service. This course will be valuable for anyone entering a Chef training program or those seeking employment within the food industry. The emphasis will be on safety and sanitation as it relates to quality and quantity food production. Service techniques and skills will also be emphasized. Presentation and platting of food will showcase student’s food preparation skills.

Learning Resources:

Food Safe teachers resource,

Additional Information:

Foods Classroom
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Advanced Food & Catering 12

Course Code: YAFC 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 23, 2004

Prerequisites: Catering 11

Course Synopsis:

Catering 12 is a course that emphasizes food preparation and service. This course will be valuable for anyone entering a Chef training program or those seeking employment within the food industry. The emphasis will be on safety and sanitation as it relates to quality and quantity food production. Service techniques and skills will also be emphasized. Presentation and plating of food will showcase student’s food preparation skills. Special emphasis will be placed on food production and culinary nutrition with the students taking on a leadership role within the classroom.

Learning Resources:

Food Safe teachers resource

Additional Information:

Foods Classroom
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: English Lang Dev in Social Science 10

Course Code: YELDS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
10 [X] 11 [ ] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: Min. of 10

Date Approved:  April 29, 2004

Prerequisites:  ESL Level 2

Course Synopsis:

To provide ESL students with educational opportunities which are designed to help them make the transition between ESL instruction and full participation in prescribed academic program courses. Transitional courses promote both the acquisition of core content knowledge and the on-going development of students' English language skills with an emphasis on learning to express and apply one’s knowledge of content area material.

Learning Resources:

1. Canada Revisited
2. Atlas (Nystrom preferred)
3. Language- based Text, for example Text Types in English 3; The Complete Writing Classroom
4. Additional readers T.B.A.

Additional Information:

Presentation Projector, TV, VCR and DVD, Computer, Internet, Overhead Projector
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

☐ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities, receives substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: ESL Canadian Studies 10

Course Code: YESLC 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

☑️ 10  
☐ 11  
☐ 12  

Number of Course Credits: 4

Number of Hours of instruction: Min. 100 h

Date Approved:  
April 29, 2004

Prerequisites: ESL Courses ID or Level 2 listening, speaking, reading and writing skills based on District matrices

Course Synopsis:

This course will help the students develop the background and skills required to meet the academic demands of Social Studies 10. A language through content approach is used to improve the students’ listening, speaking, reading and writing ability. The content used is current events, Canadian History and Canadian Geography.

Additional Information:

Classroom
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: ESL Poetry & Novel Studies 10A

Course Code: YESLP 10A

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  [X]  11  [ ]  12  [ ]

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 29, 2004

Prerequisites: ESL 1 or Level 2 listening, speaking, reading and writing skills based on the District matrices

Course Synopsis:

This course will help students develop the background and skills required to meet the academic demands of Language Arts 10. A language through content approach is used to improve students’ listening, speaking, reading and writing ability. The content used is poetry and novels.
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: First Aid 11

Course Code: YFAID 11

Category: Health and Human Services

Grade Level of Course:  
- ☐ 10
- ☒ 11
- ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:    April 28, 2005

Prerequisites:    None but by application and teacher recommendation

Course Synopsis:

This course has been developed to support and encourage students to explore their personal abilities with care giving and leadership skills. Students will learn to demonstrate skills in delivering first aid to students requiring minor first aid treatment and to initiate emergency response action when necessary.

Learning Resources:

First Aid Manual and First Aid supplies as needed.

Additional Information:

Classroom, First Aid Room and appropriate equipment and supplies.
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course: 

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites:  
Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: 
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [X] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course will focus on an introduction to basic black and white photography. Students will be introduced to 35 mm camera operations and darkroom techniques in printing negatives and prints. Students will be encouraged to develop basic design elements and personal imagery through social, political, cultural and historical context.

Learning Resources:

Subscriptions to photo magazines, technical, historical and contemporary reference videos, books, slides and image bank. T.V. and VCR. Internet access for research purposes.

Additional Information:

Darkroom: (available)
Minimum of 10 enlarger stations which include:
- enlarger with adequate lens
- glass plate
- easel
- timer
- grain finder
- set of filters and gray card


Classroom: (available)

Camera Equipment: (available)
SLR cameras with lens (50 mm and 35-70 mm). Lens caps and lens UV protective lens caps. Camera batteries. Tripods.

Recommended Equipment: (not available, but affordable)
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Photography 11

Course Synopsis:

The Photography / Yearbook 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student run publication that is overseen by the teacher advisor. Students will learn basic layout design, photography, publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with how a yearbook can be put together and business relations.

Learning Resources:

A room large enough to accommodate tables for layout production, light table for cropping and creating templates, storage facilities for all work in progress. Basic computer for word processing and templates. In the future, this course resources should include ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets. At least 10 SLR cameras with built in flash such as the Canon Eos. Storage containers for all work in progress and all materials necessary for layout page mock-ups. In the future, this course should work to providing a minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a work processing software. This will enable students to learn desk top publishing and become familiar with the various computer programs associated with having this kind of technology.
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Photography 11

Course Synopsis:

The Photography / Yearbook 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student run publication that is overseen by the teacher advisor. Students will learn basic layout design, photography, publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with how a yearbook can be put together and business relations.

Learning Resources:

A room large enough to accommodate tables for layout production, light table for cropping and creating templates, storage facilities for all work in progress. Basic computer for word processing and templates. In the future, this course resources should include ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets. At least 10 SLR cameras with built in flash such as the Canon Eos. Storage containers for all work in progress and all materials necessary for layout page mock-ups. In the future, this course should work to providing a minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a work processing software. This will enable students to learn desk top publishing and become familiar with the various computer programs associated with having this kind of technology.
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  

☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction:

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Human beings are fascinated by each other. Just think about how much time we spend watching people’s behaviour. We watch people on TV, in the movies, and on the stage. We take photographs of friends or family for our own enjoyment and to show others. Sitting in a café or on a park bench, we observe the human scene that passes by in front of us. The extensive live coverage of major events offered by CNN puts the whole world and its people on view. Amateur videotapes are shown on TV, making public what the participants thought they only knew. And then, of course, we watch people through the printed page. Novels and biographies, magazines and newspapers, all rely on our curiosity about other people’s lives to get our attention.

People watching could be viewed as a very popular spectator sport. Psychology is fascinating because it is so complex and diverse. Psychologists are interested in behaviour as well as the mental processes, thoughts, ideas and understanding of human beings. Sometimes, people feel secure and self confident; at other times, they are worried and ill at ease. Perceptions of other individuals and groups can be based on a careful examination of evidence, or tailored to fit preconceptions and biases. People fall in and out of love; nations make war and peace. Individuals slavishly conform to others’ wishes, yet also rebel against restraints on their freedom. It’s not easy to make sense of the social world we live in. Nor is it easy to understand our own behaviour. Just as we can be puzzled by what others do, so can we be puzzled by our own actions. Often we want to know about others so that we can better understand ourselves.

People will be the essence of this course – how we interact with, and think about others — the social side of our existence as human beings. Psychology 11 is intended to be the precursor course for students intending to take Psychology 12 AP.
Learning Resources:
- Psychology, (David Myers), 4th, 5th, 6th, 7th editions
- Study Guide for Myers
- Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
- Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
- Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
- The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:
- David Myers - PowerPoint Notes
- Digital Media Archive: For Psychology

Video (DVD) Resources:
- The Mind Series, 2nd edition
- Psychology: The Human Experience
- Discovering Psychology Series, Updated edition
- The Brain Series Teaching Module, 2nd edition
- Scientific American Frontiers Series, 2nd edition

Additional Information:
Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Learning Resources:

· Psychology, (David Myers), 4th, 5th, 6th, 7th editions
· Study Guide for Myers
· Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
· Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
· Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
· The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:
· David Myers - PowerPoint Notes
· Digital Media Archive: For Psychology

Video (DVD) Resources:
· The Mind Series, 2nd edition
· Psychology: The Human Experience
· Discovering Psychology Series, Updated edition
· The Brain Series Teaching Module, 2nd edition
· Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)
TV
VCR and DVD Player
Computer(s) with Internet Connection
Overhead Projector
School District 41

Status: approved
School Name: Cariboo Hill Secondary
Course Name: Weight Training 11
Course Code: YWEI 11
Category: Fitness and Recreation
Grade Level of Course: □ 10 ☒ 11 □ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: PE 10

Course Synopsis:
The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests

Learning Resources:
Student Resource Manual/Workout sheets

Additional Information:
Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Weight Training 12

Course Code: YWEI 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields

www.bcsta.org
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Workplace Training 10B

Course Code: YWKPT 10B

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites:
1) recommendation from a teacher, counselor, administrator and/or CPAdvisor
2) application submission

Course Synopsis:
The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:
CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:
Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved
School Name: Cariboo Hill Secondary
Course Name: Workplace Training 10C
Course Code: YWKPT 10C
Category: Other

Grade Level of Course: [ ] 10 [x] 11 [x] 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2005
Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submit

Course Synopsis:
The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10C is the third expanded work experience course where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous courses. Students who successfully complete Workplace Training 12C can choose to enroll in Secondary School Apprenticeship Courses.

Learning Resources:
CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:
Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Cariboo Hill Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Business and Applied Business

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame. Desktop Publishing 12 will build on student’s previous and basic knowledge of 2D digital image creation, capture, & manipulation, and layout & design. Students will be learned advanced technologies and methods of 2D digital image creation, capture, & manipulation, as well as layout and design, using industry standard software.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Applications of Leadership-Music 11

Course Code: YALM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10   □ 11   □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Entrance by application

Course Synopsis:

This course is designed to give students the opportunity to develop their individual music and leadership skills.
  · By successfully completing a number of specific units, students will engage in activities that will develop a greater understanding of the role that music plays in their own lives and in society.
  · Students will develop fluency in the elements of music and will learn how to effectively communicate their understanding of those elements to others.
  · Students will develop skills in the areas of problem solving and goal setting.
  · Students will be able to recognize and develop their own specific leadership style. Skills will be developed relating to effective communication, time management and organization.
  · Students will gain skills in the area of music technology
This class also prepares interested students for higher education in music performance and music education. Involvement in this course will offer significant opportunities for the students to evidence and documentation for their graduation portfolio.

Learning Resources:

Computer, music instruments

Additional Information:

Music Room Facility, Music Notation Software, Recording Equipment.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Applications of Technology 11

Course Code: YAPT 11

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Familiarity with computers
Interview with Facilitator(s)

Course Synopsis:

This course has been developed to serve the needs of students who want to better understand how a computer works. It is a hands-on course that introduces students to the system modules that make up a typical personal computer and provides them with the knowledge to effectively troubleshoot and maintain a system. It is meant to develop technical knowledge, promote problem solving and how to work well both with others and independently.

The course is based on the Core Hardware Service Technician requirements for A+ Certification. As part of Units 3 and 5, students will be dispatched to where school computer problems are reported and perform on site diagnosis and, if possible, repair. Curriculum organizers for this course are grouped under Technical Knowledge, Safety, Responsibility, Analysis and Customer Relations.

Learning Resources:

Some A+ Certification and other Computer Technical manuals.

Additional Information:

Lab and storage areas which are already in place. Serviceable computers, assorted modules and peripherals which are being accumulated from discarded equipment.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Applications of Technology 12

Course Code: YAPT 12

Category: Trades and Technology

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved: April 29, 2004

Prerequisites: Information Technology 11 or equivalent; strong interest in computer systems; strong interest in hel

Course Synopsis:

Technology Leadership allows students to explore advanced technology related topics beyond the scope of the current curriculum, as well as provide a leadership role in the school by supporting teachers and students in the use of technology. In addition, students may write designation exams in A+, MCP, CAN or MCSE.

Learning Resources:

Access to P4 computers
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Baking 11

Course Code: YBK 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

Baking 11 is a course in which the skills and techniques involved in baking are researched and developed. Emphasis will be placed on baking theory, practical knowledge, preparation skills, time management, and the production of products. Students will study the principles involved in each method and the effect they have on the finished products. Functions of ingredients, nutritional value, and the effect of ingredient quality on the final product will also be discussed. Students will also research and test their own recipes and evaluate them based on product standards learned in the course.

Learning Resources:

Computer, Home Economics equipment, reference books, text books

Additional Information:

Home Economics classrooms, lab rooms, equipment, specialized baking equipment
School Name: Moscrop Jr Secondary  
Course Name: Baking 12  
Course Code: YBK 12  
Category: Tourism, Hospitality, and Foods  
Grade Level of Course: ☒ 10 ☒ 11 ☒ 12  
Number of Course Credits: 4  
Number of Hours of instruction: 120  
Date Approved: April 28, 2005  
Prerequisites: It is preferred that they have taken Baking 11 or Food Studies 11  

Course Synopsis:  
Baking 12 is a course that focuses on emphasizing more advanced skills and techniques of baking. This course will be valuable for anyone considering a career as a pastry chef or seeking employment in a bakery, restaurant, or catering service. The emphasis will be on baking theory, practical knowledge, preparation skill, time management, and production of products. Presentation is of utmost importance and students will be encouraged to use their creative and artistic skill to create baking masterpieces. Students will be working with the Catering Class at times and be involved with the preparation of desserts for luncheons and other school functions. Prior to the Christmas holidays students will be preparing a care package of holiday baking for an organization of their choosing within the community; for example, The Salvation Army, Old Age Home or a Women’s shelter.

Additional Information:  
Foods Classroom
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Creative Wood Art Metal 10

Course Code: YWAM 10

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Fine Arts and Technology Education reflect a human need to understand and change our world. It also expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course, students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities could include woodcarvings, Intarsia, metal sculpture, jewelry boxes and picture frames using any combination of materials.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts or Applied Skills graduation requirement.

Additional Information:

This course will be taught in a room with no computers. The focus will be on hand drawing skill and a sketchbook is required.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Creative Wood Art Metal 11

Course Code: YWAM 11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

The Fine Arts and Technology Education reflect a human need to understand and change our world. Fine Arts and Technology education expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities, to name a few, could include: woodcarvings, stained glass constructions, lost wax castings such as silver rings, jewelry or sculpture, jewelry boxes and picture frames. Each of the examples listed could use any or all of the materials and processes.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts and Applied Skills graduation requirement.

Additional Information:

As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.
As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.

**School District 41**

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Creative Wood Art Metal 12

Course Code: YWAM 12

Category: Trades and Technology

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

**Course Synopsis:**

The Fine Arts and Technology Education reflects a human need to understand and change our world. Fine Arts and Technology education expresses and communicates human experiences. Students use their thoughts and feelings to design artifacts which meet personal and social needs.

In this course students will combine wood, metals, and stained glass to create projects with an emphasis on creative expression, the elements and principals of design, form over function and craft production. Some activities to name a few could include: woodcarvings, stained glass constructions, lost wax castings such as silver rings, jewelry or sculpture, jewelry boxes and picture frames. Each of the examples listed could use any or all of the materials and processes.

Shop safety using the various tools and equipment used for the course is a main part of instructional focus. This course meets the Fine Arts and Applied Skills graduation requirement.

**Additional Information:**

As the creative Wood Metal program utilizes materials and processes from a variety of fabrication and design environments, it is necessary that the delivery of the coursework have access to a full spectrum of regular secondary fabrication facilities. Not only does the program have machinery requirements but computer and software requirements as well. Wood, Construction, Metal, and CAD/Drafting programs. Facilities and equipment. Sketchbook is required.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: English Lang Dev in Social Science 10

Course Code: YELDS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

- 10 [X]  
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: Min. of 10

Date Approved: April 29, 2004

Prerequisites: ESL Level 2

Course Synopsis:

To provide ESL students with educational opportunities which are designed to help them make the transition between ESL instruction and full participation in prescribed academic program courses. Transitional courses promote both the acquisition of core content knowledge and the on-going development of students’ English language skills with an emphasis on learning to express and apply one’s knowledge of content area material.

Learning Resources:

1. Canada Revisited
2. Atlas (Nystrom preferred)
3. Language-based Text, for example Text Types in English 3; The Complete Writing Classroom
4. Additional readers T.B.A.

Additional Information:

Presentation Projector, TV, VCR and DVD, Computer, Internet, Overhead Projector
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Liberal Arts and Humanities

Grade Level of Course: ✗ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities, receives substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: English Language Development 11

Course Code: YELDV 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: ESL Level 2 based on the ESL District matrices or equivalent

Course Synopsis:

This course provides a supportive function whereby vocabulary, as well as reading and writing abilities receive substantial attention. The course utilizes a student-focused pace and stresses the importance of reading comprehension. Literacy terminology is also an important component. Students will be introduced to a variety of genres including short stories, non-fiction prose, poetry, novels and plays.

Learning Resources:

Novels, poetry books, language books (general), drama books

Additional Information:

TV and VCR, Overhead Projector, Computer
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: ESL Canadian Studies 10A

Course Code: YESLC 10A

Category: Liberal Arts and Humanities

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 29, 2004

Prerequisites: Level 2 listening, speaking, reading and writing skills based on District matrices

Course Synopsis:

This course will help students develop the background and skills required to meet the academic demands of Social Studies 10. A language through content approach is used to improve the students’ listening, speaking, reading and writing ability. The content used is current events, Canadian History and Canadian Geography.

Learning Resources:

Classroom
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: ESL Foods & Nutrition 10

Course Code: YESFN 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10   11   12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the workplace.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: ESL Foods & Nutrition 11

Course Code: YESFN 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

ESL Foods and Nutrition (10-11) is an introductory Foods and Nutrition course that has been adapted so that language can be taught in the content area of Home Economics. The study of foods and nutrition is an excellent opportunity for students to enhance their language development while practicing fundamental cooking skills. While introducing language and customs to ESL students, the Home Economics curriculum also provides these students with a working knowledge of cooking procedures, and equipment that will help familiarize them with the Canadian culture. Students will be able to apply their learning to a variety of real life situations at home and in the workplace.

Additional Information:

Foods Classroom, poster supplies, ESL resource books, TV/VCR
School District 41

Status: approved

School Name: Moscrop Jr Secondary
Course Name: ESL Intermediate 10
Course Code: YESLI 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Level 1 ESL

Course Synopsis:

This course supports and encourages ESL students in developing specific English language skills and cultural awareness. ESL students will be placed in situations which will maximize their opportunities to learn standard Canadian English, to interact with their peers, and to exchange cultural information. These needs must be met in such a way that, as they achieve a level of fluency in English commensurate with their age and ability, they will develop mutual respect among different cultures, be able to integrate in Canadian society and develop their academic potential to the fullest extent.

Additional Information:

Standard classroom
Cassette players
CD players
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: ESL Poetry & Novel Studies 10A

Course Code: YESLP 10A

Category: Liberal Arts and Humanities

Grade Level of Course:  

☑ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  April 29, 2004

Prerequisites: ESL 1 or Level 2 listening, speaking, reading and writing skills based on the District matrices.

Course Synopsis:

This course will help students develop the background and skills required to meet the academic demands of Language Arts 10. A language through content approach is used to improve students’ listening, speaking, reading and writing ability. The content used is poetry and novels.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: First Aid 11

Course Code: YFAID 11

Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: None but by application and teacher recommendation

Course Synopsis:

This course has been developed to support and encourage students to explore their personal abilities with caring and leadership skills. Students will learn to demonstrate skills in delivering first aid to students requiring minor first aid treatment and to initiate emergency response action when necessary.

Learning Resources:

First Aid Manual and First Aid supplies as needed.

Additional Information:

Classroom, First Aid Room and appropriate equipment and supplies.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Hairdressing 11A

Course Code: YHA 11A

Category: Trades and Technology

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of grade 10

Course Synopsis:

Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Hairdressing 11B

Course Code: YHA 11B

Category: Trades and Technology

Grade Level of Course: ☑️ 10 ☑️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Hairdressing 11C

Course Code: YHA 11C

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Completion of Grade 10

Course Synopsis:

Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Additional Information:

Hairdressing Salon, "Tools of the Trade"
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Introduction to Computer Applications 11

Course Code: YICA 11

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to help students develop their keyboarding proficiency for personal use and career development. The emphasis of the course is on developing student's touch typing and business communications skills. Students will also learn word processing using industry standard software. During the part of the course, students will learn the techniques of keyboarding: mastery of the letters, numbers, symbols and functions through touch-typing. After mastery of the keyboard, students will then use the features of word processing to create a variety of business documents.

Learning Resources:

Software – All The Right Type 3.0, Cortez Peters (optional) Microsoft Office 2000, Internet connection

Additional Information:

Computer lab – 30 stations
Overhead projector or Infocus projector
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Mentoring/PE 11

Course Code: YMPE 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 28, 2005

Prerequisites: None

Course Synopsis:

To understand the skills, knowledge, and attitudes of a healthy lifestyle, with an emphasis on physical fitness. Students will then be able to model and translate these attributes to grade 8 students. This will be achieved through the use of physical activities and CAPP classes to foster social, emotional, physical and intellectual development.

Learning Resources:

Resources are required for physical activities and for the theoretical component of the course.

Additional Information:

Classroom and spaces for physical activity (e.g. gym or multi-purpose room). Off site locations for special events. Equipment if dependent upon activity.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Office Administration 11

Course Code: YOA 11

Category: Business and Applied Business

Grade Level of Course: 10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Office Administration 11 will introduce students to the creation and processing of business information using modern office technology. Students will develop communication and problem-solving skills together with and understanding of the concepts of information processing. Using these skills, students will compose and process business documents. In addition, self-confidence and self-esteem will be enhanced by participating in situations where oral communication skills are developed.

Learning Resources:

Software - Office

Additional Information:

Computer lab

www.bcsta.org
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Office Administration 12

Course Code: YOA 12

Category: Business and Applied Business

Grade Level of Course:  

10  

11  

X 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 29, 2004  

Prerequisites:  

None  

Course Synopsis:

Office Administration 12 focuses on the integration of skills, technology, and attitudes required in a modern office environment. The combination of technological and interpersonal skills will provide students with a foundation for entry into a wide variety of office careers. In addition, students will develop the skills and attitudes necessary for career advancement.

Learning Resources:

Software – Office

Additional Information:

Computer lab

Machine transcription equipment
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: Recommended by 2 staff members and/or the counselling department; mature, responsible students who

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

This course will focus on an introduction to basic black and white photography. Students will be introduced to 35 mm camera operations and darkroom techniques in printing negatives and prints. Students will be encouraged to develop basic design elements and personal imagery through social, political, cultural and historical context.

Learning Resources:

Subscriptions to photo magazines, technical, historical and contemporary reference videos, books, slides and image bank. T.V. and VCR. Internet access for research purposes.

Additional Information:

Darkroom: (available)
Minimum of 10 enlarger stations which include:
- enlarger with adequate lens
- glass plate
- easel
- timer
- grain finder
- set of filters and gray card


Classroom: (available)

Camera Equipment: (available)
SLR cameras with lens (50 mm and 35-70 mm). Lens caps and lens UV protective lens caps. Camera batteries. Tripods.

Recommended Equipment: (not available, but affordable)

www.bcsta.org
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: Photography 11

Course Synopsis:

The Photography / Yearbook 12 students will learn to design and prepare the school annual for publishing. Starting from idea development to annual distribution, the book is a student run publication that is overseen by the teacher advisor. Students will learn basic layout design, photography, publishing, budgeting for publication costs, and the elements and principles of design as they apply to book publication. Students will become familiar with how a yearbook can be put together and business relations.

Learning Resources:

A room large enough to accommodate tables for layout production, light table for cropping and creating templates, storage facilities for all work in progress. Basic computer for word processing and templates. In the future, this course resources should include ink cartridges for printers, bond paper for printers, zip discs, blank CD-R and CD-RW discs, practice layout sheets

Additional Information:

Room large enough to accommodate computer pods, and adequate climate control to compensate for heat generated by computers. Work tables for preparing layouts and matting work for framing, lockable storage cabinets. At least 10 SLR cameras with built in flash such as the Canon Eos. Storage containers for all work in progress and all materials necessary for layout page mock-ups. In the future, this course should work to providing a minimum 18 networked Macintosh computers, one network server with monitor, zip drives or memory sticks for data storage, black and white laser printer capable of printing tabloid size paper, 5 mega-pixel camera with bayonet mount lenses, 3.2 mega-pixel digital camera, flat bed scanner, Software: OS X operating system, Publishing software: Adobe Creative suite which includes Adobe Photoshop, Adobe InDesign, Adobe Illustrator, File Maker Pro and a work processing software. This will enable students to learn desk top publishing and become familiar with the various computer programs associated with having this kind of technology.
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course:  

10
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 29, 2004

Prerequisites:  Social Studies 11 or BC First Nations 12 (or Civics 11)

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. This course covers the five major psychological domains: methods, biopsychology, cognitive, developmental, and socio-cultural in more depth than the Psychology 11 course.

This course is recommended for those students who have an interest for Psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading, and oral presentation skills.

Learning Resources:

· Psychology, (David Myers), 4th, 5th, 6th, 7th editions
· Study Guide for Myers
· Activities Handbook for Teaching Psychology (Benjamin and Lowan, 1981)
· Handbook for Teaching Introductory Psychology (Benjamin, Daniel, and Brewer, 1985)
· Teaching of Psychology (the journal of American Psychology teachers from high school through college level)
· The Critical Thinking Companion: For Introductory Psychology, 2nd edition

Multimedia Resources:

· David Myers - PowerPoint Notes
· Digital Media Archive: For Psychology

Video (DVD) Resources:

· The Mind Series, 2nd edition
· Psychology: The Human Experience
· Discovering Psychology Series, Updated edition
· The Brain Series Teaching Module, 2nd edition
· Scientific American Frontiers Series, 2nd edition

Additional Information:

Presentation Projector (InFocus)

TV

VCR and DVD Player

Computer(s) with Internet Connection

Overhead Projector

www.bcsta.org
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Textile Arts & Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: Min of 100

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Textile Art and Crafts presents an opportunity for students to have fun, think, problem solve and be creative while learning design and construction processes. Primarily, students will work on individual projects and assignments. In addition, opportunities will be provided for collaboration and group work throughout the school year.

Learning Resources:

No student textbooks are required but resource books to provide background information about all topic areas would be helpful. The estimated cost for resource books and materials is $200.00.

Additional Information:

Textiles classroom with access to sewing machines, irons, embroidery machine, sewing equipment, notions, glue guns, sink, hotplate or stove, storage totes for each student, large tables, adequate electrical outlets for operating equipment, computer, printer, flatbed scanner, and Internet access
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☒ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to enhance their quality of life through active living through professional guidance and instruction. Students will be introduced to the principles of strength and conditioning. The ultimate goal is to have the student apply these skills as they apply to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Weight Training 12

Course Code: YWEI 12

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: PE 10

Course Synopsis:

The aim of the course is to enable students to continue to enhance their quality of life through active living through professional guidance and instruction. Students will continue to study the principles of strength and conditioning. The ultimate goal is to have the students apply these skills as they relate to lifetime fitness. Completion of the course can help individuals to incorporate physical activity into their regular routines, leisure pursuits, and career interests.

Learning Resources:

Student Resource Manual/Workout sheets

Additional Information:

Weight Room, Mat Room, Gymnasium, Outdoor Fields
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Workplace Training 10A

Course Code: YWKPT 10A

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10A is the first of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. Students who successfully complete Workplace Training 02A can choose to continue in Workplace Training 10B. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Moscrop Jr Secondary
Course Name: Workplace Training 10B
Course Code: YWKPT 10B
Category: Other

Grade Level of Course:  
- 10
- 11 [X]
- 12 [X]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor  2) application submission

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10B is the second of three expanded work experience courses where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous course. Students who successfully complete Workplace Training 10B can choose to continue in Workplace Training 12C. Workplace Training enables students to complete high school graduation credits and gain the skills and knowledge required for future employment in their chosen career field. In addition to employability skills, job specific skills are identified and learning outcomes developed to support delivery of these skills.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Workplace Training 10C

Course Code: YWKPT 10C

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2005

Prerequisites: 1) recommendation from a teacher, counselor, administrator and/or CPAdvisor 2) application submiss

Course Synopsis:

The Workplace Training Program is one of the Career Programs’ options designed to link school-based learning with extended work experience. The focus of Workplace Training is the incremental learning of job specific skills while reinforcing employability skill development. Workplace Training 10C is the third expanded work experience course where students participate in a minimum of 120 hours of work experience in their chosen career field during Grades 10, 11 and 12. This course will enable students to build upon and refine their knowledge and skills learned in the previous courses. Students who successfully complete Workplace Training 12C can choose to enroll in Secondary School Apprenticeship Courses.

Learning Resources:

CPAdvisors work with industry representatives to identify job specific entry level skills and develop related learning outcomes for specific occupations.

Additional Information:

Computers for accessing Labour Market and Post Secondary information
**School District 41**

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Writing Fundamentals 11

Course Code: YWRFU 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:        April 28, 2005

Prerequisites:

**Course Synopsis:**

This course is designed to be taken concurrently with Transitional English 10 or 11 to enable grade 10, 11 and 12 students to develop and refine their writing skills in preparation for the senior level English courses. Students practice paragraph and essay writing in a variety of styles, including descriptive, narrative, argumentative and expository. There is a strong emphasis on developing the vocabulary and editing skills integral to effective writing.

**Learning Resources:**

Composition Practice book 4

**Additional Information:**

Classroom, overhead, chalkboard
School District 41

Status: approved

School Name: Moscrop Jr Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: April 29, 2004

Prerequisites: None

Course Synopsis:

Our schools are the perfect place for students to experience the purpose of publication preparation through the production of the yearbook. When students are exposed to the production of school-based publications, they gain practical skills that are relevant to the world of work. The yearbook production also exposes students to the challenge of working with the business community. Finally, yearbook production provides the opportunity for students to take full responsibility for the success of their publication. They must work collaboratively in order to solve problems and complete the book within a specific, pre-arranged time frame.

Learning Resources:

Software – Desktop Publishing Programs

Additional Information:

Computer-lab
School District 42

Status: approved

School Name: Arthur Peake Centre

Course Name: Advanced Foods 12

Course Code: YADFD 12

Category: Choose a Category

Grade Level of Course:  
10  11  12

Number of Course Credits: 4 (+ optio

Number of Hours of instruction: 120

Date Approved: January 25, 2006

Prerequisites: Foods 12 & permission of instructor-students must be in Gr.12

Course Synopsis:

Learn advanced techniques in areas of food preparation and presentation with emphasis on artistic side of food, large quantity food preparation, menu development and budgeting concerns and certification in Food Safe Level 1.
School District 42

Status: approved

School Name: Arthur Peake Centre

Course Name: Advanced Hockey 11-12

Course Code: YAHK 11-12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 28, 2005

Prerequisites:

Course Synopsis:

Opportunity to continue with their hockey training (on and off ice) while incorporating an introduction to Coaching Theory (Initiation Level), which will certify academy players to coach at the Tyke/Novice Level.
School District 42

Status: approved

School Name: Garibaldi Secondary

Course Name: Advanced Foods 12

Course Code: YADFD 12

Category: Choose a Category

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4 (+ optio

Number of Hours of instruction: 120

Date Approved:  

January 25, 2006

Prerequisites:  

Foods 12 & permission of instructor-students must be in Gr.12

Course Synopsis:

Learn advanced techniques in areas of food preparation and presentation with emphasis on artistic side of food, large quantity food preparation, menu development and budgeting concerns and certification in Food Safe Level 1.
School District 42

Status: approved

School Name: Garibaldi Secondary

Course Name: Advanced Hockey 11-12

Course Code: YAHK 11-12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 28, 2005

Prerequisites:

**Course Synopsis:**

Opportunity to continue with their hockey training (on and off ice) while incorporating an introduction to Coaching Theory (Initiation Level), which will certify academy players to coach at the Tyke/Novice Level.
School District 42

Status: approved

School Name: Maple Ridge Secondary

Course Name: Advanced Foods 12

Course Code: YADFD 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4 (+ optio

Number of Hours of instruction: 120

Date Approved: January 25, 2006

Prerequisites: Foods 12 & permission of instructor-students must be in Gr.12

Course Synopsis:

Learn advanced techniques in areas of food preparation and presentation with emphasis on artistic side of food, large quantity food preparation, menu development and budgeting concerns and certification in Food Safe Level 1.
School District 42

Status: approved

School Name: Maple Ridge Secondary

Course Name: Advanced Hockey 11-12

Course Code: YAHK 11-12

Category: Choose a Category

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: September 28, 2005

Prerequisites:

Course Synopsis:

Opportunity to continue with their hockey training (on and off ice) while incorporating an introduction to Coaching Theory (Initiation Level), which will certify academy players to coach at the Tyke/Novice Level.
School District 42

Status: approved

School Name: Pitt Meadows Secondary

Course Name: Advanced Foods 12

Course Code: YADFD 12

Category: Choose a Category

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4 (+ optio

Number of Hours of instruction: 120

Date Approved: January 25, 2006

Prerequisites: Foods 12 & permission of instructor-students must be in Gr.12

Course Synopsis:

Learn advanced techniques in areas of food preparation and presentation with emphasis on artistic side of food, large quantity food preparation, menu development and budgeting concerns and certification in Food Safe Level 1.
School District 42

Status: approved

School Name: Pitt Meadows Secondary

Course Name: Advanced Hockey 11-12

Course Code: YAHK 11-12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 28, 2005

Prerequisites:

Course Synopsis:

Opportunity to continue with their hockey training (on and off ice) while incorporating an introduction to Coaching Theory (Initiation Level), which will certify academy players to coach at the Tyke/Novice Level.
School District 42

Status: approved

School Name: Pitt Meadows Secondary

Course Name: Philosophy 12

Course Code: YB20000

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction:

Date Approved: January 28, 2004

Prerequisites:
School District 42

Status: approved

School Name: Thomas Haney Centre

Course Name: Advanced Foods 12

Course Code: YADFD 12

Category: Choose a Category

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4 (+ optio

Number of Hours of instruction: 120

Date Approved: January 25, 2006

Prerequisites: Foods 12 & permission of instructor-students must be in Gr.12

Course Synopsis:

Learn advanced techniques in areas of food preparation and presentation with emphasis on artistic side of food, large quantity food preparation, menu development and budgeting concerns and certification in Food Safe Level 1.
School District 42

Status: approved

School Name: Thomas Haney Centre

Course Name: Advanced Hockey 11-12

Course Code: YAHK 11-12

Category: Choose a Category

Grade Level of Course:  

- [X] 10  
- [ ] 11  
- [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 28, 2005

Prerequisites:

**Course Synopsis:**

Opportunity to continue with their hockey training (on and off ice) while incorporating an introduction to Coaching Theory (Initiation Level), which will certify academy players to coach at the Tyke/Novice Level.
School District 42

Status: approved

School Name: Westview Secondary

Course Name: Advanced Foods 12

Course Code: YADFD 12

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4 (+ optio

Number of Hours of instruction: 120

Date Approved: January 25, 2006

Prerequisites: Foods 12 & permission of instructor-students must be in Gr.12

Course Synopsis:

Learn advanced techniques in areas of food preparation and presentation with emphasis on artistic side of food, large quantity food preparation, menu development and budgeting concerns and certification in Food Safe Level 1.
School District 42

Status: approved

School Name: Westview Secondary

Course Name: Advanced Hockey 11-12

Course Code: YAHK 11-12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: September 28, 2005

Prerequisites:

Course Synopsis:

Opportunity to continue with their hockey training (on and off ice) while incorporating an introduction to Coaching Theory (Initiation Level), which will certify academy players to coach at the Tyke/Novice Level.
School District 43

Status: approved

School Name: Centennial School

Course Name: Automotive Maintenance 11

Course Code: YAM 11

Category: Trades and Technology

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

Automotive Maintenance 11 is designed to provide students with the opportunity to develop a practical understanding of the automobile with respect to purchasing, operating and maintaining a vehicle. Students will be exposed to a range of theoretical and practical experiences covering basic aspects of safety, tools, fasteners and automotive service procedures. Students will learn by doing, and will be expected to participate in a hands-on working environment using tools and equipment normally found in commercial repair shops, and to perform basic service procedures on a variety of vehicles.
School District 43

Status: approved

School Name: Centennial School

Course Name: Journalism 11

Course Code: YJOU 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: 

Course Synopsis:

Journalism 11 is a yearlong newspaper reporting course available to students in grades 10-12. Students are responsible for producing stories and photographs for the school newspaper. Students will learn the major newspaper story forms including news, sports, features, editorial and opinion. They will compose news and feature photos, conduct a public opinion poll, and write a broadcast news script.

Students will strive to produce a newspaper meeting professional standards and following Canadian Press style. They will prepare questions, conduct interviews, carry out online and other forms of background research and be responsible for one or more beats (regular coverage areas) in the school. Students will also study the techniques used to present news and in so doing, become informed consumers of media.
School District 43

Status: approved

School Name: Centennial School

Course Name: Textiles Arts and Crafts 11

Course Code: YTAC 11

Category: Other

Grade Level of Course: 

☑ 10

☒ 11

☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

Textile Arts and Crafts 11 is designed to provide both theory and practice in the production of craft items. It introduces students to a wide variety of crafts as well as their historical and cultural significance. Through projects made, students have the opportunity to develop and refine many different crafting techniques by following instructions given as well as by using creativity to express themselves individually.

Students will be given the tools to organize and manage their time and energy effectively. For some, this exposure might ultimately influence their interest to pursue a career in a related field, i.e. candle and soap making.
School District 43

Status: approved

School Name: Centennial School

Course Name: Wildlife 11

Course Code: YWL 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This course has been developed to help students to explore the richness and diversity of their natural environment. Students study the relationships between living things and their world. Binoculars to microscopes are incorporated into a curriculum designed to help students understand and respect both aquatic and terrestrial ecosystems.

Learning is divided between the classroom and the outdoors. Regular field trips to local natural places make reading and written assignments alive, literally. The approach fosters a student’s individual interests while providing a base naturalist knowledge. Students are taught the basic principles of ecology and apply this knowledge to their immediate environment. Finally through involvement with local volunteer naturalist societies and the school’s hatchery project, students are able to understand the importance of contributing to one’s community.
School District 43

Status: approved

School Name: Dr. Charles Best Secondary School

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

By the end of the Peer Tutoring 11 course, a student will have gained a wide variety of knowledge and skills related to teaching & learning. A student will have a basic understanding of Learning Disabilities, ADHD and other factors which impact on student learning and achievement. They will understand the purpose and need for effective communication skills, the variety of teaching & learning styles that people have, and the effectiveness of teaching others as a means to developing a greater competence with curricula. They will have a greater understanding of the complexity of the teaching-learning process, and the importance of the human relationship in that process.
School District 43

Status: approved

School Name: Gleneagle Secondary School

Course Name: Child Development 11

Course Code: YCHD 11

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 20, 2004

Prerequisites:

Course Synopsis:

This course has been developed to meet the needs of students interested in a career working with young children. The curriculum is designed to provide students with the opportunity to understand the growth and development of children, beginning at conception through to nine years of age. Students will examine the physical, emotional, social, and intellectual aspects of development. They will also consider the knowledge, attitudes and skills required to encourage children to grow and develop to their potential.
School District 43

Status: approved

School Name: Gleneagle Secondary School

Course Name: Desktop Publishing 11

Course Code: YDTP 11

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

**Course Synopsis:**

This course has been developed to support and encourage students to explore the practicality, creativeness and opportunities in the field of Desktop Publishing. Students learn to use state of the art computer software (InDesign, PhotoShop, Freehand) and hardware (digital cameras, scanners, CDs) as they follow the steps in creating many of the print media that professional companies use in the production of their day-to-day media.

As a culmination of their work, students reflect on their work and are encouraged to take on a larger school (desktop publishing) project, such as the school parent newsletter or the drama production. This introductory course will take students through the whole production process – from thumbnail sketches to initial computer input to data manipulation to self-reflection/evaluation to modification to final output – the students will see and do the whole spectrum of desktop publishing.
School District 43

Status: approved

School Name: Gleneagle Secondary School
Course Name: Introductory Acting 11
Course Code: YIACT 11
Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 20, 2004

Prerequisites:

**Course Synopsis:**

The main goal of this course is to give very inexperienced and inhibited actors the confidence to perform plays on stage in front of audiences. Students will learn that they can perform successfully through purposeful and trained engagement of the imagination coupled with technically competent voice and movement work. They will learn that focused immersion in the work of creating “the world of the play” reduces or eliminates self-consciousness, and thus frees the actor from the inhibitions that cause stilted, artistically untruthful performances.

Students will learn to trust that audiences respect artistic truth and are actually allies in the willing suspension of disbelief that enables theatre to take place. They will learn one of that, paradoxically, the actor includes the audience by excluding the audience. They will learn that the rehearsal and performance of scripted plays are actually very safe public activities providing a high degree of structure in which the emotional, intellectual, and physical safety of the performers is carefully supported so as to free them to take artistic risks.
School District 43

Status: approved

School Name: Gleneagle Secondary School

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This course has been developed to meet the needs of students interested in working with computers in a business environment where strong keyboarding skills are required. The curriculum is designed to allow students to increase their keyboarding proficiency to any employable level and to provide a basic framework where students can learn the fundamentals of word processing and all of the basic word processing tasks that they may encounter upon entry into the workforce.
School District 43

Status: approved

School Name: Gleneagle Secondary School

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course:  

- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:         April 20, 2004

Prerequisites:

**Course Synopsis:**

This course has been developed to meet the needs of students interested in working with computers in a business environment where strong keyboarding skills are required. The curriculum is designed to allow students to increase their keyboarding proficiency to any employable level and to provide a basic framework where students can learn the fundamentals of word processing and all of the basic word processing tasks that they may encounter upon entry into the workforce.
School District 43

Status: approved

School Name: Gleneagle Secondary School
Course Name: Photography 11
Course Code: YPHOT 11
Category: Fine Arts, Design, and Media

Grade Level of Course: 10  11  12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This course will provide students the opportunity to gain a comprehensive knowledge of the technical and aesthetic aspects of Black and White photography. Using a manual camera, students will learn the necessary skills to produce well composed photographs while controlling focus, movement and blur, and Depth of Field. Students will gain a practical knowledge of exposure, film development, and darkroom enlargement, while applying their learning through the use of the elements and principles of design. Image manipulation, both in and out of the darkroom will be introduced.

Students will also be introduced to the history of the science and art of photography and learn a process for photo critiquing. Cameras are available for student use, although students who already own a manual single lens reflex camera may benefit from learning to make full use of their own equipment.
School District 43

Status: approved

School Name: Gleneagle Secondary School

Course Name: Yearbook 11

Course Code: YYB 11

Category: Other

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

Yearbook 11 is intended for students with an interest in the design and publication of printed materials, and is open to students in grades 10, 11, and 12. The focus of the course is on a student-planned and student-designed school yearbook. Students will develop an appreciation for the vast and interdisciplinary nature of publishing which includes: research, interviewing, surveys, copywriting, editing, typography, photography, photographic manipulation, design, layout, computer skills, advertising, and distribution.

Communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication and will have opportunities to work independently, in partnerships, in small teams, and as part of the class publishing group.
School District 43

Status: approved

School Name: Pinetree Secondary School

Course Name: Culinary Arts International 11

Course Code: YCAI 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

Culinary Arts International 11 provides an opportunity for students to express their creativity through presentation and demonstration of food preparation techniques and skills found in the study of international cuisines. This course emphasises the personal, social, cultural, and historical contexts of food habits. Students will develop food preparation skills/techniques similar to the Food Studies 11 course. Global diversity is celebrated and respected throughout this course.
School District 43

Status: approved
School Name: Pinetree Secondary School
Course Name: Fashion Merchandising 11
Course Code: YFASH 11
Category: Other
Grade Level of Course:  
10  
11  X
12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 20, 2004

Prerequisites:

**Course Synopsis:**

Fashion Merchandising 11 brings the exciting world of fashion to life through an in depth look at how the apparel industries work. It also helps students understand their own fashion image better by teaching them to use the elements and principles of design to their advantage in selecting and planning their wardrobe needs.
School District 43

Status: approved

School Name: Port Moody Secondary

Course Name: Contemporary Music 11

Course Code: YCTM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
   - [ ] 10
   - [X] 11
   - [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This course is designed to create a learning environment where students who are already able to play their instrument(s) will receive instruction in how to organize and rehearse a contemporary music ensemble. Students will be expected to perform at an intermediate level and will acquire basic knowledge of equipment set up and maintenance.

Instrumentation can include guitar, bass guitar, keyboards, vocals, brass, woodwinds and drums. Students will be able to choose the style of music they wish to perform. Students will also be taught the following: history of early popular music, familiarity with stylistic differences, basics of ear training, operating and maintaining basic equipment, understanding current music technology, basic performance techniques and audience interaction, and basic skills to developing promotional materials. Opportunities to perform will be made available.
School District 43

Status: approved

School Name: Port Moody Secondary

Course Name: Creative Wood Design 11

Course Code: YCWD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore wood as a creative art medium, as a viable source for future employment and/or enjoying woodworking as a recreational activity. Students will learn how to correctly identify and safely use various hand tools, portable and stationary machines as they build theme-based, self-designed projects.

Students will also learn the richness and diversity of First Nation’s aboriginal art as well as other cultures that use wood as an artistic medium. Learning outcomes are grouped under the curriculum organizers: Health and Safety, Image-Development and Design Strategies, Materials and Processes, Tools and Equipment and Assessments.

It is expected that students will produce two or three projects (one of which will be a major project). These projects will form the basis upon which student learning will be assessed. The comprehensive nature of the project allows the students to experience a sense of accomplishment and to demonstrate skills acquired in relation to a range of learning objectives.
School District 43

Status: approved

School Name: Port Moody Secondary

Course Name: Recording Arts and Sciences 11

Course Code: YRAS 11

Category: Choose a Category

Grade Level of Course: ☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This is an introductory course to the world of modern studio recording techniques and offers instruction on all aspects of the recording of sound, both in its technical application and its creative musical side. Some of the content covered will be analog multi-track recorders, digital multi-track recorders, computer "hard disk" recording, mixing and editing techniques, knowledge of acoustics, microphones and outboard gear such as reverb, distortion, flangers and compressor/limiters.

This course will help prepare students for a career in music in which knowledge of these skills and applications are very essential. In addition, it will compliment other musical training that can lead to a profession and/or life-long enjoyment.
School District 43

Status: approved

School Name: Port Moody Secondary

Course Name: Vocal Technique 11

Course Code: YVT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This course is designed specifically for those students wishing to broaden their solo vocal skill level and ability. The in-depth technique of the voice takes years to accomplish; therefore, this course works on the development through specific exercises, repertoire and analysis. By singing specific exercises everyday for five months – one semester – students hear their improvement more quickly than they would singing on their own. More importantly, they will learn the proper vocal technique that they normally would not be exposed to in their everyday listening experiences.
School District 43

Status: approved

School Name: Riverside Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 20, 2004

Prerequisites:

Course Synopsis:

Musical Theatre 11 has been developed to support and encourage students interested in participating in a viable opportunity to bridge production, performance, and team building skills between the drama, dance, and music disciplines. Students can expect to accomplish this through the study of five (5) units (history, theory, rehearsal/technique, performance, and reflection) as well as the study of five (5) curriculum organizers (structure, role, context, thoughts images and feelings, expression and trust).
School District 43

Status: approved

School Name: Terry Fox Secondary

Course Name: Astronomy 11

Course Code: YASTR 11

Category: Science and Applied Sciences

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 20, 2004

Prerequisites: 

Course Synopsis:

This course is an introduction to astronomical processes, theories and features in the universe. Techniques and tools of the astronomer are included. Topics covered include concepts in: astronomical techniques for observation, solar system components, stellar and planetary formation, evolution and classifications of stars, star clusters and nebula, galaxy structure and formation, structure and origin of the universe, extraterrestrial life, and astronomical concepts in science fiction. Laboratory work is included to provide observational examples of the above topics.
School District 43

Status: approved

School Name: Terry Fox Secondary

Course Name: Fitness 11

Course Code: YFTN 11

Category: Fitness and Recreation

Grade Level of Course: ☐ 10 ☒ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

Fitness 11 is a course designed to offer students the opportunity to develop the knowledge and to participate in strength, flexibility, agility and cardiovascular conditioning programs. The students will also have an opportunity to create and design their own programs. The instructor will guide the students to create their own fitness programs that will meet their specific goals and objectives.
School District 43

Status: approved

School Name: Terry Fox Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: □ 10  X 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites:

Course Synopsis:

This course offers students the opportunity to learn and practice leadership skills. Students will learn the value of contribution through the volunteer component of the course which allows students to work with a variety of age groups on projects, activities and events throughout the community.

Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshop, retreat and/or conference.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: N/A

Course Synopsis:

Students will learn the concepts, principles, and creativity essential to developing an animated story. They will learn how to use industry standard animation software to produce a basic quality animation project that communicates an idea or concept. The Course will focus on:

- Basic animation concepts and design
- Lightwave: Basic level
- Projects: Simple story

Learning Resources:

- Fully equipped digital media lab
- Animation software applications
- Camtasia videos for software training available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  ☑ 11  ☑ 12  ☑

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: Animation 11

Course Synopsis:

Students will learn intermediate and advanced concepts, principles, and creativity essential to producing an animated story. They will learn how to use advanced industry standard animation software to produce quality animation projects that are relevant in today’s market place. The Course will focus on:

- Advanced animation concepts and design
- Lightwave: intermediate and advanced application
- Projects: Advanced storyboarding and animation projects

Learning Resources:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations
- Online documents
- Examples of professional quality designs
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:
- Videos
- Newspapers
- Texts: Being Canadian; My Country, Our History
- Guest speakers
- Atlas
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Broadcasting and Recording Arts 11

Course Code: YBRA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

Students will learn the basic concepts and principles that are essential to communicating and broadcasting in the recording arts. They will learn to use industry standard broadcasting and recording software to produce high quality recordings and apply knowledge and skills to relevant recording projects. The course will focus on:

- Basic broadcasting tools
- Basic Recording, Mixing, and Mastering tools
- Basic Concepts and principles of broadcasting and recording
- Basic Broadcasting/Recording project

Learning Resources:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Examples of professional quality designs
- Internet

Additional Information:

It is expected that the students will:
- Learn and creatively use concepts of broadcasting and recording arts to aid in the production of a recording project.
- Produce a project with a basic understanding of the following: acoustical theory, lighting and camera craft, storyboarding, script writing, editing, and storytelling.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Broadcasting and Recording Arts 12

Course Code: YBRA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: Broadcasting and Recording Arts 11

Course Synopsis:

Students will learn advanced concepts and principles that are essential to communicating and broadcasting in the recording arts. They will learn how to use advanced industry standard broadcasting and recording software to produce high quality recordings and apply knowledge and skills relevant to an advanced recording project.

The Course will focus on:
- Advanced broadcasting tools
- Advanced recording, Mixing, and Mastering tools
- Advanced concepts and principles of broadcasting and recording
- An Advanced Broadcasting/Recording project

Learning Resources:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Documents available online
- Examples of professional quality designs available online
- Lecture

Additional Information:

It is important to note that this course is a Fine Art and Applied Skill credit. In other words, it is an art/humanities course enabled by technology.
**School District 44**

Status: approved

School Name: Argyle Secondary

Course Name: Desktop Publishing 11

Course Code: YDTP 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Documents available online
- Examples of professional quality designs available online
- Internet
- Books

**Course Synopsis:**

Students will master the basic concepts and principles that are essential to communicating on the printed page. They will learn basic page layout and photo editing, as well as scanner and digital camera work. Students will apply and reinforce their knowledge and skills to basic writing and layout projects.

The Course will focus on:
- Basic Photoshop and InDesign lessons
- Basic news reporting, interviewing, editorial writing, review writing concepts and lessons
- Basic design principles
- Creative problem-solving projects
- Basic desktop publishing project

**Learning Resources:**

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Documents available online
- Examples of professional quality designs available online
- Internet
- Books

**Additional Information:**

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Desktop Publishing 12

Course Code: YDTP 12

Category: Choose a Category

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: Desktop Publishing 11

Course Synopsis:

Students will master and advanced concepts and principles that are essential to communicating on the printed page. They will develop advanced skills in page layout photo editing, scanning, and digital camera work. Students will also synthesize these skills by writing, photographing, and laying out an 8-page magazine.

The Course will focus on:

- Advanced design elements and principles
- Advanced Principles of typography
- Advanced News reporting, interviewing, editorial writing, review writing concepts and lessons
- Advanced Photoshop and InDesign
- Advanced magazine project

Learning Resources:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Documents available online
- Examples of professional quality designs available online
- Internet
- Books

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Digital Graphic Design 11

Course Code: YDGD 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

Students will master the basic concepts, principles, and creativity essential to developing basic graphic design. They will learn to use industry standard graphic design software to produce high quality products that communicate an idea or concept. Students will apply critical thinking strategies and technological tools for problem solving in digital graphic design. The course will focus on:

- Basic design tools
- Basic principles and elements of design
- Basic digital graphic design final projects

Learning Resources:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Digital Graphic Design 12

Course Code: YDGD 12

Category: Choose a Category

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: May 11, 2004

Prerequisites: Digital Graphic Design 11

Course Synopsis:

Students will master the advanced concepts, principles, and creativity essential in developing advanced graphic designs. They will learn to use advanced graphic design software to produce high quality products that communicate ideas or concepts. Students will apply a wide range of technological strategies in digital graphical design to create design products and problem solve. The Course will focus on:

a) Advanced Design tools
b) Advanced Principles and Elements of design
c) Advanced digital graphic design projects

Learning Resources:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
**School District 44**

Status: approved

School Name: Argyle Secondary

Course Name: ESL Canadian Studies 10

Course Code: YESLC 10

Category: Other

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites:

**Course Synopsis:**

This course introduces ESL students to Canadian culture. ESL students will study the beliefs, expectations and values of Canadians. ESL students will broaden and deepen their knowledge of the four English skills necessary for active citizenship: reading, writing, listening and speaking as they study Canadian culture.

**Learning Resources:**

Videos, newspapers, texts: Being Canadian; My Country, Our History; Guest speakers; atlas.

**Additional Information:**

ESL students need to learn the foundations of Canadian citizenship and culture. Since ESL students were not resident in Canada to learn these concepts, this course will provide an opportunity to acquire this background knowledge to assist students in understanding concepts relevant to Canadian social issues.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
• Impact (short story anthology)
• Macleans
• Newspapers
• Independent novels:
  Run - Eric Walters
  Holes – Louise Sachar (video also available)
  Stones – William Bell
  Alone at 90 Feet – Katherine Holubitsky
  Harry Potter and the Philosopher’s Stone – J.K. Rowling
  Crabbe – William Bell
• Reading Drills
• Best Poems
• Listening and Speaking
• Intermediate Communication Games

Writing
• Paragraph Power
• First Steps in Academic Writing
• Grammar and Usage
• Grammar Spectrum 3

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School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Language Strategies 12

Course Code: YLGS 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable students to extend and advance their use of strategies and skills the four main areas of listening, speaking, reading and writing. It focuses on extending and advancing the strategies needed to communicate across all curricula.

Learning Resources:

- Six Way Paragraphs, Jamestown Publishers
- Reason to Write, Oxford Publishers
- Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
- Modern Topics, Level Three, Lynx Publishers
- The Bare Essentials, Holt, Rinehart & Winston
- Reading 44

Additional Information:

Language is fundamental to thinking, learning and communicating in all cultures. Students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend and advance students’ use of strategies and skills beyond Language Strategies 11, in the areas of reading, writing, speaking and listening.
School District 44

Status: approved
School Name: Argyle Secondary
Course Name: Peer Counselling 12
Course Code: YPCOU 12
Category: Other
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

Learning Resources:

- LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
- THE SKILLED HELPER; Gerald Egan
- Guest speakers from numerous outside resources

Additional Information:

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
School District 44

Status: approved

School Name: Argyle Secondary

Course Name: Web Design 11

Course Code: YWD

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

The goal of this course is: To interpret and communicate concepts and ideas on the internet using basic web development software, web design concepts and principles such as color theory, navigation, layout, and usability; to develop time management, organization, and planning skills in completing projects; and to develop individual and team work skills. The Course will focus on:

- Basic web design software
- Basic concepts and principles of web design
- Development of basic web design projects

Learning Resources:

- Fully equipped digital media lab
- Industry standard software applications
- Camtasia videos for software training available online
- Powerpoint presentations available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

It is important to note that this course is a Fine Art and Applied Skill credit.
School District 44

Status: approved

School Name: Balmoral Jr Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: N/A

Course Synopsis:

Students will learn the concepts, principles, and creativity essential to developing an animated story. They will learn how to use industry standard animation software to produce a basic quality animation project that communicates an idea or concept. The Course will focus on:

- Basic animation concepts and design
- Lightwave: Basic level
- Projects: Simple story

Learning Resources:

- Fully equipped digital media lab
- Animation software applications
- Camtasia videos for software training available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Balmoral Jr Secondary

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course:  

- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:
- Videos
- Newspapers
- Texts: Being Canadian; My Country, Our History
- Guest speakers
- Atlas
School District 44

Status: approved

School Name: Balmoral Jr Secondary

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
- Impact (short story anthology)
- Macleans
- Newspapers
- Independent novels:
  - Run - Eric Walters
  - Holes – Louise Sachar (video also available)
  - Stones – William Bell
  - Alone at 90 Feet – Katherine Holubitsky
  - Harry Potter and the Philosopher’s Stone – J.K. Rowling
  - Crabbe – William Bell
- Reading Drills
- Best Poems
- Listening and Speaking
- Intermediate Communication Games

Writing
- Paragraph Power
- First Steps in Academic Writing
- Grammar and Usage
- Grammar Spectrum 3
The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.

### School District 44

Status: approved

School Name: Balmoral Jr Secondary

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Other

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: May 11, 2004

Prerequisites:

- LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
- THE SKILLED HELPER; Gerald Egan
- Guest speakers from numerous outside resources

### Course Synopsis:

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

### Learning Resources:

- LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
- THE SKILLED HELPER; Gerald Egan
- Guest speakers from numerous outside resources

### Additional Information:

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
School District 44

Status: approved

School Name: Carson Graham Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:  N/A

Course Synopsis:

Students will learn the concepts, principles, and creativity essential to developing an animated story. They will learn how to use industry standard animation software to produce a basic quality animation project that communicates an idea or concept. The Course will focus on:

- Basic animation concepts and design
- Lightwave: Basic level
- Projects: Simple story

Learning Resources:

- Fully equipped digital media lab
- Animation software applications
- Camtasia videos for software training available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Carson Graham Secondary

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:

- Videos
- Newspapers
- Texts: Being Canadian; My Country, Our History
- Guest speakers
- Atlas
School District 44

Status: approved

School Name: Carson Graham Secondary

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
- Impact (short story anthology)
- Macleans
- Newspapers
- Independent novels:
  Run - Eric Walters
  Holes – Louise Sachar (video also available)
  Stones – William Bell
  Alone at 90 Feet – Katherine Holubitsky
  Harry Potter and the Philosopher’s Stone – J.K. Rowling
  Crabbe – William Bell
- Reading Drills
- Best Poems
- Listening and Speaking
- Intermediate Communication Games

Writing
- Paragraph Power
- First Steps in Academic Writing
- Grammar and Usage
- Grammar Spectrum 3
School District 44

Status: approved

School Name: Carson Graham Secondary

Course Name: Language Strategies 12

Course Code: YLGS 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable students to extend and advance their use of strategies and skills the four main areas of listening, speaking, reading and writing. It focuses on extending and advancing the strategies needed to communicate across all curricula.

Learning Resources:

· Six Way Paragraphs, Jamestown Publishers
· Reason to Write, Oxford Publishers
· Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
· Modern Topics, Level Three, Lynx Publishers
· The Bare Essentials, Holt, Rinehart & Winston
· Reading 44

Additional Information:

Language is fundamental to thinking, learning and communicating in all cultures. Students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend and advance students’ use of strategies and skills, beyond Language Strategies 11, in the areas of reading, writing, speaking and listening.
**School District 44**

Status: approved

School Name: Carson Graham Secondary

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

**Course Synopsis:**

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

**Learning Resources:**

- LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
- THE SKILLED HELPER; Gerald Egan
- Guest speakers from numerous outside resources

**Additional Information:**

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.

Course Synopsis:

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

Learning Resources:

· LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
· THE SKILLED HELPER; Gerald Egan
· Guest speakers from numerous outside resources

Additional Information:

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
School District 44

Status: approved

School Name: Handsworth Secondary School

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: N/A

Course Synopsis:

Students will learn the concepts, principles, and creativity essential to developing an animated story. They will learn how to use industry standard animation software to produce a basic quality animation project that communicates an idea or concept. The Course will focus on:

- Basic animation concepts and design
- Lightwave: Basic level
- Projects: Simple story

Learning Resources:

- Fully equipped digital media lab
- Animation software applications
- Camtasia videos for software training available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Handsworth Secondary School

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:
· Videos
· Newspapers
· Texts: Being Canadian; My Country, Our History
· Guest speakers
· Atlas
School District 44

Status: approved

School Name: Handsworth Secondary School

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course:  
10  ☑  11  ☐  12  ☐

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
- Impact (short story anthology)
- Macleans
- Newspapers
- Independent novels:
  - Run - Eric Walters
  - Holes – Louise Sachar (video also available)
  - Stones – William Bell
- Alone at 90 Feet – Katherine Holubitsky
- Harry Potter and the Philosopher’s Stone – J.K. Rowling
- Crabble – William Bell
- Reading Drills
- Best Poems
- Listening and Speaking
- Intermediate Communication Games

Writing
- Paragraph Power
- First Steps in Academic Writing

Grammar and Usage
- Grammar Spectrum 3
School District 44

Status: approved

School Name: Handsworth Secondary School

Course Name: Language Strategies 12

Course Code: YLGS 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable students to extend and advance their use of strategies and skills the four main areas of listening, speaking, reading and writing. It focuses on extending and advancing the strategies needed to communicate across all curricula.

Learning Resources:

- Six Way Paragraphs, Jamestown Publishers
- Reason to Write, Oxford Publishers
- Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
- Modern Topics, Level Three, Lynx Publishers
- The Bare Essentials, Holt, Rinehart & Winston
- Reading 44

Additional Information:

Language is fundamental to thinking, learning and communicating in all cultures. Students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend and advance students’ use of strategies and skills, beyond Language Strategies 11, in the areas of reading, writing, speaking and listening.
School District 44

Status: approved

School Name: Handsworth Secondary School

Course Name: Media/Journalism 10

Course Code: YMJOU 10

Category: Other

Grade Level of Course:  

10 
11 
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

- Journalism textbook
- Newspapers
- Old Yearbooks
- Community Speakers
- Videos

Course Synopsis:

This course is an introduction to Journalism. The main focus is to produce a student newspaper and/or the school yearbook. The course will cover the basics of media production such as writing, editing, layout, graphic design, interviewing and photography.

Learning Resources:

- Journalism textbook
- Newspapers
- Old Yearbooks
- Community Speakers
- Videos

Additional Information:

At various points during the year, journalists will be invited to speak to the class.
School District 44

Status: approved

School Name: Handsworth Secondary School

Course Name: Media/Journalism 11

Course Code: YMJOU 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: May 11, 2004

Prerequisites:

CourseSynopsis:

This course provides advanced concepts in Journalism. Its main focus is to produce a student newspaper and/or the school yearbook. The course will cover many aspects of media production such as writing, editing, layout, graphic design, interviewing, word processing, photography, advertising, billing and distribution.

Learning Resources:

- Journalism textbook
- Newspapers
- Old Yearbooks
- Community Speakers
- Videos

Additional Information:

At various points during the year, journalists will be invited to speak to the class.
School District 44

Status: approved

School Name: Handsworth Secondary School

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Other

Grade Level of Course:  
10
11
X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

Learning Resources:

-LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
-THE SKILLED HELPER; Gerald Egan
-Guest speakers from numerous outside resources

Additional Information:

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
School District 44

Status: approved

School Name: Keith Lynn Alternative Secondary School

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course:  

☐ 10  

☐ 11  

☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  May 11, 2004

Prerequisites:  This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:
- Videos
- Newspapers
- Texts: Being Canadian; My Country, Our History
- Guest speakers
- Atlas
School District 44

Status: approved

School Name: Keith Lynn Alternative Secondary School
Course Name: Language Strategies 10
Course Code: YLGS 10
Category: Other

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of Instruction: 100
Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:
This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:
Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
- Impact (short story anthology)
- Macleans
- Newspapers
- Independent novels:
  - Run - Eric Walters
  - Holes – Louise Sachar (video also available)
  - Stones – William Bell
  - Alone at 90 Feet – Katherine Holubitsky
  - Harry Potter and the Philosopher’s Stone – J.K. Rowling
  - Crabbe – William Bell
- Reading Drills
- Best Poems
- Listening and Speaking
- Intermediate Communication Games

Writing
- Paragraph Power
- First Steps in Academic Writing
- Grammar and Usage
- Grammar Spectrum 3

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School District 44

Status: approved

School Name: Keith Lynn Alternative Secondary School

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course:  
- 10  
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading  
- Impact (short story anthology)  
- Macleans  
- Newspapers  
- Independent novels:  
Run - Eric Walters  
Holes – Louise Sachar (video also available)  
Stones – William Bell  
Alone at 90 Feet – Katherine Holubitsky  
Harry Potter and the Philosopher’s Stone – J.K. Rowling  
Crabbe – William Bell  
- Reading Drills  
- Best Poems  
- Listening and Speaking  
- Intermediate Communication Games

Writing  
- Paragraph Power  
- First Steps in Academic Writing  
- Grammar and Usage  
- Grammar Spectrum 3
School District 44

Status: approved

School Name: Keith Lynn Alternative Secondary School

Course Name: Language Strategies 11

Course Code: YLGS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 11, 2004

Prerequisites:

**Course Synopsis:**

The course is designed to enable students to extend their use of strategies and skills in the four main areas of listening, speaking, reading and writing. It focuses on extending the strategies needed to communicate across all curricula.

**Learning Resources:**

- Six Way Paragraphs, Jamestown Publishers
- All Clear, Book 1, Heinle & Heinle Publishers
- Grassroots, Houghton Publishers
- Modern Topics, Level Two, Lynx Publishers
- Stories We Brought With Us
- Reading 44

**Additional Information:**

Language is fundamental to thinking, learning and communicating in all cultures. Many students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend students strategies and skills, beyond Language Strategies 10, in the areas of reading, writing, speaking and listening.
School District 44

Status: approved

School Name: Keith Lynn Alternative Secondary School

Course Name: Language Strategies 12

Course Code: YLGS 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of Instruction: 60

Date Approved: May 11, 2004

Prerequisites:

- Six Way Paragraphs, Jamestown Publishers
- Reason to Write, Oxford Publishers
- Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
- Modern Topics, Level Three, Lynx Publishers
- The Bare Essentials, Holt, Rinehart & Winston
- Reading 44

Learning Resources:

Course Synopsis:

The course is designed to enable students to extend and advance their use of strategies and skills in the four main areas of listening, speaking, reading and writing. It focuses on extending and advancing the strategies needed to communicate across all curricula.

Learning Resources:

- Six Way Paragraphs, Jamestown Publishers
- Reason to Write, Oxford Publishers
- Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
- Modern Topics, Level Three, Lynx Publishers
- The Bare Essentials, Holt, Rinehart & Winston
- Reading 44

Additional Information:

Language is fundamental to thinking, learning and communicating in all cultures. Students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend and advance students’ use of strategies and skills, beyond Language Strategies 11, in the areas of reading, writing, speaking and listening.
School District 44

Status: approved

School Name: Seycove Secondary Community

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: N/A

Course Synopsis:

Students will learn the concepts, principles, and creativity essential to developing an animated story. They will learn how to use industry standard animation software to produce a basic quality animation project that communicates an idea or concept. The Course will focus on:
- Basic animation concepts and design
- Lightwave: Basic level
- Projects: Simple story

Learning Resources:

- Fully equipped digital media lab
- Animation software applications
- Camtasia videos for software training available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Seycove Secondary Community

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:

- Videos
- Newspapers
- Texts: Being Canadian; My Country, Our History
- Guest speakers
- Atlas
School District 44

Status: approved
School Name: Seycove Secondary Community
Course Name: Engineering 11
Course Code: YENG 11
Category: Trades and Technology
Grade Level of Course:  
   10  X 11  
   12
Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: May 11, 2004
Prerequisites:

**Course Synopsis:**

The goal of this course is to present students with problems requiring an engineered solution. This engineering course includes both theory and experiential learning. The purpose of this course is to apply basic engineering principles in order to design and fabricate an engineering product. Students will have the opportunity to establish real life solutions to engineering problems that will help develop their creative and practical abilities in the post secondary education.

**Learning Resources:**

- Online research papers
- Current engineering magazines
- Teacher produced videos and self-developed articles

**Additional Information:**

Guest speakers with engineering backgrounds and knowledge may be invited to speak to class with permission from the principal.
School District 44

Status: approved
School Name: Seycove Secondary Community
Course Name: ESL Canadian Studies 10
Course Code: YESLC 10
Category: Other
Grade Level of Course:  
10  ☑ 11  ☐ 12  ☐
Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:
This course introduces ESL students to Canadian culture. ESL students will study the beliefs, expectations and values of Canadians. ESL students will broaden and deepen their knowledge of the four English skills necessary for active citizenship: reading, writing, listening and speaking as they study Canadian culture.

Learning Resources:
Videos, newspapers, texts: Being Canadian; My Country, Our History; Guest speakers; atlas.

Additional Information:
ESL students need to learn the foundations of Canadian citizenship and culture. Since ESL students were not resident in Canada to learn these concepts, this course will provide an opportunity to acquire this background knowledge to assist students in understanding concepts relevant to Canadian social issues.
School District 44

Status: approved

School Name: Seycove Secondary Community

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
- Impact (short story anthology)
- Macleans
- Newspapers
- Independent novels:
  Run - Eric Walters
  Holes – Louise Sachar (video also available)
  Stones – William Bell

Alone at 90 Feet – Katherine Holubitsky
Harry Potter and the Philosopher’s Stone – J.K. Rowling
Crabbe – William Bell

- Reading Drills
- Best Poems
- Listening and Speaking
- Intermediate Communication Games

Writing
- Paragraph Power
- First Steps in Academic Writing
- Grammar and Usage
- Grammar Spectrum 3
School District 44

Status: approved

School Name: Seycove Secondary Community

Course Name: Language Strategies 12

Course Code: YLGS 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable students to extend and advance their use of strategies and skills the four main areas of listening, speaking, reading and writing. It focuses on extending and advancing the strategies needed to communicate across all curricula.

Learning Resources:

- Six Way Paragraphs, Jamestown Publishers
- Reason to Write, Oxford Publishers
- Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
- Modern Topics, Level Three, Lynx Publishers
- The Bare Essentials, Holt, Rinehart & Winston
- Reading 44

Additional Information:

Language is fundamental to thinking, learning and communicating in all cultures. Students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend and advance students’ use of strategies and skills, beyond Language Strategies 11, in the areas of reading, writing, speaking and listening.
**Course Synopsis:**

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

**Learning Resources:**

- LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
- THE SKILLED HELPER; Gerald Egan
- Guest speakers from numerous outside resources

**Additional Information:**

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
School District 44

Status: approved

School Name: Seycove Secondary Community
Course Name: Psychology 11
Course Code: YPSY
Category: Choose a Category
Grade Level of Course:  
10 [x] 11  
12
Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:
This course is aimed at exploring different topics in psychology. It will concentrate on the individual as well as social aspects of human growth and development. Using critical and creating thinking skills and examining the different views presented in contemporary psychology, this course will speak to students’ lives in ways that are real and beneficial.

Learning Resources:

· A variety of videos for Psychology: The Human Experience Series (Magic Lantern Communications Ltd., 2001)
· Books and articles from a variety of psychological textbooks and other literature including Psychology: Hockenbury & Hockenbury 2000

Additional Information:

Guest speakers from Community/Social Support Services are invited as speakers into the classroom with permission from the principal.

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School District 44

Status: approved

School Name: Sutherland Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: N/A

Course Synopsis:

Students will learn the concepts, principles, and creativity essential to developing an animated story. They will learn how to use industry standard animation software to produce a basic quality animation project that communicates an idea or concept. The Course will focus on:

- Basic animation concepts and design
- Lightwave: Basic level
- Projects: Simple story

Learning Resources:

- Fully equipped digital media lab
- Animation software applications
- Camtasia videos for software training available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Sutherland Secondary

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course: [X] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:
- Videos
- Newspapers
- Texts: Being Canadian; My Country, Our History
- Guest speakers
- Atlas
School District 44

Status: approved

School Name: Sutherland Secondary

Course Name: ESL Canadian Studies 10

Course Code: YESCL 10

Category: Other

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course introduces ESL students to Canadian culture. ESL students will study the beliefs, expectations and values of Canadians. ESL students will broaden and deepen their knowledge of the four English skills necessary for active citizenship: reading, writing, listening and speaking as they study Canadian culture.

Learning Resources:

Videos, newspapers, texts: Being Canadian; My Country, Our History; Guest speakers; atlas.

Additional Information:

ESL students need to learn the foundations of Canadian citizenship and culture. Since ESL students were not resident in Canada to learn these concepts, this course will provide an opportunity to acquire this background knowledge to assist students in understanding concepts relevant to Canadian social issues.
School District 44

Status: approved

School Name: Sutherland Secondary

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
- Impact (short story anthology)
- Macleans
- Newspapers
- Independent novels:
  - Run - Eric Walters
  - Holes – Louise Sachar (video also available)
  - Stones – William Bell
  - Alone at 90 Feet – Katherine Holubitsky
  - Harry Potter and the Philosopher’s Stone – J.K. Rowling
  - Crabe – William Bell
- Reading Drills
- Best Poems
- Listening and Speaking
- Intermediate Communication Games

Writing
- Paragraph Power
- First Steps in Academic Writing
- Grammar and Usage
- Grammar Spectrum 3
School District 44

Status: approved

School Name: Sutherland Secondary

Course Name: Language Strategies 12

Course Code: YLGS 12

Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable students to extend and advance their use of strategies and skills the four main areas of listening, speaking, reading and writing. It focuses on extending and advancing the strategies needed to communicate across all curricula.

Learning Resources:

- Six Way Paragraphs, Jamestown Publishers
- Reason to Write, Oxford Publishers
- Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
- Modern Topics, Level Three, Lynx Publishers
- The Bare Essentials, Holt, Rinehart & Winston
- Reading 44

Additional Information:

Language is fundamental to thinking, learning and communicating in all cultures. Students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend and advance students’ use of strategies and skills, beyond Language Strategies 11, in the areas of reading, writing, speaking and listening.
The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.

Additional Information:

School District 44

Status: approved

School Name: Sutherland Secondary

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

Learning Resources:

- LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
- THE SKILLED HELPER; Gerald Egan
- Guest speakers from numerous outside resources

Additional Information:

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
XX 11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  May 11, 2004

Prerequisites:  N/A

Course Synopsis:

Students will learn the concepts, principles, and creativity essential to developing an animated story. They will learn how to use industry standard animation software to produce a basic quality animation project that communicates an idea or concept. The Course will focus on:

- Basic animation concepts and design
- Lightwave: Basic level
- Projects: Simple story

Learning Resources:

- Fully equipped digital media lab
- Animation software applications
- Camtasia videos for software training available online
- Documents available online
- Examples of professional quality designs available online
- Internet

Additional Information:

This course is a Fine Art and/or Applied Skill credit.
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: British Columbia Culture 10

Course Code: YBCC 10

Category: Other

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites: This course is designed for Level 2 and Low Level 3 ESL students.

Course Synopsis:

This course introduces ESL students to the culture of modern day British Columbia. ESL students will study the beliefs, expectations and values of British Columbians. ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture.

Learning Resources:

Learning Resources:
- Videos
- Newspapers
- Texts: Being Canadian; My Country, Our History
- Guest speakers
- Atlas
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: Cultural Tourism 12

Course Code: YCUTO 12

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:  May 11, 2004

Prerequisites:

Course Synopsis:

An educational tour is a “living” classroom, offering incredible opportunities to discover and explore new countries, customs and cultures. Ideal for foreign language, history or literature students. The “Cultural Tour”, has been designed to maximize educational and cultural exposure. Teaching staff will accompany the students to national and international venues, assuring a constant connection between the sites visited and the subjects studied in the classroom.

Learning Resources:

- Computers & Internet-Books & Selected ReadingsLiving Language Conversational Italian CD’s
- Rick Steves Travel Guides
- Eyewitness Travel Guides
- Michelin Travel Publications
- The Green Guides
- Videos
- Standard Deviants School Language video series, 1-7
- Rick Steves Travel video series
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: First Nations Studies 10

Course Code: YFNS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  

May 11, 2004

Prerequisites:

Course Synopsis:

The diversity of cultural, linguistic, racial and religious groups is a valuable characteristic of Canadian society and schools can help prepare all students to live harmoniously in a multicultural society in the interdependent world of the 21st century. Canada is the land of origin for Aboriginal people and the history of Canada begins with them. As the first people of Canada, Aboriginal people are unique in Canada’s mosaic. Thus, exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country.

Learning Resources:

Computers & Internet: 
- Reading Academy Program
- All the Right Type

Guest Speakers
- Native liaison officer
- Native community nurses
- Elders
- Tracy Williams (Squamish Nation Education Liaison)

A Variety of Books & Selected Readings:
- The First Nations of British Columbia
- Books by Tomson Highway and Jeannette Armstrong

Videos:
- First Nations, The Circle Unbroken
- Smoke Signals
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: First Nations Studies 11

Course Code: YFNS 11

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Computer & Internet:
· Reading Academy Program
· All the Right Type
· World Wide Web
· I-Movie
· MS Word

Guest Speakers
· Native liaison officer
· Native community nurses
· Elders
· Tracy Williams (Squamish Nation Education Liaison)

A Variety of Books & Selected Readings:
· The First Nations of British Columbia
· Books by Brian Maracle, Thomas King

Videos:
· First Nations, The Circle Unbroken
· Smoke Signals
· Dances with Wolves

Course Synopsis:

The diversity of cultural, linguistic, racial and religious groups is a valuable characteristic of Canadian society and schools can help prepare all students to live harmoniously in a multicultural society in the interdependent world of the 21st century. Canada is the land of origin for Aboriginal people and the history of Canada begins with them. As the first people of Canada, Aboriginal people are unique in Canada’s mosaic. Thus, exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country. This second-level course demonstrates: analysis, revision and application.

Learning Resources:
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: First Nations Studies 12

Course Code: YFNS 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:
The diversity of cultural, linguistic, racial and religious groups is a valuable characteristic of Canadian society and schools can help prepare all students to live harmoniously in a multicultural society in the interdependent world of the 21st century. Canada is the land of origin for Aboriginal people and the history of Canada begins with them. As the first people of Canada, Aboriginal people are unique in Canada’s mosaic. Thus, exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country. This third level course demonstrates: recognition, creation and synthesis.

Learning Resources:

Computers & Internet:
- Reading Academy Program
- All the Right Type
- World Wide Web
- I-Movie
- MS Word

Guest Speakers
- Native liaison officer
- Native community nurses
- Elders
- Tracy Williams (Squamish Nation Education Liaison)

A Variety of Books & Selected Readings:
- The First Nations of British Columbia
- Books by Chief Dan George, Beatrice Culleton-Moisoner, and Anne Cameron

Videos:
- First Nations
- Smoke Signals
- Dances with Wolves
- Last of the Mohicans
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: Language Strategies 10

Course Code: YLGS 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course is designed to enable students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading, research, and writing across the curriculum.

Learning Resources:

Learning Resources: Since this course focuses on skills and strategies, a variety of Teaching Resources can be used. For example, these could include resources such as the following:

Reading
- Impact (short story anthology)
- Macleans
- Newspapers
- Independent novels:
  - Run - Eric Walters
  - Holes - Louise Sachar (video also available)
  - Stones - William Bell
- Alone at 90 Feet - Katherine Holubitsky
- Harry Potter and the Philosopher’s Stone - J.K. Rowling
- Crabbe - William Bell
- Reading Drills
- Best Poems
- Listening and Speaking
- Intermediate Communication Games

Writing
- Paragraph Power
- First Steps in Academic Writing
- Grammar and Usage
- Grammar Spectrum 3
School District 44

Status: approved

School Name: Windsor Secondary

Course Name: Language Strategies 12

Course Code: YLGS 12

Category: Other

Grade Level of Course:  □ 10 □ 11  X 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

The course is designed to enable students to extend and advance their use of strategies and skills the four main areas of listening, speaking, reading and writing. It focuses on extending and advancing the strategies needed to communicate across all curricula.

Learning Resources:

· Six Way Paragraphs, Jamestown Publishers
· Reason to Write, Oxford Publishers
· Grassroots, Unit 6, “Consistency & Parallelism” Houghton Publishers
· Modern Topics, Level Three, Lynx Publishers
· The Bare Essentials, Holt, Rinehart & Winston
· Reading 44

Additional Information:

Language is fundamental to thinking, learning and communicating in all cultures. Students have specific needs in the area of English language acquisition. This course addresses those needs through additional opportunities to extend and advance students’ use of strategies and skills, beyond Language Strategies 11, in the areas of reading, writing, speaking and listening.
The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.

Additional Information:

School District 44

Status: approved

School Name: Windsor Secondary

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

Peer Counseling is intended to equip selected students with the personal management skills necessary to help form a supportive network for students within the school. Training will include the teaching and practice of listening and responding skills, problem-solving, decision making, conflict resolution strategies, group facilitation skills and the understanding of such critical issues as abuse, suicide, substance abuse, relationships and self-esteem.

Learning Resources:

- LEADERS GUIDE FOR NATURAL HELPERS; Jane Akita & Carol Mooney
- THE SKILLED HELPER; Gerald Egan
- Guest speakers from numerous outside resources

Additional Information:

The aim of the Peer Counseling course is to provide a supportive environment for students by students. The focus of the course will be on the development of personal management skills with an emphasis on communication skills.
School District 45

Status: approved

School Name: Rockridge Secondary

Course Name: Video Production 10

Course Code: YVP 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 27, 2004

Prerequisites: n/a

Course Synopsis:

This course has been developed to increase students understanding of video as a medium of communication, demystify this medium, promote critical viewing, assist in using video to their advantage, and create an awareness of career opportunities.

Students learn to use video cameras and editing equipment as they follow the steps in creating a video about a topic of personal interest.

As a culmination, students reflect on their work and plan an event to present their video to their school and community.

Learning outcomes for the course are grouped under the curriculum organizers: Self and Society, Exploration and Analysis, Industry Context, and Technologies/Process.

Additional Information:

http://www.sd45.bc.ca/wvss/BAA_Courses/vp10.pdf
School District 45

Status: approved

School Name: Sentinel Secondary

Course Name: Introduction to Canadian Culture and Society 10

Course Code: YICCS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

- X 10  
- □ 11  
- □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 13, 2004

Prerequisites:  n/a

Course Synopsis:

This full-year course is offered to students who have recently arrived in Canada and require the requisite skills needed to be successful in Social Studies 10.

The student will gain an understanding of Canadian Culture and Society, past and present, and study the forces that shape Canadian Identity (values, land, people and political processes). The student will become familiar with expectations within the Canadian academic context through co-operative learning experiences within the classroom. The student also will become an active school citizen by participating in school activities such as: Multicultural Week, Diversity Club, school clubs, and teams. The student will learn how to locate, gather and assess information and present it in written, visual and spoken form.

The course is designed to help students understand their role and responsibilities in Canadian Society. Upon successful completion of this course, the student will be prepared for Social Studies 10.

Additional Information:

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/cul-soc.pdf
School District 45

Status: approved

School Name: Sentinel Secondary

Course Name: Introduction to Canadian Culture and Society 10

Course Code: YICCS 10

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2004

Prerequisites: n/a

Course Synopsis:

This full-year course is offered to students who have recently arrived in Canada and require the requisite skills needed to be successful in Social Studies 10.

The student will gain an understanding of Canadian Culture and Society, past and present, and study the forces that shape Canadian Identity (values, land, people and political processes). The student will become familiar with expectations within the Canadian academic context through co-operative learning experiences within the classroom. The student also will become an active school citizen by participating in school activities such as: Multicultural Week, Diversity Club, school clubs, and teams. The student will learn how to locate, gather and assess information and present it in written, visual and spoken form.

The course is designed to help students understand their role and responsibilities in Canadian Society. Upon successful completion of this course, the student will be prepared for Social Studies 10.

Additional Information:

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/cul-soc.pdf
School District 45

Status: approved

School Name: Sentinel Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2004

Prerequisites: n/a

Course Synopsis:

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way.

Time in class will be divided up between classroom instruction and practical workshops with students acquiring and developing their basic knowledge of leadership; developing effective communication and conflict resolution skills; and finally developing the skills to plan, evaluate and implement ideas.

Students will be involved in the promotion and organization of events within the school and community. They will also have the opportunity to learn more about themselves to increase their own self-esteem and ability to deal with adolescent issues.

Additional Information:

http://www.sd45.bc.ca/wvss/BAA_Courses/ld11.pdf
School District 45

Status: approved

School Name: Sentinel Secondary

Course Name: Musical Theatre 10

Course Code: YMUTH 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2004

Prerequisites: n/a

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.

In the culmination of all proposed levels of instruction (See Musical Theatre 12) students will produce a professional level Musical for the school, community and the city of West Vancouver.

Learning Outcomes for the course are grouped under the curriculum organisers: Building Community (Opening the Theatre Company), Pre-Production, Production and Post-Production (Reflection and Closing the Theatre Company). Methods in which students are expected to meet instructor expectations including written pieces, personal response and movement, line and song deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units as well.

The approach supports student ownership and pride in performance as well as providing various skill sets and approaches to thinking and learning. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the production and the reflective process during and after its completion.

Additional Information:

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/mt10.pdf
School District 45

Status: approved

School Name: Sentinel Secondary

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [x] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2004

Prerequisites: Audition, Musical Theatre 10 or by instructor permission

**Course Synopsis:**

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre.

As the second of three courses in Musical Theatre offered at Sentinel, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.

In the culmination of all proposed levels of instruction (See Musical Theatre 10) students will produce a professional level Broadway musical for the school, community and the city of West Vancouver.

**Additional Information:**

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/mt12.pdf
School District 45

Status: approved

School Name: West Vancouver Secondary

Course Name: Academic and Cultural Literacy 10

Course Code: YACL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

- ☑ 10
- ☐ 11
- ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2004

Prerequisites: n/a

Course Synopsis:

This course is intended to facilitate the development of skills needed for cultural and academic literacy. Emphasis is placed on developing the knowledge and skills necessary for success in a Canadian academic environment. Students will gain cultural knowledge and academic reading and writing skills.

Additional Information:

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/acl10.pdf
School District 45

Status: approved

School Name: West Vancouver Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 27, 2004

Prerequisites: n/a

Course Synopsis:

This course is an excellent starting point to acquire the basic skills of animation. Students are introduced to animation hardware, storyboarding, character design and the principles of creating the "illusion of life" (movement) in the animation of living and inanimate forms through illustrative film excerpts (classical hand-drawn line tests) and hands-on practice.

Each student will produce hand-drawn samples and a short 3-D claymation video dubbed to their VHS tape which will be a large component in the development of their portfolio.

Learning outcomes for the course are grouped under the curriculum organizers:
• Self and society
• Exploration and analysis
• Industry context
• Technologies/process

Additional Information:

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/an11.pdf
School District 45

Status: approved
School Name: West Vancouver Secondary
Course Name: Fashion Design & Pattern Making 12
Course Code: YFDPM 12
Category: Fine Arts, Design, and Media
Grade Level of Course:  [ ] 10  [ ] 11  [X] 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 27, 2004
Prerequisites: Grade 12 Textile Studies or Instructor permission

Course Synopsis:
This course has been developed to support and encourage students to explore the creativity and individuality of fashion design concepts. As well students gain skills and knowledge in the technical aspects of pattern making.

Students learn to use computer software to create basic slopers, which are the beginning of flat pattern designs. Students complete a process from the original design ideas to 1/2/full scale pattern to the finished garment.

Learning outcomes for the course are grouped under the units: the original skirt, the original bodice and the original pant.

Students are given the opportunity for self and peer assessment in each of the three units. This approach supports student skill development and encourages meaningful methods of designing, measuring, adapting, constructing and evaluating garments.

Additional Information:
Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/fd-pm12.pdf
School District 45

Status: approved

School Name: West Vancouver Secondary

Course Name: Food & Hospitality Training 12

Course Code: YHFT 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 27, 2004

Prerequisites: Food Studies 12 or Instructor permission

Course Synopsis:

This course has been developed to support and encourage students to explore the various careers in the food and hospitality industry as well as develop advanced culinary skills and techniques.

Students will gain skills and knowledge in the technical aspects of food preparation and service.

While there is an existing IRP for Cafeteria 11/12, the West Vancouver School District does not have the operating facilities and an apprenticeship level chef who would train the students, therefore this course provides an alternate for students wishing to pursue a career in the food and hospitality industry.

Food and Hospitality Training 12 is unique in that it includes units such as Catering and Portfolio development, which are specific to careers in the food and hospitality industry and not a part of Food Studies 12. Learning outcomes are grouped under the following units of study: Safety and Sanitation, Baking, Meal Preparation, Catering and the Portfolio. This approach supports student skill development and encourages meaningful experiences in cooking, baking, catering and their portfolio to prepare students for working in the food service industry.

Additional Information:

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/fds-hos12.pdf
School District 45

Status: approved

School Name: West Vancouver Secondary

Course Name: Philosophy 12

Course Code: YPHIL 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 27, 2004

Prerequisites: n/a

Course Synopsis:

This course will provide students with the opportunities to inquire into the tradition of Western Philosophy: the most basic questions about human life and its place in the universe. Topics may include: Who am I? Do humans have free will? Does God exist? Is knowledge possible? What is justice? What is truth?

In Plato's Dialogues, Socrates states that "it is not life, but rather the good life, that is worth living." For Socrates, human life is defined by more than mere survival, by more than merely coping. He defines being human as possessing the powers to think, act, and speak in ways which effectively address the questions of human life and the problems of one's time. Is this our conviction as well? What is our definition of human life? How do we understand ourselves.

This is a course in learning to think. The readings, assignments, tests, and class discussion will all be directed to this end. Students will do best in this class if they are willing to think critically about important issues and are able to come to at least a provisional position on issues. The course will provide an introduction to central works in the history of western philosophy, with a principal goal of fostering the capacity to think logically and critically. To support the discussion of ideas and provide a context for their thought, students will grapple with the thought of such philosophers as Plato, Descartes, Kant and Kierkegaard on issues pertaining to aesthetics, epistemology, ontology, ethics, morality and metaphysics.

The course will engage students in sustained inquiry into the thought of the great minds of our western civilization. Students contemplating university will find this course especially beneficial.

Additional Information:

Please visit: http://www.sd45.bc.ca/wvss/BAA_Courses/phil12.pdf
School District 46

Status: approved

School Name: Chatelech Secondary

Course Name: Leadership

Course Code: YLEAD

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios. Co-curricular activity and involvement will include student government and school spirit.
School District 46

Status: approved

School Name: Elkford Secondary

Course Name: Leadership

Course Code: YLEAD

Category: Choose a Category

Grade Level of Course:  

X 10  X 11  X 12

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved: February 15, 2004

Prerequisites:

www.bcsta.org
School District 46

Status: approved

School Name: Elphinstone Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2004

Prerequisites: recommendation of staff/couns.

Course Synopsis:

Course Synopsis This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching, leadership, teamwork and conflict resolution. They will apply these skills in peer tutoring settings. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals.

Learning Resources:

Training Manual
4. Course Synopsis:
The purposes of this course is to expose First Nations students to their aboriginal heritage, develop a stronger sense of identity, and foster pride in who they are. By doing so, is intended that First Nations students come to the understanding that it is the First Nations way to have First Nations culture, to have a proud history, to have governance, and to hold these things important. All students will be invited to take FNS 10, but it is recognized that it will be of primary interest to students with First Nations heritage.

5. Rationale:
It is important for First Nations students to become successful within modern culture, while at the same time learning and appreciating their own history and culture. To do this, they need the opportunity to study their own aboriginal language, culture, history, and traditional knowledge, within the structure of the B.C. public education system.

6. Organizational Structure:
Learning outcomes are grouped under the following four topic organizers. It is important to note that in the study of First Nations language, history, and culture, various topics of study will be integrated throughout the development of the course. For example, the language and history of various ceremonies will most effectively be taught during the study and presentation of these ceremonies, and not simply as a discreet topic. Learning outcomes will thus be integrated within various field trips, guest presentations, as well as specific instructional methodologies.

Unit/Topic Title Time
Unit 1 Family Genealogy 30
Unit 2 Cultural History 30
Unit 3 B.C. History 30
Unit 4 Language and Traditional Arts 30
Unit 5
Total Hours 120

7. Learning Outcomes organized by Unit/Topic/Module:

Unit 1: Family Genealogy (approx. 30 hrs.)
Students will study their own family and extended family genealogy through a series of interviews with family and friends. They will explore various written materials for evidence to support the oral evidence gathered. They will culminate the unit with a presentation of their own family tree.

[This text continues with more detailed descriptions and learning outcomes, ending with the BCSTA logo and URL.]
Learn the importance of a family research project in keeping family history alive
Learn various types of presentation skills: oral, written, charts, graphs, etc.
Present their family tree to various audiences: classmates, other students, and a gathering of elders

Unit 2: Cultural History (approx. 30 hrs.)
Students will learn how the culture of various aboriginal peoples was influenced by their geography, as well as by local flora and fauna. They will study the culture of aboriginal peoples in various regions of Canada and in other countries.

It is expected that students will:
- Study and demonstrate their learnings about their oral history, their written history, and potlatch history
- Demonstrate cultural understanding through participation in a sweat lodge ceremony, talking circles, and medicine wheel teachings
- Demonstrate leadership skills through inviting and welcoming elder participation in their in-class ceremonies and then running these ceremonies
- Learn about various forms of presentation again as they go through such traditional activities as herb gatherings and potlatches
- Recognize similarities and connections in the cultural development of various aboriginal peoples both in Canada and in other countries

Unit 3: B.C. History (approx. 30 hrs.)
Students will study the history of the First Nations peoples of B.C. They will read and hear presentations about the early oral history of their people and how that changed with the advent of written history books. This will include an understanding of the power of the written word and the loss of oral traditions that often followed.

It is expected that students will:
- Read and learn about such topics as residential schools, BC Land Claims, Aboriginal governance models, early explorer contact, pre-contact history, etc.
- Visit Storyeum and understand the power of drama role-play in reinforcing knowledge
- Research and bring to their class, various resources for learning history, such as: books, video, resource people, etc.
- Demonstrate various history learnings through project work, presentations, and written tests

Unit 4: Language and Traditional Arts (approx. 30 hrs.)
Students will learn the vocabulary of personal introduction, who they are, who their family is, animals, colours, numbers, village names, etc. They will study various carvings and murals, where they once existed and where they currently are. This may include researching through books, web, and visiting worksites of aboriginal carvers and artists.

It is expected that students will:
- Demonstrate their learned vocabulary through daily oral work
- Create various projects from possibilities presented to them (collages, drums, cedar work, regalia, songs, etc.) by local artists; this will also depend on materials available
- Learn about and conduct self-assessments and peer assessments in presentations of projects
- Visit the UBC Museum of Anthropology and write about their experience

8. Instructional Component:
A variety of instructional components will be used throughout the course, ranging from the following:
- Direct instruction
- Experiential learning (sweat lodge, potlatch, herb walk, etc.)
- Cultural visitations (Storyeum, UBC Museum of Anthropology, etc)
- Project work
- Guest presentations (from classmates and visiting resource people)
- Interviews of local elders
- Media presentations (video, music, etc)
- Research work from books and Web based sources
9. Assessment Component:
Various assessments will be used, depending on suitability for the lesson, unit, and learnings. Methods will range among the following:

• Self assessments 10%
• Oral Presentations with Teacher and Peer assessments 30%
• Individual Projects 20%
• Group Projects 20%
• Written tests 10%
• Daily participation 10%
Total: 100%

10. Learning Resources:
Various Learning resources will be used, depending on availability and time:
• First Nations, Inuit and Metis videos
• Visit to UBC Museum of Anthropology and Storyeum
• Books:
  ?B.C. First Nations Studies Text
  ?9000 Years of History in the Land of the River People
  ?First Nations in B.C. Comparing Interior and Coastal Cultures, First Nations Education Division, Greater Victoria School District
  ?Aboriginal Peoples building for the future, Kevin Reed, Oxford University Press
  ?Potlatch Perspectives, First Nations Education Division, Greater Victoria School District
  ?First Nations Young People Becoming Healthy Leaders for Today and Tomorrow, Part 1&2, First Nations Education Division, Greater Victoria School District
School District 48

Status: approved

School Name: Don Ross Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Choose a Category

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 15, 2005

Prerequisites: none

Course Synopsis:

Course Synopsis
This course prepares and motivates students to provide leadership and assistance to younger students – Grades 8 -10. The students in the course will be responsive and helpful to students with a variety of needs. Students will develop social responsibility and acquire skills in communication, interpersonal relations, coaching, leadership, and teamwork. These skills will be applied as they assist the classroom teacher. Students will acquire a life long appreciation, value and acceptance of the importance of respecting individuals.

Rationale
This course has been developed to help students use leadership, communication and management skills while assisting the Classroom Teacher and various students. The students practice many employability skills and this experience may foster an interest in the teaching profession. The senior students have a positive effect and become role models for the younger students. The senior students model social responsibility in the classroom and in the total school environment. Interacting with younger students and the Classroom Teacher helps the students in their own understanding of and tolerance for people of different cultures and ability levels. Students gain confidence and the ability to express themselves in a group setting. The younger students benefit from the extra attention and assistance in the classroom.

Organizational Structure

Unit 1  Training Session   3 hours
Unit 2  In the Classroom  102 hours
Unit 3  Touchback Days   12 hours
Unit 4  Reflection/Feedback   3 hours

Unit 1- Training Session   3 hours
Students are given a Student Handbook and Student Assignments Booklet to read and work on under the guidance of the Peer Tutoring Teacher. Students are given readings on “How to make Tutoring a Pleasant and Useful Experience”, “Confidentiality Guidelines”, “Roadblocks to Communication”, etc. They will understand how they can work most effectively with the students they will help in the classroom. Students also discuss the way they will become role models for the younger students. Students are advised to seek assistance from the Peer Tutoring Teacher and/or the Classroom Teacher if they have any additional questions as they work in the classroom.

Curriculum Organizers and Learning Outcomes
It is expected that students will finish three written assignments, receive their classroom placement and be ready to assist the classroom teacher as a Peer Tutor.

Unit 2- In the Classroom102 hours
Students are working in the classroom they have been placed in and directly helping the teacher and students. The Classroom Teacher will direct and supervise the student and assist them in their training to work with the
Curriculum Organizers and Learning Outcomes
It is expected that students will assist in the classroom as deemed appropriate by the Classroom Teacher and will record the activities, concerns and successes on their Weekly Activity Sheets.

Unit 3- Touchback Days 12 hours
Students attend four Touchback Days with the Peer Tutor Teacher and they will discuss any concerns/problems they might be having and reflect also on their successes. They will hand in their Weekly Activity Sheets and will do other assignments on topics such as Social Responsibility.

Curriculum Organizers and Learning Outcomes
It is expected that students will explain and reflect on their successes and concerns in the classroom, learn about the Social Responsibility Code in the school and how they can help the students in their classroom achieve a greater level of social responsibility.

Unit 4- Reflection/Feedback 3 hours
Students will attend a session with the Peer Tutoring Teacher and will write a Final Essay on the learning they have experienced throughout this class. They will reflect on their experiences in the classroom and offer feedback to the Peer Tutoring Teacher.

Curriculum Organizers and Learning Outcomes
It is expected that students will effectively communicate their ideas and reflections both in a written format (Final Essay) and verbally to the Peer Tutoring Teacher. They will reflect on how the experience working with other students has changed their own attitudes, goals and organizational skills.

Instructional Components
The student will be instructed by various methods while they are with the Peer Tutoring Teacher and while they are with the Classroom Teacher they have been assigned to. Several methods may be used such as:
- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent study
- Modeling
- Practical experience
- Brainstorming
- Group work

Assessment components
The students are assessed by both the Peer Tutoring Teacher and the Classroom Teacher through a variety of methods such as:
- Teacher observation
- Student reports
- Teacher evaluation forms (using a rubric)
- Weekly activity sheet assignments given by the Peer Tutoring Teacher
- A final essay
- Group discussions/participation

Assessment Weighting
- Classroom Teacher Evaluation = 60% (three times each semester)
- Peer Tutoring Teacher Assignments and Weekly Activity Sheets/Final Essay = 40%

Learning Resources:

Learning Resources
The Learning Resources are assignments and articles provided by the Peer Tutoring Teacher in the Student Handbook. Articles include- “Learning Disabilities” – National Information Center for Children and Youth with Disabilities, “The Masks Students Wear” by Sally L. Smith.
Additional Information:

This course has been running at Howe Sound Secondary for many years. The Peer Tutoring Teacher and the Classroom Teacher work together to insure a successful match for the student and their classroom placement. The senior students are highly regarded by both the younger students in the class and the teachers involved in the program. This program has played an important role in helping our ESL students to understand the culture and language of the school.
School District 48

Status: approved

School Name: Howe Sound Secondary

Course Name: Desktop Publishing 11

Course Code: YDTP 11

Category: Business and Applied Business

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 15, 2005

Prerequisites:

Course Synopsis:

Course Synopsis
This course focuses on the design and production of small business print communications. Students will become proficient in the use of standard graphic and publishing software, and be able to design and produce a variety of types of business oriented publications. Students in this course will be computer literate and acquire basic electronic productivity skills mainly for print-based communication.

Rationale
Print based publications are still one of the most important forms of communication used in society for business, organizations and individuals. Business are expecting more and more that their employees have the knowledge and understanding of the tools used and the ability to produce many types of print communication. The skills taught in this course greatly enhance the student’s ability to be an effective employee in many businesses, and organizations and also helps them to produce much more effective documents. This course is designed to give the student both the practical abilities to use the tools and the artistic design components to produce publications that cover many of the main types of print communication used today. Although today’s students use computers a great deal, few of them have the knowledge and practice needed to design and produce many types of documents that employers need today. The software used in desktop publishing today is becoming more complex and students need to be able to effectively use these tools.

Understanding the concepts of design and being able to produce documents in a timely fashion is a skill that many of our students will need in the future.

Organizational Structure

Unit 1  
Instructional time 15 hours

Unit 2  
Scanner, digital camera, photo editing 25 hours

Unit 3  
Basic Design Principles 10 hours

Unit 4  
Project Design 15 hours

Unit 5  
Project Production 50 hours

Unit 6  
Project Feedback and Updating 5 hours

Unit 1 - Instructional Time 15 hours

The goal of this unit is to introduce basic business etiquette and marketing strategies so students can use these skills in the future.

Curriculum Organizer- Student Store

- The student will work in the student store to gain some skills in business and marketing.
- The student will gain knowledge in inventory and ordering to keep the student store stocked.
- Track of expenses and revenue
Curriculum organizer - Business Etiquette/Behavior

- The student will develop independent, business skills to work in a less structured environment (computer lab) and evaluate their behavior by using a rubric which is set up by the business department.

Unit 2 - Scanner, Digital camera, Photo editing 25 hours

The goal of this unit is to introduce the basic concepts of Digital Imagery so students can understand the bases of graphic software; so students can later create the images they will need for their projects.

Curriculum organizer - Manipulation

- The student will demonstrate an ability to use Gimp or similar software for image manipulation including
  - Layers
  - Channels
  - Image Resolution
  - Brightness/Contrast
  - Hue/Saturation/Opacity
  - Layer masks
  - Photo filters
  - Photo editing
  - Graphic file type

Curriculum organizer - Scanning

- The student will demonstrate the ability to scan an image so that it is at a proper quality and file type for the job it is going to be used for including
  - Image resolution
  - Scaling
  - Original media type
  - Brightness/Contrast
  - Graphic file output type

Curriculum organizer - Digital Photography

- The student will demonstrate the ability to properly photograph an image with a digital camera and transfer it to a computer so it can be used in a project.

Unit 3 - Basic Principles of Design Time: 10 hours

The goal of this unit is to introduce the basic concepts of print design so students can create well thought out and effective documents.

Curriculum organizers Elements of design

The student will demonstrate an understanding of

- Balance
- Unity
- White Space
- Contrast
- Proportion
- Repetition
- Alignment
- Proximity

as it relates to a page or/and overall project design.

- The student will demonstrate an understanding of TYPE and how it is used in design.
- The student will demonstrate the ability to use different page layout techniques depending on what type of message the design is attempting to convey.

Unit 4 - Project Design Time: 15 hours

The goal of this unit is to teach the students the steps of the design process before they actually start to put it together on the computer. Too often students want to go directly to the computer when often times it is better to be away from the computer for some or all of the initial design process.
Curriculum organizer - Understanding the Goal of the Project
• The student will demonstrate an understanding of who the audience will be for this project.
• The student will demonstrate an understanding of the importance of designing the project so that it will connect with the targeted audience.
• The student will demonstrate an understanding of the importance of the type of message that the project conveys as it relates to the overall goal of the project.

Curriculum organizer – Brainstorming ideas
• The student will demonstrate an understanding of the importance of different ideas to choose from at the start of a project.
• The student will demonstrate an ability to accept or reject an idea based on its ability to satisfy the goal of the project.
• The student will demonstrate an ability to modify an idea to better suit the goal of the project.

Curriculum organizer – Research Available Resources
• The student will demonstrate an understanding of where the best places to go get the needed resources for the completion of the project.
• The student will demonstrate an ability to search the internet for graphic and text resources.

Curriculum organizer – Present and Receive Feedback
• The student will demonstrate an ability to accept and incorporate peer feedback on the initial project design.
• The student will demonstrate an ability to look at other designs and give them positive feedback to help them create more effective projects.

Unit 5 – Project Production
Time: 50 hours
The goal of this unit is to take the design and then choose the proper hardware and software tools to complete the project on time, and at the level of quality required.

Curriculum organizer – Hardware and Software
• The student will demonstrate an ability to choose the most effective software tool to use for each part of the project.
• The student will demonstrate an ability to solve problems that come up related to hardware and software.
• The student will demonstrate an ability to budget their time so that all parts of the project are given adequate time to complete.
• The student will demonstrate an understanding of constant ongoing review of the project as it relates to the overall goal.

Unit 6 – Project Feedback and Updating
Time: 5 hours
The goal of this unit is to introduce students to the concept of feedback and updating. Before the students have completed a large project they need to take this to others for feedback and to check that it does properly communicate what it was meant to in an effective manner.

Curriculum organizer - Peer Feedback
• The student will demonstrate an understanding of the importance of positive peer feedback in its ability to improve a project.
• The student will demonstrate the ability to analyze feedback and either accept or reject it on its merits.

Curriculum organizer – Teacher Feedback
The student will demonstrate the ability to take the suggestions from the teacher to go back and update their project before final submission.

Instructional components:
• Direct instruction
• Indirect instruction
• Interactive instruction
• Independent instruction
• Practical creativity
• Modeling
• Brainstorming
• Computer-based projects
Individual Projects 20%
Assignments and Productions 60%
Final Exam and Tests 20%

Learning Resources
Software manuals
Articles and tutorials for design and graphic resources on the World Wide Web
Example publication and handouts

Desktop Publishing Design Basics and Applications - George H.J. Porozony
The Non-Designers Design Book - Robin Williams
School District 48

Status: approved

School Name: Howe Sound Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 12, 2004

Prerequisites:

Course Synopsis:

This course presents an adaptable and broad-based perspective of leadership which will provide an opportunity to learn and practise leadership skills while developing responsibility, creativity and self-confidence as the student works on projects/activities within the school and community. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, fundraising, event planning, problem solving/decision making and an understanding of various leadership styles. This course will also allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Rationale

“We must be the change we wish to see in the world.” (M.K. Gandhi) Teaching our students leadership skills is a proactive approach to dealing with the challenging reality of change in our society. And in so doing will improve student/teacher relations and work for the general betterment of the student body consistent with School Board policies.

ORGANIZATIONAL STRUCTURE

Unit | Title | Time
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Unit 1 | What is Leadership? | 20 hours
Unit 2 | Personal Leadership | 20 hours
Unit 3 | Event Planning - Communications | 20 hours
Unit 4 | Teambuilding | 20 hours
Unit 5 | Community Relations | 30 hours

The activities that are found throughout the course are not limited to the section in which they are found. The outcomes are developed and applied in a spiral fashion that integrates the theory and practice of leadership, deepening the students’ understanding and skills as the course progresses. Many of the outcomes are evident in several sections and units.
LEARNING OUTCOMES

Unit 1: What is Leadership? 20 hours
Students will become familiar with the overall concept and workings of student leadership through an introduction to general leadership theories and styles. Students will analyze and explore the qualities of a positive and effective leader.

CURRICULUM ORGANIZERS - Self Knowledge, Planning and Time Management, Communication and Conflict Resolution, and Peer Support/Community Awareness
It is expected that students will:
• Demonstrate an understanding of leadership styles
• Demonstrate an understanding of leadership theory
• Demonstrate an understanding of what makes an effective and positive leader

Unit 2: Personal Leadership 20 hours
Students will move from a general knowledge of the concept of leadership to a specific understanding of their individual leadership styles. A wide range of tools will be used to help students to explore their individuality as leaders; a variety of planning and management skills will be presented to help students cope with the practical demands of leadership.

CURRICULUM ORGANIZER - Self Knowledge
It is expected that students will:
• Determine their own style of leadership
• Demonstrate an understanding of their basic needs
• Demonstrate and apply decision making skills

CURRICULUM ORGANIZER - Planning and Time Management
It is expected that students will:
• Demonstrate an understanding of effective planning
• Demonstrate an understanding of time management and organization skills
• Demonstrate and apply goal development skills

CURRICULUM ORGANIZER - Communication and Conflict Resolution
It is expected that students will:
• Develop a stronger sense of social responsibility
• Demonstrate and apply decision making skills
• Demonstrate an understanding of various conflict resolution practices and models

CURRICULUM ORGANIZER - Peer Support/Community Awareness
It is expected that students will:
• Develop a stronger sense of social responsibility
• Demonstrate an understanding of the needs of various student groups within the school community

Unit 3: Team-building 20 hours
Students will become familiar with the principles of teambuilding. They will work together in a cooperative and collaborative environment developing the basic skills required to build connections and relationships with others.

CURRICULUM ORGANIZER - Self Knowledge
It is expected that students will:
• Develop an understanding of the position of the individual with relation to the group

CURRICULUM ORGANIZER - Communication and Conflict Resolution
It is expected that students will:
• Demonstrate an understanding of team/group dynamics through the application of collaboration skills

CURRICULUM ORGANIZER - Peer Support/Community Awareness
It is expected that students will:
• Demonstrate an understanding of the value of interdependence
Unit 4: Event Planning - Communication  
Students will be able to understand and apply effective individual and team communication skills as they actively pursue the other units in this course. Students will explore various formats for conducting meetings and seeking community input.

CURRICULUM ORGANIZER - Self Knowledge
It is expected that students will:
• Demonstrate an understanding of the importance of communication skills for effective leadership and marketing of events
• Identify personal strengths and weaknesses in communication
• Develop enhanced interpersonal skills

CURRICULUM ORGANIZER - Planning and Time Management
It is expected that students will:
• Implement a plan for the successful operation & completion of a school/community event
• Follow the Plan, Run, Evaluate format re: event operation
• Demonstrate enhanced meeting facilitation skills

CURRICULUM ORGANIZER - Communication and Conflict Resolution
It is expected that students will:
• Demonstrate an understanding of the importance of communication skills for effective leadership (verbal, non-verbal, written, listening)
• Demonstrate an understanding of various community input models
• Develop and demonstrate enhanced public speaking skills

CURRICULUM ORGANIZER - Peer Support/Community Awareness
It is expected that students will:
• Demonstrate an understanding of conflict resolution skills
• Demonstrate and apply problem solving skills
• Develop and demonstrate enhanced interpersonal skills
• Implement diverse methods for seeking community input

Unit 5: Community Relations  
Fundamental to the success of student leadership is the development of leadership beyond the classroom and into the school and greater community. Students will be able to demonstrate the planning, implementation, evaluation of individual/group projects while incorporating marketing and community relations skills through the mandatory 30 volunteer hours required for course completion.

CURRICULUM ORGANIZER - Self Knowledge
It is expected that students will:
• Demonstrate leadership skills through application and reflection on individual and/or group projects at the school, local or global levels
• Design and implement assessment tools for personal, peer and teacher evaluation with regard to project planning and implementation

CURRICULUM ORGANIZER - Planning and Time Management
It is expected that students will:
• Demonstrate an understanding of effective planning
• Follow the guidelines of Plan, Run, Evaluate re: each event
• Demonstrate an understanding of time management and organization skills
• Demonstrate a variety of marketing strategies in the promotion of project implementation

CURRICULUM ORGANIZER - Communication and Conflict Resolution
It is expected that students will:
• Demonstrate a variety of marketing strategies in the promotion of project implementation
• Learn and apply effective public relation skills

CURRICULUM ORGANIZER - Peer Support/Community Awareness
It is expected that students will:
• Increase understanding of techniques used to develop positive school and community climates
• Understanding of the needs of various student groups within the school community
INSTRUCTIONAL COMPONENTS

Direct Instruction
Indirect Instruction
Peer and Partner Instruction
Interactive Instruction
Experiential Learning
Modeling
Brainstorming
Group Work
Independent Study
Guest Speakers
Analysis of Self/Peer feedback/performance
Self-Evaluation
Leadership Theory and Resources
Portfolios

ASSESSMENT COMPONENTS

Type of AssessmentCategoryDetailsWeighting (%)
Formative

(80%)Self/Teacher/Peer Evaluation.
Evaluation of planning, practical skills, reflections.
Social Responsibility Scale.
Community Service.
Weekly debriefs/meetings

Ongoing, as completed

Monthly self/teacher assessment
As completed30

30

10

10

Summative

(20%)
Final/cumulative assessmentLeader Research
Execution of 1 Major and 2 Minor events / projects5
15

LEARNING RESOURCES

Resource Books
Articles, Videos
Conference Materials
Newsletters (CASAA, BCASAA, CIRA, NASSP)
Internet
Student Books:
• Life Strategies for Teens, Jay McGraw, Simon and Schuster, 2000
• The 7 habits of Highly Effective Teens, Sean Covey, Simon and Schuster, 1998
**Course Synopsis:**

This course presents an adaptable and broad-based perspective of leadership which will provide an opportunity to learn and practise leadership skills while developing responsibility, creativity and self-confidence as the student works on projects/activities within the school and community. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, fundraising, event planning, problem solving/decision making and an understanding of various leadership styles. This course will also allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

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It is expected that students will:
• Demonstrate an understanding of leadership styles
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• Demonstrate an understanding of what makes an effective and positive leader

Unit 2: Personal Leadership  20 hours
Students will move from a general knowledge of the concept of leadership to a specific understanding of their individual leadership styles. A wide range of tools will be used to help students to explore their individuality as leaders; a variety of planning and management skills will be presented to help students cope with the practical demands of leadership.

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CURRICULUM ORGANIZER - Communication and Conflict Resolution

It is expected that students will:
- Demonstrate an understanding of the importance of communication skills for effective leadership (verbal, non-verbal, written, listening)
- Demonstrate an understanding of various community input models
- Develop and demonstrate enhanced public speaking skills

CURRICULUM ORGANIZER - Peer Support/Community Awareness

It is expected that students will:
- Demonstrate an understanding of conflict resolution skills
- Demonstrate and apply problem solving skills
- Develop and demonstrate enhanced interpersonal skills
- Implement diverse methods for seeking community input

Unit 5: Community Relations

Fundamental to the success of student leadership is the development of leadership beyond the classroom and into the school and greater community. Students will be able to demonstrate the planning, implementation, evaluation of individual/group projects while incorporating marketing and community relations skills through the mandatory 30 volunteer hours required for course completion.

CURRICULUM ORGANIZER - Self Knowledge

It is expected that students will:
- Demonstrate leadership skills through application and reflection on individual and/or group projects at the school, local or global levels
- Design and implement assessment tools for personal, peer and teacher evaluation with regard to project planning and implementation

CURRICULUM ORGANIZER - Planning and Time Management

It is expected that students will:
- Demonstrate an understanding of effective planning
- Follow the guidelines of Plan, Run, Evaluate re: each event
- Demonstrate an understanding of time management and organization skills
- Demonstrate a variety of marketing strategies in the promotion of project implementation

CURRICULUM ORGANIZER - Communication and Conflict Resolution

It is expected that students will:
- Demonstrate a variety of marketing strategies in the promotion of project implementation
- Learn and apply effective public relation skills

CURRICULUM ORGANIZER - Peer Support/Community Awareness

It is expected that students will:
- Increase understanding of techniques used to develop positive school and community climates
- Demonstrate an understanding of the needs of various student groups within the school community

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INSTRUCTIONAL COMPONENTS

Direct Instruction
Indirect Instruction
Peer and Partner Instruction
Interactive Instruction
Experiential Learning
Modeling
Brainstorming
Group Work
Independent Study
Guest Speakers
Analysis of Self/Peer feedback/performance
Self-Evaluation
Leadership Theory and Resources
Portfolios

ASSESSMENT COMPONENTS

Type of AssessmentCategoryDetailsWeighting (%)
Formative

(80%)Self/Teacher/Peer Evaluation.
Evaluation of planning, practical skills, reflections.
Social Responsibility Scale.
Community Service.
Weekly debriefs/meetings

Ongoing, as completed

Monthly self/teacher assessment
As completed30

30

10

10

Summative
(20%)
Final/cumulative assessmentLeader Research
Execution of 1 Major and 2 Minor events / projects5
15

LEARNING RESOURCES

Resource Books
Articles, Videos
Conference Materials
Newsletters (CASAA, BCASAA, CIRA, NASSP)
Internet
Student Books:
•Life Strategies for Teens, Jay McGraw, Simon and Schuster, 2000
•The 7 habits of Highly Effective Teens, Sean Covey, Simon and Schuster, 1998
Course Synopsis:

This course has been developed to support and encourage students to explore the richness and diversity of the music theatre genre. Students learn to sing, act and dance. As a culmination, students reflect on their work and perform an entire musical production to own local community. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Creation, and Analysis, and students are given the opportunity for self and peer assessment in each of the five units. The approach supports student skill development and encourages meaningful methods of interpreting and presenting a musical theatre production.

Rationale:
Musical theatre incorporates multiple facets of the performing arts: acting, singing and dancing. Students will learn to incorporate all of these skills to a performance level. To accommodate the large student requests for this course, it has been developed outside of the timetable to be as inclusive as possible.

Organizational Structure:

Unit Title Time
Unit 1 Overview of the Music Theatre Genre 10 Hours
Unit 2 Audition Process 22 Hours
Unit 3 Rehearsal Process 50 Hours
Unit 4 Production 28 Hours
Unit 5 Performance 10 Hours
Total Hours 120 hours

Unit Descriptions:

Unit 1: Overview of the Music Theatre Genre Time: 10 Hours

Students will become familiar with the Music Theatre genre and acting for stage. They will be taught stylistic differences of the musical theatre genre within a present day and historical context. Concepts such as How can singing and dancing impact a dramatic performance? And How can librettos and music change the emotional response of each audience? will be explored through critical analysis/interpretation exercises.

Curriculum Organizer – Social and Cultural Issues
be able to identify how music theatre contributes to a dramatic performance.

Curriculum Organizer – Creation
It is expected that students will:
-apply the creative process (i.e. singing, dancing and acting) in a dramatic scene

Curriculum Organizer – Analysis
It is expected that students will:
-be able to identify the features that make each musical style unique
-be able to identify varies sub-genres in the music theatre performance

Unit 2: Audition Process
Time: 22 Hours

Students will be introduced to the process of audition in the context of the musical theatre genre. They will have to make creative decisions about their own personal audition. Concepts such as How the song the actor chooses can enhance their chances of getting onto a call back list. How can the actor best present themselves to the producers during an audition. These types of questions will have to resolved creatively by the students themselves.

Curriculum Organizer – Creation
It is expected that students will:
-demonstrate the ability to make appropriate choices during rehearsal for their audition
-to critique others, analyze their own performance and be fully prepared and confident during the rehearsal process

Curriculum Organizer – Analysis
It is expected that students will:
-analyze their own and others performance
-earn a role and/or a call back performance or become a member of the ensemble

Unit 3: Rehearsal Process
Time: 50 Hours

Students will be ready and prepared to go through dance, singing, blocking and acting rehearsals on a regular basis. They will learn how to combine these talents within a rehearsal for a scene. They will also be prepared to experience technical and dress rehearsals prior to performance.

Curriculum Organizer – Creation
It is expected that students will:
-apply the creative process in their work
-show enthusiasm, readiness and patience throughout the process

Curriculum Organizer – Analysis
It is expected that students will:
-recognize the differences between a well rehearsed scene and an early rehearsal scene
-assess and evaluate their own progress in respect to their performance in all three performing art genres
-assess and evaluate their peers progress in respect to their performance in all three performing art genres

Unit 4: Production
Time: 28 Hours

Students will become familiar with the process of production and all that production entails. They will be introduced to marketing, orchestration of music, costuming, hair and make-up artistry, public relations, building sets and creating props. Teams will develop basic productions plans to achieve introductory goals of production.

Curriculum Organizer – Creation
It is expected that students will:
-think critically and problem solve
-gather relevant information from appropriate sources to achieve these goals
-use effective communication skills when gathering and sharing production information
-apply the creative process (i.e. perceptions, exploration, experimentation, production, and evaluation) in their work

Curriculum Organizer – Analysis
It is expected that students will:
-identify moral and legal consideration associated with producing copy-written material
-discuss the role of copyright and acknowledgements in production
-assess the quality of the production work

Curriculum Organizer – Technology
It is expected that students will:
-demonstrate basic knowledge of the use of lighting technology
-demonstrate basic knowledge of the use of sound equipment
-apply appropriate procedures associated with a specific position in a production team
-use basic vocabulary when discussing light and sound technology and process
-use and maintain equipment and work space in a safe and environmentally sensitive manner

Unit 5: Performance Time: 10 Hours
Students will become familiar with the performance process. Concepts such as how the acting, singing and dancing fit together will be explored. Teams of students will assess their final performance for the overall quality of their work and how well they have addressed the musical theatre genre.

Curriculum Organizer – Social and Cultural Issues
It is expected that students will:
-assess elements that contribute to the regional effects of music theatre in our local community.

Curriculum Organizer – Creation
It is expected that students will:
-apply the creative process (i.e. perceptions, exploration, experimentation, production, and evaluation) in their work

Curriculum Organizer – Analysis:
-explain personal interpretation of and preferences for a selected musical theatre scene
-analyze moral and legal considerations associated with producing music theatre
-analyze the role that music theatre has in reflecting, sustaining and challenging beliefs and traditions
-assess the influence of music theatre on public opinion
-assess the overall quality of the production

Instructional Components:
-direct instruction (Choreography, singing coach, acting coach, music director)
-indirect instruction (observation)
-interactive instruction (feedback)
-independent instruction (when needed)
-modelling
-practical creativity
-brainstorming
-group work
-analysis of commercial theatre productions (if available)
-analysis of own and classmates video work
Assessment Components:
- 60% of the grade will be based on evaluations conducted throughout the course.
- 40% of the grade will be based on a final evaluation of each student's final presentation, reflection and/or another method of evaluation suitable to the course content and administered toward the end of the course. i.e. 30% Rehearsal
  30% Preparation
  30% Performance
  10% Self Evaluation

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Category</th>
<th>Details</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
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<tr>
<td>Summative</td>
<td>Final Assessment</td>
<td>Final Presentation and Reflection</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Performance Methods

- project proposal outline - group dialogue - weekly assessment
- video logbook submissions - student/instructor/- teacher anecdotal records
- project - mentor triad/ologue - teacher log
- portfolio - logbook reflection - checklists
- video products evaluation - self evaluation - rubrics
- presentation of completed - peer evaluation - rating scales
- works
- posters/invitations to presentation
- event planner

Learning Resources:

- Stage lighting equipment manuals
- Stage sound equipment manuals
School District 48

Status: approved

School Name: Howe Sound Secondary

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 10, 2006

Prerequisites:

Course Synopsis:

Course Synopsis:
This course has been developed to support and encourage students to explore the richness and diversity of the music theatre genre. Students learn to sing, act and dance. As a culmination, students reflect on their work and perform an entire musical production to own local community. Learning outcomes for the course are grouped under the curriculum organizers: Social and Cultural Issues, Creation, and Analysis, and students are given the opportunity for self and peer assessment in each of the five units. The approach supports student skill development and encourages meaningful methods of interpreting and presenting a musical theatre production.

Rationale:
Musical theatre incorporates multiple facets of the performing arts: acting, singing and dancing. Students will learn to incorporate all of these skills to a performance level. To accommodate the large student requests for this course, it has been developed outside of the timetable to be as inclusive as possible.

Organizational Structure:

UnitTitleTime
Unit 1History of Music Theatre2 Hours
Unit 2Audition Process10 Hours
Unit 3Rehearsal Process60 Hours
Unit 4Production28 Hours
Unit 5Performance20 Hours
Total Hours120 hours

Unit Descriptions:

Unit 1: History of Music Theatre: 2 Hours

Students will become familiar with the stylistic differences of the musical theatre genre within historical context. Concepts such as How can the period in history change the librettos and music of each musical? And What type of musical would have been produced in an appropriate international city? will be explored through critical analysis/interpretation exercises.

Curriculum Organizer – Social and Cultural Issues

www.bcsta.org
- be able to identify historical contributions of London, Broadway and the Canadian stage

Curriculum Organizer – Creation
It is expected that students will:
- apply the creative process (i.e. singing, dancing and acting) in a historical scene

Curriculum Organizer – Analysis
It is expected that students will:
- be able to identify the features that make each international city’s musical style unique
- be able to identify varies eras in the music theatre genre history

Unit 2: Audition Process
Time: 10 Hours

Students will be introduced to the process of audition in the context of the musical theatre genre. They will have to make creative decisions about their own personal audition. Concepts such as How the song the actor chooses can enhance their chances of getting onto a call back list. How can the actor best present themselves to the producers during an audition? Select audition material is appropriate to the role being auditioned for? These types of questions will have to be resolved creatively by the students themselves.

Curriculum Organizer – Creation
It is expected that students will:
- demonstrate the ability to make appropriate choices during rehearsal for their audition
- to critique others, analyze their own performance and be fully prepared and confident during the rehearsal process

Curriculum Organizer – Analysis
It is expected that students will:
- analyze their own and others performance
- earn a role and/or a call back performance or become a member of the ensemble

Unit 3: Rehearsal Process
Time: 60 Hours

Students will be ready and prepared to go through dance, singing, blocking and acting rehearsals on a regular basis. They will also be prepared to experience technical and dress rehearsals prior to performance.

Curriculum Organizer – Creation
It is expected that students will:
- apply the creative process in their work
- show enthusiasm, readiness and patience throughout the process

Curriculum Organizer – Analysis
It is expected that students will:
- recognize the differences between a well rehearsed scene and an early rehearsal scene
- assess and evaluate their own progress in respect to their performance in all three performing art genres
- assess and evaluate their peers progress in respect to their performance in all three performing art genres

Unit 4: Production
Time: 28 Hours

Students will become familiar with the process of production and all that production entails. This will include marketing, orchestration or music, costuming, hair and make-up artistry, public relations, building sets and creating props. Teams will develop productions plans to achieve these goals.

Curriculum Organizer – Creation
It is expected that students will:
- demonstrate the ability to think critically and problem solve
- gather relevant information from appropriate sources to achieve these goals
-use effective communication skills when gathering and sharing production information
apply the creative process (i.e. perceptions, exploration, experimentation, production, and evaluation) in their work

Curriculum Organizer – Analysis
It is expected that students will:
-identify moral and legal consideration associated with producing copy-written material
-discuss the role of copyright and acknowledgements in production
-assess the quality of the production work

Curriculum Organizer – Technology
It is expected that students will:
-demonstrate competent use of lighting technology
-demonstrate competent use of sound equipment
-apply appropriate procedures associated with a specific position in a production team
-use appropriate vocabulary when discussing light and sound technology and process
-use and maintain equipment and work space in a safe and environmentally sensitive manner

Unit 5: Performance
Time: 20 Hours
Students will become familiar with the performance process. Concepts such as how the acting, singing and dancing fit together will be explored. Teams of students will assess their final performance for the overall quality of their work and how well they have addressed the musical theatre genre.

Curriculum Organizer – Social and Cultural Issues
It is expected that students will:
-assess elements that contribute to the regional effects of music theatre in our local community.

Curriculum Organizer – Creation
It is expected that students will:
-apply the creative process (i.e. perceptions, exploration, experimentation, production, and evaluation) in their work

Curriculum Organizer – Analysis:
-explain personal interpretation of and preferences for selected musical theatre genres
-analyze moral and legal considerations associated with producing music theatre
-analyze the role that video has in reflecting, sustaining and challenging beliefs and traditions
-assess the influence of music theatre on public opinion
-assess the overall quality of the production

Instructional Components:
-direct instruction (Choreography, singing coach, acting coach, music director)
-indirect instruction (observation)
-interactive instruction (feedback)
-independent instruction (when needed)
-modelling
-practical creativity
-brainstorming
-group work
-analysis of commercial theatre productions (if available)
-analysis of own and classmates video work
- 60% of the grade will be based on evaluations conducted throughout the course.
- 40% of the grade will be based on a final evaluation of each student's final presentation, reflection and/or another method of evaluation suitable to the course content and administered toward the end of the course.
  i.e. 30% Rehearsal
  30% Preparation
  30% Performance
  10% Self Evaluation

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</thead>
<tbody>
<tr>
<td>Formative</td>
<td>Practical Applications</td>
<td>Self-Rating Scale</td>
<td>Weekly Logbook Review, End of units 1-470%</td>
</tr>
<tr>
<td>Summative</td>
<td>Final Assessment</td>
<td>Final Presentation and Reflection</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Performance Methods
- Personal Communication
- Other

- project proposal outline-
- group dialogue-
- weekly assessment
- video logbook submissions-
- student/instructor/-
- teacher anecdoctal records
- projects
- mentor dialogue-
- teacher log
- portfolio-
- logbook reflection-
- checklists
- video products evaluation-
- self evaluation-
- rubrics
- presentation of completed-
- peer evaluation-
- rating scales
- works
- posters/invitations to
- presentation
- event planner

Learning Resources:
- Stage lighting equipment manuals
- Stage sound equipment manuals
School District 48

Status: approved

School Name: Howe Sound Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: June 15, 2005

Prerequisites: none

Course Synopsis:

Course Synopsis
This course prepares and motivates students to provide leadership and assistance to younger students – Grades 8–10. The students in the course will be responsive and helpful to students with a variety of needs. Students will develop social responsibility and acquire skills in communication, interpersonal relations, coaching, leadership, and teamwork. These skills will be applied as they assist the classroom teacher. Students will acquire a life-long appreciation, value and acceptance of the importance of respecting individuals.

Rationale
This course has been developed to help students use leadership, communication and management skills while assisting the Classroom Teacher and various students. The students practice many employability skills and this experience may foster an interest in the teaching profession. The senior students have a positive effect and become role models for the younger students. The senior students model social responsibility in the classroom and in the total school environment. Interacting with younger students and the Classroom Teacher helps the students in their own understanding of and tolerance for people of different cultures and ability levels. Students gain confidence and the ability to express themselves in a group setting. The younger students benefit from the extra attention and assistance in the classroom.

Organizational Structure
Unit 1  Training Session  3 hours
Unit 2  In the Classroom  102 hours
Unit 3  Touchback Days  12 hours
Unit 4  Reflection/Feedback  3 hours

Unit 1- Training Session 3 hours
Students are given a Student Handbook and Student Assignments Booklet to read and work on under the guidance of the Peer Tutoring Teacher. Students are given readings on “How to make Tutoring a Pleasant and Useful Experience”, “Confidentiality Guidelines”, “Roadblocks to Communication”, etc. They will understand how they can work most effectively with the students they will help in the classroom. Students also discuss the way they will become role models for the younger students. Students are advised to seek assistance from the Peer Tutoring Teacher and/or the Classroom Teacher if they have any additional questions as they work in the classroom.

Curriculum Organizers and Learning Outcomes
It is expected that students will finish three written assignments, receive their classroom placement and be ready to assist the classroom teacher as a Peer Tutor.

Unit 2- In the Classroom 102 hours
Students are working in the classroom they have been placed in and directly helping the teacher and students. The Classroom Teacher will direct and supervise the student and assist them in their training to work with the
Curriculum Organizers and Learning Outcomes

It is expected that students will assist in the classroom as deemed appropriate by the Classroom Teacher and will record the activities, concerns and successes on their Weekly Activity Sheets.

Unit 3- Touchback Days 12 hours

Students attend four Touchback Days with the Peer Tutor Teacher and they will discuss any concerns/problems they might be having and reflect also on their successes. They will hand in their Weekly Activity Sheets and will do other assignments on topics such as Social Responsibility.

Curriculum Organizers and Learning Outcomes

It is expected that students will explain and reflect on their successes and concerns in the classroom, learn about the Social Responsibility Code in the school and how they can help the students in their classroom achieve a greater level of social responsibility.

Unit 4- Reflection/Feedback 3 hours

Students will attend a session with the Peer Tutoring Teacher and will write a Final Essay on the learning they have experienced throughout this class. They will reflect on their experiences in the classroom and offer feedback to the Peer Tutoring Teacher.

Curriculum Organizers and Learning Outcomes

It is expected that students will effectively communicate their ideas and reflections both in a written format (Final Essay) and verbally to the Peer Tutoring Teacher. They will reflect on how the experience working with other students has changed their own attitudes, goals and organizational skills.

Instructional Components

The student will be instructed by various methods while they are with the Peer Tutoring Teacher and while they are with the Classroom Teacher they have been assigned to. Several methods may be used such as:

- Direct instruction
- indirect instruction
- interactive instruction
- independent study
- modeling
- practical experience
- brainstorming
- group work

Assessment components

The students are assessed by both the Peer Tutoring Teacher and the Classroom Teacher through a variety of methods such as:

- teacher observation
- student reports
- teacher evaluation forms (using a rubric)
- weekly activity sheets assignments given by the Peer Tutoring Teacher
- a final essay
- group discussions/participation

Assessment Weighting

- Classroom Teacher Evaluation = 60% (three times each semester)
- Peer Tutoring Teacher Assignments and Weekly Activity Sheets/Final Essay = 40%

Learning Resources:

Learning Resources

The Learning Resources are assignments and articles provided by the Peer Tutoring Teacher in the Student Handbook. Articles include- “Learning Disabilities” – National Information Center for Children and Youth with Disabilities, “The Masks Students Wear” by Sally L. Smith.
Additional Information:

This course has been running at Howe Sound Secondary for many years. The Peer Tutoring Teacher and the Classroom Teacher work together to insure a successful match for the student and their classroom placement. The senior students are highly regarded by both the younger students in the class and the teachers involved in the program. This program has played an important role in helping our ESL students to understand the culture and language of the school.
School District 48

Status: approved

School Name: Pemberton Secondary School

Course Name: Native Language 10

Course Code: YNL 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 12, 2004

Prerequisites: NA

Course Synopsis:

4. Course Synopsis:

?This is an introductory course to Ucwalmicwts the language of the St’at’inc people.
?Students will develop a basic understanding of Ucwalmicwts through a variety of activities. The approach of this course to second language acquisition approximates the pattern of first language acquisition. It begins with listening and responding to commands and then proceeds into speaking.
?Students will gain knowledge and understanding of the culture of the St’at’inc people through story telling, games, crafts and a variety of other activities.

5. Rationale:

It is critical for the preservation of Ucwalmicwts and the St’at’inc culture that the young people of Mt. Currie, Pemberton, Port Douglas, Skatin, Samaqwam, and Darcy are exposed to the language and culture in a meaningful way. In terms of the students’ self esteem and identity, the value of a program such as Native Language 10 cannot be underestimated.

6. Organizational Structure:

ASSIGNMENT APPROXIMATE PORTION OF TIME
Listening 40%
Speaking 30%
Games 15%
Art/Crafts 15%

7. Learning Outcomes:

It is expected that students will be able to demonstrate the following skills and knowledge:
1. Recognize simple commands in Ucwalmicwts
2. Give simple commands in Ucwalmicwts
3. Be able to recognize and use a wide variety of vocabulary including nouns, verbs, adjectives, adverbs, etc.
4. Be familiar with the customs of the St’at’inc people
5. Show culturally appropriate behaviours (support for one another, respect for those in bereavement, etc.)
6. Produce a variety of art/craft items (discipline, patience, etc.)
7. Be able to explain the cultural relevance of the art/craft items

8. Instructional Component:
9. Assessment Component

EVALUATION

Daily Monitoring of language acquisition 75%
Art/Craft completion 15%
Quizzes 10%

ASSIGNMENT Mark (%)
Daily language log 75%
Friendship bracelets 5%
Dream catcher 5%
Bead work 5%
10 Quizzes 1% each (10%)

10. Learning Resources

? Teaching Through Action (teacher guide)
? Videos
? Daily language log
? Adapted Ucwalmicwts sheets from the Scwepmc First Nation
? Thematic approaches to teaching professional development resources
? A Lillooet-English Dictionary
? Materials for arts/crafts
School District 48

Status: approved

School Name: Pemberton Secondary School

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Choose a Category

Grade Level of Course: 10 [ ] 11 [x] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 15, 2005

Prerequisites: none

Course Synopsis:

Course Synopsis
This course prepares and motivates students to provide leadership and assistance to younger students – Grades 8 -10. The students in the course will be responsive and helpful to students with a variety of needs. Students will develop social responsibility and acquire skills in communication, interpersonal relations, coaching, leadership, and teamwork. These skills will be applied as they assist the classroom teacher. Students will acquire a life long appreciation, value and acceptance of the importance of respecting individuals.

Rationale
This course has been developed to help students use leadership, communication and management skills while assisting the Classroom Teacher and various students. The students practice many employability skills and this experience may foster an interest in the teaching profession. The senior students have a positive effect and become role models for the younger students. The senior students model social responsibility in the classroom and in the total school environment. Interacting with younger students and the Classroom Teacher helps the students in their own understanding of and tolerance for people of different cultures and ability levels. Students gain confidence and the ability to express themselves in a group setting. The younger students benefit from the extra attention and assistance in the classroom.

Organizational Structure
Unit 1  Training Session				      3 hours
Students are given a Student Handbook and Student Assignments Booklet to read and work on under the guidance of the Peer Tutoring Teacher. Students are given readings on “How to make Tutoring a Pleasant and Useful Experience”, “Confidentiality Guidelines”, “Roadblocks to Communication”, etc. They will understand how they can work most effectively with the students they will help in the classroom. Students also discuss the way they will become role models for the younger students. Students are advised to seek assistance from the Peer Tutoring Teacher and/or the Classroom Teacher if they have any additional questions as they work in the classroom.

Curriculum Organizers and Learning Outcomes
It is expected that students will finish three written assignments, receive their classroom placement and be ready to assist the classroom teacher as a Peer Tutor.

Unit 2- In the Classroom	102 hours
Students are working in the classroom they have been placed in and directly helping the teacher and students. The Classroom Teacher will direct and supervise the student and assist them in their training to work with the
Curriculum Organizers and Learning Outcomes
It is expected that students will assist in the classroom as deemed appropriate by the Classroom Teacher and will record the activities, concerns and successes on their Weekly Activity Sheets.

Unit 3- Touchback Days 12 hours
Students attend four Touchback Days with the Peer Tutor Teacher and they will discuss any concerns/problems they might be having and reflect also on their successes. They will hand in their Weekly Activity Sheets and will do other assignments on topics such as Social Responsibility.

Curriculum Organizers and Learning Outcomes
It is expected that students will explain and reflect on their successes and concerns in the classroom, learn about the Social Responsibility Code in the school and how they can help the students in their classroom achieve a greater level of social responsibility.

Unit 4- Reflection/Feedback 3 hours
Students will attend a session with the Peer Tutoring Teacher and will write a Final Essay on the learning they have experienced throughout this class. They will reflect on their experiences in the classroom and offer feedback to the Peer Tutoring Teacher.

Curriculum Organizers and Learning Outcomes
It is expected that students will effectively communicate their ideas and reflections both in a written format (Final Essay) and verbally to the Peer Tutoring Teacher. They will reflect on how the experience working with other students has changed their own attitudes, goals and organizational skills.

Instructional Components
The student will be instructed by various methods while they are with the Peer Tutoring Teacher and while they are with the Classroom Teacher they have been assigned to. Several methods may be used such as:
- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent study
- Modeling
- Practical experience
- Brainstorming
- Group work

Assessment components
The students are assessed by both the Peer Tutoring Teacher and the Classroom Teacher through a variety of methods such as:
- Teacher observation
- Student reports
- Teacher evaluation forms (using a rubric)
- Weekly activity sheet assignments given by the Peer Tutoring Teacher
- A final essay
- Group discussions/participation

Assessment Weighting
- Classroom Teacher Evaluation = 60% (three times each semester)
- Peer Tutoring Teacher Assignments and Weekly Activity Sheets/Final Essay = 40%

Learning Resources:
Learning Resources
The Learning Resources are assignments and articles provided by the Peer Tutoring Teacher in the Student Handbook. Articles include: “Learning Disabilities” – National Information Center for Children and Youth with Disabilities, “The Masks Students Wear” by Sally L. Smith.
Additional Information:

This course has been running at Howe Sound Secondary for many years. The Peer Tutoring Teacher and the Classroom Teacher work together to insure a successful match for the student and their classroom placement. The senior students are highly regarded by both the younger students in the class and the teachers involved in the program. This program has played an important role in helping our ESL students to understand the culture and language of the school.
School District 48

Status: approved

School Name: Whistler Secondary

Course Name: Desktop Publishing 12

Course Code: YDTP 12

Category: Business and Applied Business

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 15, 2005

Prerequisites:

Course Synopsis:

Course Synopsis:

• This is an advanced senior course to graphic design which will enable students to produce creative designs and layouts of graphic media and publications.
• Students will build on skills and knowledge acquired in Desktop Publishing 11.
• There will be heavy emphasis and high expectations for: design principles, layout guidelines, typography, creativity, and software mastery.
• To develop a better understanding of graphic design principles.
• To gain more knowledge and experience in the use of the computer and its software for media and commercial publications.
• To provide a thorough knowledge of current technologies used in industry today.
• To provide practical application software training that will become life-long skills and can be used in the workforce.

5. Rationale:

In today’s world of technology, it is vital for students to have hands-on experience and knowledge of technology. Not only will students be developing life-long skills, but they will be confidently prepared for using technology in today’s marketplace. In addition, this is an artistic and creative course where students are encouraged and challenged to tap into and to develop their artistic potential. Students taking this course are often interested in possibly pursuing a career in the field of graphic design. This course provides them with opportunities to further develop their skills and creativity, along with work experience opportunities.

6. Organizational Structure: (Based on a semester timetable where classes are mostly 1:20 in length)

ASSIGNMENT APPROXIMATE # OF CLASSES TO COMPLETE
Photoshop Project – A Review 10
Titles Assignment 4
Project – Learning QuarkXpress 10
Lifeline Collage 8
Quark & Photoshop - Ads Portfolio 10
Quark/PhotoShop/Illustrator – Logos Portfolio 10
Book Covers Project 8
Stickers Project 4
CD Design Project 10
Personal Project (web design, animation, etc…) 10
Final Project - Choices 10
7. Learning Outcomes:

It is expected that students will utilize various software in depth, in order to complete assignments and projects for this course:

- MS Word (word processor)
- ClipArt (canned graphics)
- Internet (information and graphics searches)
- Typography
- CorelDraw, QuarkXpress (page layouts)
- Adobe PhotoShop (photo/image editor)
- Adobe Illustrator (text/path editor)
- DreamWeaver (web page design)
- Flash (animation and web page design)
- Scanner software (scanned images)

Students will be able to demonstrate the following skills and knowledge in depth:

1. Computer vocabulary
2. Local Area Network set up
3. Internet protocol
4. Search for Internet sites
5. Download graphics off the Internet
6. Word processing skills
7. Edit and compose at the computer
8. Use software to design an advanced page layout
9. Use software to edit photographs thoroughly
10. Use software to draw pictures
11. Use a scanner and its software to scan images
12. Learn and understand the importance of typography
13. Import text and graphics from other programs
14. Maintain files properly
15. Basic computer hardware and software knowledge
16. Produce creative and attractive designs and layouts (logos, ads, collages, posters, book covers, cd’s...)

8. Instructional Component:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Students teaching one another
- Self-directed progress and pacing
- Choices and flexibility of projects
- Modelling
- Practical creativity
- Brainstorming
- Partner work
- Analysis of own work
- Analysis of peers’ work
- Analysis of commercial work

9. Assessment Component

**EVALUATION**

Daily Social Responsibility 10%
Assignments and Projects 80%
Final Project 10%

*Students’ work may be given an “I” (Incomplete) if it does not meet assignment requirements. Therefore, no students re-do their assignments.*
At any time during the course, students can improve on their assignments by correcting and re-submitting them for better marks.

? No zeroes will be given to students. There is no "opting out" of any assignment and test.

? Social Responsibility is worth 10% of the final letter grade. A daily mark out of 5 will be given. It is based on the following: Effort and Work Habit, Punctuality, Taking responsibility for work area, Manner and Disposition in the classroom, Willingness and behaviours towards problem solving, Respect for others in the classroom, Leadership and helpfulness in the classroom when applicable.

? There will be a final deadline for course work to be completed and handed in, usually on make-up exam day.

ASSIGNMENTS OUT OF
Photoshop Project – A Review 62
Titles Assignment 45
Project – Learning QuarkXpress 50
Lifeline Collage 50
Quark & Photoshop – Ads Portfolio 60
Quark/PhotoShop/Illustrator – Logos Portfolio 40
Book Covers Project 40
Stickers Project 40
CD Design Project 50
Personal Project (web design, animation, etc…) 45
Final Project - Choices 10% of grade

10. Learning Resources

? Software manuals
? Course instruction manuals (for example, Adobe Photoshop Course)
? Information on Page Layout & Design
? Resource layout & design books
? Examples of work created by Graphic Design alumni
? Commercial publications
? Commercial graphic designers
School District 48

Status: approved

School Name: Whistler Secondary

Course Name: Graphic Design 10

Course Code: YGD 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 12, 2004

Prerequisites: NA

Course Synopsis:

4. Course Synopsis:

This is an introductory course to desktop publishing which will enable students to produce creative designs and layouts of graphic media and publications.

There will be special emphasis on: design principles and layout guidelines.

Students will develop a basic understanding of how computers work in a networked environment.

Students will gain knowledge and experience in the use of the computer and its software for producing media publications.

Students will be provided with a basic knowledge of computer technologies used in industry today.

Students will be provided with practical application software training which will become life-long skills.

5. Rationale:

In today’s world of technology, it is vital for students to have hands-on experience and knowledge of technology. Not only will students be developing life-long skills, but they will be confidently prepared for using technology in today’s marketplace. In addition, this is an artistic and creative course where students are encouraged and challenged to tap into and to develop their artistic potential.

6. Organizational Structure:  (Based on a semester timetable where classes are 1:20 in length)

ASSIGNMENT APPROXIMATE # OF CLASSES TO COMPLETE
Publisher – Compose Letter 1.5
Publisher – Create Magazine Article 1.5
Publisher – Create Production Poster, Tickets, Program 3
CorelDraw – Complete Intro assignment 1
CorelDraw – Complete Intro assignment 2 2
Publisher – Develop and Create Business Cards 4
CorelDraw – Complete Titles Assignment 3
CorelDraw, Photoshop – Create Newsletter 6
CorelDraw, Photoshop – Create People Collage 7
CorelDraw, Photoshop – Create Brochure 6
CorelDraw, Photoshop – Create Social Responsibility Collage 6
CorelDraw, Photoshop – Create Magazine 10
DreamWeaver, Photoshop – Create Web Design 12
CorelDraw, Paint, Photoshop – Create Comic Strips 8
CorelDraw, Paint, Photoshop – Create Choices Project 6
Final Project – Create Collage On “Me” and Other Choices 6
It is expected that students will utilize various software in order to complete assignments and projects for this course, which will include:
1. Word
2. Paintbrush (drawing)
3. ClipArt
4. Internet
5. MS Publisher (page layouts)
6. CorelDraw (page layouts)
7. Adobe PhotoShop (picture alterations)
8. Scanner software (scanned images)
9. Dreamweaver (web page design)

It is expected that students will be able to demonstrate the following skills and knowledge:
1. Computer vocabulary
2. Local Area Network set up
3. Internet protocol
4. Internet sites
5. Downloading graphics off the Internet
6. Keyboarding adequacy
7. Basic word processing skills
8. Typography
9. Edit and compose at the computer
10. Use MS Publisher to design a page layout
11. Use CorelDraw to design a page layout
12. Use Adobe Photoshop and Scanner software
13. Use Dreamweaver to design a web page
14. Import text and graphics from other programs and the Internet
15. Maintain files properly
16. Basic computer hardware and software knowledge
17. Produce creative and attractive designs and layouts (brochures, newsletters, ads, bulletins, posters, collages...)

8. Instructional Component:

? Direct instruction
? Indirect instruction
? Interactive instruction
? Independent instruction
? Students teaching one another
? Self-directed progress and pacing
? Choices and flexibility of projects
? Modelling
? Practical creativity
? Brainstorming
? Partner work
? Analysis of own work
? Analysis of peers’ work
? Analysis of commercial work

9. Assessment Component

EVALUATION

Daily Social Responsibility 10%
Assignments and Projects 75%
Tests 5%
Final Project 10%

? Students’ work may be given an “I” (Incomplete) if it does not meet assignment requirements. Therefore, no mark will be given until students re-do their assignments.
? At any time during the course, students can improve on their assignments by correcting and re-submitting them for better marks.
No zeroes will be given to students. There is no “opting out” of any assignment and test.
Social Responsibility is worth 10% of the final letter grade. A daily mark out of 5 will be given. It is based on the following: Effort and Work Habit, Punctuality, Taking responsibility for work area, Manner and Disposition in the classroom, Willingness and behaviours towards problem solving, Respect for others in the classroom, Leadership and helpfulness in the classroom when applicable.
There will be a final deadline for course work to be completed and handed in, usually on make-up exam day.

ASSIGNMENT

Mark (out of )
Publisher – Compose Letter 10
Publisher – Create Magazine Article 10
Publisher – Create Production Poster, Tickets, Program 44
CorelDraw – Complete Intro assignment 10
CorelDraw – Complete Intro assignment 212
Publisher – Develop and Create Business Cards 31
CorelDraw – Create Titles for Publications 34
CorelDraw, Photoshop – Create Newsletter 43
CorelDraw, Photoshop – Create People Collage 50
CorelDraw, Photoshop – Create Brochure 30
CorelDraw, Photoshop – Create Social Responsibility Collage 40
CorelDraw, Photoshop – Create Magazine (With Partners) 110
DreamWeaver, Photoshop – Create Web Design 65
CorelDraw, Paint, Photoshop – Create Comic Strips 65
CorelDraw, Paint, Photoshop – Create Choices Project 50
Final Project – Create Collage On “Me” or on Other Choices 10% of final grade

10. Learning Resources

Software manuals
Course instruction manuals (for example, Adobe Photoshop Course)
Information on Page Layout & Design
Information on Creating Newsletters
Resource layout & design books
Resource books on superb layouts for business cards, newsletters, etc…
Examples of work created by GLD alumni
Commercial publications in magazines, brochures, newsletters, web pages, comic strips, etc…
Commercial graphic designers
School District 48

Status: approved

School Name: Whistler Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 15, 2005

Prerequisites: none

Course Synopsis:

Course Synopsis
This course prepares and motivates students to provide leadership and assistance to younger students – Grades 8 -10. The students in the course will be responsive and helpful to students with a variety of needs. Students will develop social responsibility and acquire skills in communication, interpersonal relations, coaching, leadership, and teamwork. These skills will be applied as they assist the classroom teacher. Students will acquire a life long appreciation, value and acceptance of the importance of respecting individuals.

Rationale
This course has been developed to help students use leadership, communication and management skills while assisting the Classroom Teacher and various students. The students practice many employability skills and this experience may foster an interest in the teaching profession. The senior students have a positive effect and become role models for the younger students. The senior students model social responsibility in the classroom and in the total school environment. Interacting with younger students and the Classroom Teacher helps the students in their own understanding of and tolerance for people of different cultures and ability levels. Students gain confidence and the ability to express themselves in a group setting. The younger students benefit from the extra attention and assistance in the classroom.

Organizational Structure

Unit 1  Training Session				      3 hours
Students are given a Student Handbook and Student Assignments Booklet to read and work on under the guidance of the Peer Tutoring Teacher. Students are given readings on “How to make Tutoring a Pleasant and Useful Experience”, “Confidentiality Guidelines”, “Roadblocks to Communication”, etc. They will understand how they can work most effectively with the students they will help in the classroom. Students also discuss the way they will become role models for the younger students. Students are advised to seek assistance from the Peer Tutoring Teacher and/or the Classroom Teacher if they have any additional questions as they work in the classroom.

Unit 2- In the Classroom					102 hours
Students are working in the classroom they have been placed in and directly helping the teacher and students. The Classroom Teacher will direct and supervise the student and assist them in their training to work with the
Curriculum Organizers and Learning Outcomes
It is expected that students will assist in the classroom as deemed appropriate by the Classroom Teacher and will record the activities, concerns and successes on their Weekly Activity Sheets.

Unit 3 - Touchback Days 12 hours
Students attend four Touchback Days with the Peer Tutor Teacher and they will discuss any concerns/problems they might be having and reflect also on their successes. They will hand in their Weekly Activity Sheets and will do other assignments on topics such as Social Responsibility.

Curriculum Organizers and Learning Outcomes
It is expected that students will explain and reflect on their successes and concerns in the classroom, learn about the Social Responsibility Code in the school and how they can help the students in their classroom achieve a greater level of social responsibility.

Unit 4 - Reflection/Feedback 3 hours
Students will attend a session with the Peer Tutoring Teacher and will write a Final Essay on the learning they have experienced throughout this class. They will reflect on their experiences in the classroom and offer feedback to the Peer Tutoring Teacher.

Curriculum Organizers and Learning Outcomes
It is expected that students will effectively communicate their ideas and reflections both in a written format (Final Essay) and verbally to the Peer Tutoring Teacher. They will reflect on how the experience working with other students has changed their own attitudes, goals and organizational skills.

Instructional Components
The student will be instructed by various methods while they are with the Peer Tutoring Teacher and while they are with the Classroom Teacher they have been assigned to. Several methods may be used such as:
- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent study
- Modeling
- Practical experience
- Brainstorming
- Group work

Assessment components
The students are assessed by both the Peer Tutoring Teacher and the Classroom Teacher through a variety of methods such as:
- Teacher observation
- Student reports
- Teacher evaluation forms (using a rubric)
- Weekly activity sheets assignments given by the Peer Tutoring Teacher
- A final essay
- Group discussions/participation

Assessment Weighting
- Classroom Teacher Evaluation = 60% (three times each semester)
- Peer Tutoring Teacher Assignments and Weekly Activity Sheets/Final Essay = 40%

Learning Resources:
Learning Resources
The Learning Resources are assignments and articles provided by the Peer Tutoring Teacher in the Student Handbook. Articles include: “Learning Disabilities” – National Information Center for Children and Youth with Disabilities, “The Masks Students Wear” by Sally L. Smith.
Additional Information:

This course has been running at Howe Sound Secondary for many years. The Peer Tutoring Teacher and the Classroom Teacher work together to insure a successful match for the student and their classroom placement. The senior students are highly regarded by both the younger students in the class and the teachers involved in the program. This program has played an important role in helping our ESL students to understand the culture and language of the school.
School District 49

Status: approved

School Name: Sir Alexander Mackenzie Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 19, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles.

Learning Resources:

Videos
Resource Books
Conference Material
CASAA Newsletters
BCASAA Newsletters/Website
Various Conferences (Local, Provincial, National)
Internet
NASSP
Authentic Documents
CIRA
Journals and Periodicals
School District 49

Status: approved

School Name: Sir Alexander Mackenzie Secondary

Course Name: Nuxalk Art 10/11/12 Course

Course Code: YNUXA 10/11/12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 19, 2005

Prerequisites:

Course Synopsis:

This course is designed to provide students with an appreciation and understanding of the Nuxalk Culture. Specifically, students will have the opportunity to learn the traditional and non-traditional Nuxalk art forms including sculpting, drawing, weaving, painting and carving. Students will also be able to experience and respond to Nuxalk art from a variety of mediums. Finally, students will develop and understanding of the influences on the Nuxalk culture.

Learning Resources:

Videos
CD's
Resource books
Conference Materials
Websites
Elders
Community
Band Office
University of BC
SFU
School District 49

Status: approved

School Name: Sir Alexander Mackenzie Secondary

Course Name: Nuxalk Language & Culture 10/11/12

Course Code: YNUXL 10/11/12

Category: Liberal Arts and Humanities

Grade Level of Course:  

X 10  
X 11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 19, 2005

Prerequisites:

Learning Resources:

Videos  
CD’s  
Resource books  
Conference Materials  
Websites  
Elders  
Community  
Band Office  
University of BC  
SFU

Course Synopsis:

This course is designed to provide students with an appreciation and understanding of the Nuxalk Culture. Specifically, students will have the opportunity to learn the Nuxalk language. Students will also be able to experience and respond to Nuxalk art from a variety of mediums. They will also have the opportunity to create pieces of art in the traditional Nuxalk style. Finally, students will develop an understanding of the influences on the Nuxalk culture.
School District 49

Status: approved

School Name: Sir Alexander Mackenzie Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 23, 2006

Prerequisites: The student will be required to attend an interview prior to entering the program.

Course Synopsis:

This is a participatory course that offers students with an opportunity to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will be provided training in tutoring techniques. Students will develop skills in learning styles, communication, interpersonal relations, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will acquire an appreciation of the importance of lifelong learning and helping others.

Learning Resources:

May include but not limited to:

Essential Skills (Human Resources Development Canada) http://www15.hrdc.drhc.gc.ca/english/general/es.asap
Conference Board of Canada - Employability Skills (1999)
Planning 10 IRP
Video equipment
Seven Habits of Highly Effective Teens - Sean Covey
Tutoring by Helping - Elizabeth Sabinsky Foster
"It Really Works" - Dawn Jamieson, BC Teacher (Nov-Dec. 1982)
Work Experience 12 IRP
Canadian Association of Student Advisors www.casaa-resources.net/
Maslow's Hierarchy of Needs
Code of Ethics for Peer Tutors (June 1990)
School District 49

Status: approved

School Name: Sir Alexander Mackenzie Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course:  ☑️ 10  ☑️ 11  ☑️ ✓ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 23, 2006

Prerequisites: The student will be required to attend an interview prior to entering the program.

Course Synopsis:

This is a participatory course that offers students with a continued opportunity to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will be provided training in tutoring techniques. Students will develop skills in learning styles, communication, interpersonal relations, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will acquire an appreciation of the importance of lifelong learning and helping others.

Learning Resources:

May include but not limited to:

Essential Skills (Human Resources Development Canada)
Conference Board of Canada - Employability Skills (1999)
Planning 10 IRP
Video equipment
Seven Habits of Highly Effective Teens - Sean Covey
Tutoring by Helping - Elizabeth Sabirskin Foster
"It Really Works" - Dawn Jamieson BC Teacher (Nov-Dec. 1982)
Work Experience 12 IRP
Canadian Association of Student Advisors www.casaa-resources.net/
Maslow's Hierarchy of Needs
Code of Ethics for Peer Tutors (June 1990)
School District 49

Status: approved
School Name: Sir Alexander Mackenzie Secondary
Course Name: Psychology 11
Course Code: YPSY 11
Category: Other
Grade Level of Course: ☐ 10 ☒ 11 ☐ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 23, 2006
Prerequisites: none

Course Synopsis:
An introductory course to the scientific field of psychology and the study of human behavior. Psychology education involves students in learning about the science of psychology. The overall aim of the course is to have students seek, analyze, create, understand and discover while gaining a further appreciation of psychological science. As students explore the variety of topics in this course it is the ultimate goal that we, as educators, will help students excel as human beings as they gain a greater understanding of human behavior. The psychology course is organized to foster students' growth, development, and understanding of cultural diversity. At the end of the course, students are expected to have an understanding of psychological concepts, theories, research findings and applications.

Learning Resources:
May include but not limited to:

Text: Understanding Psychology
Understanding Psychology Teacher Resource Binder
Lessons in Psychology James Eder
Walch Publisher
Understanding Psychology-Student Book
Walch Publisher
Psychology Today Magazine
Internet Resources
School District 53

Status: approved

School Name: Okanagan Similkameen Learning Centre

Course Name: Computer Graphics 11

Course Code: YCCT 11A

Category: Fine Arts, Design, and Media

Grade Level of Course: [10] [11] [12]

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 28, 2004

Prerequisites: Grade 10, BCA 11 or equivalent

Course Synopsis:

The course is designed to provide students with the skills to create graphics for business publications, architecture, the web, art galleries, etc.

Learning Resources:

School Website, available supplemental materials.
School District 53

Status: approved

School Name: Okanagan Similkameen Learning Centre

Course Name: Crafts 11

Course Code: YVPA 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 28, 2004

Prerequisites:

Course Synopsis:

Students learn to use every-day items plus artist/sewing/craft supplies to create individualized works of art, tools, or other functional items. Contents include Principles of Design, Computer design, stenciling, batik, sewing, spinning, papermaking, decoupage, mosaics, woodworking, and more.
School District 53

Status: approved

School Name: Okanagan Similkameen Learning Centre
Course Name: Design and Computer Graphics 12
Course Code: YCCT 12A

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4
Number of Hours of instruction: 100

Date Approved: April 28, 2004

Prerequisites: Grade 10, BCA11 or equivalent

Course Synopsis:

This course has been designed to provide students with the skills to create high quality bitmap computer graphics with the industry leading software package, "Adobe Photoshop CS".

Learning Resources:

School website, Adobe Classroom in a Book, other supplemental materials
School District 53

Status: approved

School Name: Okanagan Similkameen Learning Centre

Course Name: Desktop Publishing 11

Course Code: YCCT 11B

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  April 28, 2004

Prerequisites:  Grade 10, BCA 11 or equivalent knowledge

Course Synopsis:

The course is designed to provide students with the skills to create high quality publications with an industry standard desktop publishing program. Students will design a number of publications during the course.

Learning Resources:

School website, Classroom in a Book series, Supplemental material available on the website.
School District 53

Status: approved

School Name: Okanagan Similkameen Learning Centre

Course Name: Desktop Publishing 12

Course Code: YCCT 12B

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 28, 2004

Prerequisites: Grade 10, BCA11 or equivalent knowledge

Course Synopsis:

The course is designed to provide students with the skills to create high quality publications with an industry standard desktop publishing program. Students will design a number of publications during the course.
School District 53

Status: approved

School Name: Okanagan Similkameen Learning Centre
Course Name: Equestrian Studies 12
Course Code: YAAPS 12A
Category: Fitness and Recreation

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 20, 2005
Prerequisites: Equestrian Studies 11

Course Synopsis:

This course presents an opportunity for students to learn to care for and ride horses. All aspects of horsemanship will be covered in this unique course for high school students. Students develop time, money and energy management skills as well as learn the correct basics of riding techniques that will assist them in enjoying a lifelong sport. Correct technique and safety are key to this program. The students will also gain an understanding of the development of an equestrian facility including nutrition, feeding programs, physical development, training, business management, skill development and planning for competition seasons.

Learning Resources:

* Learn to Ride Western 1 – 4; Equine Canada Publications
* Stable Management of Canada
* Equine Canada Rule Book Section F
* Recreational Rider Booklet; HCBC Publications
School District 53

Status: approved

School Name: Okanagan Similkameen Learning Centre

Course Name: Intro Computers 11

Course Code: YCAIS 11A

Category: Trades and Technology

Grade Level of Course: ☒ 10 ☒ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 28, 2004

Prerequisites:

Course Synopsis:

This course has been designed to provide students with basic computing skills.

Learning Resources:

School website and Course booklet designed by instructor.
School District 53

Status: approved

School Name: Osoyoos Secondary

Course Name: Hockey Skills Academy

Course Code: YLRA 10A

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 28, 2009

Prerequisites: None

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice sessions and in classroom settings. The technical curriculum for this program is based upon the Hockey Canada Skills Academy TM.
School District 53

Status: approved

School Name: Osoyoos Secondary

Course Name: Hockey Skills Academy

Course Code: YLRA 11A

Category: Fitness and Recreation

Grade Level of Course:  10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 28, 2009

Prerequisites: None

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice sessions and in classroom settings. The technical curriculum for this program is based upon the Hockey Canada Skills Academy TM.
School District 53

Status: approved

School Name: Osoyoos Secondary

Course Name: Hockey Skills Academy

Course Code: YLRA  12A

Category: Fitness and Recreation

Grade Level of Course:  

|   | 10 | 11 | 12 |

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  October 28, 2009

Prerequisites: None

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice sessions and in classroom settings. The technical curriculum for this program is based upon the Hockey Canada Skills Academy TM.
School District 53

Status: approved

School Name: Osoyoos Secondary

Course Name: Leadership 11

Course Code: YCPA 11A

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students to explore the opportunities of leadership within the school and community and to facilitate the development of individual leadership skills. Students will learn a variety of leadership skills which will be applied to areas of leadership interest. As a group, students will explore the different leadership opportunities that are available within the school and community and to pursue each.

Learning Resources:

Presentations by community 'leadership' members
Director led mini computer workshops for computer techniques
Presentations by previous 'leadership' students
7 Habits of Highly Effective Teens, by Stephen Covey
**School District 53**

Status: approved

School Name: Osoyoos Secondary

Course Name: Work Life 11

Course Code: YSEVC 11A

Category: Trades and Technology

Grade Level of Course:  

10   [X] 11   [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites:

**Course Synopsis:**

Upon completion of this course the student will have had experience in a wide variety of practical skills and will have been given opportunities to develop problem-solving skills. These skills will greatly increase the employment possibilities.

**Learning Resources:**

· Mobile Hydraulics Manual, Vichers
· Hydraulics, John Deere
· WHMIS and WCB Regulations
· Focus in Designing, McGraw-Hill Ryerson Ltd.
· Introduction to Woodworking and Construction, McGraw-Hill Ryerson Ltd.
School District 53

Status: approved

School Name: Similkameen Elem-Secondary

Course Name: Leadership 11

Course Code: YCPA 11A

Category: Other

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students to explore the opportunities of leadership within the school and community and to facilitate the development of individual leadership skills. Students will learn a variety of leadership skills which will be applied to areas of leadership interest. As a group, students will explore the different leadership opportunities that are available within the school and community and to pursue each.

Learning Resources:

Presentations by community 'leadership' members
Director led mini computer workshops for computer techniques
Presentations by previous 'leadership' students
7 Habits of Highly Effective Teens, by Stephen Covey
School District 53

Status: approved

School Name: Similkameen Elem-Secondary

Course Name: Life Skills 10A, B, C

Course Code: YPA  10B

Category: Health and Human Services

Grade Level of Course:  
[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: April 28, 2004

Prerequisites:

Course Synopsis:

These are a series eight mini-courses (1 credit each) created for students who are addressing their social, emotional and behavioural concerns as a part of their school program. Students must complete a minimal of 2 mini-courses. Each mini-course has its own specific requirements. Outside agency personnel support each course.

Mini-courses include:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Social Choices
- Relationships
- Kick the Nic
- Conflict Resolution/Anger Management Skills
- Violence Prevention Program for Teens
- Women's Issues

Learning Resources:

Specific to the mini-course. Please contact the school.
This course will provide students with the opportunity to participate in work experience earlier in their schooling.

**School District 53**

Status: approved

School Name: Similkameen Elem-Secondary

Course Name: Work Experience 10

Course Code: YSEVC 10A

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 28, 2004

Prerequisites:

**Course Synopsis:**

Students will participate in major work experience, produce a resume and prepare for an interview with their future employer.

Pre Work Experience:
1) Career Search
2) Resume/Covering letter of introduction
3) Interview with Employer

Work Experience: 100 hours

Post Work Experience
1) Journal
2) Employer Evaluation
3) Exit Interview with CP/WE Coordinator

**Learning Resources:**

Web Sites:

Job Futures – www.jobfutures.ca

Workscene: BC Work Futures For Youth – www.workinfonet.bc.ca/workscene

Start Now: Work Futures For Entry Level Jobs – web site URL to be announced
School developed package for Employer and student

**Additional Information:**

This course will provide students with the opportunity to participate in work experience earlier in their schooling.
School District 53

Status: approved

School Name: Similkameen Elem-Secondary
Course Name: Yearbook 10
Course Code: YCCT 10
Category: Choose a Category

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 28, 2004

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore and participate in the various facets of developing a digital yearbook for the school. Students will learn how to use the digital camera, how to download and edit images, how to use the desk top publishing software and how to create different visual effects to produce a quality desk top published product. Students will also be a participant in the process of designing the yearbook, from choosing themes and creating consistent layout techniques. Students will work through the financial aspects of producing a yearbook for the school.

Learning Resources:

- Computer manuals
- Presentations by Yearbook representatives
- Director led mini computer workshops
- Previous yearbooks from other schools
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: AVID 10

Course Code: YED 10A

Category: Other

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 17, 2006

Prerequisites: AVID 9

Course Synopsis:

AVID/Planning is an elective class that teaches effective learning skills and provides academic support to students, as well as focusing on graduation, education and careers, health, safe schools and finance. The main premise to learning all of the aforementioned falls under the WICR acronym that stands for writing, inquiry, collaboration and reading. Through WICR, students will be able to grow intellectually while making real world connections. Planning 10 will be integrated into AVID for an extra 2 credits.
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: AVID 11

Course Code: YED 11A

Category: Other

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 21, 2007

Prerequisites: AVID 10

Course Synopsis:

AVID is an elective class that teaches effective learning skills and provides academic support to students. This elective is intended for students who show an interest in attaining a post-secondary education. Students will be enrolled in AVID from grades 9 - 12 and will be expected to enroll in the more academically rigorous senior courses.

Learning Resources:

AVID Library
computer technology
planning material
guest speakers
teachers

Additional Information:

AVID answers the question commonly asked by students - "How are we going to use this in real life?"
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: AVID 12

Course Code: YED  12A

Category: Other

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 25, 2008

Prerequisites: AVID 11

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components - AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

Learning Resources:

AVID Library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Environmental Studies

Course Code: YRNR 11A

Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 11, 2009

Prerequisites:

Course Synopsis:

In this course students will study the interaction of humans with their environment. They will examine the many environmental issues that threaten our planet and discuss ideas on how to remedy them. Projects will be designed so that students can make a positive change to the environment around their school, community and possibly the world.

Learning Resources:

Canadian based text on Environmental Studies
Magazines
DVD's and Videos
Internet
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Equestrian Studies 11

Course Code: YEQS 11

Category: Fitness and Recreation

Grade Level of Course:  

10    11    12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites:

Learning Resources:

Textbooks, teacher experience, poster, videos, student expertise, internet, computer programs, guest presenters and field trips when available and appropriate. Resources will vary according to availability.
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Graphic Arts 11

Course Code: YCCT 11C

Category: Fine Arts, Design, and Media

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 11, 2009

Prerequisites:

Course Synopsis:

This is a semester course in grade 11. Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.

Learning Resources:

Published Yearbooks from other schools, as well as our own
The Step-by-Step Guide to Photography, Michael Langford
Designing a Photograph, Bill Smith
Photoshop: Classroom in a Book
Graphic Communications, Richard J. Brockhuizen
Popular Photography & Imaging magazine
Presentation & workshops given by Yearbook Representatives.
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Graphic Arts 12

Course Code: YCCT 12C

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2005

Prerequisites: Graphic Arts 11 and/or Photography 11

Course Synopsis:
This is a semester course in grades 11 and 12. Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.

Learning Resources:

• Published Yearbooks from other schools, as well as our own
• The Step-by-Step Guide to Photography, Michael Langford
• Designing A Photograph, Bill Smith
• Photoshop: Classroom in a Book
• Graphic Communications, Richard J. Broekhuizen
• Popular Photography & Imaging magazine
• Presentations and workshops given by Yearbook Representatives
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: History Through Film 12

Course Code: YSSC 12A

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: Social Studies 11 or English 11

Course Synopsis:

This course has been developed to support and encourage students to explore the events of the 20th Century through the medium of film. Students will view movies depicting the events of the 20th Century and analyze and evaluate them based on research of the actual time, event, or historical person. Students will select an historical event in the 20th Century from the curriculum organizer list and examine its importance and relevance to the theme.

Learning Resources:

There is a large list of film resources available from the teacher. 20th Century History, Global Forces
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Kinesiology 11

Course Code: YPLS 11A

Category: Science and Applied Sciences

Grade Level of Course:  [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 31, 2004

Prerequisites: Science 10

Course Synopsis:

Kinesiology (from the Greek words “KINEIN”, to move, and “LOGOS”, to study) is the scientific study of movement. The primary aims of Kinesiology are:

- Understanding the mechanical qualities of movement.
- Understanding the processes that control movement.
- Understanding the various adaptations of the human body to physical activity.

Learning Resources:

Basic Human Anatomy Text
Anatomy Coloring Workbook
Atlas of the Human Body
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Link Crew 12

Course Code: YIPS 12A

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2005

Prerequisites:

Course Synopsis:

The Link Crew motto is “Students helping students succeed” – in this case, senior students (grades 11 and 12) mentoring grade 8’s into a successful elementary to high school transition. The full, two-year Link Crew program (Link Crew 11 and Link Crew 12) consists of instruction, training and application. The program is a mentorship program which ‘links’ pairs of senior students (grades 11 and 12) with small groups of incoming grade 8’s. A student may act as a Link Leader in grade 11 only, or in both grades 11 and 12.

Specifically, the purpose of the program is to increase the sense of community within the school, to improve the ‘climate’ in the school, and, as stated, to facilitate the successful transition of the grade 8’s into high school. The bond between the Links and the grade 8’s continues throughout the year, through both formal and informal communications and events. In addition, Link Crew also incorporates a systematized method for dealing with specific personal and academic issues that the grade 8’s may have (Link Alert), as well as a recognition program for the celebration of student achievement (Link Applause). All of these aspects help develop a relationship between the Links and their leaders that lasts well into grade 9. Further, the senior students have a strong and positive effect, not only on existing school culture, but also on the development of future culture, through the ability to respond to specific focus areas that correspond to the differing needs of the particular incoming class of grade 8’s in any given year.

At the grade 12 level, Link Leaders are trained, during a two-day retreat, to facilitate the initial day-long assembly with the grade 8’s; they receive a further 60 hours of course instruction and application through 12 units of class work in Peer Counseling, and comprise the remaining hours of course time through monthly meetings with Link Crew teachers and their Link Leader peers, with organized and structured, as well as impromptu, communication and events with their grade 8’s.

The grade 12 Link Leaders may go through the retreat orientation and training in their second year as well, and are also partnered with a 1st year Link Leader. In this way, the second year Link Leaders in LINK CREW 12 are not only mentoring grade 8’s, they are also responsible for mentoring first year Link Leaders. Further, at the grade 12 level, the program is further developed through the addition of the LINK CREW CLASS. The Link Crew Class functions to maximize the benefits of the existing Link Crew program. These structured classes focus specifically on two things: first, on the development and delivery of Academic Follow Up Lessons that the Link Leaders teach to blocks of grade 8’s; second, the class provides opportunities for deeper integration of themes, skills and qualities that Link Leaders were introduced to in Link Crew 12. In this weekly class, the grade 12’s are instructed in seven different units, and develop between 5 and 10 lessons that they then teach (Unit 9) to classes of grade 8’s.

Included below is the Organizational Structure, as well as Unit Overviews, Curriculum Organizers, and Learning Outcomes, followed by Assessment, Resource and Cost information, for LINK CREW 12. In addition, please see Appendix I, entitled The Link Crew Class.
Learning Resources:

The following lists the required handbooks necessary to initiate this program. Teachers may use additional leadership/activities books to help facilitate the program, but none are necessary.

Teacher Resource:
Link Crew Coordinator’s Handbook by Learning for Living (Included in Training)
Teacher Resource:
Link Crew Follow Up Handbook by Learning for Living (Included in Training)
Teacher Resource:
The Link Crew Class by Learning for Living (Included in Training)
Student Resource:
Link Leader Handbook 1/student (photocopy $10.00)
The Seven Habits of Highly Effective Teens – Sean Covey (optional)1/student, Franklin Covey Co., at www.franklincovey.com or www.casaa-resources.net $17.00

Additional Resource titles referenced in the course:

Teacher Resource:
The Personality Puzzle1, Learning for Living, Current prices as per web site
Teacher Resource:
True Colours, www.true4me.com, Current prices as per website
Teacher Resource:
Teacher Resource:
Jump Start Leadership Workbook, Vol. I and II by Scott Greenberg, Learning for Living or www. Casaa-resources.net n/a – already on site. Cost new approximately $15.00/ workbook

Students also have the option of acquiring their own copy of The Seven Habits of Highly Effective Teens from a local bookstore. This is recommended, but not required.
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Peer Counselling 11

Course Code: YIPS 11B

Category: Health and Human Services

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: by permission only

Course Synopsis:

Peer counselling is a learning situation in which students listen to and help facilitate the growth and development of selves and other students. Peer counselling empowers adolescents to deal with substance abuse, suicide, loneliness, low self-esteem and other situations that interfere with student learning. Peer counselling teaches skills that help combat the impact of negative peer pressure and it contributes to the atmosphere of care needed by educational institutions.

Learning Resources:

Ray Carr’s Peer Counsellor Starter Kit
Peer Mediation- Conflict Resolution in Schools, Revised Edition
Authors: Schrumpf, Crawford, Bodine
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Peer Counselling 12

Course Code: YIPS 12B

Category: Health and Human Services

Grade Level of Course:  
☐ 10  ☐ 11  ✗ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: Peer Counselling 11

Course Synopsis:

Peer counselling is a learning situation in which students listen to and help facilitate the growth and development of selves and other students. Peer counselling empowers adolescents to deal with substance abuse, suicide, loneliness, low self-esteem and other situations that interfere with student learning. Peer counselling teaches skills that help combat the impact of negative peer pressure and it contributes to the atmosphere of care needed by educational institutions.

Learning Resources:

Ray Carr’s Peer Counsellor Starter Kit
Peer Mediation- Conflict Resolution in Schools- Revised Edition
Authors: Schrumpf, Crawford, Bodine
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Peer Tutoring - AVID 12

Course Code: YIPS 12C

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 25, 2008

Prerequisites:

Course Synopsis:

Peer Tutoring - AVID 12 is a course designed to give senior students the opportunity to work with junior students who are enrolled in the school's AVID program. After receiving AVID Tutor Training, the Peer Tutors will work with the AVID classes during their tutorial blocks. They will tutor/mentor the students in an academic setting, with an emphasis on analytical writing, study skills, oral language skills, note taking, research and preparation for post secondary applications.
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Peer Tutoring 11

Course Code: YIPS 11C

Category: Health and Human Services

Grade Level of Course:  □ 10   □ 11   □ 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved:    March 31, 2004

Prerequisites:   Success in academic classes in grades 9, 10, 11

Course Synopsis:

Peer tutoring is being offered to assist in the academic development of students at SOSS. The primary purpose of the Peer Tutor is to assist students who are struggling academically. The Peer Tutors themselves will gain valuable experience as they discover and learn new strategies to help their peers and themselves. The problem solving strategies learned via peer tutoring will prove to be a tremendous asset in school and the workplace.

Learning Resources:

1. "Educating Children with Special needs"; A compilation of strategies dealing with learning difficulties - Louise Porter, 2002


School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Psychology 12

Course Code: YPSYC 12A

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: English 11

Course Synopsis:

This course is intended to introduce the student to the scientific study of human behaviour. The course will be academic in nature and will include topics that are accepted as standard in first year college psychology courses.

Learning Resources:

Textbooks:
- Thinking About Psychology: The Science of Mind and Behavior by Charles T. Blair-Broeker & Randal M. Ernst

CD/DVD:
- Supplemental Resources Thinking About Psychology: The Science of Mind and Behavior by Charles T. Blair-Broeker & Randal M. Ernst

Videos:
- The videos used in the course are for the purposes of review or introduction to a topic area and are required viewing for enrollment in this course.

Discovering Psychology Series: Mysteries of the Brain, The Learning Channel:
- Past, Present, and Promise
- Mysteries of the Brain
- Understanding Research
- Is Seeing Believing?
- Remembering and Forgetting
- Pleasure and Pain in the Brain
- Motivation and Emotion
- Learning
- Constructing Social Reality
- The Power of the Situation
- Testing and Intelligence
- Psychopathology
- Psychotherapy
- The Mind Hidden and Divided
- The Mind Awake and Asleep

Knowledge Network:
- Human Behaviour
School District 53

Status: approved

School Name: Southern Okanagan Secondary

Course Name: Sociology 12

Course Code: YSSC 12B

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 31, 2004

Prerequisites: English 11

Course Synopsis:

Sociology is the study of human beings within the context of society. Sociology’s task is to understand how and why we interact with each other the way we do…the extent to which we, as individuals, create our own lives and the extent to which we are created by forces outside our individual control.

One of the main assumptions of sociology is that our lives are shaped by a number of factors including numerous groups and institutions (eg. the family, formal education or media). Understanding the structure, interrelationship, and dynamic of these groups and institutions helps us gain more control over our future. Sociology also puts contemporary life into a historical perspective, which helps us to understand how our present is affected by our past and thus how we might gain more control over our future.

Learning Resources:

TBA- I am currently in the process of reviewing a number of texts to be used as the primary resource. Accessing current information on the Internet for analysis will be a very important throughout the course.
School District 57

Status: approved

School Name: College Heights Secondary

Course Name: Forest Industry Fundamentals 12

Course Code: YFIF12

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 140

Date Approved: May 31, 2005

Prerequisites: None

Course Synopsis:

Forest Industry Fundamentals 12 was developed to prepare students/residents of the school program at Prince George Youth Custody Centre for entry-level positions in silviculture in the British Columbia forest industry.

The learning outcomes of Forest Industry Fundamentals 12 are divided into modules. Module 1 will deal with objective topics such as land tenure, ecology, land use, forestry inventory, harvesting and silviculture. In Module 2, students will learn practical skills directly related to silviculture work and obtain industry-recognized certification in several areas required by employers in silviculture. Both Module 1 and Module 2 form a solid knowledge base as the students begin work experience (EWE 12) through contracts arranged with local industry and Prince George Youth Custody Centre.
School District 57

School Name: College Heights Secondary
Course Name: Gender Studies 11
Course Code: YMIS-1AGST
Category: Health and Human Services

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 8, 2008

Prerequisites:

Course Synopsis:

This course provides students with an opportunity to explore how gender influences the structuring of social, economic, political, and legal relationships. It will also examine current issues of interest to young women and men soon to enter the adult world outside the classroom walls. Through a variety of methods, such as community speakers, films, discussions, and readings, the students will be encouraged to critically examine how women’s and men’s lives are shaped by their gender.
School District 57

Status: approved

School Name: College Heights Secondary

Course Name: Horticulture 11

Course Code: YAAPS1AHOR

Category: Science and Applied Sciences

Grade Level of Course: 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 8, 2008

Prerequisites: Science 10

**Course Synopsis:**

Horticulture 11 provides hands on learning experience for students interested in developing job-related skills in the agricultural and horticultural sector. Students will gain knowledge and skills in greenhouse operations, landscaping, garden development and garden maintenance. Students will also learn theory relating to many aspects of horticulture such as: Soil composition and fertility, importance of plants to humans, plant hardiness, botany (plant development, parts and classifications) and plant propagation.

Practical and project work are major components of this course. Students will complete three projects relating to topics covered and will participate daily in development and nurturing of nursery stock.
School District 57

Status: approved

School Name: College Heights Secondary

Course Name: Journalism and Publishing 12

Course Code: YJP 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 100 hours

Date Approved: January 25, 2005

Prerequisites: None

Course Synopsis:

The course is designed to experience and learn aspects of photo journalism involved in the digital production of the school yearbook. The students learn and use the technology of Desktop Publishing which involves word processing, file management, scanning, digital photography, digital layout and graphic production. The course is designed as a workshop course which necessitates students working on modules to learn the software and then cooperating as a group to assign tasks to be completed for the production of the yearbook.

The goals of School District No. 57 is to provide opportunities for all students to develop knowledge, skills, and attitudes which will enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society. This practical course will develop skills with computer technology and build positive, realistic attitudes towards self, school and society. The skills introduced in the class will last a lifetime and give the students an opportunity to develop a greater awareness, confidence and comfort with digital technology. This course is to:

- provide enrichment activities beyond the regular classroom with the yearbook.
- provide opportunities for students to reach their potential.
- assist students to learn positive leadership skills.
- promote school spirit and community spirit through positive, creative activities.
- provide students with skills needed to be successful and happy in both their working and social relationships.
School District 57

Status: approved

School Name: College Heights Secondary
Course Name: Music Appreciation 11
Course Code: YMA 11
Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4
Number of Hours of instruction: 100 hours
Date Approved: February 22, 2005
Prerequisites: None

Course Synopsis:

Music Appreciation studies the growth and influences of popular music on culture from 1900 to the present day. Popular music is used to give the student an orientation in time as we study the cultural changes which we use to describe us, what we were, and toward what we hope to become. A film, representative of the decade under study, will be used as the "transport device" for the students to become a part of the social, political, economic, and aural milieu of the particular time-period. Having established an understanding of the era a significant musical figure from the period is introduced. This biographical study will be used to enhance the appreciation for his/her music and art. Students will discuss and evaluate his/her individual contribution(s) to music and what his/her possible influences are on modern music.
School District 57

Status: approved

School Name: D P Todd Secondary
Course Name: Digital Art and Graphics 11
Course Code: YDAGR 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  x  11  12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 31, 2006

Prerequisites: Drawing skills are a definite asset. If the drawing skills of students are low, then students should

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through Fine arts and Graphic Design using computers and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic Graphic Design, composition and visual communication skills and how to apply them to different presentation forms: slide shows, advertising, displays, and movies. Students will use computers extensively to learn new technical skills and develop their voice as an artist. They will learn basis marketing strategies as they apply to image making and how they affect a target audience. They will learn how to make critical and informed responses to art and advertising. They will be expected to develop an appreciation of Fine Arts and Graphic Design and how it is used to communicate ideas, information, and opinions. They will recognize that it is an extensive and dominant force influencing and shaping the social and economic condition of our lives.
School District 57

Status: approved

School Name: D P Todd Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: None

Course Synopsis:

The Leadership 11 course contains the following topics: Introduction to Leadership; Introduction to Meeting Skills; Introduction to Goal Setting; Introduction to Patterns of Organization; Introduction to Self-Esteem Action Steps; Introduction to Public Relations; Introduction to Communications; Introduction to Problem Solving and Decision Making; Introduction to Team Building.

The goals of School District No. 57 are to provide opportunities for all students to develop knowledge, skills, and attitudes which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society. Leadership 11 will allow the student to experience and learn the skills and knowledge needed to be healthy, productive, and satisfied participants as adults while helping to work with their school and community to improve school and community spirit.

Leadership 11 will provide the following:

• Opportunities to work with their elementary feeder schools to foster school spirit and build a sense of community.
• Learn leadership skills through hands on projects.
• Enhance growth of student’s self esteem through working with individual elementary classes and students as a positive role model.
• Promote healthy life choices by providing opportunities for students to run projects like “Hoops for Hearts”.
• Enhance leadership growth in the students to ensure a love of life long learning
• Students will experience the skills and knowledge needed to be productive healthy and satisfied people.
School District 57

Status: locked

School Name: D P Todd Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: None

Course Synopsis:

The Leadership 11 course contains the following topics: Introduction to Leadership; Introduction to Meeting Skills; Introduction to Goal Setting; Introduction to Patterns of Organization; Introduction to Self-Esteem Action Steps; Introduction to Public Relations; Introduction to Communications; Introduction to Problem Solving and Decision Making; Introduction to Team Building.

The goals of School District No. 57 are to provide opportunities for all students to develop knowledge, skills, and attitudes which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society. Leadership 11 will allow the student to experience and learn the skills and knowledge needed to be healthy, productive, and satisfied participants as adults while helping to work with their school and community to improve school and community spirit.

Leadership 11 will provide the following:

- Opportunities to work with their elementary feeder schools to foster school spirit and build a sense of community.
- Learn leadership skills through hands on projects.
- Enhance growth of student’s self esteem through working with individual elementary classes and students as a positive role model.
- Promote healthy life choices by providing opportunities for students to run projects like “Hoops for Hearts”.
- Enhance leadership growth in the students to ensure a love of life long learning
- Students will experience the skills and knowledge needed to be productive healthy and satisfied people.
School District 57

Status: locked

School Name: D P Todd Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: Students must have completed Leadership 11 or have a proven record of leadership ability

Course Synopsis:

The Leadership 12 course contains the following topics: Recognizing and Assessing Leadership Qualities; Chair and organize meetings; Evaluate, Teach and Advise peers on Goal Setting; Teach Patterns of Organization; Organize and Run a Public Relations Campaign; Creating and Implementing Problem Solving and Decision Making Solutions; Assessing Team Strengths and Weaknesses.

The goals of School District No. 57 are to provide opportunities for all students to develop knowledge, skills, and attitudes which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society.

Leadership 12 will allow the student to experience and demonstrate the skills and knowledge needed to be healthy, productive, and satisfied participants as adults while helping to work with their school and community to improve school and community spirit.

Leadership 12 will provide the following:
• Opportunities to work within their school to foster school spirit and build a sense of community.
• Demonstrate leadership skills through hands on projects.
• Enhance growth of student’s self esteem through working with grade eight classes and individual students as a positive role model.
• Promote positive life choices by providing opportunities for students to run projects such as Community projects.
• Enhance leadership growth in the students to ensure a love of life long learning.
• Students will experience the skills and knowledge needed to be productive healthy and satisfied people.

Rationale:
1. Skills to be an ethical leader can be student led and demonstrated
2. The skills such as problem solving and team building are essential skills needed to be successful in all relationships from jobs to marriage.
3. Skills and knowledge learned through hands on/practical training are retained longer.
4. Using leadership skills to be a role model enhances self esteem.
5. Students helping students promotes growth in school spirit.
6. Students need to learn about ethical leadership.

Our society needs strong honest leaders. Leadership skills can be used in all aspects of life from child rearing to running a multinational corporation. Corporations/Occupations are looking for employees that have the skills demonstrated and practiced in Leadership12. Students who take Leadership classes have a better chance of getting outstanding scholarships. Skills and knowledge used in Leadership 12 open doors to post secondary education and employment, that are not available to those who do not possess and use these skills and knowledge.
School District 57

Status: approved

School Name: D P Todd Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: Students must have completed Leadership 11 or have a proven record of leadership ability

Course Synopsis:

The Leadership 12 course contains the following topics: Recognizing and Assessing Leadership Qualities; Chair and organize meetings; Evaluate, Teach and Advise peers on Goal Setting; Teach Patterns of Organization; Organize and Run a Public Relations Campaign; Creating and Implementing Problem Solving and Decision Making Solutions; Assessing Team Strengths and Weaknesses.

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Leadership 12 will provide the following:

• Opportunities to work within their school to foster school spirit and build a sense of community.
• Demonstrate leadership skills through hands on projects.
• Enhance growth of student’s self esteem through working with grade eight classes and individual students as a positive role model.
• Promote positive life choices by providing opportunities for students to run projects such as Community projects.
• Enhance leadership growth in the students to ensure a love of life long learning.
• Students will experience the skills and knowledge needed to be productive healthy and satisfied people.

Rationale:

1. Skills to be an ethical leader can be student led and demonstrated
2. The skills such as problem solving and team building are essential skills needed to be successful in all relationships from jobs to marriage.
3. Skills and knowledge learned through hands on/practical training are retained longer.
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School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Basketball 10

Course Code: YLRA-0ABSK

Category: Health and Human Services

Grade Level of Course:  

10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2008

Prerequisites: None

Course Synopsis:

This course offers sport specific instruction and player development in the sport of basketball. Instruction and demonstration in fundamental skills such as passing/receiving, form shooting, dribbling, individual defense/offense, rebounding, footwork/balance and team principles of defense/offense will be the focus. This course is geared towards developing the technical skills, not so much the tactical skills of the game. Technical skills are defined as, specific procedures to move one’s body to perform a task that needs to be accomplished. Students will be expected to articulate basic offensive and defensive strategies. Students will apply learned skills in small sided games that allow for maximum development.

They will learn the rules of FIBA and apply those rules both on the court in game situations and off the court as minor officials. They will also learn sport specific nutrition and weight training and its implications for sport performance, physical fitness, and wellness. This training will focus on strength, speed, agility and flexibility (at this age it will be geared towards mastering their own body composition).

Students will gain an appreciation and understanding of the importance of respect, collaboration, and team play as it relates to being a player, teammate, coach and spectator. The challenge to be their best without conceit, compromise, comparison, crowds and callousness will be at the forefront of their mental training.
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Basketball 11

Course Code: YLRA-1ABSK

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 27, 2008

Prerequisites:

Course Synopsis:

This course offers sport specific instruction and player development in the sport of basketball. Instruction and demonstration in the tactical side of competing and applying skill acquisition will be the focus of this course. This course is geared towards developing advanced technical skills, and being able to apply them tactically in a game situation. Technical skills are defined as, specific procedures to move one’s body to perform a task that needs to be accomplished. Students will be expected to breakdown and articulate offensive and defensive strategies. Students will apply learned skills in small sided games that allow for maximum development.

They will learn the rules of FIBA and become certified referees. They will also learn sport specific nutrition and weight training and its implications for sport performance, physical fitness, and wellness. This training will focus on strength, speed, agility and flexibility. An emphasis will be placed on developing power and explosiveness through plyometrics and specific speed training.

Students will gain an appreciation and understanding of the importance of respect, collaboration, and team play as it relates to being a player, teammate, coach and spectator. The challenge to be their best without conceit, compromise, comparison, crowds and callousness will be at the forefront of their mental training.
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Coaching 11

Course Code: YCHG 11

Category: Fitness and Recreation

Grade Level of Course:  

Level: 10  

11  

12

Number of Course Credits: 4 credits

Number of Hours of instruction: 100 hours

Date Approved: February 22, 2004

Prerequisites: Physical Education 10

Course Synopsis:

The program will provide students with the practical experience and theoretical knowledge involved in coaching athletic teams. The curriculum emphasis:

1. Planning, developing and implementing training and practice sessions.
2. Planning and implementing seasonal and yearly athletic programs.
3. Nurturing and developing athletic skills and abilities.
4. Developing physical and mental preparation skills.
5. Formulating competitive strategy, developing game plans.
6. Analysing and evaluating athletic skills and team performance.
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Cultures in Conflict 12

Course Code: YSSC-2ACIC

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 8, 2008

Prerequisites: Social Studies 11

Course Synopsis:

The goal of this course is to raise student awareness of genocide in our world, as well as to inspire students to be responsible global citizens. Students will examine what genocide is, where it has happened (or is happening), why it happens, characteristics of genocide, response to genocide and ultimately how genocide can be prevented.

Students will examine in detail specific examples of genocide, including the Holocaust, the Armenian genocide, Cambodia and Rwanda. In doing so, they will look at the historical context in which it occurred, what specifically happened, why it happened, the response of Canada and the world, the experience of victims of the genocide and what we can learn from this historic event in order to prevent future or current atrocities.

Students will then embark on individual projects on examples of genocide that interest them. They will examine what happened, why it happened, how it happened and determine why it is (or is not) an example of genocide. Students will also examine the response of Canada and the world, how it could have been prevented, and what lessons it holds for humanity. Students will also present their research to the class, and it will become part of the course curriculum.

Finally, students will examine the Stephen Lewis “Massey Lectures” to examine the state of affairs in Africa today and what needs to be done to prevent further atrocity.

Throughout the course, students will be challenged to examine some of the darkest pages of human history. They will examine the failure of humanity, which either caused genocide to take place or allowed it to happen. They will also examine the heroics of the victims of genocide. It is hoped that students will see, as Gandhi once pointed out, that there have been many despots in the world, and for a time their power seems insurmountable; but in the end, the power of love triumphs, always. How can we contribute to this great triumph?
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Football 11

Course Code: YFB11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 27, 2007

Prerequisites: nil

Course Synopsis:

This course is an introduction to the game of Canadian football including football theory, techniques and training both in and off-season. Students will learn the rules of the Canadian game as well as both offensive, defensive and special teams strategies. Students will learn how to use personal equipment and be instructed in the safe use of that equipment during technical drills. Students will participate in non-contact drills and scrimmages. In addition to Theory students will learn proper technique for blocking, tackling, throwing, catching and kicking the football. Practice of both individual and team skills will be incorporated into lessons. Students will gather an understanding of the history and evolution of the Canadian game.

An additional focus for the course will be off-season football specific training including weight training for strength and power, speed and agility work and body flexibility. Students will learn how to develop and maintain a healthy, vibrant off-season program that helps them achieve performance improvement on the field.

Students will also learn about how football players learn about and take care of their bodies through preventative maintenance and therapy. Special attention will be paid to the dangers of performance enhancing drugs such as steroids and growth hormone. Training supplements and proper training nutrition will be investigated.
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Novice Chef

Course Code: YVHE-1BNCH

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10
X11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  June 23, 2008

Prerequisites:

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.”

Students begin with an introduction to the course and the kitchen. Kitchen and food safety/sanitation will be covered as well as the consequences of unsafe kitchen practices. Students will explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Shopping for equipment and groceries will form an integral component of the course. Cookbook, recipe terms and vocabulary are introduced and practiced throughout the course. The key nutrients and nutritional needs laid out in the Canada Food Guide will be emphasized.

The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Novice Chef

Course Code: YVHE-1BNCH

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 23, 2008

Prerequisites:

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The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Novice Chef

Course Code: YVHE-1BNCH

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 23, 2008

Prerequisites:

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.”

Students begin with an introduction to the course and the kitchen. Kitchen and food safety/sanitation will be covered as well as the consequences of unsafe kitchen practices. Students will explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Shopping for equipment and groceries will form an integral component of the course. Cookbook, recipe terms and vocabulary are introduced and practiced throughout the course. The key nutrients and nutritional needs laid out in the Canada Food Guide will be emphasized.

The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 57

Status: approved

School Name: Duchess Park Secondary

Course Name: Volleyball & Wellness 11

Course Code: YVBW 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

X 11  

□ 12

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved: February 22, 2005

Prerequisites: Physical Education 10

Course Synopsis:

This course is primarily designed to develop volleyball skills to an intermediate level. It will review, in depth, all of the fundamentals of play including, passing, setting, serving, spiking, defensive techniques, rules of play, block coverage, rolling/diving, doubles play, and 4-2, 6-2 and 5-1 offences.

In addition, the course shall provide an understanding of the impact physical activity and the lack thereof, has on one’s health. The course will promote physical efficiency, fitness, personal growth and development, sportsmanship, and positive and safe lifestyle choices.
**School District 57**

Status: approved

School Name: Duchess Park Secondary

Course Name: Volleyball & Wellness 12

Course Code: YVBW 12

Category: Fitness and Recreation

Grade Level of Course:  

- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved: February 22, 2005

Prerequisites: Volleyball and Wellness 11

**Course Synopsis:**

This course is primarily designed to develop an increased ability to process the game of volleyball. Students will continue to demonstrate, with consistency, the fundamentals of play and will display an increased growth in the area of systems and advanced plays. Through leadership and modeling, students will have an opportunity to apply both the practical skills and theoretical knowledge they acquired in Volleyball and Wellness 11.

In addition, the course will assist students in developing an understanding of the importance of: team building; exploring different coaching styles; and implementing the styles that best suit their personalities as well as the learning styles of those they are working with.
School District 57

Status: approved

School Name: John McInnis Jr Secondary
Course Name: Environmental Studies 10
Course Code: YES 10
Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits:

Number of Hours of instruction: 93+

Date Approved: March 30, 2004

Prerequisites:

Course Synopsis:

The course prepares the student to successfully complete the two tests required by the Conservation and Outdoor Recreation (C.O.R.E. program) to obtain their C.O.R.E. certification that is required to obtain a Hunter Registration number.

The main aims of the course are:
- To familiarize the student with various ecological aspects of the environment.
- To familiarize the student with common birds, animals and trees that are encountered in the local environment.
- To give basic training in emergency procedures used in the bush.
- To give a good understanding of firearms, their safe use and care.
- To make clear those legal regulations which affect individuals in the bush.
- To encourage development of a mature and responsible attitude toward the environment.
School District 57

Status: approved

School Name: John McInnis Jr Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 credits

Number of Hours of instruction: approx 100

Date Approved: March 30, 2004

Prerequisites: None

Course Synopsis:

This course includes the following topics: Self Image; Self Awareness; Goal Setting; Time Management; Public Speaking; Meetings - Parliamentary Procedure; Leadership Styles; Political Leadership; Communication Skills; Study Skills; Group Process; Problem Solving; Conflict Resolution; Stress Management; Evaluation Process. The goals of School District No. 57 is to provide opportunities for all students to develop knowledge, skills and attitudes which will enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society. This leadership course will develop personal skills and build positive, realistic attitudes towards self, school and society. The skills introduced in the class will last a lifetime and give the students an opportunity to make a difference in their school and the community in which they live. This course is to: provide enrichment activities beyond the regular classroom in leadership; provide opportunities for students to reach their potential; Assist students to learn positive leadership skills; provide opportunities for student with low self-esteem to grow and become leaders in the school and community; promote school spirit and community spirit through positive leadership activities; and provide students with skills needed to be successful and happy in both their working relationships and social relationships.
School District 57

Status: approved

School Name: John McInnis Jr Secondary

Course Name: Media Studies 10

Course Code: YMES 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [X]  11  [ ]  12  [ ]

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: March 30, 2004

Prerequisites: Students should have keyboarding and organizational skills (ie Keyboarding 8). No computer experience

Course Synopsis:

New Media Studies is a new and innovative computer course that is designed to put students on the cutting edge of New Media technologies. The course introduces students to current new media topics and applications, such as web design, flash computer animation, game design, graphic design, audio recording/editing and computer programming. Students in new media studies learn to work with a variety of software tools. New Media Studies is a full-blown multimedia course where students learn to integrate all of the topics and applications practised throughout the course to build exciting computer projects.
School District 57

Status: approved

School Name: Kelly Road Secondary

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved:  February 22, 2005

Prerequisites:  Recommended 1-4 credit Food Studies Course

Course Synopsis:

Students will gain an appreciation of the basic elements and principles of design that go into creating a culinary work of art. They will acquire skills and techniques in pastry making, bread making, cake decorating, garnishing, and assembling an entree in an attractive presentation. They will learn to use a camera to document their accomplishments, and they will learn the historical, traditional and contemporary significance of events involved in the production of different cultural foods. Learning outcomes for the course are grouped under the curriculum organizers: Local and Cultural Issues, Creation, Analysis and Technology, and students are given the opportunity for self and peer assessment in most of the units.
School District 57

Status: approved

School Name: Kelly Road Secondary

Course Name: Fine Art Woodworking 11

Course Code: YFAW 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120 Hours

Date Approved: February 22, 2005

Prerequisites: None

Course Synopsis:

This course has been developed for students who enjoy woodworking but do not wish to engage in the construction of large functional wood projects. Students will focus on small, well planned, projects that have an artistic rather than functional use. There will be a strong emphasis on exploring elements of design as it relates to the various woodworking disciplines offered in the course. Students will be encouraged to incorporate the carving and wood burning skills they will learn in units two and three to enhance their work for the remainder of the course. Learning outcomes are grouped under the curriculum organizers: Safety-Techniques and Equipment - Instruction and Practice, Design-Elements and Incorporation, Materials - Selection and Assessment, Finishing - Instruction and Practice, Analysis - Reflection and Assessment. The approach is intended to provide students with a skill set necessary to effectively explore each woodworking technique in a meaningful and fulfilling way. Students will be encouraged to display their work within the school and at various locations in the community.
School District 57

Status: approved

School Name: Kelly Road Secondary

Course Name: Personal Fitness 11

Course Code: YPFT 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 25, 2006

Prerequisites: PE 10

Course Synopsis:

This course is an introduction to personal fitness training techniques and strategies. Students will learn how to create realistic fitness goals, develop their own individualized program and execute a fitness program to successfully attain their goals. Weight training will be the primary activity for all of the class participants with students strength training three times a week. In addition students will be exposed to different forms of cardiovascular activity such as step aerobics, floor aerobics, cardio kickboxing, running, cycling, as well as traditional gym activities such as basketball.

Principles of training will be discussed, including the signs and symptoms of common fitness injuries and treatments recommended.

Nutrition is another important element of the course that will be explored by the students. Students will be required to keep a journal of their own nutritional habits and make appropriate changes to their diets based on nutritional information presented in class.

This class will satisfy graduation portfolio requirements of 80 hours of physical activity.

There may be some costs involved to pay for guest instructors and visits to the local fitness studio.
School District 57

Status: approved

School Name: Kelly Road Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: February 22, 2005

Prerequisites: Recommended completion of English 10 and Science 10

Course Synopsis:

The course is intended as an introduction to psychology covering the following topics: history, methods and research, brain and behaviour, altered states of consciousness, sensation and perception, the life span, learning cognitive processes, and psychological disorders. Through class discussion, lectures, reading, projects and research, students develop an understanding of human behaviour and the various areas within the field of psychology.
School District 57

Status: approved

School Name: Kelly Road Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 25, 2006

Prerequisites: Psychology 11

Course Synopsis:

Psychology 12 is a course on human behaviour and basic concepts in modern psychology. The course covers the five main psychological domains: methods, biopsychology, cognitive, developmental and socio-cultural in more depth than the Psychology 11 course.

The course is recommended for those students who have an interest in psychology and wish to pursue it further at a post secondary institution. This course focuses on developing student skills that will help them succeed in a post-secondary setting. This will include: critical thinking, essay writing, research and experimental methods, academic reading and oral presentation skills.
School District 57

Status: approved

School Name: Lakewood Jr Secondary
Course Name: Wood Art/Crafts 10
Course Code: YWAC 10
Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 □ 11 12  

Number of Course Credits: 4
Number of Hours of instruction: one semest
Date Approved:  March 30, 2004

Prerequisites:  Students must have an interest in art and design.

Course Synopsis:

A student in Wood Art/Crafts 10 should demonstrate knowledge of, consideration of, appreciation of, and ability to apply:
- the elements and principles of design, especially as they apply to symmetry, and to the basic shapes of native design (the circle, the ovoid, the T-shape, the S-shape, U-shape, and split U-shape)
- the creation of images based on an understanding of historical and contemporary images and issues
- Historical and contemporary developments as they apply to native B.C. art.
- An overview of the wood based culture of British Columbia's native tribes and of the role that an aboriginal artist has in the transmission of the culture across generations.
School District 57

Status: approved

School Name: Mackenzie Secondary

Course Name: Forest Management 12

Course Code: YFM 12

Category: Science and Applied Sciences

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: March 15, 2005

Prerequisites: Forest Management 11

Course Synopsis:

Forest Management 12 is the second year of the two year Forest Management Program at Mackenzie Secondary School. The primary purpose of Forest Management 12 is to provide students with the skills and information to complete the 120 hour forestry work experience course. Most of the work experience will take place at the school’s Woodlot Licence.

The work experience will vary depending on the situation at the woodlot. The work experience could include such things as:
- block design and layout
- timber cruising
- mountain pine beetle control measures
- flip and skid
- brushing and weeding
- tree planting
- manual tree falling
- fall and burn
- skidder operation
- processor operation
- road design and layout
- road construction
- bridge construction
- wildlife evaluation and monitoring
- timber selling
- woodlot licence long range planning
- visit to various mill processing plants
  - sawmill
  - pulp mill
  - plywood mill
  - paper mill
  - finger joint mill
  - active logging sites

Work experience will not be limited to the Woodlot and could include job shadows with industry and government foresters.
School District 57

Status: approved

School Name: Mackenzie Secondary

Course Name: Forest Management 11

Course Code: YFM 11

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Forest Management 11 will introduce students to the basic concepts of Forest Management in British Columbia. Forestry is a major industry in British Columbia and the only industry in Mackenzie. A knowledge of basic forest management principles will help students understand the issues involved in forest management and to develop an interest in forestry as a career. The course will combine classroom instruction with practical hands on experience at the High School’s Woodlot License located 10 km south of Mackenzie. The field work will enhance interest in forestry and develop employment skills.
School District 57

Status: locked

School Name: Mackenzie Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: None

Course Synopsis:

The Leadership 11 course contains the following topics: Introduction to Leadership; Introduction to Meeting Skills; Introduction to Goal Setting; Introduction to Patterns of Organization; Introduction to Self-Esteem Action Steps; Introduction to Public Relations; Introduction to Communications; Introduction to Problem Solving and Decision Making; Introduction to Team Building.

The goals of School District No. 57 are to provide opportunities for all students to develop knowledge, skills, and attitudes which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society. Leadership 11 will allow the student to experience and learn the skills and knowledge needed to be healthy, productive, and satisfied participants as adults while helping to work with their school and community to improve school and community spirit.

Leadership 11 will provide the following:

- Opportunities to work with their elementary feeder schools to foster school spirit and build a sense of community.
- Learn leadership skills through hands on projects.
- Enhance growth of student’s self esteem through working with individual elementary classes and students as a positive role model.
- Promote healthy life choices by providing opportunities for students to run projects like “Hoops for Hearts”.
- Enhance leadership growth in the students to ensure a love of life long learning
- Students will experience the skills and knowledge needed to be productive healthy and satisfied people.
School District 57

Status: locked

School Name: Mackenzie Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: Students must have completed Leadership 11 or have a proven record of leadership ability

Course Synopsis:

The Leadership 12 course contains the following topics: Recognizing and Assessing Leadership Qualities; Chair and organize meetings; Evaluate, Teach and Advise peers on Goal Setting; Teach Patterns of Organization; Organize and Run a Public Relations Campaign; Creating and Implementing Problem Solving and Decision Making Solutions; Assessing Team Strengths and Weaknesses.

The goals of School District No. 57 are to provide opportunities for all students to develop knowledge, skills, and attitudes which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society.

Leadership 12 will allow the student to experience and demonstrate the skills and knowledge needed to be healthy, productive, and satisfied participants as adults while helping to work with their school and community to improve school and community spirit.

Leadership 12 will provide the following:

• Opportunities to work within their school to foster school spirit and build a sense of community.
• Demonstrate leadership skills through hands on projects.
• Enhance growth of student’s self esteem through working with grade eight classes and individual students as a positive role model.
• Promote positive life choices by providing opportunities for students to run projects such as Community projects.
• Enhance leadership growth in the students to ensure a love of life long learning.
• Students will experience the skills and knowledge needed to be productive healthy and satisfied people.

Rationale:

1. Skills to be an ethical leader can be student led and demonstrated
2. The skills such as problem solving and team building are essential skills needed to be successful in all relationships from jobs to marriage.
3. Skills and knowledge learned through hands on/practical training are retained longer.
4. Using leadership skills to be a role model enhances self esteem.
5. Students helping students promotes growth in school spirit.
6. Students need to learn about ethical leadership.

Our society needs strong honest leaders. Leadership skills can be used in all aspects of life from child rearing to running a multinational corporation. Corporations/Occupations are looking for employees that have the skills demonstrated and practiced in Leadership12. Students who take Leadership classes have a better chance of getting outstanding scholarships. Skills and knowledge used in Leadership 12 open doors to post secondary education and employment, that are not available to those who do not possess and use these skills and knowledge.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: AP Psychology 11

Course Code: YAPPS 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10 ☐

11 ☒

12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 100 hours

Date Approved: February 22, 2005

Prerequisites: None

Course Synopsis:

An introductory psychology course, patterned on Psychology 101 at the college/university level. Topics covered include: history of psychology, research methods; biology of behaviour; sensation and perception; consciousness; learning theory; memory; language and thought. Instructional techniques include lecture, note-taking, group assignments, visual arts assignments such as posters, chapter summaries and a psychology journal in which students outline their understanding and application of key concepts in each chapter. In addition, students complete critical thinking questions in which they can utilize not only text information but internet research and previous learning to critically consider questions related to natural occurrences and to apply current theories of brain and behaviour.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: ESL/Dialect 10

Course Code: YESDL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

X 10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  

June 28, 2005

Prerequisites:  

Student must be identified as a English as a Second Language / Dialect student meeting Ministry of

Course Synopsis:

This course is designed to enable students, whose first language is not English or whose dialect is significantly different from that of classroom English, to develop the oral and written competencies outlined in the Ministry of Education ESL Standards document (2001), at the levels identified in the student’s annual instructional plan. ESL/D 10 is a learner centered course delivered in a small group or individual instructional/ tutorial setting.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: ESL/Dialect 11

Course Code: YESDL 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: September 27, 2005

Prerequisites: Student must be identified as English as a Second Language / Dialect student by meeting Ministry of

Course Synopsis:

This course is designed to enable students, whose first language is not English or whose dialect is significantly different from that of classroom English, to develop the oral and written competencies outlined in the Ministry of Education ESL Standards document (2001), at the levels identified in the student’s Annual Instructional Plan. ESL/D 11 is a learner centered course delivered in a small group or individual instructional/ tutorial setting.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: ESL/Dialect 12

Course Code: YESDL 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

☑ 10  ☑ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  September 27, 2005

Prerequisites:  Student must be identified as a English as a Second Language / Dialect student, meeting Ministry of

Course Synopsis:

This course is designed to enable students, whose first language is not English or whose dialect is significantly different from that of classroom English, to develop the oral and written competencies outlined in the Ministry of Education ESL Standards document (2001), at the levels identified in the student’s annual instructional plan. ESL/D 12 is a learner centred course delivered in a small group or individual instructional/ tutorial setting.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Forensic Science 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: approx 110

Date Approved: February 28, 2006

Prerequisites: Science 10 & Math 10

Course Synopsis:

Forensic Science is an introductory science course that focuses on giving students a chance to gain and apply knowledge from the areas of math, biology, chemistry, earth science, archaeology, anthropology, law, medicine and professional / technical writing. The course will include a series of inquiry labs, discussion of case studies, field trips and guest speakers, internet research and practical labs that will allow students to strengthen skills in observation, interpretation, reasoning, and formal presentation. They will design and carry out scientific investigations. This course covers the following Graduation portfolio aspects: 2.2, 2.3, 3.2, 3.4, 4.2, 5.2, 5.3, 5.4.
School District 57

Status: approved

School Name: Prince George Secondary School
Course Name: Health Science 12
Course Code: YHS 12
Category: Health and Human Services

Grade Level of Course:  
- 10
- 11
- 12
Number of Course Credits: 4
Number of Hours of instruction: 100 hours
Date Approved: February 22, 2005
Prerequisites: Science 10

Course Synopsis:

This course is designed for students interested in exploring a career in the health and wellness field. It provides a solid foundation in Human Anatomy and Physiology, Injury Prevention and Rehabilitation, Nutrition and Exercise Management. Laboratory assignments and disease research papers are important parts of the course. Students are given opportunities to connect with people and organizations in the health care fields; ie visits to PGRH, CNC, YMCA and St. John’s Ambulance.
School District 57

Status: approved

School Name: Prince George Secondary School
Course Name: History and Appreciation of Film 12
Course Code: YHAF 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [x] 12  

Number of Course Credits: 4
Number of Hours of instruction: 100 hours
Date Approved: January 25, 2005
Prerequisites: None

Course Synopsis:

This course includes the following topics:
- The grammar of film making
- Understanding key genres and films in motion picture history
- Concepts and techniques central to time period.
- Directors, writers and actors that created each film studied.
- The narrative structure of film.
- The business of film making
- Development of critical thinking, written and oral skills related to the cinema.

Within the framework of these topics, a major work from each of the following genres and films will be examined:
- Early silent film and studio years.
- Cinematography using The Grapes of Wrath (1940)
- Orson Wells and Citizen Cane (1941)
- The transitional period, Hollywood Film Noir.
- The Hollywood Musical
- The Western.
- Alfred Hitchcock and the Thriller.
- International Cinema.
- Coming of Age Films.
- Canadian Cinema.
- The Blockbuster.
- Film as Myth.
- Independent Film.

The skills introduced in this class will last a lifetime. At the end of this course students will have developed:

- A detailed understanding of groundbreaking films in motion picture history.
- An understanding of major directors, writers, actors and their contributions to the art of film making.
- A comprehensive study of different genres of films in narrative, social, historical and economic context.
- Ability to evaluate and review films using a wide range of critical tools.
- Ability to articulate their opinions both in writing and orally to their peers and the general public.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Hockey 10

Course Code: YHKY10

Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 27, 2006

Prerequisites: PE 9

Course Synopsis:

This course is designed to develop individual hockey skills at the introductory level. It will review, in depth, all of the fundamentals of play including, skating, stick handling, passing and shooting, as well as the rules and etiquette of the game. On-ice instruction will be augmented with classroom theory sessions, alternative training sessions and strength and conditioning sessions. Students will learn to apply current information presented in physical education, health, coaching theory, and career and personal planning to Canada’s national past-time, hockey.

In addition, the course shall provide an understanding of the impact physical activity and the lack thereof, has on one’s health. The course will promote physical efficiency, fitness, personal growth and development, sportsmanship, and positive and safe lifestyle choices.
**School District 57**

Status: approved

School Name: Prince George Secondary School

Course Name: Hockey 11

Course Code: YHKY11

Category: Fitness and Recreation

Grade Level of Course:  

- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: June 27, 2006

Prerequisites:  PE 9

**Course Synopsis:**

This course is designed to develop individual hockey skills at the introductory level. It will review, in depth, all of the fundamentals of play including, skating, stick handling, passing and shooting, as well as the rules and etiquette of the game. On-ice instruction will be augmented with classroom theory sessions, alternative training sessions and strength and conditioning sessions. Students will learn to apply current information presented in physical education, health, coaching theory, and career and personal planning to Canada’s national past-time, hockey.

In addition, the course shall provide an understanding of the impact physical activity and the lack thereof, has on one’s health. The course will promote physical efficiency, fitness, personal growth and development, sportsmanship, and positive and safe lifestyle choices.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Language for Travel 11

Course Code: YLFT11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 24, 2006

Prerequisites: None, but some technological knowledge is desired. This course is available to grades 10, 11, 12

Course Synopsis:

The vision of this course is to give students an introduction to various European languages as well as tourism, and culture. It has been developed to encourage students interest in travelling as well as to introduce students to the languages of the four regions of Europe to be studied. Students will study the geographies, landmarks, histories, and will have an introduction to the native languages of France, Spain, Italy, and Scotland.

The unifying thread of this course is an exploration of languages that exist in the world ranging from the widely-used language, to the lesser-used and dying language. An exploration of why languages of all types are important to human beings and why they should be protected and encouraged will be undertaken at the beginning. Students will also explore their own heritage in order to find out if there is another language in their backgrounds.

The core of the course will be an introduction of four different European languages to the students, French, Spanish, Italian, and Scottish Gaelic. These four languages have been specifically chosen for various reasons. First, they represent four heavily-traveled regions of Europe. Second, they represent three distinct language types. French and Spanish are two widely-spoken (and taught) international languages, Italian is widely-spoken but largely regional, and Scottish Gaelic is a lesser-spoken language. The idea is to show students that there are more than just the major world languages that can be learned. There are thousands of languages, and thousands of possibilities.

The introductions of the languages will focus on the use of the language in everyday situations as a tourist in the region(s) where the language is spoken. In other words, language for traveling will be the focus. Therefore, speaking and reading will be the emphasis rather than intricate grammatical study, writing, and translation. Connected with this will be a study of the country or countries where the language is spoken as well as the history and background of the language.

At the end of the language units, there will be unit projects where students can choose a topic relevant to the unit for further research. Computers, software, and the Internet will be used heavily throughout each unit. Because of the large amount of content in the course, technology is to be used as a tool and is not going to be expressly taught. Therefore, prior knowledge of and experience with computers, software, and the Internet would be an asset.

A final project will be given that will encourage the students to bring together what they have learned about languages, culture, and travel with another language of their choice for detailed exploration. This final project will be presented to the class at the end of the course.

The ultimate goal of this course is to not only encourage students to want to travel, but to encourage them to want to learn languages.
School District 57

Status: locked

School Name: Prince George Secondary School

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: None

Course Synopsis:

The Leadership 11 course contains the following topics: Introduction to Leadership; Introduction to Meeting Skills; Introduction to Goal Setting; Introduction to Patterns of Organization; Introduction to Self-Esteem Action Steps; Introduction to Public Relations; Introduction to Communications; Introduction to Problem Solving and Decision Making; Introduction to Team Building.

The goals of School District No. 57 are to provide opportunities for all students to develop knowledge, skills, and attitudes which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society. Leadership 11 will allow the student to experience and learn the skills and knowledge needed to be healthy, productive, and satisfied participants as adults while helping to work with their school and community to improve school and community spirit.

Leadership 11 will provide the following:
• Opportunities to work with their elementary feeder schools to foster school spirit and build a sense of community.
• Learn leadership skills through hands on projects.
• Enhance growth of student’s self esteem through working with individual elementary classes and students as a positive role model.
• Promote healthy life choices by providing opportunities for students to run projects like “Hoops for Hearts”.
• Enhance leadership growth in the students to ensure a love of life long learning
• Students will experience the skills and knowledge needed to be productive healthy and satisfied people.
School District 57

Status: locked

School Name: Prince George Secondary School

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120 plus 6

Date Approved: February 22, 2005

Prerequisites: Students must have completed Leadership 11 or have a proven record of leadership ability

Course Synopsis:

The Leadership 12 course contains the following topics: Recognizing and Assessing Leadership Qualities; Chair and organize meetings; Evaluate, Teach and Advise peers on Goal Setting; Teach Patterns of Organization; Organize and Run a Public Relations Campaign; Creating and Implementing Problem Solving and Decision Making Solutions; Assessing Team Strengths and Weaknesses.

The goals of School District No. 57 are to provide opportunities for all students to develop knowledge, skills, and attitudes which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society.

Leadership 12 will allow the student to experience and demonstrate the skills and knowledge needed to be healthy, productive, and satisfied participants as adults while helping to work with their school and community to improve school and community spirit.

Leadership 12 will provide the following:

•Opportunities to work within their school to foster school spirit and build a sense of community.
•Demonstrate leadership skills through hands on projects.
•Enhance growth of student’s self esteem through working with grade eight classes and individual students as a positive role model.
•Promote positive life choices by providing opportunities for students to run projects such as Community projects.
•Enhance leadership growth in the students to ensure a love of life long learning.
•Students will experience the skills and knowledge needed to be productive healthy and satisfied people.

Rationale:

1. Skills to be an ethical leader can be student led and demonstrated
2. The skills such as problem solving and team building are essential skills needed to be successful in all relationships from jobs to marriage.
3. Skills and knowledge learned through hands on/practical training are retained longer.
4. Using leadership skills to be a role model enhances self esteem.
5. Students helping students promotes growth in school spirit.
6. Students need to learn about ethical leadership.

Our society needs strong honest leaders. Leadership skills can be used in all aspects of life from child rearing to running a multinational corporation. Corporations/Occupations are looking for employees that have the skills demonstrated and practiced in Leadership 12. Students who take Leadership classes have a better chance of getting outstanding scholarships. Skills and knowledge used in Leadership 12 open doors to post secondary education and employment, that are not available to those who do not possess and use these skills and knowledge.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Learning Strategies 11

Course Code: YLS 11

Category: Other

Grade Level of Course: □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 100 hours

Date Approved: September 28, 2004

Prerequisites:

Course Synopsis:

Learning Strategies 11 is a course designed to support identified learning disabled students with their preparation for graduation and life-long learning. The course has been developed to provide students with learning opportunities to gain a clear understanding of this disability and their strengths and weaknesses. As students develop their learning profile, they will have the opportunity to try a repertoire of strategies to identify and develop those learning strategies which empower them to achieve success.

Recognizing the scope of learning differences, strengths and weaknesses, interests and ambitions in career planning, the course must have the flexibility to tailor goals and learning outcomes to meet the needs of individual learners as outlined in their Individual Education Plan (IEP).
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Learning Strategies 12

Course Code: YLS 12

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  
September 28, 2004

Prerequisites:

Course Synopsis:

Learning Strategies 12 is a course designed to support identified learning disabled students with their preparation for graduation and life-long learning. The course has been developed to provide students with learning opportunities to extend their understanding of their disability so that they are better able to articulate their learning profile. In Learning Strategies 11, students identify and apply specific learning strategies which are effective in meeting their educational needs. In Learning Strategies 12, the students take the learning strategies learned in LS 11 and adapt them for use in a variety of learning situations. The focus of this course is on the problem solving process and application and/or adaptation of specific learning strategies to successfully address the different educational challenges they encounter.

This course promotes development of independence of action by students which will assist them to become their own advocate, achieve their educational and career objectives, as well as develop the flexibility to deal with change. In addition, students will explore different career and/or educational opportunities and advocate on their own behalf to gain the information and support they require specific to their disability. Upon completion of the course, their completed self awareness portfolio, which illustrates their learning profile, can be used when pursuing educational or career opportunities.

Recognizing the scope of learning differences, strengths and weaknesses, interests and ambitions in career planning, the course must have the flexibility to tailor goals and learning outcomes to meet the needs of individual learners as outlined in their Individual Education Plan (IEP).
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Peer Helping 12

Course Code: YPHEL 12

Category: Other

Grade Level of Course:  

10  [ ]  

11  [ ]  

12  [X]  

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved: February 22, 2005

Prerequisites: Students will be required to attend an interview prior to entering the program to determine suitability.

Course Synopsis:

This is a participatory course designed to prepare and support students who are interested in providing assistance in their school community, as well as exploring this type of occupation. Students will develop skills in communication, focused listening and problem solving strategies. They will learn ways to intervene and teach intervention skills with regards to bullying and harassment. They will apply these skills in practical arenas such as classrooms as tutors or mentors under the supervision of both a classroom teacher and the Peer Helping teacher. Peer Helping 12 fits into the health and human services focus.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120 hours

Date Approved: February 22, 2005

Prerequisites: Intake interview to determine suitability for close work with younger students.

Course Synopsis:

The course examines the concepts related to learning and the various conditions and situations which affect the process of learning. Through class discussion, lectures, reading, role playing and modelling, students develop a philosophy of and attitude toward learning as a human behaviour. The philosophical understanding is enhanced through a directed tutoring component.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Textile Arts & Crafts 10

Course Code: YTAC 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100 - 120

Date Approved: April 27, 2004

Prerequisites: Students must have an interest in textile design and working with textiles.

Course Synopsis:

Textile Arts and Crafts 10 is designed to give students both theory and practice in making textile arts and crafts items. This course introduces students to some of the many fascinating methods of manipulating and decorating fibres and fabric to make art and craft items that are unique and reflect the students' creative and personal style. Sewing techniques and methods of hand and machine embellishment will also be covered.
School District 57

Status: approved

School Name: Prince George Secondary School

Course Name: Transition into Trades 11

Course Code: YTRT11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 27, 2006

Prerequisites: An interest in Industrial Trades. Steel toe boots and safety glasses are recommended.

Course Synopsis:

This is an introductory course designed to provide students with basic technical knowledge and hands on experience in a number of Industrial Trades. Students will learn basic safety for the job site as well as how to properly use personal protective equipment. They will be instructed in the proper use of hand tools and portable machines used in the construction industry. Students will explore different trade areas to identify opportunities and possibilities for related careers and interests. They will gain access to a network of employers in trades’ specific areas. They will visit industrial worksites to view where and how tradespersons perform their work.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: (Nle...kepmxcin (Thompson) Language 11

Course Code: YTHMP 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2005

Prerequisites: None

Course Synopsis:

Nle...kepmxcin 11 has been created to encourage students to explore the richness and complexity of the Nle...kepmxcin language. Students will explore both the traditional and contemporary use of the language. The students will be expected to respond to their understanding and appreciation of the language, cultural values and lifestyle both from a historical and modern approach by creating written pieces and being able to comprehend their works.

Additional Information:

Rationale:
The Nle...kepmxcin course was created to help students understand and gain an appreciation of:
- the history through the language of the Nle...kepmxcin people,
- the traditional to modern lifestyle, cultural values and ceremonial rights of passage,
- land resources and stewardship,
- traditional protocol and politics.
As well, this course will ensure the preservation of the Nle...kepmxcin, one of many traditional languages currently on the endangered list to extinction.
Rationale:
Healthy Life Style - The course has been developed to allow students opportunity to explore some of the vast number of adventure tourism type activities that are available in BC. Students may incorporate some of these activities into their life as part of a life long healthy life style.

Personal Growth - The activities themselves often act as a catalyst for reflection, development of trust, and personal growth. Students are encouraged to challenge themselves and through that challenge grow in confidence in all areas of life.

Employment - The course is also intended to be a stepping stone for students interested in a career in the Adventure Tourism industry in BC. Students may use skills they have gained in the course to find employment or may pursue further training leading to wider employment opportunities.

Course Synopsis:
Adventure Tourism is a semester long course that is available to students in grades 11 and 12. The course allows students to explore a number of activities within the Adventure Tourism industry while developing related skills, knowledge, and attitudes. The course focuses on safety, personal responsibility, and personal growth through challenge.

Additional Information:
Rationale:
Healthy Life Style - The course has been developed to allow students opportunity to explore some of the vast number of adventure tourism type activities that are available in BC. Students may incorporate some of these activities into their life as part of a life long healthy life style.

Personal Growth - The activities themselves often act as a catalyst for reflection, development of trust, and personal growth. Students are encouraged to challenge themselves and through that challenge grow in confidence in all areas of life.

Employment - The course is also intended to be a stepping stone for students interested in a career in the Adventure Tourism industry in BC. Students may use skills they have gained in the course to find employment or may pursue further training leading to wider employment opportunities.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: AVID 10

Course Code: YAVD 10

Category: Other

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: January 16, 2006

Prerequisites: Application, Interview and Acceptance into Program

Course Synopsis:

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that students, and most especially the students in the academic middle, are capable of completing a college/university path. AVID students will succeed in rigorous curriculum, enter mainstream activities of the school, increase their enrollment in post-secondary institutions, and become educated and responsible participants and leaders in a democratic society. The purpose of the AVID program is to restructure the teaching methods of the school and to open access to the curricula that will ensure college/university eligibility to almost all students.

Additional Information:

Rationale:

AVID is an educational program dedicated to helping students in the academic middle (approximate GPA 2.0 to 3.5) who are often underachieving, disadvantaged, under-represented at post-secondary institutions, or who will be first generation college students, to become educated and responsible participants and leaders in our democratic society. AVID comes from the Latin root "avidus", meaning "eager for knowledge". AVID will help provide the support systems and the skills required for students to be successful in the rigorous curricula essential for college and university entrance requirements.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: AVID 11

Course Code: YAVD 11

Category: Other

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: January 16, 2006

Prerequisites: Application, Interview and Acceptance

Course Synopsis:

AVID is designed to increase school wide learning and performance. The mission of AVID is to ensure that students, and most especially the students in the academic middle, are capable of completing a college/university path. AVID students will succeed in rigorous curriculum, will enter mainstream activities of the school, will increase their enrollment in post-secondary institutions, and will become educated and responsible participants and leaders in a democratic society. The purpose of the AVID program is to restructure the teaching methods of the school and to open access to the curricula that will ensure college/university eligibility to almost all students. AVID 11 will focus on post-secondary readiness, recruitment and application, as well as further development of learning strategies designed to increase success in high school and post-secondary settings.

Additional Information:

Rationale:
AVID is an educational program dedicated to helping students in the academic middle (approximate GPA 2.0 to 3.5) who are often underachieving, disadvantaged, under-represented at post-secondary institutions, or who will be first generation college students, to become educated and responsible participants and leaders in our democratic society. AVID comes from the Latin root “avidus”, meaning “eager for knowledge”. AVID will help provide the support systems and the skills required for students to be successful in the rigorous curricula essential for college and university entrance requirements. AVID 11 provides focus on ensuring post-secondary requirements are on track to be completed successfully. In addition, AVID 11 provides the academic support for learning and mastering rigorous curricula required for post-secondary acceptance.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: AVID 12

Course Code: YAVID 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 6, 2008

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components - AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

Additional Information:

Rationale:
The mission of AVID is to ensure that students, and most especially the students in the academic middle, will be adequately prepared to enter post-secondary educational programs when they graduate from high school. Students in the academic middle are often under-achieving. With support, encouragement, and individual determination, they can acquire the skills and knowledge that are necessary for academic success.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Cafeteria 10

Course Code: YCAF10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: January 25, 2004

Prerequisites: Foods 9

Course Synopsis:

By the end of the Cafeteria 10 the student will have acquired their Food Safety Level 1 certification, and have applied the knowledge gained throughout this course.

Students will have developed their personal and professional skills while working with the public. They will understand the need for hygiene in the work place and in themselves.

Students will have gained skills in reading recipes and producing product that is aesthetically pleasing and tasty. Knowledge of portion size and nutritional value will also be acquired.

One of the most important skills learned in Cafeteria 10 is the actual work experience each student must do to successfully complete this course.

Additional Information:

Rationale

Cafeteria 10 is the beginning level of a course designed to help students in quantity food preparation and service. Students will develop the skills needed in commercial food preparation. They will be involved in all aspects of food preparation from the storing of the food to the preparing of the food to the actual serving of the prepared foods. Students will be handling commercial and domestic equipment in a safe and confident manner while learning how to serve the public.

Students will acquire a Food Safety Level 1 Certificate while in training and will use this information throughout the course. Students will be gaining actual work experience when they are serving the student body of Merritt Secondary School.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Classroom Methodologies/Tutor Development 12

Course Code: YCMTD 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 6, 2008

Prerequisites: Enrollment in an Academic Program. 70% average in academic grade 10 courses. French 10 and Principle

Course Synopsis:

This course prepares students to be effective tutors for the AVID program. Students will learn classroom methodologies that promote independent, collaborative, and critical learning. They will be required to prepare lessons using these methodologies, and will practice their tutoring skills in the classroom as well as in two AVID Tutorial classrooms. Students will develop skills in learning styles, communication, interpersonal relations, coaching, teamwork and conflict management.

Additional Information:

Rationale:
This course offers students the opportunity to develop skills in helping others learn. These skills are transferable to community involvement, work, and post-secondary opportunities in the human service sector. In particular, students interested in pursuing a career in education will benefit from the methodologies taught and practiced.
School District 58

Status: approved
School Name: Merritt Secondary
Course Name: Classroom Assistant 11
Course Code: YCRA 11
Category: Health and Human Services
Grade Level of Course:  
10  
11  
12
Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: April 20, 2005
Prerequisites: English 10

Course Synopsis:
This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will be introduced to the following concepts: learning styles, communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will begin to appreciate the importance of lifelong learning and helping others. Classroom Assistant 11 will likely fit into the Health and Human Services focus.

Additional Information:
Rationale:
This course introduces students to the opportunity to learn how people learn, to gain experience working with people, to contribute to their school and community, and to explore connections to the world of work and post-secondary opportunities in the human service sector.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Classroom Assistant 12

Course Code: YCRA 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: March 16, 2005

Prerequisites: English 11

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will develop skills in learning styles, communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. Students will apply these skills in roles such as tutoring and mentoring. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of lifelong learning and helping others. Classroom Assistant 12 will likely fit into the Health and Human Services focus.

Additional Information:

Rationale:
This course offers students the opportunity to learn how people learn, to gain experience working with people, to contribute to their school and community, and to explore connections to the world of work and post-secondary opportunities in the human service sector.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Culinary Arts 11

Course Code: YCUA 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 7, 2007

Prerequisites: None, but recommended that students have taken a Food Studies course or have some cooking experience

Course Synopsis:

This is a hands on course where students will learn the elements and principles of design and apply them to food. Students will develop and apply skills in food preparation and emphasis will be placed on developing an appreciation for food presentation and food as an edible art form. Some of the edible works of art students will create include: spice art, cookie dough impressions, yeast breads sculptures, garnishes, decorated cakes and many other projects. This course also focuses on developing both team and independent work skills. Students throughout the course will create a photo portfolio of their food creations, which can be used for future studies, job interviews and help to meet some of the requirements for their grad portfolio.

Additional Information:

Rationale:

Culinary Arts 11 would allow students the opportunity to gain experience and credits in the areas of Fine Arts and Applied Skills within one course. This course gives students an opportunity to explore and be creative, develop an appreciation of food as an art form and to develop skills (both basic and more advanced). Students also have an opportunity to develop teamwork skills and at the same time this course allows for individual creativity and independent work.
Rationale:

One of the reasons this course has been developed is to expose students to various cultures through the medium of publishing. Published works are created for a variety of audiences and cultures with specific intent and throughout the course the students will learn how to reach these audiences. This course has also been developed to introduce students to the field of publishing giving them the opportunity to use a publishing program that is used worldwide in the graphic design industry, namely Quark XPress. Students will learn about the design basics, elements and principles with respect to desktop publishing enabling the students to understand and evaluate document layouts found in the industry as well as their own work. The students will be given the opportunity to create documents that will be published for school use. This opportunity will heighten their awareness of the importance of purpose and audience as well as increasing their self-esteem.

Additional Information:

Course Synopsis:

This course introduces students to the field of publishing giving them the opportunity to use a publishing program that is used worldwide in the graphic design industry. Students will learn all about how to use the Quark XPress program to create publications. They will become acquainted with the design basics, the elements and principles of art and their relation to desktop publishing. They will learn how to create documents that are meant for a variety of audiences and a variety of purposes. The students will create work to be published for school use such as school calendar pages; yearbook advertisements; course planner booklet covers; scholarship/bursary booklet covers and farewell ceremony diplomas, invitations and program.

School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Electronic Publishing 11

Course Code: YELPB 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: March 16, 2005

Prerequisites: None

Course Synopsis:

This course introduces students to the field of publishing giving them the opportunity to use a publishing program that is used worldwide in the graphic design industry. Students will learn all about how to use the Quark XPress program to create publications. They will become acquainted with the design basics, the elements and principles of art and their relation to desktop publishing. They will learn how to create documents that are meant for a variety of audiences and a variety of purposes. The students will create work to be published for school use such as school calendar pages; yearbook advertisements; course planner booklet covers; scholarship/bursary booklet covers and farewell ceremony diplomas, invitations and program.

Additional Information:

Rationale:

One of the reasons this course has been developed is to expose students to various cultures through the medium of publishing. Published works are created for a variety of audiences and cultures with specific intent and throughout the course the students will learn how to reach these audiences. This course has also been developed to introduce students to the field of publishing giving them the opportunity to use a publishing program that is used worldwide in the graphic design industry, namely Quark XPress. Students will learn about the design basics, elements and principles with respect to desktop publishing enabling the students to understand and evaluate document layouts found in the industry as well as their own work. The students will be given the opportunity to create documents that will be published for school use. This opportunity will heighten their awareness of the importance of purpose and audience as well as increasing their self-esteem.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Electronic Publishing 12

Course Code: YELPB 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: March 16, 2005

Prerequisites: Electronic Illustration 11

Course Synopsis:

This course continues to develop students' ability in the field of publishing allowing them to use the publishing programs that are used worldwide in the graphic design industry. Students will review the Quark XPress program. They will gain comprehensive knowledge with respect to the design basics, the elements and principles of art and their relation to desktop publishing. They will examine and evaluate documents that are meant for a variety of audiences and a variety of purposes. They will then create several documents that demonstrate a clear understanding of purpose and audience. The students will create school calendar pages, yearbook advertisements, course planner booklet covers, scholarship/bursary booklet covers and farewell ceremony documents, all of which will be published for school use.

Additional Information:

Rationale:
This course has been developed as an expansion of Electronic Publishing 11, immersing students in the field of publishing: a career area that speaks to various audiences and cultures with specific intent. Throughout the course the students will create documents that will reach this multitude of audiences with the intent that is desired. Students are given the opportunity to use publishing programs that are used worldwide in the graphic design industry, namely Quark XPress and Adobe Photoshop. They will be able to demonstrate a comprehensive understanding of design basics, elements and principles with respect to desktop publishing enabling the students to evaluate document layouts found in the industry as well as their own work. The students will devote their time creating documents that will be published for school use. This opportunity will heighten their awareness of the importance of purpose and audience through the reality of competition.
Rationale:

The First Nations Art course exists:
    - to give students a fundamental understanding of the different Aboriginal art forms.
    - to give students the opportunity to create art that is inspired by Aboriginal artists.
    - to enable students to work with a variety of art medium.

The students will learn theory behind the different art forms, as well as the history of the Aboriginal people who produce the art work. Hands on instruction will be used to take learning to the practical and personal level for each student. Principles and elements of art and design will also be included in each project.
Rationale:
The First Nations Art Course: provides students: with an understanding of the differing Aboriginal art forms, provides students the opportunity to interpret and create art that is inspired by contemporary and traditional Aboriginal art forms, and provides students with the opportunity to work with a variety of both traditional and contemporary art mediums.

The students will evaluate the differing art forms, as well as gain an understanding of the history of the Aboriginal people who produce the artwork. Students will create works of art to make learning both practical and personal for each student. The principles and elements of art and design will be an integral component of each project.

Additional Information:

Course Synopsis:

First Nations Art has been developed to support and encourage students to explore the richness and diversity of Aboriginal Art in North America. Students will explore both Traditional and Contemporary Aboriginal art forms. The students will be expected to respond to art and create a variety of both 2-dimensional and 3-dimensional art forms.

School District 58

Status: approved

School Name: Merritt Secondary

Course Name: First Nations Art 11

Course Code: YFNA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: February 2, 2005

Prerequisites: None

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School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Information Literacy 11A

Course Code: YIFL 11A

Category: Other

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: none

Course Synopsis:

This course enables students to learn the skills and knowledge needed to use information resources effectively for both academic and personal purposes. Students will:
- work under the supervision of the Teacher-Librarian to develop skills needed to assist staff and students in a library;
- become familiar with a wide variety of Library resources and the appropriate uses of these resources in research;
- apply this knowledge in their concurrent subject assignments; and
- coach individual students in the use of library resources.

Additional Information:

Rationale:
Everyone needs to know how to find and organize information efficiently in our information-rich, high technology society. This course has been developed to provide students with the opportunity to:
- learn how school libraries organize information for various media and purposes;
- apply that knowledge to improve their ability to research effectively in the school library;
- apply their research skills in assignments; and
- assist other students in using the library resources.
**School District 58**

Status: approved

School Name: Merritt Secondary

Course Name: Information Literacy 11B

Course Code: YIFL 11B

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: none

**Course Synopsis:**

This 2-credit version of the Information Literacy 11 course is for students who enter school at mid-term, or who need to fill in only part of their schedule. Students will learn the skills and knowledge needed to use information resources effectively. Students will:
- work under the supervision of the Teacher-Librarian to develop skills needed to assist staff and students in a library;
- become familiar with a wide variety of information resources;
- be able to use these resources in their concurrent subject assignments.

**Additional Information:**

**Rationale:**
Everyone needs to know how to find and organize information efficiently in our information-rich, high technology society. This course has been developed to provide students with the opportunity to:
- learn how information is organized for various media and purposes;
- use that knowledge to improve their ability to research effectively; and
- apply their research skills in assignments.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Information Literacy 12A

Course Code: YIFL 12A

Category: Other

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 23, 2005

Prerequisites: Information Literacy 11 (either 2 or 4 credit course)

Course Synopsis:

This course enables students to learn the skills and knowledge needed to use information resources expertly for both academic and personal purposes. Students will:
- work under the supervision of the Teacher-Librarian to develop skills needed to assist staff and students in a library;
- access a wide variety of information resources for assignments;
- apply advanced research skills in their concurrent subject assignments and in topics of personal interest;
- present library orientation sessions to small groups of students; and
- be able to apply their library and research skills to public and post-secondary library resources.

Additional Information:

Rationale:
Everyone needs to know how to find and organize information efficiently in our information-rich, high technology society. This course has been developed to provide students with the opportunity to:
- learn how information is organized for various media and purposes;
- apply that knowledge to improve their ability to research effectively beyond the school library;
- apply their research skills in assignments and personal interests;
- assist individual students and small groups to learn about library organization and resources; and
- apply their understanding of information resources to other facilities and situations.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Information Literacy 12B

Course Code: YIFL 12B

Category: Other

Grade Level of Course:  
10 11 X 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: February 23, 2005

Prerequisites: Information Literacy 11 (either 2 or 4 credit course)

Course Synopsis:

This 2 credit version of Information Literacy 12 enables students to learn the skills and knowledge needed to use information resources expertly for both academic and personal purposes. Students will:
- work under the supervision of the Teacher-Librarian to develop skills needed to assist staff and students in a library;
- access a wide variety of information resources for assignments;
- apply advanced research skills in their concurrent subject assignments and in topics of personal interest.

Additional Information:

Rationale:
This 2-credit version of the Information Literacy 12 course is for students who enter school at mid-term, or who need to fill in only part of their schedule. Everyone needs to know how to find and organize information efficiently in our information-rich, high technology society. This course has been developed to provide students with the opportunity to:
- learn how information is organized for various media and purposes;
- apply that knowledge to improve their ability to research effectively; and
- apply their research skills in assignments and personal interests.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Journalism 12

Course Code: YJOU 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10
- 11
- X 12

Number of Course Credits: 2

Number of Hours of instruction: 120

Date Approved: April 20, 2005

Prerequisites: English 11

Course Synopsis:

This course provides students with the unique opportunity of producing the school yearbook. Responsibilities include preparing the design, content, and layout of the yearbook as well as producing a variety of newswriting for local publication. Students may be assigned to work in the areas of digital art and photography, copy writing, page layout, advertising, and/or distribution. The yearbook is produced using a desktop publishing program in cooperation with a Canadian publisher.

Additional Information:

Rationale:

This print media and writing course has been developed with the understanding that students will acquire skills in the areas of journalism, basic photography, reporting, publishing, organization, group participation, co-operation and leadership in producing the school yearbook. Classroom activity duplicates real world challenges of meeting deadlines and commitments; producing a viable product; and selling and delivering that product.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Leadership 10 (Level 1)

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 15, 2004

Prerequisites: None - Screening Process in place which includes an application form and teacher nomination forms

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, public relations, conflict resolution and will gain an understanding of various leadership styles.

Learning outcomes for the course are grouped under four curriculum organizers: Self Knowledge, Planning and Time Management, Communication and Conflict Resolution and Peer Support/Community Awareness. Students are given the opportunity for self and peer assessment in each of the units. This course will also allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Additional Information:

Rationale:

"Change is a modern reality. The education system is being challenged to adjust and adapt most every day and in every manner" (Hargreaves, 1997). Teaching our students leadership skills is a proactive approach to dealing with the challenging reality of change in our society.
School District 58

Status: approved
School Name: Merritt Secondary
Course Name: Leadership 12 (Level 2)
Course Code: YLEAD 12
Category: Health and Human Services
Grade Level of Course: [ ] 10 [ ] 11 [X] 12
Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: April 20, 2005
Prerequisites: Nomination to Leadership 12 (Level 2) resulting from active involvement and successful completion of

Course Synopsis:

This course is designed to extend and deepen the learning gained in the introductory Leadership 10 (Level 1) course. Students will continue to develop their leadership skill set by utilizing their learning from their Level One experiences of how to plan, organize and implement positive and pro-active programs within the school, which will enable and empower them to become independent thinkers and positive leaders while enhancing the school climate for all stakeholders.
The Level 2 students will also have the responsibility of mentoring Level 1 students. The Level 2 students will share their leadership skills and experiences via peer interactions during projects and by direct teaching of the skills they learned during their Level 1 experiences.
This course is aimed to provide the students an opportunity to take their knowledge of leadership skills to the next level by building on their prior experiences and knowledge. As a result they will have high expectations placed on them in terms of both performance and workload.

Additional Information:

When students take leadership responsibilities and ownership of their activities and surroundings, overall participation increases, program quality improves and the school climate is more positive. This program would provide opportunities for:
- building self-esteem
- getting and giving good role modeling
- utilizing a variety of skills/abilities to enhance the functioning of our school
- providing positive autonomy
- developing interpersonal competence
- developing individual and cooperative leadership skills through organized leadership and training sessions
- ownership, building positive connections with the school community
- exploration of various career opportunities.
This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Outdoor Education 10

Course Code: YOE10

Category: Fitness and Recreation

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: February 11, 2004

Prerequisites:

Course Synopsis:

This course has been developed not only to have the students learn about the outdoors but to do so in a safe and respectful manner. The objectives of Outdoor Education 10 are:

- to teach and familiarize the student in wildlife management and conservation. This includes identification and habitat of wildlife species.

- to take advantage of the outdoor recreation potential which is available to the public.

- to emphasize the students responsibilities to landowners, the public at large, wildlife and the environment

- to teach the student, proper care, safety and handling of all outdoor equipment

- to teach practical skills that will make the student's use of the outdoors more pleasurable and safe.

Additional Information:

Rationale: This course has been developed to encourage students to explore and make better use of the outdoors. Hopefully this will be in a safe and respectful manner. Students will be taught: survival and safety, firearms safety, animal/bird/fish identification, hunting and fishing laws, ethics, wildlife management, knot and fly tying, first-aid and safe boat and machine operation. They will have the knowledge and skill to challenge a number of tests that would allow them to use the outdoors in a safe and legal manner. Tests that could be challenged include:

- B.C. Hunting License
- St. John's Ambulance First-aid Certificate
- Pleasure Craft Operator Cards
- Federal Firearms Acquisition and Possession Certificates
Rationale:
This course has been developed to enable students to enter the arena of visual arts by way of the medium of black and white photography. Using the camera as a tool alleviates the students' concerns regarding their possible lack of previous exposure to more traditional forms of art offered by the Fine Art programs. It is expected that the student will be able to:
- create photographic compositions using the elements and principles of design
- explain the basic parts of the camera, their operation, and their effects on the appearance of the photograph
- reach an understanding of film developing, processing and presentation
- discuss and critique works by major photographers, as well as develop an understanding of the history of photography
- create a personal portfolio of selected images illustrating their understanding of the camera and its uses

Course Synopsis:
This is a beginners course designed to give each student a good foundation in black and white photography using the 35mm camera format. The course will include an introduction to the history of the development of photography, as well as the evolution of the camera. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques. The objective of this course is to awaken and nurture the students' visual communication skills by a variety of photographic techniques culminating in a portfolio of fine photographs. Students will be required to do some written assignments related to photography. In order to measure the students' knowledge and understanding of photography, quizzes and tests will have to be written culminating in a final exam. Equipment will be available to the students, but it is to the student's advantage to own a 35 mm single lens reflex camera.

Additional Information:

School District 58
Status: approved
School Name: Merritt Secondary
Course Name: Photography 11 (Level 1)
Course Code: YPHOT 11
Category: Fine Arts, Design, and Media
Grade Level of Course:  
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 20, 2005
Prerequisites: None
Rationale:
This course has been developed to enable students to continue the study of visual arts by way of the medium of black and white and digital photography. Using the camera as a tool alleviates the students' concerns regarding their possible lack of previous exposure to more traditional forms of art offered by the Fine Art programs.

School District 58
Status: approved
School Name: Merritt Secondary
Course Name: Photography 12 (Level 2)
Course Code: YPHOT 12
Category: Fine Arts, Design, and Media
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: February 8, 2006
Prerequisites: Photography 11

Course Synopsis:
This course is offered to students who have completed Photography 11. It is expected that the student has achieved a high level of expertise and has established good work habits in the class and dark room. This course is intended to be an advanced course in photography for students to continue working in black and white with higher expectations and individually directed explorations in the craft of photography and digital photography. Instruction will concentrate on various ways of seeing, image manipulation and quality workmanship. Students will be introduced to a variety of film types, printing techniques and manipulation. Assignment themes will depend on a variety of situations such as an Art Gallery exhibition or special events in the community. This course will have a certain amount of flexibility to accommodate the ability and ambition of each student. The course will provide a number of themes and techniques to the student who will then be required to do a project or photographic work to show his/her understanding of the techniques or methods discussed and presented.

Additional Information:
Rationale:
This course has been developed to enable students to continue the study of visual arts by way of the medium of black and white and digital photography. Using the camera as a tool alleviates the students' concerns regarding their possible lack of previous exposure to more traditional forms of art offered by the Fine Art programs.
Rationale:

1. Personal and Social Rationale: This course is intended to help adolescent learners to understand themselves and others. Students gain insights into how and why people think and behave as they do. Psychology 12 students learn to describe, predict, understand, and influence behaviour and mental processes.

2. Academic Rationale: This course is one of two courses intended to prepare students for success in writing the Advance Placement Psychology Examination for post-secondary credit. Furthermore, since students learn more systematic strategies for reading, studying, remembering, and test-taking, this course may enhance students’ performance in other academic studies.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Psychology 12

Course Code: YPSY12

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: February 11, 2004

Prerequisites: English 10

Course Synopsis:

This course is modeled after Simon Fraser University's Psychology 102, and is one of two courses intended to prepare learners for success in writing the Advance Placement Psychology Examination for post-secondary credit. Seven individual units are covered:
1. States of Consciousness
2. Memory
3. Cognition, Language, and Intelligence
4. Motivation and Emotion
5. Abnormal Behaviour (Psychopathology)
6. Psychotherapies
7. Social Psychology

Additional Information:

Rationales:
1. Personal and Social Rationale: This course is intended to help adolescent learners to understand themselves and others. Students gain insights into how and why people think and behave as they do. Psychology 12 students learn to describe, predict, understand, and influence behaviour and mental processes.

2. Academic Rationale: This course is one of two courses intended to prepare students for success in writing the Advance Placement Psychology Examination for post-secondary credit. Furthermore, since students learn more systematic strategies for reading, studying, remembering, and test-taking, this course may enhance students’ performance in other academic studies.
Course Synopsis:

Nle?kepmzcin 10 (Thompson 10) is available to all students who wish to learn the Scwexmxcin (The Language of The People of The Creeks), which is a dialect of the Nle?kepmxcin (Thompson Language). The emphasis is on understanding basic grammatical structure of oral and written Nle?kepmxcin. Students are expected to gain an understanding and appreciation of the culture, history and ancestry through short stories, art, use of plant material and interaction with Elders in the Nicola Valley. At the end of this course the students are expected to be able to respond to sight and sound association, carry on basic conversation, respond to questions and be comfortable with a minimum of 600 terms and phrases.

Prerequisites:
None - Students, however, would benefit from elementary level studies.

Additional Information:

This course has been developed to support and encourage the preservation and promotion of the Nle?kepmx Language so that students have the opportunity to explore various aspects of the history, culture, and arts of the Nle?kepmx people through language acquisition. The students learn about history through the stories, be they Sptel'l (Creation) or splexm (life experience) stories, how to apply terms to land features, people, daily activity and celestial bodies together with an understanding of a culture that was flung quickly from a hunter-gather era into the age of technology and is surviving. The students learn to think abstractly in Nle?kepmxcin about any object to promote understanding and appreciation of the diversity of the language. The approach provides the student with a gradual skills development, a generous base of information to help future courses through written and verbal presentation, and also encourages them to use the language amongst themselves and be included in conversations with fluent speakers.
Rationale:

The introductory course in video production exists:
- to give students a fundamental understanding about how television messages are prepared and presented to them,
- to show students how they can use the equipment involved in video production to assemble video presentations, and
- to enable students to use video as a medium of self expression and as a vehicle for betterment of the school community.

Instruction on the medium will seek to show students the conventions of composition which have been developed to make video an effective communication medium. It will also seek to alert students to the tricks used to persuade and manipulate the naïve television viewer. Hands on instruction will be used to take learning to the practical and personal level for each student. Finally, using the theory from the professionals and personal practice, the student will use the medium in the third stage to express his/her own messages and artistic visions.

School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Video Production 10 (Level 1)

Course Code: YVP10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: January 25, 2004

Prerequisites: none

Course Synopsis:

Video Production 10 Level 1 is a course designed to introduce students to creating and analysing video presentations. Learning outcomes in the course are grouped into three organizers: technical competence, expression and analysis.

The course develops in cycles each centered on a video project. Each project will increase in complexity and will be introduced and accompanied by lessons on relevant theory. Successive projects will use this format to guide in the creation of an interview, a commercial, and a public service announcement.

The final unit will present an introduction to television broadcasting technique centred on a schoolwide live-to-tape news broadcast.

Additional Information:

Rationale:

The introductory course in video production exists:
- to give students a fundamental understanding about how television messages are prepared and presented to them,
- to show students how they can use the equipment involved in video production to assemble video presentations, and
- to enable students to use video as a medium of self expression and as a vehicle for betterment of the school community.

Instruction on the medium will seek to show students the conventions of composition which have been developed to make video an effective communication medium. It will also seek to alert students to the tricks used to persuade and manipulate the naïve television viewer. Hands on instruction will be used to take learning to the practical and personal level for each student. Finally, using the theory from the professionals and personal practice, the student will use the medium in the third stage to express his/her own messages and artistic visions.
School District 58

Status: approved

School Name: Merritt Secondary

Course Name: Video Production 12A

Course Code: YVP12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  
  □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: January 25, 2004

Prerequisites: Introductory Video Production

Course Synopsis:

Video Production 12A (or Video Production 10 Level 2) is a course designed to extend and deepen the learning gained in the introductory video production course taught at Merritt Secondary School. The course includes a three month component on broadcasting and a term-long project on competitive video production. Students will learn more about editing and will spend time on community-based and Shaw Cable 10 projects.

Learning outcomes in the course are grouped into three organizers: technical competence, expression and analysis. The units titled linear below will run in a developmental order, while the news, event and festival videos will run concurrently and over periods of several weeks. Crews will often be working on two projects simultaneously, for example an upcoming news broadcast and an individual skills exercise.

Additional Information:

Rationale:

Video Production Level 2 exists:
  -to give students a deeper understanding of the skills and principles which inform film and television production,
  -to enable students to participate in the community as communication facilitators,
  -to prepare students who possess video production career aspirations for entrance to post secondary learning institutions.
School District 58

Status: approved

School Name: Princeton Secondary

Course Name: Computer Applications 10

Course Code: YCMAP 10

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March 30, 2004

Prerequisites: None

Course Synopsis:

This course is available to students in grades 9-12. It is an introductory course that encourages students to explore and focus on a wide range of computer applications.

Students will be taught different aspects of an integrated software applications package based on a personal interest or theme. Students will also learn how to create simple web pages using a text editor. Students will also create graphic images through the use of digital camera equipment and produce a simple video for presentation.

Additional Information:

Rationale:
This computer application course has been developed with the understanding that students will acquire a number of different hands on computer skills that can be used as a prerequisite for higher end computer application courses. Students participating in this course will encounter concepts, ideas, and activities that will help them in intermediate and advanced computer application courses.
Rationale:

This multi-dimensional electronic media course has been developed with the understanding that students will acquire skills in the areas of communication, animation, digital imaging, web page design, video editing and leadership to produce a multi-media presentation.

Classroom activity is closely related to the real world challenges of meeting commitments, producing a viable product, and presenting the product for evaluation.

Students participating in this course will encounter concepts, ideas, and activities that will help them in all their future endeavors.
Rationale:
This introductory course has been developed with the understanding that students talk with their peers first when problems arise in their lives. Students will explore and be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Through this problem solving process students develop abilities independently, interdependently, and cooperatively. Furthermore, students will explore the richness and diversity of the adolescent development. This course enables students to explore the multitude of challenges that young people and their families face in an ever-changing society. Community agencies provide a resource for peer counsellors to become aware of and understand how to access support in our community.

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with a solution process by seeking information and strategies.
Rationale:
This follow-up to Peer Counselling 10 has been developed with the understanding that students talk with their peers first when problems arise in their lives. It is recommended that students interested in Peer Counselling 11, first complete Peer Counselling 10. Students will continue to explore and be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Through this problem solving process students will enhance their abilities independently, interdependently, and cooperatively. Furthermore, students will continue to explore the richness and diversity of adolescent development. This course enables students to explore the multitude of challenges that young people and their families face in an ever-changing society. Community agencies provide a resource for peer counsellors to become aware of and understand how to access support in our community.

Course Synopsis:

Peer counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with a solution process by seeking information and strategies.

Additional Information:

Rationale:
This follow-up to Peer Counselling 10 has been developed with the understanding that students talk with their peers first when problems arise in their lives. It is recommended that students interested in Peer Counselling 11, first complete Peer Counselling 10. Students will continue to explore and be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Through this problem solving process students will enhance their abilities independently, interdependently, and cooperatively. Furthermore, students will continue to explore the richness and diversity of adolescent development. This course enables students to explore the multitude of challenges that young people and their families face in an ever-changing society. Community agencies provide a resource for peer counsellors to become aware of and understand how to access support in our community.
School District 58

Status: approved

School Name: Princeton Secondary

Course Name: Yearbook/Journalism 11

Course Code: YYBJ 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 30, 2004

Prerequisites: None

Course Synopsis:

This course is available to students in grades 10, 11 and 12.

Students are responsible for the production of the school yearbook and yearbook video. Students may be assigned to work in the areas of digital art and photography, copy writing, page layout, advertising, and/or distribution. The yearbook is produced using a desktop publishing program in cooperation with a Canadian publisher.

Additional Information:

Rationale:

This multi-dimensional print media course has been developed with the understanding that students will acquire skills in the areas of journalism, communications, publishing, organization, group participation, co-operation and leadership to produce the school yearbook.

Classroom activity is closely related to the real world challenges of meeting deadlines and commitments, producing a viable product, selling and delivering that product.

Students participating in this course will encounter concepts, ideas, and activities that will help them in all their future endeavors.
School District 59

Status: approved

School Name: Central Middle Elem-Jr Secondary

Course Name: Transition to Work 11A

Course Code: YTRWK 11A

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Career-related classroom instruction for secondary students, age 15 and older who are currently enrolled as full-time students in the regular school program but may be at risk of dropping out of school. This program is specifically aimed at helping at-risk students to become refocused on the purpose for an education and motivated to complete a program of study, by allowing them to explore career options through academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction and development.

Learning Resources:
- Advantage Media Inc, 1986: Telephone Courtesy Pays (video recording)

On-line resources:
http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp
http://www.jobsetc.ca/
http://red-seal.ca/
http://www.towes.com/measureup/
http://bc.surfingforwork.com/default.htm
http://www.ncsu.edu/careerkey
http://www.recruit.com
http://english.monster.ca

Learning sites:
http://www.m-w.com/netdic.htm
http://www.dictionary.com

Personality:
http://www.keirsey.com
http://typefocus.com
http://www.eiconsortium.org
http://www.utne.com/interact/test/-iq.html
http://ei.haygroup.com/resources/default_iqtest.htm
http://quiz.ivillage.com/health/tests/eqtest2.htm

Videos:
- Effective resumes and job applications. Revised Ed, Ministry of Advanced Education
- Work Search Video Series (3 series). Ministry of Advanced Education
- Work style alternatives: Youth in the new economy. Ministry of Advanced Education (Nanaimo Youth Services Association)
School District 59

Status: approved

School Name: Central Middle Elem-Jr Secondary

Course Name: Transition to Work 11B

Course Code: YTRWK 11B

Category: Trades and Technology

Grade Level of Course:  

- 10
- X 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 13, 2005

Prerequisites:  Transition to Work 11A

Course Synopsis:

The industry skill certification component of the Transition to Work program will provide students with an opportunity to complete a minimum of five industry-recognized certificates for worksite-specific skills and safety procedures. Completion of the certificates will ensure that students are prepared to participate effectively and safely in the work experience placement and provide the students with a competitive advantage on future job applications.

The work experience component of the program will consist of two, three-week work placements providing students with an opportunity for progressive experience in selected workplace situations. Students will gain a clearer understanding of their personal preferences for career options and be able to practice and improve upon their mastery of the concepts and skills learned in the classroom. In addition, the work experience will allow the student to make contacts in the work force and establish a basis for their work history.

Learning Resources:

Unit 1: Industry Skill Certificates

Training manuals, audio-visual materials and participant workbooks are provided for industry certificates courses.

Conflict Resolution, Hazard Perception & Control and Retail Sales & Customer Service are locally developed courses for which the instructional materials are developed by the individual instructor.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Annual Production 10

Course Code: YANP 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Communication is part of our daily life. A tremendous part of each day is spent reading, writing and viewing what is going on around us. Everyday events and running of a school could be lost, year-by-year, if not recorded in a school annual. In order to convey the school year as a desirable commodity, it must be presented in an attractive, concise and factual manner.

This course has been developed to support and encourage students to explore the richness and diversity of events in their school environment. Students learn to plan, market, and execute the means to produce a saleable print media product about this environment and its events. Students learn to use a digital camera and the photographic skills required to record these events. They learn to create page layouts to present the event in an attractive manner. The learning outcomes of this course are grouped using the curriculum organizers: Social and Cultural Issues, Creation, Analysis, Technology and Marketing.

Students are given the opportunity for self, peer and advisor assessment in each of the five units. The approach supports student skill development and encourages meaningful methods of collecting, interpreting and presenting print medium products to their peers.

Learning Resources:

MAKING IT CLICK: A curriculum for YearTech and Pagemaker. (Jostens)

CURRICULUM GUIDE (Friesens Yearbook Company)

THE YEARBOOK ADVISORS GUIDE (Friesens Yearbook Company)

(more resources readily available by the different yearbook companies.)
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Annual Production 11

Course Code: YANP 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to encourage students to record the schools students and activities through words and photos, leading toward the production of a school annual. Students will be expected to become competent in the operations of digital and standard photographic equipment and computers. As a culmination of this course the students will produce a camera-ready copy of the annual.

Learning Resources:

Text: Photography – Langord
Curriculum guide: Yearbook – Friesens
Internet
Library
Yearbooks (back issues from other institutions and publishers)
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Annual Production 12

Course Code: YANP 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students should have completed English 10 and Annual Production 11

Course Synopsis:

Students develop further the technical and critical skills to publish the Annual of their High School. Principles of fair and equitable reporting, copyright and privacy law, and all required computer skills are reviewed. Having worked through the process of producing the annual once before, returning students should mentor the development of junior students and take on a leadership role. Students review what constitutes good design and practice the application of the latter through the design and production of annual pages, as well as Multi-Media content issued as an adjunct to the Yearbook.

This course is a continuation of Annual Production 10 and 11 which should all be taught concurrently, building on the team dynamic of students with a variety of skill levels and experience.

Learning Resources:

- Manuals and Guides issued by publisher for specific software applications
- Visits from and training sessions held by representative of Publishing Company
- Resource library of comparative Publications
- “Ideas File” of various publications
- “Legacy Report” created as a guide by previous Annual Production classes.
- Internet sites dedicated to showcasing Yearbooks and awarding prizes to outstanding product
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Applied Forestry 11

Course Code: YAPF 11

Category: Science and Applied Sciences

Grade Level of Course:  ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Forestry 11 is an introduction to the study of the forest industry, programs and the skills necessary to proceed to become a forest worker or to enter a “Forest Technician Program” or a degree program in Forestry. There are two paths in this program: a student may use the skills in this program to enter the industry or may wish to proceed into a post-secondary forestry program. Students with learning difficulties can take the former path, which will lead to employable skills.

This program recognizes that many students will elect to participate in short courses in the community at the College or at the aboriginal community level which addresses forest guardianship and forest work preparation programs. Students may apply to have credit directed from these courses for application to Forestry 11, 12 and WE in Forestry by presentation of a completed certificate.

Learning Resources:

>sum<2; Units are prepared using handouts, videos and produced material from the BC Forest Service.
>sum<2; PITS and WCB material is printed and presented.
>sum<2; Field Trip guidance is readily available.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Applied Forestry 12

Course Code: YAPF 12

Category: Science and Applied Sciences

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Forestry 12 is an extension of the Forestry 11 program and continues to be an introduction to the study of the forest industry, programs and the skills necessary to proceed to become a forest worker or to enter a “Forest Technician Program” or a degree program in Forestry.

As in Forestry 11, there are two paths in this program: a student may use the skills in this program to enter the industry or may wish to proceed into a post-secondary forestry program. Students with learning difficulties can take the former path, which will lead to employable skills. Students in Forestry 12 will have access to the handouts and the videos adding to their extended knowledge of the biology of the forest and the environment.

As in Forestry 11, this program recognizes that many students will elect to participate in short courses in the community at the College or at the aboriginal community level that addresses forest guardianship and forest work preparation programs. Students may apply to have credit directed from these courses for application to Forestry 12 and WE in Forestry 12 by presentation of a completed certificate.

Learning Resources:

>sum<2; Units are prepared using handouts, videos and produced material from the BC Forest Service.
>sum<2; PITS and WCB material is printed and presented.
>sum<2; Field Trip guidance is readily available.

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**School District 59**

Status: approved

School Name: Chetwynd Secondary

Course Name: Applied Forestry Work Placement 12

Course Code: YAPFW 12

Category: Science and Applied Sciences

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

**Course Synopsis:**

Forestry 12 (Work Experience) is an extension of the Forestry 12 program and continues to be an introduction to the study of the forest industry, programs and the skills necessary to proceed to become a forest worker or to enter a post-secondary forestry program. Forestry 12 (Work Experience) requires that the student attend a forest work site from 80 to 100 hours, successfully complete additional certificate courses and participate in a safety program at the site prior to participation. Community programs are readily available.

**Learning Resources:**

> Units are prepared using handouts, videos and produced material from the BC Forest Service.
> PITS and WCB material is printed and presented.
> Occupational Guidelines are available at each work site.
> BC Forest Service is available.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course prepares and motivates students to provide leadership to others as well as benefit individually from the knowledge and skills they will develop. The topics that this course covers includes; self-awareness, leadership and leadership styles, goal setting, organization and time management, decision making and problem solving, teamwork and cooperation, communication skills, public speaking, and conflict resolution and mediation skills. Students will develop these skills in and outside of the classroom through theoretical and practical means. Participation in class activities and volunteering time in the school/community is essential to achieving the course goals.

Learning Resources:
Textbook: The Seven Habits of Highly Effective Teens. Covey, Sean

Other book resources:

Growing the Distance. Clemmer, Jim
Life Strategies for Teens. McGraw, Jay
All Together Now. Ukens, Lorraine
Working Together. Ukens, Lorraine
Arctic Expedition. Ukens, Lorraine
Wilderness Survival. Ukens, Lorraine
Activities that Teach. Jackson, Tom
More Activities that Teach. Jackson, Tom
Quicksilver. Butler, Steve and Karl Rohnke
Team Building through Physical Challenges. D.R. Glover and D.W. Midura
The Speaker's Handbook. Sprague, Jo and Douglas Stuart

Leadership Lessons: Various contributors

Newsletter: Above and Beyond: Canadian Association of Student Activity Advisors

Movies that contain leadership concepts within the central theme:
Lean on Me
Rudy
Remember the Titans

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School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: New Ventures 11

Course Code: YNV 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Career Preparation in New Venture 11 is the first of three courses which will train students to prepare for retail and service business operation or to start an independent business. Students will at the end of this course:

- receive personal and practical instruction on the needs of a small retail business;
- be able to have the hygiene, grooming and personal manners necessary in a small retail business;
- meet and greet customers as a sales person;
- become familiar with the daily ledger and record keeping in a retail operation;
- develop a marketing plan for a small business; and,
- identify strategies for improving sales.

Entrepreneurship 11 prepares the student for retail service work by permitting the student the use of a cash register, daily records and the routine of a business. Practical skills at the Thrift Shop permit students to compete for jobs in the local laundry, cleaning, motels and retail businesses.

The Community Thrift Shop serves as the model for New Ventures 11, 12 and WE 12 in New Ventures. Other business models available to students are in the area of window painting, mural painting and mending services where a student may work alongside an entrepreneur to develop enterprise skills and study daily progress.

Students may receive credit by completing modified assignments due to special needs or difficulty with reading and writing levels. This course is designed for a wide range of academic talents and abilities and a support staff person may assist in record keeping and coaching.

Learning Resources:

- Manuals for Excel are in place.
- Daily coaching is the key in the success of the student.
- Reading Resources of the Young Entrepreneurs Association of Canada.
- Chapters from Business 10, New Ventures 12 and Marketing Guides.
- Local Chamber of Commerce publications and business persons.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: New Ventures 12

Course Code: YNV 12

Category: Business and Applied Business

Grade Level of Course:  

10 ☐ 11 ☐ 12 ☒

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

New Ventures 12 is the second of three courses that will train students to prepare for retail and service business operation & to start an independent business. At the end of New Ventures 11, the student will have a business plan with recorded sales of a former month and plans to increase sales by a chosen target. In New Ventures 12, students will implement their business and marketing plan and attempt to meet or exceed their goal. They will record daily sales and increased costs and will have report on their findings. Their report after one month of operations will be report on strategies used to improve sales and an evaluation on their tactics, methods and business practices. If the target sum is not met, students will reflect on the reasons for not meeting the planned goal.

New Ventures 12 is an active course where the student participates in the daily routine of a business. The Community Thrift Shop will be used as one of the primary businesses to use as a model. Daily ledger sales and costs are available for the student and the computer is available for student use.

As in New Ventures 11, students may receive credit by completing modified assignments due to special needs or difficulty with reading and writing levels. This course is designed for a wide range of academic talents and abilities.

Learning Resources:

- Manuals for Excel are in place.
- Daily coaching is the key in the success of the student.
- Reading Resources of the Young Entrepreneurs Association of Canada.
- Chapters from Business 10, New Ventures 12 and Marketing Guides.
- Local Chamber of Commerce publications and business persons.

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School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: New Ventures-Applied 12

Course Code: YNVAP 12

Category: Business and Applied Business

Grade Level of Course:  

☐ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites:

- Manuals for Excel are in place.
- Daily coaching is the key in the success of the student.
- Reading Resources of the Young Entrepreneurs Association of Canada.
- Chapters from Business 10, New Ventures 12 and Marketing Guides.
- Local Chamber of Commerce publications and business persons.

Course Synopsis:

New Ventures Applied 12 is an additional four (4) credits preparing students to become involved in applying for employment in a retail business or to start their own business.

As in New Ventures 11 and 12, students may receive credit by completing modified assignments due to special needs or difficulty with reading and writing levels. This course is designed for a wide range of academic talents and abilities.

Learning Resources:

- Manuals for Excel are in place.
- Daily coaching is the key in the success of the student.
- Reading Resources of the Young Entrepreneurs Association of Canada.
- Chapters from Business 10, New Ventures 12 and Marketing Guides.
- Local Chamber of Commerce publications and business persons.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Peer Helping 10

Course Code: YPHEL 10

Category: Health and Human Services

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students will be required to follow an application process that will include a questionnaire, teaching

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools. Students will develop skills in communication, interpersonal relations, leadership, team work and conflict resolution and will apply these skills in mentoring roles. They will work with individuals and/or small groups. Students will learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Learning Resources:

1. University of Victoria Peer Counselling Project
2. Courage 2 Care: a Training Retreat for Peer Counsellors ~ Sharon Burhoe

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School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Peer Helping 11

Course Code: YPHEL 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students will be required to follow an application process that will include a questionnaire, teaching

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools. Students will develop skills in communication, interpersonal relations, leadership, team work and conflict resolution and will apply these skills in mentoring roles. They will work with individuals and/or small groups. Students will learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Learning Resources:

1. University of Victoria Peer Counselling Project
2. Courage 2 Care: a Training Retreat for Peer Counsellors ~ Sharon Burhoe
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Peer Helping 12

Course Code: YPHEL 12

Category: Health and Human Services

Grade Level of Course:  

10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students will be required to follow an application process.

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools. Students will develop skills in communication, interpersonal relations, leadership, team work and conflict resolution and will apply these skills in mentoring roles. They will work with individuals and/or small groups. Students will learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Learning Resources:

1. University of Victoria Peer Counselling Project
2. Courage 2 Care: a Training Retreat for Peer Counsellors ~ Sharon Burhoe
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Radio Broadcasting 11

Course Code: YRB 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 13, 2005

Prerequisites:  

None

Course Synopsis:

Radio Broadcasting 11 is an introduction to careers in radio broadcasting and trains students to be announcers, operators and basic production radio staff members. Students may chose to proceed into a career in radio broadcasting or related fields in broadcasting.

Learning Resources:

- The volunteer manual assists the student in daily operations.
- Software guides are used and the student will be coached during the use of software.
- Daily coaching is the key in the success of the student.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Radio Broadcasting 12

Course Code: YRB 12

Category: Trades and Technology

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Radio Broadcasting 11

Course Synopsis:

Radio Broadcasting 12 is an extension of Radio Broadcasting 11. This course guides the student to work independently and professionally. The student will be critiqued by the teacher, radio broadcasters and listeners. Radio Broadcasting 12 differs from Radio Broadcasting 11 because the student is expected to prepare and to deliver routine daily shows and a specialty show on his or her own after coaching and in collaboration with the teacher.

Radio Broadcasting 11 prepares the student for this extension since the student will be putting into practice the theory and the skills attained at the first level. The student will be expected to do all of the legal record keeping for each show: music log and default records as a regular staff member.

Music and sound clips advertising the show will be prepared by the student. The student is expected to maintain a portfolio of examples of planning, sound clips and critiques. After Radio Broadcasting 12 - Applied, the student will be prepared to start a resume outlining skills, talents and prepare for samples of show work. Students seriously contemplating the radio field are encouraged to develop demo tracks of their work and to compare and contrast the programs available at different Colleges. Radio Broadcasting 12 - Applied will lead to employable levels of performance.

Learning Resources:

- The volunteer manual assists the student in daily operations.
- Software guides are used and the student will be coached during the use of software.
- Daily coaching is the key in the success of the student.
- Taped lesson guides from key broadcast speakers are used at the Grade 12 level.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Radio Broadcasting-Applied 12

Course Code: YRBAP 12

Category: Trades and Technology

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Radio Broadcasting 12

Course Synopsis:

Radio Broadcasting - Applied 12 is an extension of Radio Broadcasting 12. This course guides the student to prepare for College and/or to apply for full time employment in the radio industry. Students must produce demo tracks of their work and to interview graduates of different Colleges. Radio Broadcasting - Applied 12 will lead to employable levels of performance.

Learning Resources:

- The volunteer manual assists the student in daily operations.
- Software guides are used and the student will be coached during the use of software.
- Daily coaching is the key in the success of the student.
- Taped lesson guides from key broadcast speakers are used at the Grade 12 level.
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Transition to Work 11A

Course Code: YTRWK 11A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Career-related classroom instruction for secondary students, age 15 and older who are currently enrolled as full-time students in the regular school program but may be at risk of dropping out of school. This program is specifically aimed at helping at-risk students to become refocused on the purpose for an education and motivated to complete a program of study, by allowing them to explore career options through academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction and development.

Learning Resources:
- Advantage Media Inc, 1986: Telephone Courtesy Pays (video recording)

On-line resources:
http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp
http://www.jobsetc.ca/
http://red-seal.ca/
http://www.towes.com/measureup/
http://bc.surfingforwork.com/default.htm
http://www.ncsu.edu/careerkey
http://www.recruit.com
http://english.monster.ca

Learning sites:
http://www.m-w.com/netdic.htm
http://www.dictionary.com

Personality:
http://www.keirsey.com
http://typefocus.com
http://www.eiconsortium.org
http://www.utne.com/interact/test/-iq.html
http://ei.haygroup.com/resources/default_ielttest.htm
http://quiz.ivillage.com/health/tests/eqtest2.htm

Videos:
- Effective resumes and job applications. Revised Ed, Ministry of Advanced Education
- Work Search Video Series (3 series). Ministry of Advanced Education
- Work style alternatives: Youth in the new economy. Ministry of Advanced Education (Nanaimo Youth Services Association)
School District 59

Status: approved

School Name: Chetwynd Secondary

Course Name: Transition to Work 11B

Course Code: YTRWK 11B

Category: Trades and Technology

Grade Level of Course:  
- 10  
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Transition to Work 11A

Course Synopsis:

The industry skill certification component of the Transition to Work program will provide students with an opportunity to complete a minimum of five industry-recognized certificates for worksite-specific skills and safety procedures. Completion of the certificates will ensure that students are prepared to participate effectively and safely in the work experience placement and provide the students with a competitive advantage on future job applications.

The work experience component of the program will consist of two, three-week work placements providing students with an opportunity for progressive experience in selected workplace situations. Students will gain a clearer understanding of their personal preferences for career options and be able to practice and improve upon their mastery of the concepts and skills learned in the classroom. In addition, the work experience will allow the student to make contacts in the work force and establish a basis for their work history.

Learning Resources:

Unit 1: Industry Skill Certificates

Training manuals, audio-visual materials and participant workbooks are provided for industry certificates courses.

Conflict Resolution, Hazard Perception & Control and Retail Sales & Customer Service are locally developed courses for which the instructional materials are developed by the individual instructor.
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: It is recommended that students have a strong background in computer use. Courses such as Information...

Course Synopsis:

This is an advanced course in animation with an emphasis on character animation. This course is designed to encourage the study of natural movement and how that movement must be enhanced to fit the requirements of game and video production. The course will be project-driven in design, with an emphasis on using the principles of animation.

Learning Resources:

As a rapidly evolving field, it is expected that the learning resources will change over time. Examples of some recommended resources as of 2004 are:

>sum<2; Software capable of 3-D modelling and animation (ie: Softimage XSI, Cinema 4D, 3DS Max, Blender, Maya etc.)

>sum<2; Software capable of editing and compiling video and sound files (ie. Adobe Premiere, Final Cut Pro 4, Video Studio, Audacity (freeware, sound only)

>sum<2; Software capable of capturing and compiling single images to produce an animation (ie Promotion, Animation Shop, Flash, etc.)


"Cartoon Animation - Basic Skills" by Walter FosterISBN: 0-929261-50-x

"Cartoon Animation" by Preston J. BlairISBN: 0-929261-51-8
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Career-related classroom instruction and work experience allowing students to explore career options through a combination of unpaid work experience and academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction. Students will participate in 2 or 3 different work training experiences provided by other public education and private sector partners.

Learning Resources:
Your Boss and You

Four part video dealing with real-life work situations, exploring relationships between the employees and employer. Each open-ended situation is followed by questions for group discussion about a variety of situations in the work place. Available through BC Learning Connections http://www.bclc.bc.ca/

This resource consists of over 75 student-friendly lessons and activities on topics such as attitudes for success, career paths, self-exploration, values, career building and awareness, occupational awareness and research, decision-making, goal setting, action planning, educational planning, stereotyping, and energizers/ice-breakers. Available through Continuing Ed. Division, Career Development Department 10537-44 Street, Edmonton, Alberta T6A 1W1 Fax: (708) 466-9394 Career Paths Online http://www.careerpathsonline.com/site/main.cfm Interest inventory, Trades & Technology Quiz, 120 occupational profiles, Employability Skills Toolkit ISBN: 007087847-1
The Employability Skills Toolkit is a suite of practical tools designed to help learners use and develop the skills needed to enter, stay in, and progress in the world of work. The Toolkit offers practical support for managing lifelong learning for personal growth and workplace success, and provides information about what employability skills look like and examples of ways to develop and demonstrate skills at home, school, work and in the community (McGraw-Hill Ryerson Ltd. Toll Free Order Line: 1-800-565-5758) http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm

WCB Student WorkSafe
Downloadable materials include age appropriate scenarios and activities to help students develop a strong safety attitude. http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp

Career Cruising


WorkinfoNET

BC WorkinfoNET is home to a collection of labour market and career related information resources. This clearinghouse is continually updated and expanded http://workinfonet.bc.ca/

Additional Information:

Through this opportunity it is expected that students will:
>sum<2; have the opportunity to demonstrate work readiness skills
>sum<2; gain experience that makes further study more meaningful
>sum<2; have the opportunity to experience and learn about the culture of the workplace
>sum<2; gain information and experience to enable informed career choice and planning
>sum<2; gain confidence in themselves through knowledge of employer expectations
>sum<2; develop and demonstrate networking skills with the local business community
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Desktop Publishing 11

Course Code: YDTP 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 13, 2005

Prerequisites: Grade 10, BCA 11 or equivalent knowledge.

Course Synopsis:

The course is designed to provide students with the skills to create high quality publications with an Industry Standard Desktop Publishing Program. Students will design a number of publications during the course.

Learning Resources:

> School Website
> Classroom in a Book Series
> Supplemental material available on website.
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Journalism 11

Course Code: YJOU 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 13, 2005

Prerequisites:  None

Course Synopsis:

Students will demonstrate skills in the specific skills of journalism, including layout and design, photography and publishing. An integral part of this course will be the production of school newsletters, news articles and the school yearbook. These class-based activities will provide students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines and producing publications. Students will be expected to maintain a portfolio of all their completed work.

Learning Resources:

Text:  Photography – Langord
Curriculum guide:  Yearbook – Friesens
Internet
Library
Yearbooks (back issues from other institutions and publishers)
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Musical Theatre 10

Course Code: YMUTH 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☐ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of musical theatre. As the first of three courses in Music Theatre offered at South Peace Secondary School, students begin to develop their performance skills for high expectations, performance exposure and leadership building requirements. Students learn the value of developing community, to overcome diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting. In the culmination of all Musical Theatre courses students will produce a professional level Broadway-style musical for the school, community and the city of Dawson Creek. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the theatre company), Pre-production, Production and Post-Production (Reflection and Closing the Theatre Company). Students are expected to meet instructor expectations including character analysis, dance tape and song recordings for analysis and further direction. These examples of student work act as motivating tools for movement, line and song deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units. The approach supports student ownership and pride in performance as well as providing various skill sets and new approaches to thinking and learning. At the grade 10 level, students are exposed to introductory level acting methods but are still granted opportunities for leadership and solo performance within the framework of a Musical. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the production and the reflective process after its completion.

Learning Resources:

>sum<2; Various excerpts from Broadway Musicals (songs, scenes and monologues)
Full script, lyrics and score of an established Musical for performance (to change every year)

Dance, makeup, and acting videos:
 o Videos of past performances in Musical Theatre
 o Theatrical Design and Production, various Internet resources

www.bcsta.org
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of musical theatre. As the second of three courses in Music Theatre offered at South Peace Secondary School, students begin to develop their performance skills for high expectations, performance exposure and leadership building requirements. Students learn the value of developing community, to overcome diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting. In the culmination of all Musical Theatre courses students will produce a professional level Broadway-style musical for the school, community and the city of Dawson Creek. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the theatre company), Pre-production, Production and Post-Production (Reflection and Closing the Theatre Company). Students are expected to meet instructor expectations including character analysis, dance tape and song recordings for analysis and further direction. These examples of student work act as motivating tools for movement, line and song deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units. The approach supports student ownership and pride in performance as well as providing various skill sets and new approaches to thinking and learning. At the grade 11 level, students are exposed to intermediate level acting methods but are still granted opportunities for leadership and solo performance within the framework of a Musical. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the production and the reflective process after its completion.

Learning Resources:

- Various excerpts from Broadway Musicals (songs, scenes and monologues)
- Full script, lyrics and score of an established Musical for performance (to change every year)
- Dance, makeup, and acting videos:
  - Videos of past performances in Musical Theatre
  - Theatrical Design and Production, various Internet resources
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10   □ 11   X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Music Theatre 11 or by instructor permission (based on prior experience)

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of musical theatre. As the second of two courses in musical theatre offered at South Peace Secondary School, students continue to develop their performance skills with higher expectations, performance exposure and leadership requirements. Students learn the value of developing community, to overcome diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting. In the culmination of all Musical Theatre courses students will produce a professional level Broadway-style musical for the school, community and the city of Dawson Creek. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the theatre company), Pre-production, Production and Post-Production (Reflection and Closing the Theatre Company). Students are expected to meet instructor expectations including written, recording of student work; such as character analysis, dance tape and song recordings for analysis and further direction. These examples of student work act as motivating tools for movement, line and song deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units. The approach supports student ownership and pride in performance as well as providing various skill sets and new approaches to thinking and learning. At the grade 12 level, students are exposed to higher level acting methods and are granted opportunities for leadership and solo performance within the framework of a Musical. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the production and the reflective process after its completion.

Learning Resources:

- Various excerpts from Broadway Musicals (songs, scenes and monologues)
- Full script, lyrics and score of an established Musical for performance (to change every year)
- Theatrical Design and Production, various Internet resources
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

This is an introductory course to psychology. Topics include history, research methodology, brain physiology and function, developmental psychology, sleep and dreaming, abnormal psychology, learning, memory and intelligence, creativity, personality theory, and other broad issues within the discipline.

The study of psychology is extremely useful for career preparation in many fields, as well as personal self-awareness. There are many career choices within the discipline of Psychology itself. Exposure, through intended learning outcomes, to some of these choices will provide students with a basic understanding of the discipline. This in turn may encourage them to pursue further study at the post-secondary level.

Learning Resources:

Text: Psychology and You (2nd edition)
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Transition to Work 11A

Course Code: YTRWK 11A

Category: Trades and Technology

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Career-related classroom instruction for secondary students, age 15 and older who are currently enrolled as full-time students in the regular school program but may be at risk of dropping out of school. This program is specifically aimed at helping at-risk students to become refocused on the purpose for an education and motivated to complete a program of study, by allowing them to explore career options through academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction and development.

Learning Resources:

www.bcsta.org
- Advantage Media Inc, 1986: Telephone Courtesy Pays (video recording)

On-line resources:

http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp
http://www.jobsetc.ca/
http://red-seal.ca/
http://www.towes.com/measureup/
http://bc.surfingforwork.com/default.htm
http://www.ncsu.edu/careerkey
http://www.recruit.com
http://english.monster.ca

Learning sites:
http://www.m-w.com/netdic.htm
http://www.dictionary.com

Personality:
http://www.keirsey.com
http://typefocus.com
http://www.eiconsortium.org
http://www.utne.com/interact/test/-iq.html
http://ei.haygroup.com/resources/default_iqtest.htm
http://quiz.ivillage.com/health/tests/eqtest2.htm

Videos:

- Effective resumes and job applications. Revised Ed, Ministry of Advanced Education
- Work Search Video Series (3 series). Ministry of Advanced Education
- Work style alternatives: Youth in the new economy. Ministry of Advanced Education (Nanaimo Youth Services Association)
School District 59

Status: approved

School Name: South Peace Secondary

Course Name: Transition to Work 11B

Course Code: YTRWK 11B

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: Transition to Work 11A

Course Synopsis:

The industry skill certification component of the Transition to Work program will provide students with an opportunity to complete a minimum of five industry-recognized certificates for worksite-specific skills and safety procedures. Completion of the certificates will ensure that students are prepared to participate effectively and safely in the work experience placement and provide the students with a competitive advantage on future job applications.

The work experience component of the program will consist of two, three-week work placements providing students with an opportunity for progressive experience in selected workplace situations. Students will gain a clearer understanding of their personal preferences for career options and be able to practice and improve upon their mastery of the concepts and skills learned in the classroom. In addition, the work experience will allow the student to make contacts in the work force and establish a basis for their work history.

Learning Resources:

Unit 1: Industry Skill Certificates

Training manuals, audio-visual materials and participant workbooks are provided for industry certificates courses.

Conflict Resolution, Hazard Perception & Control and Retail Sales & Customer Service are locally developed courses for which the instructional materials are developed by the individual instructor.
School District 59

Status: approved

School Name: Tumbler Ridge Secondary
Course Name: Teacher Assistant 10
Course Code: YTA 10
Category: Health and Human Services
Grade Level of Course:  
× 10   □ 11   □ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 13, 2005
Prerequisites: Students must have the course sponsor teacher’s recommendation.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum

1. Employability Skills
   a. Essential Skills (Human Resources Development Canada)  
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment
3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Steven Covey
   b. Tutoring by Helping – Elizabeth Sabrinsky Foster
4. Work Experience 12 IRP
5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors www.casaa-resources.net/ (excellent source of student leadership materials.)
   b. Maslow’s Hierarchy of Needs http://web.utk.edu/~gwynne/maslow.HTM

This course provides many opportunities for students to add to their graduation portfolio including letters of reference, information about related careers, photo essays, videotapes and reports.
School District 59

Status: approved

School Name: Tumbler Ridge Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students must have the course sponsor teacher’s recommendation.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum

1. Employability Skills
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment
3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Steven Covey
   b. Tutoring by Helping – Elizabeth Sabrinsky Foster
4. Work Experience 12 IRP
5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors www.casaa-resources.net/ (excellent source of student leadership materials.)
   b. Maslow’s Hierarchy of Needs http://web.utk.edu/~gwynne/maslow.HTM

This course provides many opportunities for students to add to their graduation portfolio including letters of reference, information about related careers, photo essays, videotapes and reports.
School District 59

Status: approved

School Name: Tumbler Ridge Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: Students must have the course sponsor teacher’s recommendation.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum

1. Employability Skills
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment

3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Steven Covey
   b. Tutoring by Helping – Elizabeth Sabrinsky Foster

4. Work Experience 12 IRP

5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors www.casaa-resources.net/ (excellent source of student leadership materials.)
   b. Maslow’s Hierarchy of Needs http://web.utk.edu/~gwynne/maslow.HTM

This course provides many opportunities for students to add to their graduation portfolio including letters of reference, information about related careers, photo essays, videotapes and reports.
School District 59

Status: approved

School Name: Tumbler Ridge Secondary

Course Name: Transition to Work 11A

Course Code: YTRWK 11A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 13, 2005

Prerequisites: None

Course Synopsis:

Career-related classroom instruction for secondary students, age 15 and older who are currently enrolled as full-time students in the regular school program but may be at risk of dropping out of school. This program is specifically aimed at helping at-risk students to become refocused on the purpose for an education and motivated to complete a program of study, by allowing them to explore career options through academic intervention in a non-traditional classroom setting designed to facilitate individual and small group instruction and development.

Learning Resources:
- Advantage Media Inc, 1986: Telephone Courtesy Pays (video recording)

On-line resources:

http://www15.hrdc-drhc.gc.ca/english/general/home_e.asp
http://www.jobsetc.ca/
http://red-seal.ca/
http://www.towes.com/measureup/
http://bc.surfingforwork.com/default.htm
http://www.ncsu.edu/careerkey
http://www.recruit.com
http://english.monster.ca

Learning sites:
http://www.m-w.com/netdic.htm
http://www.dictionary.com

Personality:
http://www.keirsey.com
http://typefocus.com
http://www.eiconsortium.org
http://www.utne.com/interact/test/-iq.html
http://ei.haygroup.com/resources/default_ieltest.htm
http://quiz.ivillage.com/health/tests/eqtest2.htm

Videos:
- Effective resumes and job applications. Revised Ed, Ministry of Advanced Education
- Work Search Video Series (3 series). Ministry of Advanced Education
- Work style alternatives: Youth in the new economy. Ministry of Advanced Education (Nanaimo Youth Services Association)
School District 59

Status: approved

School Name: Tumbler Ridge Secondary

Course Name: Transition to Work 11B

Course Code: YTRWK 11B

Category: Trades and Technology

Grade Level of Course:  

X 11

10  12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 13, 2005

Prerequisites: Transition to Work 11A

Course Synopsis:

The industry skill certification component of the Transition to Work program will provide students with an opportunity to complete a minimum of five industry-recognized certificates for worksite-specific skills and safety procedures. Completion of the certificates will ensure that students are prepared to participate effectively and safely in the work experience placement and provide the students with a competitive advantage on future job applications.

The work experience component of the program will consist of two, three-week work placements providing students with an opportunity for progressive experience in selected workplace situations. Students will gain a clearer understanding of their personal preferences for career options and be able to practice and improve upon their mastery of the concepts and skills learned in the classroom. In addition, the work experience will allow the student to make contacts in the work force and establish a basis for their work history.

Learning Resources:

Unit 1: Industry Skill Certificates

Training manuals, audio-visual materials and participant workbooks are provided for industry certificates courses.

Conflict Resolution, Hazard Perception & Control and Retail Sales & Customer Service are locally developed courses for which the instructional materials are developed by the individual instructor.
School District 61

Status: locked

School Name: Cedar Hill Jr Secondary

Course Name: Flexible Studies Service 10

Course Code: YFSS 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4 over 4 y

Number of Hours of instruction: 30 hours e

Date Approved: March, 2005

Prerequisites: Flexible Studies Service 9

Course Synopsis:

This course is designed to give students the opportunity to develop positive character attributes through participating in organized Service Projects and Volunteer work within the school and surrounding community, as well as through a continual character curriculum thread through each year from grades 9-12. Students will develop language for and an understanding of Character Education concepts as well as adopt appreciation and skill towards Service related activities; they will develop a sense of community and contributing to community. This Character Education/Service thread will occur as an extension to the Flexible Studies~Leadership in Learning Program core subject curriculum as outlined in the Reynolds Secondary Course handbook and on the school website website: (http://www.sd61.bc.ca/school/reynolds/flex.html).

Reynolds Flexible Studies Program

Flexible Studies: Leadership in Learning
A district program for Secondary Students who are interested in a program that emphasizes:
- Academic Excellence
- Character development through Leadership/Service.
- Enrichment and Challenge through Experiential learning
- Support through individual and flexible programs
As indicated earlier this program is offered as an extension to the Flexible Studies ~ Leadership in Learning Program following the Ministry Curriculum for Math, English, Science and Social Studies. Students’ contributed time each year to a Character Education curriculum, including Service and Volunteer activities amounts to one credit per year, totally 4 credit for the duration of the 4 year program.

Learning Resources:


REFERRED WEBSITES

“GO” Program
http://premier.us/products/middleschool/success/GoProgram
Duke of Edinburgh
http://www.dukeofed.org/bcyukon/index.htm
7 Pillars of Character
http://www.charactercounts.org/dfsix.htm
7 Habits of Highly Effective Teens
http://www.nettally.com/hasmith/ucl/7habits.html
http://www.rogerknapp.com/inspire/7hhab.htm

Additional Information:

As indicated earlier this program is offered as an extension to the Flexible Studies ~ Leadership in Learning Program following the Ministry Curriculum for Math, English, Science and Social Studies. Students’ contributed time each year to a Character Education curriculum, including Service and Volunteer activities amounts to one credit per year, totally 4 credit for the duration of the 4 year program.
This course has been developed to offer unique opportunities to students so that they may experience the wide variety of recreational activities available on Vancouver Island. In addition, this course will enhance students’ awareness of their social responsibility for the care and respect of their environment. Students will be introduced to resource people in the community who are knowledgeable and skilled in a particular outdoor activity.

During this course, students will become aware of and appreciate some of the local outdoor recreational areas and facilities. They will also be able to identify safe and unsafe conditions in certain activities and be able to create a safe learning environment.

The students will also be presented with current environmental issues and the effect such issues have on our present day and future life. They will be able to identify different employment opportunities which are related to the topics which they will be studying.

Course Synopsis:

This course enables students to experience a variety of recreational activities thereby enhancing their quality of life through active living. Therefore this course focuses on a number of different activities such as: learning about Vancouver Island and its many different recreational areas, compass basics and orienteering, kayaking, scuba diving, rock climbing, archery, hiking and outdoor etiquette and safety.

Numerous field trips provide students with opportunities to practice and develop skills in the above activities.

Students will be expected to keep a journal recording their personal observations regarding each field trip.

There is a culminating activity for those students who achieve a B/G or higher as they are invited on an overnight camping trip to Horne Lake where they will also have the opportunity to go caving, canoeing and rappelling.

Learning Resources:

• guest instructors with expertise in relevant areas
• videos on different activities and issues
• articles and information relating to outdoor recreation
• Fish and Wildlife - A recreational resource published by B.C. government

Additional Information:

This course has been developed to offer unique opportunities to students so that they may experience the wide variety of recreational activities available on Vancouver Island. In addition, this course will enhance students’ awareness of their social responsibility for the care and respect of their environment. Students will be introduced to resource people in the community who are knowledgeable and skilled in a particular outdoor activity.

During this course, students will become aware of and appreciate some of the local outdoor recreational areas and facilities. They will also be able to identify safe and unsafe conditions in certain activities and be able to create a safe learning environment.

The students will also be presented with current environmental issues and the effect such issues have on our present day and future life. They will be able to identify different employment opportunities which are related to the topics which they will be studying.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Brass Ensemble 10

Course Code: YBREN 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites: Brass Ensemble 9

Course Synopsis:

Brass Ensemble 10 is a course designed to be the continuation of the acquisition of the performance skills on wind instruments (trumpet, horn, trombone and tuba) and music knowledge started in grades six, seven and eight in the middle school band program and the development and continued sophistication of those skills acquired in Brass Ensemble 9. It is also a continuation of music knowledge acquired by playing various styles of music from a wide variety of eras. In addition to performance, students learn much about the general nature of music by actually playing a wide variety of music. As opposed to the large concert band ensemble format, small ensembles give students the opportunity to work in a more intimate and intense form of musical expression.

Learning Resources:

The Music Department has an extensive library of music from the Renaissance, Baroque, Classical, 20th Century eras and contemporary resources for combinations of solo, duet, trio, quartet, quintet and sextet. Students are invited and encouraged to compose and/or arrange works of their own for ensemble performance. There are also the additional possibilities of computer generated music through various computer programs.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Brass Ensemble 11

Course Code: YBREN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- ☐ 10
- ☒ 11
- ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites:  

- Brass Ensemble 10

Course Synopsis:

Brass Ensemble 11 is a course designed to be the continuation of the acquisition of the performance skills on wind instruments (trumpet, horn, trombone and tuba) and music knowledge started in grades six, seven and eight in the middle school band program and the development and continued sophistication of those skills acquired in Brass Ensemble 10. It is also a continuation of music knowledge acquired by playing various styles of music from a wide variety of eras. In addition to performance, students learn much about the general nature of music by actually playing a wide variety of music. As opposed to the large concert band ensemble format, small ensembles give students the opportunity to work in a more intimate and intense form of musical expression.

Learning Resources:

The Music Department has an extensive library of music from the Renaissance, Baroque, Classical, 20th Century eras and contemporary resources for combinations of solo, duet, trio, quartet, quintet and sextet. Students are invited and encouraged to compose and/or arrange works of their own for ensemble performance. There are also the additional possibilities of computer generated music through various computer programs.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Brass Ensemble 12

Course Code: YBREN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2004

Prerequisites: Brass Ensemble 11

Course Synopsis:

Brass Ensemble 12 is a course designed to be the continuation of the acquisition of the performance skills on wind instruments (trumpet, horn, trombone and tuba) and music knowledge started in grades six, seven and eight in the middle school band program and the development and continued sophistication of those skills acquired in Brass Ensemble 10. It is also a continuation of music knowledge acquired by playing various styles of music from a wide variety of eras. In addition to performance, students learn much about the general nature of music by actually playing a wide variety of music. As opposed to the large concert band ensemble format, small ensembles give students the opportunity to work in a more intimate and intense form of musical expression.

Learning Resources:

The Music Department has an extensive library of music from the Renaissance, Baroque, Classical, 20th Century eras and contemporary resources for combinations of solo, duet, trio, quartet, quintet and sextet. Students are invited and encouraged to compose and/or arrange works of their own for ensemble performance. There is also the additional possibilities of computer generated music through various computer programs.
This course forms part of Esquimalt High School's M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation (formerly Career Prep Graphics) program. It is designed to run concurrently with Graphic Arts 11 and to serve as a prerequisite for Computer Graphics and Animation 12 and Graphics Work Experience 12.

Because of the interrelationship between Computer Graphics and Animation and Graphic Arts, the topics of instruction may be presented in an order other than that described in this document.

Additional Information:

This course forms part of Esquimalt High School's M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation (formerly Career Prep Graphics) program. It is designed to run concurrently with Graphic Arts 11 and to serve as a prerequisite for Computer Graphics and Animation 12 and Graphics Work Experience 12. Because of the interrelationship between Computer Graphics and Animation and Graphic Arts, the topics of instruction may be presented in an order other than that described in this document.
This course forms part of Esquimalt High School's M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation (formerly Career Prep Graphics) program. It is designed to run concurrently with Graphic Arts 12 and Graphics Work Experience 12.

Because of the interrelationship between Computer Graphics and Animation 12 and Graphic Arts 12, the topics of instruction may be presented in an order other than that described in this document.

Additional Information:

This course forms part of Esquimalt High School's M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation (formerly Career Prep Graphics) program. It is designed to run concurrently with Graphic Arts 12 and Graphics Work Experience 12.

Because of the interrelationship between Computer Graphics and Animation 12 and Graphic Arts 12, the topics of instruction may be presented in an order other than that described in this document.
School District 61

Status: approved

School Name: Esquimalt Community School
Course Name: Education plein air 10
Course Code: YEPA10
Category: Choose a Category
Grade Level of Course:  
10  
11  
12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 16, 2007
Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of personal and social responsibility through the acquisition and application of outdoor skills and theory. Students will develop self-esteem, team-building skills, public speaking skills and conflict resolution skills. They will understand group skills, cooperation and the skills necessary for outdoor survival. They will perform school and community service, and become aware of nature and the environment. This program will allow students the opportunity to set and meet goals, challenge themselves and overcome barriers to success. They will be expected to present and promote their new skills in school and community presentations using various forms of technology. In addition, evidence and documentation will be added to their graduation portfolios.

Learning Resources:

Videos
Resource Books
Newsletters/Website
Various Instructors (Local, Tribal, Provincial, National)
Specialized instruction and training manuals (First Aid, Food Safe, etc.)
Conservation material, guest speakers and instructors
Internet
Computers and specific programs (Power Point, I-Movie, Page Maker, etc.)
Authentic Documents (magazines, newspapers, etc.)
Journals and Periodicals
Specialized use of tools and equipment for outdoor activities
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: English Language Development 10

Course Code: YELDV10

Category: Other

Grade Level of Course:  

10  [X]  11  [ ]  12  [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 28, 2007

Prerequisites: This course is designed for the student who:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

Learning Resources:
Large pictures/posters
Student handbook
West Coast Reader
Getting Ready to Write ISBN 0-13-194635-8
Shining Star: Introductory Level and Keys to Learning 0131892215
Canadian Snapshots: Linking to Community
Student Book ISBN 2761314344
Workbook ISBN 2761314352
Manual ISBN 2761314379
Audio CD ISBN 2761314360
Focus on Grammar 1
Audio CD ISBN 0-1316-47473-1
Focus on Grammar 2
Student Book ISBN 0-13-189977-1
Workbook ISBN 0-13-189974-0
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: English Language Development 11

Course Code: YELDV11

Category: Choose a Category

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2008

Prerequisites:

Course Synopsis:

- Has a first language other than English
- Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Learning Resources:

- Ready to Write ISBN 0-13-042463-3
- Student handbook
- Fast Forward ISBN 0-13-513731-4
- English, Yes! : Intermediate ISBN 0-80961-788-0
- Canadian Snapshots: Linking to Community
- Student Book ISBN 2761314344
- Workbook ISBN 2761314352
- Manual ISBN 2761314379
- Audio CD ISBN 2761314360
- The Spirit of Vocabulary Canada 0-88996-228-6
- In the Know: Understanding and Using Idioms ISBN 0-521-54542-0

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School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: ESL Composition 11

Course Code: YESCM11

Category: Choose a Category

Grade Level of Course:  

10  

11  x

12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved:  

February, 2008

Prerequisites:

Course Synopsis:

This course is designed for the student who:

â€¢ has expanding English skills (approximately level 4).
â€¢ has some competency with academic language.
â€¢ has a more thorough understanding of the structure of language than an ELD 10/11 student.
â€¢ can remediate writing errors with assistance.
â€¢ is able to read independently and respond to more complex material than an ELD 10/11 student.
â€¢ has prior knowledge of writing fundamentals in a first language which can be used to improve writing skills in English

Specialized Training Required:
It is strongly recommended that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of English 10 and senior English. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Course Synopsis:
This course in composition focuses on the development of writing skills as well as the skills of composing and presenting needed in subsequent academic courses at the secondary level.
Learning Resources:

- (workbook) (ISBN 0139586873)
- Imprints 11 (ISBN 0771509405)
- Focus on Grammar Book 4
- Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- Writing Academic English, 3rd Ed. (ISBN 0201340542)
- Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- The Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- Essay Essentials, 2nd Ed. (ISBN 0774732806)
- The Bare Essentials Plus (ISBN 0774735546)
- The Cage
- Reading and Writing for Success
School District 61

Status: locked

School Name: Esquimalt Community School
Course Name: First Nations Leadership 11
Course Code: YFNL 11
Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: Non

Course Synopsis:

The First Nations Leadership course has been developed to support students in developing a sense of personal identity, empowerment and self-esteem through an awareness of family, community, cultural histories and traditions.

Students will be encouraged to take responsibility and to make informed decisions based on their class and community work. The students are viewed as individuals with various talents, responsibilities, needs and knowledge. They will have a variety of learning experiences that will reflect the traditional teaching of “learning by doing”.

The course philosophy is that everyone is capable of being a leader. The qualities of leadership are both external and internal. Displaying leadership is ‘outward’ and expressed from ‘within’. Understanding First Nations values and beliefs is vital to the understanding of self and others as a leader.
The Learning Outcomes of the course are grouped under the curriculum organizers: Leadership, Study Track, Healthy Emotion, Healthy Mind, Healthy Body, and Healthy Spirit.

Students will be expected to participate in daily/weekly activities and lessons. These activities and lessons culminate in two class projects. The first is to organize a potlatch, to which the students invite guests. The work of the potlatch is for the students to publicly acknowledge someone who is a leader in their life. The second project is to present research findings on improving health and wellness in the First Nations community. The students’ medium is the digital camera and computer.

Upon completion it is intended that students value learning as a life-long experience, and gain insight into personal and/or academic goals.

Rationale:
The overall intent of the course is to assist in the development and enhancement of holistic qualities (mental, physical, emotional, and spiritual). Through the integration of First Nations traditional teachings, and the reinforcement of positive and healthy attitudes and values, students develop the skills to achieve their personal, educational, and career goals.

The First Nations Leadership course content, presentation and approaches integrate the diverse cultural practices of the Coast Salish, the medicine wheel, and the circle. They will provide the foundation upon which identity and a sense of place and belonging are created to build a positive culture in the class. Fostering self-esteem will enhance the socialization process for the youth and will create bridges for the future. The course will provide a foundation for students to establish personal, educational, and career goals. In addition, students will develop skills that will see them as contributing to their family, school, community and living with others in an interdependent world.
School District 61

Status: approved

School Name: Esquimalt Community School

Course Name: First Nations Outdoor Education 11

Course Code: YFNOE11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 16, 2007

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of personal and social responsibility through the acquisition and application of outdoor skills and theory. Students will develop self-esteem, team-building skills, public speaking skills and conflict resolution skills. They will understand group skills, cooperation and the skills necessary for outdoor survival. They will perform school and community service, and become aware of nature and the environment. This program will allow students the opportunity to set and meet goals, challenge themselves and overcome barriers to success. They will be expected to present and promote their new skills in school and community presentations using various forms of technology. In addition, evidence and documentation will be added to their graduation portfolios.

Learning Resources:

Videos
Resource Books
Newsletters/Website
Various Instructors (Local, Tribal, Provincial, National)
Specialized instruction and training manuals (First Aid, Food Safe, etc.)
Conservation material, guest speakers and instructors
Internet
Computers and specific programs (Power Point, I-Movie, Page Maker, etc.)
Authentic Documents (magazines, newspapers, etc.)
Journals and Periodicals
Specialized use of tools and equipment for outdoor activities

www.bcsta.org
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Food Service Training 11

Course Code: YFSTR11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 18, 2006

Prerequisites:


Open Learning Institute (2001). Study Manuals for the BC Trade of Cook, Level 1

Squirrel Training and Point of Sale System

Course Synopsis:

The province of British Columbia, and more precisely the city of Victoria is in need of entry-level employees with employable skills within the Hotel/Restaurant/ Tourism Industry. Students’ willingness to work part time hours during the off-season (September to May) and full time hours during the peak-summer season, along with their interest in obtaining full-time employment after graduation make them ideal employees for local restaurants and hotels. Due to a young person’s obvious lack of experience, there is a disparity between what skills teenagers have developed and those that prospective employers are looking for. The Food Service Training Course is designed to provide students with the opportunity to develop entry-level employable skills, with a particular focus on food service.

Food Service Training 11, leads students to develop an understanding of how to effectively serve customers and provide them with superior customer service. The course also leads students to develop an understanding of the process and procedures utilized in hiring employees as well as the methods for obtaining work in the food service industry. Students perform a number of customer service activities that include acting as a cashier, busser, expeditor, and sandwich maker, as well as other less “defined” customer service roles. Students develop the skills of keeping their work place clean and engage in all of the activities necessary for successful service of food to customers in an appealing fashion. Students are also led to develop an understanding of how to construct a professional curriculum vitae, effectively apply for a job, prepare for an interview and follow up after an interview. Students are also led to understand how to identify “preferred” places of employment. Focus is also placed on attaining training in the areas of Superhost and Squirrel (point of sale) operation and utilize the learned training in real situations through being a cashier. Evaluation is based on food production, safety and sanitation, personal management, customer communication, and teamwork and team communication. Evaluation is partly based on participation and students are marked on their class and independent work as well as their CV and on a constructed “job-search” binder. Students are also marked on homework assignments, and independent research activities. The course will also accord the students the opportunity to acquire evidence and documentation to add to their graduation portfolios. This course is taken as part of the Food Service Training Program in conjunction with Cook Training 11A, Cafeteria Training 11 and Foods 11.

Learning Resources:


Open Learning Institute (2001). Study Manuals for the BC Trade of Cook, Level 1

Squirrel Training and Point of Sale System
School District 61

Status: locked

School Name: Esquimalt Community School
Course Name: Graphic Arts 11
Course Code: YGAR 11
Category: Fine Arts, Design, and Media
Grade Level of Course:  
10  
11  
12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: None

Course Synopsis:

This course is designed to prepare students for further education and employment as visual communicators. As a component of M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation, the course will offer students the opportunity to develop knowledge and skilled use of materials, tools and equipment and processes and techniques in printmaking and graphic design. Students will develop knowledge and skills through a series of projects that will deepen their understanding of the importance of graphic design as a communication tool. The projects themselves will be student centred and community based and students will be encouraged to share their skills with the larger school community. Students will be given the opportunity for self and peer assessment throughout the course.

Learning Resources:

Textbook:

• The Step-by-Step Guide to Photography, Michael Langford

References:

• Peach Berserk’s Silkscreen Workshop and Biz Tips for Misfits (DVD)
• Learning to Operate the A.B. Dick 350/360 Offset Press by Garry Briddle (Video)
• Internet

Additional Information:

This course forms part of Esquimalt High School's M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation (formerly Career Prep Graphics) program. It is designed to run concurrently with Computer Graphics and Animation 11 and to serve as a prerequisite for Graphic Arts 12 and Graphics Work Experience 12. Because of the interrelationship between Graphic Arts 11 and Computer Graphics and Animation 11, the topics of instruction may be presented in an order other than that described in this document.
This course forms part of Esquimalt High School’s M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation (formerly Career Prep Graphics) program. It is designed to run concurrently with Computer Graphics and Animation 12 and Graphics Work Experience 12. Because of the interrelationship between Graphic Arts 12 and Computer Graphics and Animation 12, the topics of instruction may be presented in an order other than that described in this document.

Additional Information:

This course forms part of Esquimalt High School’s M.E.D.I.A – Multimedia Explorations in Design, Illustration and Animation (formerly Career Prep Graphics) program. It is designed to run concurrently with Computer Graphics and Animation 12 and Graphics Work Experience 12. Because of the interrelationship between Graphic Arts 12 and Computer Graphics and Animation 12, the topics of instruction may be presented in an order other than that described in this document.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Intercultural Studies 11

Course Code: YICS11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

Students should be at a high intermediate level of English proficiency, prior to taking this course.

Special Training, Facilities or Equipment Required:
The ESL teacher must be knowledgeable of Canadian culture and encourage students to share the experiences of their native country.

Course Synopsis:

This course has been developed to support and encourage ESL students to compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada embraces multiculturalism. Based on the use of authentic documents and resources, with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.
Learning Resources:

"Canada Eh-Zed" by David DeRocco & John F. Chabot
Various World Atlas Books and World Maps
"Canada's Capital Cities" by S & S Learning Materials (Revised)
"The Government of Canada" Response activities created by Alice Anderson
"What a World 1- Amazing Stories from Around the Globe" (with CD Rom) by Milada Broukal
Social Studies 9 Resources
Videos:"The History of Canada" series made by Image Media Inc.
Newspaper Archives from the Internet and Current newspapers- Times Colonist, Globe & Mail, The Province
Canadian Magazines- Mcleans, Flare, Canadian Living (to name a few)
Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel- view framed pictures on the walls, BC Legislation, BC Law Court, Ross Bay cemetery tour
"Speaking Of Language... .Using the newspaper in ESL studies" by Anne West
"The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website: http://www.emilycarr.net/ and internet sources on other famous Canadian poets such as, Pauleen Johnson, Susan Musgrave, Leonard Cowen (to name a few)
"Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
Biographies from Internet sources on famous Canadian artists and writers: Norval Morrisseau, James Wilson Morrice, Tom Thomson, and the Group of Seven (to name a few)
"Vocabulary Connections- A Content Area Approach" by Steck -Vaughn Series
"World of Vocabulary" Book B by Sidney J. Rauch & Alfred B. Weinstein
"Writer's Workshop-Applying the Writing Process" series by Elaine Walling
"Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Kettermann
"Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman, & Catherine Schulz
"Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
"Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
"Smart Read"by Susan Close
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Interdisciplinary Studies 11

Course Code: YIDS 11

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course would offer an introduction to philosophy, followed by a unit on comparative religion. This unit would be followed by a sampling of various disciplines, most of these within the humanities. The final unit would involve independent research exploring connections among selected disciplines and noting the philosophical underpinnings pertinent within these fields of study.

Learning Resources:

• Ideas of the Great Philosophers by William Sanakrian and Mabel Sanakrian (Barnes and Noble, 1966)
• The World's Religions by Huston Smith (1992 edition)
• The Big Questions: a Short Introduction to Philosophy by Robert Solomon (Wadsworth, 2002)*
• Philosophy: a Text with Readings by Manuel Velasquez (Wadsworth, 2005)*
• University of Victoria Speakers Bureau
• *Texts used in Ontario Grades 11 and 12 philosophy classes
The course instructor, D.E. St. Claire, has conducted an active and comprehensive archaeology and ethnography research program for the past 35 years. He has, and continues to, publish numerous books, professional articles, and research papers for First Nations groups.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  
  
  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling 11 introduces students to some of the skills and functions of the helping professional. The variables of empathy, positive regard and genuineness, which are key to the role of the helper are presented to the students. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional's role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to observe a professional counsellor and to meet with individuals who work at various aspects of the profession.

Learning Resources:

The major reference for the outline of the course is the Peer Counselling Starter Kit by Rey Carr and Greg Saunders, University of Victoria, Victoria, B.C. 1980.

The BC School Counsellor’s Handbook, which is constantly updated, is also a useful tool.

Other references and tools might include:

Resource books
Guest Speakers
Videos
Agency handouts
Internet, magazine and newspaper articles
Field trips
Conference materials
Journals and Newsletters

Additional Information:

Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Philosophy 11

Course Code: YPHIL11

Category: Choose a Category

Grade Level of Course: [ ] 10   [X] 11   [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites: None

Course Synopsis:

This philosophy course has been developed to provide students with an opportunity to explore, learn, and orient themselves to the complexity and dynamism of contemporary society. The four pillars of this course, political, environmental, ethical, and post modern philosophy have been selected specifically in light of the challenges of the current global condition. For example, given the current environmental crises, the advantages of possessing of an informed environmental ethic are beneficial to the individual and society. Likewise, the benefits of an informed view in the turbulent contemporary political arena are equally obvious. A unit in political philosophy is an opportunity for the student to develop a sound understanding of significant ideologies, obligations of the government and the citizen in a democratic society. The study of ethics presents students with an opportunity to explore issues of duty, responsibility, and right action. And finally, the unit on postmodernism exposes the learner to the significant philosophical themes and thinkers who are shaping not only our current state, but also our collective futures.

In the duration of course, students will read and respond to powerful essays such as Civil Disobedience by Thoreau and Nature by Emerson. Exposure to great thinkers and ideas are, in my view, a powerful stimulus to ignite the ambitions of the eager student. Essays and other texts will be the students’ springboard to research, both in text and electronically, contemporary events and issues where they can apply the concepts learnt. Findings will be shared in a co-operative manner classroom setting through class discussion with the goal of arriving at a clearer and more knowledgeable position.

It is not a goal of this course for the student to arrive at any entrenched position on any given topic. Indeed, the real goal is for the students to have in their possessions the knowledge base and prior consideration of a number of different positions, which over time, will develop into attentively constructed positions that are based on reason and evidence. The discipline of philosophy transcends exercises of the mind and leads to refined thought and action. Finally, it is my sincere view that this course, when coupled with the 4C Introduction to Philosophy course, will provide the students of Esquimalt High School with an education in Philosophy that is second to none in the district.

Learning Resources:

The Problems of Philosophy
Western Philosophy from Plato to Derrida
Living with the Earth: An Introduction to Environmental Philosophy
Introducing Ethics
Global Values 101
The Marriage of Sense and Soul
Postmodernism for Beginners
School District 61

Status: approved

School Name: Esquimalt Community School

Course Name: Symphony Orchestra 10

Course Code: YSYMO 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Esquimalt Community School
Course Name: Symphony Orchestra 10
Course Code: YSYMO10
Category: Fine Arts, Design, and Media

Grade Level of Course: 10
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 16, 2007
Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:
The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.

Learning Resources:
Music Scores
Audio/Video Recordings of Symphonic Music
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Symphony Orchestra 11

Course Code: YSYMO11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

COURSE SYNOPSIS/RATIONALE

The purpose of this course is to give advanced music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. The symphony course is differentiated from band and strings courses in its unique repertoire, performance techniques, history and composition. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Symphony Orchestra 12

Course Code: YSYMO12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

The purpose of this course is to give advanced music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will continue to build on their knowledge of blending tone, balancing volume, using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn and extend repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. The symphony course is differentiated from band and strings courses in its unique repertoire, performance techniques, history and composition. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Woodwind Ensemble 10

Course Code: YWWEN 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March , 2005

Prerequisites:  Woodwind Ensemble 9

Course Synopsis:

Woodwind Ensemble 10 is a course designed to be the continuation of the acquisition of the performance skills on wind instruments (flute, oboe, bassoon, clarinet and saxophone) and music knowledge started in grades six, seven and eight in the middle school band program and the development and continued sophistication of those skills acquired in Woodwind Ensemble 9. It is also a continuation of music knowledge acquired by playing various styles of music from a wide variety of eras. In addition to performance, students learn much about the general nature of music by actually playing a wide variety of music. As opposed to the large concert band ensemble format, small ensembles give students the opportunity to work in a more intimate and intense form of musical expression. Woodwind Ensemble can be made up of like instruments (i.e. all flutes, all clarinets, etc.) or a mixture of woodwind instruments.

Learning Resources:

The Music Department has an extensive library of ensemble music from the Renaissance, Baroque, Classical, 20th Century eras and contemporary resources for combinations of solo, duet, trio, quartet, quintet and sextet. Students are invited and encouraged to compose and/or arrange works of their own for ensemble performance. There is also the additional possibility of computer generated music through various computer programs.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Woodwind Ensemble 11

Course Code: YWWEN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March, 2005

Prerequisites:  Woodwind Ensemble 10

Course Synopsis:

Woodwind Ensemble 11 is a course designed to be the continuation of the acquisition of the performance skills on wind instruments (flute, oboe, bassoon, clarinet and saxophone) and music knowledge started in grades six, seven and eight in the middle school band program and the development and continued sophistication of those skills acquired in Woodwind Ensemble 10. It is also a continuation of music knowledge acquired by playing various styles of music from a wide variety of eras. In addition to performance, students learn much about the general nature of music by actually playing a wide variety of music. As opposed to the large concert band ensemble format, small ensembles give students the opportunity to work in a more intimate and intense form of musical expression. Woodwind Ensemble can be made up of like instruments (i.e. all flutes, all clarinets, etc.) or a mixture of woodwind instruments.

Learning Resources:

The Music Department has an extensive library of ensemble music from the Renaissance, Baroque, Classical, 20th Century eras and contemporary resources for combinations of solo, duet, trio, quartet, quintet and sextet. Students are invited and encouraged to compose and/or arrange works of their own for ensemble performance. There is also the additional possibility of computer generated music through various computer programs.
School District 61

Status: locked

School Name: Esquimalt Community School

Course Name: Woodwind Ensemble 12

Course Code: YWWEN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  [ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites: Woodwind Ensemble 11

Course Synopsis:

Woodwind Ensemble 12 is a course designed to be the continuation of the acquisition of the performance skills on wind instruments (flute, oboe, bassoon, clarinet and saxophone) and music knowledge started in grades six, seven and eight in the middle school band program and the development and continued sophistication of those skills acquired in Woodwind Ensemble 11. It is also a continuation of music knowledge acquired by playing various styles of music from a wide variety of eras. In addition to performance, students learn much about the general nature of music by actually playing a wide variety of music. As opposed to the large concert band ensemble format, small ensembles give students the opportunity to work in a more intimate and intense form of musical expression. Woodwind Ensemble can be made up of like instruments (i.e. all flutes, all clarinets, etc.) or a mixture of woodwind instruments.

Learning Resources:

The Music Department has an extensive library of ensemble music from the Renaissance, Baroque, Classical, 20th Century eras and contemporary resources for combinations of solo, duet, trio, quartet, quintet and sextet. Students are invited and encouraged to compose and/or arrange works of their own for ensemble performance. There is also the additional possibility of computer generated music through various computer programs.
School District 61

Status: approved

School Name: Lambrick Park Secondary

Course Name: Co-operative Education 12A/12B/12C

Course Code: YCOE12A/12B/12C

Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4 each

Number of Hours of instruction: 110 each

Date Approved: April 18, 2006

Prerequisites:

• Heartbeats, Horizons 2000+, Expanding Your Horizons, Success in the Workplace, WCB Work Safe, Health Canada Food and Exercise Guide, VISA Choice and Decisions, Junior Achievement Investment Strategies, Third Option Rocks, Job Futures, Heatbeats, Career Choices, Type Focus, Willocks Portfolio System, Food Safe, First Aid, Super Host, Micros

• Microsoft Office Suite (Word, Excel, Publisher, Power Point), internet access

• Feature Films: Remember the Titans, Norma Rae, Door to Door, Teen Files: Stress, Depression, Sexual Responsibility, STDs, Truth About Drinking, Truth About Drugs, Eating Disorders.

Course Synopsis:

This course provides students with a successful transition from secondary school to post-secondary training and/or to the world of work. This program is intended for students who want to gain meaningful work experience in a place of work in which they are interested in pursuing as a career or hope to gain employment. Work placements are diverse and suited to the students’ interests.

Students will complete either 110 or 180 classroom hours of Classroom Instruction in Career Exploration, Career Preparation, Pre-employment Skills, Information Technology and Personal Development and then will perform either 110 or 150 hours of meaningful on-the-job Work Experience that will allow them to develop an insight into their chosen fields of work. Students are encouraged to pursue multiple placements.

Learning Resources:

• Heartbeats, Horizons 2000+, Expanding Your Horizons, Success in the Workplace, WCB Work Safe, Health Canada Food and Exercise Guide, VISA Choice and Decisions, Junior Achievement Investment Strategies, Third Option Rocks, Job Futures

• Career Choices, Type Focus, Willocks Portfolio System

• Food Safe, First Aid, Super Host, Micros

• Microsoft Office Suite (Word, Excel, Publisher, Power Point), internet access

• Feature Films: Remember the Titans, Norma Rae, Door to Door, Teen Files: Stress, Depression, Sexual Responsibility, STDs, Truth About Drinking, Truth About Drugs, Eating Disorders.
School District 61

Status: approved

School Name: Lambrick Park Secondary

Course Name: English Language Development 10

Course Code: YELDV10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 28, 2007

Prerequisites: This course is designed for the student who:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

Learning Resources:
Large pictures/posters
Student handbook
West Coast Reader
canthink.ca
Getting Ready to Write ISBN 0-13-194635-8
Shining Star: Introductory Level and Keys to Learning 0131892215
Canadian Snapshots: Linking to Community
Student Book ISBN 2761314344
Workbook ISBN 2761314352
Manual ISBN 2761314379
Audio CD ISBN 2761314360
Focus on Grammar 1
Audio CD ISBN 0-1316-47473-1
Focus on Grammar 2
Student Book ISBN 0-13-189977-1
Workbook ISBN 0-13-189974-0
School District 61

Status: approved

School Name: Lambrick Park Secondary

Course Name: English Language Development 11

Course Code: YELDV11

Category: Choose a Category

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

- Has a first language other than English
- Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Learning Resources:

- Ready to Write ISBN 0-13-042463-3
- Student handbook
- Fast Forward ISBN 0-13-513731-4
- English, Yes! Intermediate ISBN 0-80961-788-0
- Canadian Snapshots: Linking to Community
- Student Book ISBN 2761314344
- Workbook ISBN 2761314352
- Manual ISBN 2761314379
- Audio CD ISBN 2761314360
- The Spirit of Vocabulary Canada ISBN 0-88996-228-6
- In the Know: Understanding and Using Idioms ISBN 0-521-54542-0

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School District 61

Status: approved

School Name: Lambrick Park Secondary

Course Name: ESL Composition 11

Course Code: YESCM11

Category: Choose a Category

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

This course is designed for the student who:

- has expanding English skills (approximately level 4).
- has some competency with academic language.
- has a more thorough understanding of the structure of language than an ELD 10/11 student.
- can remediate writing errors with assistance.
- is able to read independently and respond to more complex material than an ELD 10/11 student.
- has prior knowledge of writing fundamentals in a first language which can be used to improve writing skills in English.

Specialized Training Required:
It is strongly recommended that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of English 10 and senior English. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Course Synopsis:
This course in composition focuses on the development of writing skills as well as the skills of composing and presenting needed in subsequent academic courses at the secondary level.
Learning Resources:

- §Imprints 11 (ISBN 0771509405)
- §Focus on Grammar Book 4
- §Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- §Writing Academic English, 3rd Ed. (ISBN 0201340542)
- §Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- §Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- §Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- §The Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- §The Bare Essentials Plus (ISBN 0774735546)
- §The Cage
- §Reading and Writing for Success
School District 61

Status: approved

School Name: Lambrick Park Secondary
Course Name: Intercultural Studies 11
Course Code: YICS11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

Students should be at a high intermediate level of English proficiency, prior to taking this course.

Special Training, Facilities or Equipment Required:
The ESL teacher must be knowledgeable of Canadian culture and encourage students to share the experiences of their native country.

Course Synopsis:
This course has been developed to support and encourage ESL students to compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada embraces multiculturalism. Based on the use of authentic documents and resources, with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.
Learning Resources:

"Canada Eh-Zed" by David DeRocco & John F. Chabot
Various World Atlas Books and World Maps
"Canada's Capital Cities" by S & S Learning Materials (Revised)
"The Government of Canada" Response activities created by Alice Anderson
"What a World 1- Amazing Stories from Around the Globe" (with CD Rom) by Milada Broukal
Social Studies 9 Resources
Videos-"The History of Canada" series made by Image Media Inc.
Newspaper Archives from the Internet and Current newspapers- Times Colonist, Globe & Mail, The Province
Canadian Magazines- Mcleans, Flare, Canadian Living (to name a few)
Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel- view framed pictures on the walls, BC Legislation, BC Law Court, Ross Bay cemetery tour
"Speaking Of Language... .Using the newspaper in ESL studies" by Anne West
"The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website: http:// www.emilycarr.net/ and internet sources on other famous Canadian poets such as, Pauleen Johnson, Susan Musgrave, Leonard Cowen (to name a few)
"Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
Biographies from Internet sources on famous Canadian artists and writers: Norval Morrisseau, James Wilson Morrice, Tom Thomson, and the Group of Seven (to name a few)
"Vocabulary Connections- A Content Area Approach" by Steck -Vaughn Series
"World of Vocabulary" Book B by Sidney J. Rauch & Alfred B. Weinstein
"Writer's Workshop-Applying the Writing Process" series by Elaine Walling
"Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Ketterman
"Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman, & Catherine Schulz
"Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
"Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
"Smart Read"by Susan Close
School District 61

Status: locked

School Name: Lambrick Park Secondary

Course Name: Library Sciences 11

Course Code: YLSCI11

Category: Choose a Category

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: February , 2008

Prerequisites: None

Course Synopsis:

The purpose of Library Science 11 is to give students hands-on experience in the services and management of a library while providing a broader set of skills and competencies applicable in high school, business, and other professional environments.

More specifically, the organizational structure and learning outcomes are founded upon three major goals:

1) to provide students with a specific skill set unique to library services and management - skills that the student can apply to enhance the school library for staff and students of the school and also apply to an entry-level job in the public library.

2) to provide students with a strong general skill set of research, marketing, organizational and communication skills. Although not designated as a career-preparation offering, this course will provide students with skills of lifelong value suited to many jobs.

3) to provide students with an appreciation of the vital roles of a library within a school and in the broader community.
Learning Resources:

- Canadian Library Handbook (Kogon/Lighthall)
- Standard Cataloging for School and Public Libraries (Intner, Weihs)
- Research Skills for Students (Valenza)
- The Big6 in Secondary Schools (Eisenberg/Berkowitz)
- InfoTasks for Successful Learning (Koechlin/Zwaan)
- Research Success @ Your Library (Toronto District School Board)
- Developing Independent Learners “The Role of the School Library Resource Center (Ministry of Education)
- The Oxford Guide to Library Research (Thomas Mann)
- The Research Virtuoso (Toronto Public Library)
- The Differentiated Classroom “Responding to the Needs of All Learners (Carol Ann Tomlinson)
- Problems are the Solution “Keys to Lifelong Learning (Steph Capra)
- Light ‘n Lively Reads for ESL, Adult, and Teen Readers (La Verne Rosow)
- Secondary School Librarian’s Almanac (Jane E. Streiff)
- Leverage Your Library Program to Raise Test Scores (Audrey P. Church)
- Teacher-Librarian magazine, various issues

Electronic

- A range of databases and e-books accessible from the school library web page
- Inspiration note-taking software
- L4U library software
School District 61

Status: approved

School Name: Lambrick Park Secondary
Course Name: Peer Counselling 11
Course Code: YPCOU 11
Category: Health and Human Services

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April, 2004
Prerequisites: None

Course Synopsis:

Peer Counselling 11 introduces students to some of the skills and functions of the helping professional. The variables of empathy, positive regard and genuineness, which are key to the role of the helper are presented to the students. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional’s role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to observe a professional counsellor and to meet with individuals who work at various aspects of the profession.

Learning Resources:

The major reference for the outline of the course is the Peer Counselling Starter Kit by Rey Carr and Greg Saunders, University of Victoria, Victoria, B.C. 1980.

The BC School Counsellor’s Handbook, which is constantly updated, is also a useful tool.

Other references and tools might include:

- Resource books
- Guest Speakers
- Videos
- Agency handouts
- Internet, magazine and newspaper articles
- Field trips
- Conference materials
- Journals and Newsletters

Additional Information:

Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.
**School District 61**

Status: locked

School Name: Lambrick Park Secondary

Course Name: Science of Sport and Training 10

Course Code: YSST 10

Category: Fitness and Recreation

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: Physical Education 9 & Science of Sport and Training 9

### Course Synopsis:

This course has been developed to run concurrently with the instruction and activities in the Physical Education 10 course of the Diamond for Excellence Academy. It has been designed to enhance student athletes’ knowledge and understanding about the science of sport and training.

Learning outcomes for the course are grouped into five specific areas: anatomy and physiology; nutrition and human performance; biomechanics; motor learning and skill development; and history, psychology and sociology of sport.

Students will be given opportunities to apply their knowledge of exercise science and human performance to sport-specific activities and improve their own skill development through active learning. In addition, students will explore the world of sport from a historical, social, cultural, and ethical point of view. Practical and lab activities, the use of digital cameras and video cameras for skill analysis, guest speakers, and community field trips are among the strategies that will provide the opportunity for student development of many basic concepts and skills.

### Learning Resources:

- Articles & information about specific topic relating to unit topics
- Videos on various unit topics
- Guest speakers with expertise in kinesiology, human performance, coaching, and various other subjects.
- Articles and information about exercise science on Internet

### Additional Information:

This is a new course developed for the Diamond for Excellence Baseball/Softball Academy.
School District 61

Status: approved

School Name: Lambrick Park Secondary

Course Name: Symphony Orchestra 10

Course Code: YSYMO 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

   10 [x]  11  12 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Mount Douglas Secondary

Course Name: B.C. Cancer Agency - High School Internship 12A &

Course Code: YCRI12B

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 200

Date Approved: April 16, 2007

Prerequisites: Biology 11; two of Chemistry 11, Physics 11 or Math 11; Student application

Course Synopsis:

This program has been designed to offer students the opportunity to explore cancer research from the front lines, learning the latest techniques in the fight against cancer today and setting the ground for the future. Each student will be responsible for a research project, which they will develop and implement from start to finish with continual support from a designated supervisor and a team of research scientists. The final evaluation will be done by the classroom teacher with input and support from the Research Centre staff and HS Program Manager.

Learning Resources:

Videos, PubMed and other search engines, Resource Books, Journals, Abstracts etc.
Conference Material, Internet, BCCA and BCCRC /Websites, Library
School District 61

Status: locked
School Name: Mount Douglas Secondary
Course Name: B.C. Cancer Agency - High School Outreach 12A/B
Course Code: YCRO12B
Category: Science and Applied Sciences
Grade Level of Course: 10  11  12
Number of Course Credits: 4
Number of Hours of instruction: 100 to 110
Date Approved: April 16, 2007
Prerequisites: Biology 11; two of Chemistry 11, Physics 11 or Math 11; student application

Course Synopsis:
The High School Outreach Program (HSOP) was developed to bring the science research to the schools. The program consists of short lectures addressing topics such as cancer biology, treatment and prevention, as well as a hands-on Restriction Enzyme Digest Lab. The program has allowed students to get a glimpse into the world of research and to learn about molecular and cell biology and how these techniques are applied to cancer research as well as other areas of science. Schools have been very supportive as this allows the students to have a hands-on experience with these techniques rather than only discussing them from a theoretical point of view. The final evaluation will be done by the classroom teacher with input and support from the Research Centre staff and HS Program Manager.

This program is made possible by funding provided by NSERC Promo Science Award.

Learning Resources:
Videos
PubMed and other search engines
Resource Books, Journals, Abstracts etc.
Conference Material, Internet,
BCCA and BCCRC /Website, Library
School District 61

Status: locked

School Name: Mount Douglas Secondary
Course Name: Cancer Research Internship 12A
Course Code: YCRI12A
Category: Choose a Category
Grade Level of Course:  
Number of Course Credits: 2
Number of Hours of instruction: 60
Date Approved: April 16, 2007
Prerequisites: Biology 11; two of Chemistry 11, Physics 11 or Math 11’ student application

Course Synopsis:
This program has been designed to offer students the opportunity to explore cancer research from the front lines, learning the latest techniques in the fight against cancer today and setting the ground for the future. Each student will be responsible for a research project, which they will develop and implement from start to finish with continual support from a designated supervisor and a team of research scientists. The final evaluation will be done by the classroom teacher with input and support from the Research Centre staff and HS Program Manager.

Learning Resources:
Videos, PubMed and other search engines, Resource Books, Journals, Abstracts etc., Conference Material, Internet, BCCA and BCCRC /Websites Library
School District 61

Status: locked

School Name: Mount Douglas Secondary

Course Name: Cancer Research Outreach 12A

Course Code: YCRO12A

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 16, 2007

Prerequisites: Biology 11; two of Chemistry 11, Physics 11 or Math 11; student application

Course Synopsis:

The High School Outreach Program (HSOP) was developed to bring the science research to the schools. The program consists of short lectures addressing topics such as cancer biology, treatment and prevention, as well as a hands-on Restriction Enzyme Digest Lab. The program has allowed students to get a glimpse into the world of research and to learn about molecular and cell biology and how these techniques are applied to cancer research as well as other areas of science. Schools have been very supportive as this allows the students to have a hands-on experience with these techniques rather than only discussing them from a theoretical point of view. The final evaluation will be done by the classroom teacher with input and support from the Research Centre staff and HS Program Manager.

This program is made possible by funding provided by NSERC Promo Science Award.

Learning Resources:

Videos PubMed and other search engines
Resource Books Journals, Abstracts etc.
Conference Material Internet
BCCA and BCCRC / Websites Library

www.bcsta.org
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: Co-operative Education 12A/12B/12C

Course Code: YCOE12A/12B/12C

Category: Other

Grade Level of Course:  

10  11  12

Number of Course Credits: 4 each

Number of Hours of instruction: 110 each

Date Approved: April 18, 2006

Prerequisites:

Course Synopsis:

This course provides students with a successful transition from secondary school to post-secondary training and/or to the world of work. This program is intended for students who want to gain meaningful work experience in a place of work in which they are interested in pursuing as a career or hope to gain employment. Work placements are diverse and suited to the students’ interests.

Students will complete either 110 or 180 classroom hours of Classroom Instruction in Career Exploration, Career Preparation, Pre-employment Skills, Information Technology and Personal Development and then will perform either 110 or 150 hours of meaningful on-the-job Work Experience that will allow them to develop an insight into their chosen fields of work. Students are encouraged to pursue multiple placements.

Learning Resources:

• Heartbeats, Horizons 2000+, Expanding Your Horizons, Success in the Workplace, WCB Work Safe, Health Canada Food and Exercise Guide, VISA Choice and Decisions, Junior Achievement Investment Strategies, Third Option Rocks, Job Futures
• Career Choices, Type Focus, Willocks Portfolio System
• Food Safe, First Aid, Super Host, Micros
• Microsoft Office Suite (Word, Excel, Publisher, Power Point), internet access
• Feature Films: Remember the Titans, Norma Rae, Door to Door, Teen Files: Stress, Depression, Sexual Responsibility, STDs, Truth About Drinking, Truth About Drugs, Eating Disorders.
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: English Language Development 10

Course Code: YELDV10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 28, 2007

Prerequisites: This course is designed for the student who:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

Learning Resources:
Large pictures/posters
Student handbook
West Coast Reader
youthink.ca
Getting Ready to Write ISBN 0-13-194635-8
Shining Star: Introductory Level and Keys to Learning 0131892215
Canadian Snapshots: Linking to Community
Student Book ISBN 2761314344
Workbook ISBN 2761314352
Manual ISBN 2761314379
Audio CD ISBN 2761314360
Focus on Grammar 1
Audio CD ISBN 0-1316-47473-1
Focus on Grammar 2
Student Book ISBN 0-13-189977-1
Workbook ISBN 0-13-189974-0
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: English Language Development 11

Course Code: YELDV11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

- Has a first language other than English
- Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Learning Resources:

- Ready to Write ISBN 0-13-042463-3
- Student handbook
- Fast Forward ISBN 0-13-513731-4
- English, Yes! Intermediate ISBN 0-80961-788-0
- Canadian Snapshots: Linking to Community
- Student Book ISBN 2761314344
- Workbook ISBN 2761314352
- Manual ISBN 2761314379
- Audio CD ISBN 2761314360
- The Spirit of Vocabulary Canada ISBN 0-88996-228-6
- In the Know: Understanding and Using Idioms ISBN 0-521-54542-0

www.bcsta.org
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: ESL Composition 11

Course Code: YESCM11

Category: Choose a Category

Grade Level of Course:  

☐ 10  

☒ 11  

☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

This course is designed for the student who:

- has expanding English skills (approximately level 4).
- has some competency with academic language.
- has a more thorough understanding of the structure of language than an ELD 10/11 student.
- can remediate writing errors with assistance.
- is able to read independently and respond to more complex material than an ELD 10/11 student.
- has prior knowledge of writing fundamentals in a first language which can be used to improve writing skills in English.

Specialized Training Required:
It is strongly recommended that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of English 10 and senior English. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Course Synopsis:
This course in composition focuses on the development of writing skills as well as the skills of composing and presenting needed in subsequent academic courses at the secondary level.
Learning Resources:

- (workbook) (ISBN 0139586873)
- Imprints 11 (ISBN 0771509405)
- Focus on Grammar Book 4
- Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- Writing Academic English, 3rd Ed. (ISBN 0201340542)
- Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- The Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- Essay Essentials, 2nd Ed. (ISBN 0774732806)
- The Bare Essentials Plus (ISBN 0774735546)
- The Cage
- Reading and Writing for Success

www.bcsta.org
Course Synopsis:

Human Performance is a four-credit introduction to kinesiology. The Course surveys a wide variety of topics dealing with analysis and instruction of human motion (kinetics). Students use their personal experiences to further understand how the human body performs in a variety of athletic situations. Students also explore the physical and mental challenges of athletics.

Human performance was developed in 1999 with the input of both the school of Human Kinetics at The University of British Columbia and the Kinesiology department of The University of Victoria. The survey nature of the course is designed to give students a sampling of the four-year Bachelor programs offered by both universities in this area of study.

Learning Resources:

Videos
Resource Books
Conference Material
National Coaching Certification Program Material
Olympic Qualified coaches
Internet
Authentic Documents (magazines, newspapers, etc.)
Journals and Periodicals

Additional Information:

Human Performance has run successfully since 1999. It was the first course of its type in the District (there are several similar course now).

Graduating students have cited the course a key factor in their choice to study kinesology at both Simon Fraser University and The University of Victoria.

The course is offered with in the timetable.

Traditionally the course is filled with 60% female giving many young women an opportunity to study senior athletics without being in the heavily male dominated P.E. 11 & 12 programs.
School District 61

Status: locked

School Name: Mount Douglas Secondary

Course Name: Human Performance 12

Course Code: YHP 12

Category: Health and Human Services

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

The Human Performance 12 course will provide students interested in health, physical fitness, strength and conditioning, psychology, and leisure pursuits with the opportunity to investigate related career options as they develop fundamental physiological related skills. The courses will contribute to the physical, intellectual, human, social, and career development needs of the students. The overall objective is to allow students to acquire the knowledge, skills, and attitudes that will enable them to enhance their quality of life as well as exposing them to a rapidly increasing career field.

Learning Resources:

• Essentials of Strength and Conditioning, NSCA, Human Kinetics, Baechle et al, 2000
• Strength Ball Training, Human Kinetics, Goldberg and Twist, 2002
• Power Eating, Human Kinetics, Clark, 1998
• Sports Nutrition Guidebook, Human Kinetics, Clark, 1990
• The Pilates Body, Broadway, Siler, 2000
• www.strengthcoach.com – Strength Training
• www.hc-sc.g.ca – Health Canada, Canada’s Nutrition Guide

Additional Information:

• Essentials of Strength and Conditioning, NSCA, Human Kinetics, Baechle et al, 2000
• Strength Ball Training, Human Kinetics, Goldberg and Twist, 2002
• Power Eating, Human Kinetics, Clark, 1998
• Sports Nutrition Guidebook, Human Kinetics, Clark, 1990
• The Pilates Body, Broadway, Siler, 2000
• www.strengthcoach.com – Strength Training
• www.hc-sc.g.ca – Health Canada, Canada’s Nutrition Guide
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: Intercultural Studies 11

Course Code: YICS11

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

Students should be at a high intermediate level of English proficiency, prior to taking this course.

Special Training, Facilities or Equipment Required:
The ESL teacher must be knowledgeable of Canadian culture and encourage students to share the experiences of their native country.

Course Synopsis:

This course has been developed to support and encourage ESL students to compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada embraces multiculturalism. Based on the use of authentic documents and resources, with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.
Learning Resources:

"Canada Eh-Zed" by David DeRocco & John F. Chabot
Various World Atlas Books and World Maps
"Canada's Capital Cities" by S & S Learning Materials (Revised)
"The Government of Canada" Response activities created by Alice Anderson
"What a World 1- Amazing Stories from Around the Globe" (with CD Rom) by Milada Broukal
Social Studies 9 Resources
Videos: "The History of Canada" series made by Image Media Inc.
Newspaper Archives from the Internet and Current newspapers- Times Colonist, Globe & Mail, The Province
Canadian Magazines- Mc1eans, Flare, Canadian Living (to name a few)
Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel- view framed pictures on the
walls, BC Legislation, BC Law Court, Ross Bay cemetery tour
"Speaking Of Language... Using the newspaper in ESL studies" by Anne West
"The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website:
http://www.emilycarr.net/ and internet sources on other famous Canadian poets such as, Pauleen Johnson,
Susan Musgrave, Leonard Cowen (to name a few)
"Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
Biographies from Internet sources on famous Canadian artists and writers: Norval Morriseau, James Wilson
Morrice, Tom Thomson, and the Group of Seven (to name a few)
"Vocabulary Connections- A Content Area Approach" by Steck -Vaughn Series
"World of Vocabulary" Book B by Sidney J. Rauch & Alfred B. Weinstein
"Writer's Workshop-Applying the Writing Process" series by Elaine Walling
"Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Ketterman
"Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman,
& Catherine Schulz
"Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
"Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
"Smart Read"by Susan Close

www.bcsta.org
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: Interdisciplinary Studies 11

Course Code: YIDS 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
  10  
  X11  
  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course would offer an introduction to philosophy, followed by a unit on comparative religion. This unit would be followed by a sampling of various disciplines, most of these within the humanities. The final unit would involve independent research exploring connections among selected disciplines and noting the philosophical underpinnings pertinent within these fields of study.

Learning Resources:

• Ideas of the Great Philosophers by William Sanakrian and Mabel Sanakrian (Barnes and Noble, 1966)
• The World's Religions by Huston Smith (1992 edition)
• The Big Questions: a Short Introduction to Philosophy by Robert Solomon (Wadsworth, 2002)*
• Philosophy: a Text with Readings by Manuel Velasquez (Wadsworth, 2005)*
• University of Victoria Speakers Bureau
• *Texts used in Ontario Grades 11 and 12 philosophy classes
This class, along with established Theatre Performance courses is the natural segue to the lead roles found in the Musical Theatre 12 course. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers.

Additional Information:

This class, along with established Theatre Performance courses is the natural segue to the lead roles found in the Musical Theatre 12 course. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers.
School District 61

Status: locked

School Name: Mount Douglas Secondary

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
X12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Musical 11/Theatre Performance 11 (Acting) or by Instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. As the second of two courses in Musical Theatre offered, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students learn the value of developing community, to triumph over diversity, and build a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting. In the culmination of all proposed levels of instruction (See Musical Theatre 11) students will produce a professional level Broadway musical for the school, community and the city of Victoria. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the Theatre Company), Pre-Production, Production and Post- Production (Reflection and Closing the Theatre Company). Students are expected to meet instructor expectations including written, audio and video recordings of student work; such as character analysis, dance tape and song recordings for analysis and further direction. These examples of student work act as motivating tools for movement, line and song deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units as well as. The approach supports student ownership and pride in performance as well as providing various skill sets and new approaches to thinking and learning. At the grade 12 level, students are exposed to higher level acting method and are granted opportunities for leadership and solo performance within the framework of a Musical. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the production and the reflective process after its completion.

Learning Resources:

• Various excerpts from Broadway Musicals (songs, scenes and monologues)
• Full script, lyrics and score of an established Musical for performance (TBA, to change every year.).
• More TBA ...
Musical Theatre 12 is the last in the progression of courses for students taking the proposed Musical Theatre 11 course. While many points in the Musical Theatre 12 curriculum is similar to the Grade 11 course, please note beyond the basic foundational expectations that are required in all Acting and Musical Theatre courses, that higher level expectations, specific responsibilities and greater opportunity for lead/principal roles has been placed into the Musical Theatre 12 Curriculum. While the suggestion is that both classes will work together and unite for a single musical, the level of learning in the Musical Theatre 12 class will be far greater and much more challenging than that of the Musical Theatre 11 course. With lead roles comes the responsibility of up to double the rehearsal time, memorization of not only songs and dances, but in many cases 50-100 pages of text as well. Further, it will be expected that these students inject higher level acting techniques and psychology into their roles, requiring more time, maturity and a greater understanding as well.

While students may audition for the Musical Theatre 12 course without having been enrolled in Musical Theatre 11, the basic knowledge of Musical Theatre and the onstage experience one gains through the Musical Theatre 11 course will make it very difficult for newcomers to gain acceptance into the course.
School District 61

Status: locked

School Name: Mount Douglas Secondary

Course Name: Outdoor Leadership 11

Course Code: YOL 11

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: A or B and G in previous Physical Education class, letter of reference, fitness evaluation, and inte

Course Synopsis:

This course has been developed to provide opportunities for students to gain knowledge and skills in the areas of outdoor recreational activities, outdoor leadership and recreation management. The program will examine the career opportunities in education, recreation, and the expanding eco-adventure industry. Also, students will be provided an opportunity to explore the many aspects of: first aid training and certification with a focus on athletic injuries, tournament organization and management, refereeing, volunteering for various athletic events in and around the community, introduction to various lifetime activities. Students achieving at least seventy percent will receive their first aid certification through St. John Ambulance and will be given instruction on treating athletic injuries. Students will be required to volunteer at least one hundred hours during many events provided, such as; a teaching practicum at Camp Thunderbird, school tournaments, school intramural leagues, local elementary intramural leagues, and community events. The program will include many activities outside of school, such as; rock climbing, sailing White Sail II, introduction to canoeing, kayaking, disc golfing, golfing, mountain biking, strength and conditioning training, leadership training, orienteering, scuba diving, hiking, backpacking, skating, and skiing or snowboarding. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping the local community. This is reflected in the learning outcomes which involve Social and Community Issues and Kinesthetic learning as well as developing Interpersonal skills. The course will provide students the opportunity to develop their Social skills as well as help advance the athletic skills of students in the community and their own with the opportunity to volunteer their time and knowledge.

Learning Resources:

• St. John Ambulance Emergency First Aid Manual – First on the Scene
• St. John Ambulance Video Series
• First Aid Supplies- Reusable and Disposable
• AR/CPR mannequins
• Anatomy flip charts and related worksheets
• Scorers and Timers Manual
• Athletic Injuries Manual
• Outdoor Survival Booklet and worksheets
• Ascent Challenge Program

www.bcsta.org
This course has evolved from its inception in 1974 at Mount Douglas Secondary School. It is double blocked for a larger block of time which enables the class to take various field trips away from the school. It has been run at Spectrum as part of its Career Preparation Outdoor Recreation Program since 1998. The course relies on bus transportation as the transport of students to and from various locations is necessary. Much of the resources have taken years to accumulate and all are integral to the running of the course.

It is acknowledged that any program based on experiential learning in the outdoors takes on risks which are unlike those in other programs. Each trip planned for this program will have all potential hazards assessed and communicated to students, parents and Administrative Officers. Special attention will be given to risk management in both theory and in practice as it relates to each activity and its specific potential hazards.
School District 61

Status: locked

School Name: Mount Douglas Secondary

Course Name: Outdoor Leadership 12

Course Code: YOL 12

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites: Outdoor Leadership 11

Course Synopsis:

This course has been developed as a continuation of Outdoor Leadership 11 providing further opportunities for students to gain knowledge and skills in the areas of outdoor recreational activities, outdoor leadership and recreation management. The program will examine the career opportunities in education, recreation, and the expanding eco-adventure industry. The course will include outdoor wilderness first aid, tournament organization and management, refereeing, volunteering for various athletic events in and around the community, introduction to various lifetime activities. Students will be required to volunteer at least one hundred hours in the two years of the Outdoor 11 and 12 program during many events provided, such as; a teaching practicum at Camp Thunderbird, school tournaments, school intramural leagues, local elementary intramural leagues, and community events and complete the Foodsafe and Superhost. The program will include many activities outside of school, such as; indoor climbing, bouldering, White Sail III, canoeing (flat water level I and/or II, kayaking level I, disc golfing, golfing, mountain biking, strength and conditioning training, leadership training, orienteering, snorkeling, hiking, backpacking, skating, and skiing or snowboarding. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping the local community. This is reflected in the learning outcomes which involve Social and Community Issues and Kinesthetic learning as well as developing Interpersonal skills. The course will provide students the opportunity to develop their Social skills as well as help advance the athletic skills of students in the community and their own with the opportunity to volunteer their time and knowledge.

Learning Resources:

- Wilderness destinations
- Various community resources and experts
- First Aid Supplies- Reusable and Disposable
- Videos – SnowSmart
- WildRISK
- Slipstream WFA
- Books:  
  - “Wilderness Survival Handbook” by Alan Fry
  - “Wilderness Survival Manual” by W.T. Floyd
  - “Trail Food” by Alan Kesselheim
- Outdoor Survival Booklet and worksheets
- Ascent Challenge Program
Additional Information:

This course has evolved from its inception in 1976 at Mount Douglas Secondary School. It is double blocked for a larger block of time which enables the class to take various field trips away from the school. It has been run at Spectrum as part of its Career Preparation Outdoor Recreation Program since 1998. The course relies on bus transportation as the transport of students to and from various locations is necessary. Much of the resources have taken years to accumulate and all are integral to the running of the course.

It is acknowledged that any program based on experiential learning in the outdoors takes on risks which are unlike those in other programs. Each trip planned for this program will have all potential hazards assessed and communicated to students, parents and Administrative Officers. Special attention will be given to risk management in both theory and in practice as it relates to each activity and its specific potential hazards.
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling 11 introduces students to some of the skills and functions of the helping professional. The variables of empathy, positive regard and genuineness, which are key to the role of the helper are presented to the students. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional's role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to observe a professional counsellor and to meet with individuals who work at various aspects of the profession.

Learning Resources:

The major reference for the outline of the course is the Peer Counselling Starter Kit by Rey Carr and Greg Saunders, University of Victoria, Victoria, B.C. 1980.

The BC School Counsellor's Handbook, which is constantly updated, is also a useful tool.

Other references and tools might include:

Resource books
Guest Speakers
Videos
Agency handouts
Internet, magazine and newspaper articles
Field trips
Conference materials
Journals and Newsletters

Additional Information:

Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.
**Course Synopsis:**

Peer Tutoring 10 is designed to give committed, motivated students the opportunity to help others learn and develop their potential. Through this service to the school community, the tutors will acquire skills and knowledge in the areas of learning styles, teaching strategies, motivational techniques, communication skills, study habits, record keeping and marketing/promotion of the program. Not only will this reinforce their own learning but also will allow them the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Tutors may work in several settings:
(1) In the classroom in a particular subject area
(2) One-on-one individual tutoring
(3) Outreach programs at local elementary schools

**Learning Resources:**

* Peer Power (Book One) - Judith A. Tindall, PhD
* Caring & Sharing…Becoming a Peer Facilitator - Robert Myrick and Tom Erney
* Kids Helping Kids - Trevor Cole
* A Guide for Student Tutors - Patricia Koskenen/Robert Wilson
* F.A.T. City …Video (Frustration, Anxiety & Tension)
* Principles of Learning & Tips for Tutoring -Joseph A. Parsons PhD, Counselling Services, UVIC
* Dr. Seuss…Hooray for Diffendoofer Day!

**Additional Information:**

Unit 1: Communication Skills
Unit 2: Learning Styles/Study Habits
Unit 3: Learning Strategies/Tips for Tutoring
Unit 4: Group Tutoring
Unit 5: Client Interaction/Individual Tutoring
School District 61

Status: locked

School Name: Mount Douglas Secondary

Course Name: Scholarship Preparation 12

Course Code: YSCHP12

Category: Choose a Category

Grade Level of Course:  

- [ ] 10  
- [x] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: February, 2008

Prerequisites: Grade 12 Standing

Course Synopsis:

Scholarship Preparation 12 is designed to familiarize grade 12 students with post-secondary opportunities and to prepare them to make the most of these opportunities. Students will research post-secondary institutions and available scholarship and bursaries, and will be coached to select and then apply for the post-secondary opportunities and scholarships/bursaries most suited to their interests and talents. Students will be assisted to create a professional application package.

Learning Resources:

1. Computer lab and software
2. Websites and print material from post-secondary institutions
3. Guest speakers (e.g., admission officers from universities, scholarship representatives, current university students)
School District 61

Status: approved

School Name: Mount Douglas Secondary

Course Name: Symphony Orchestra 10

Course Code: YSYMO 10

Category: Fine Arts, Design, and Media

Grade Level of Course:   

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Advanced Dance

Course Code: YADD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Intermediate Dance 10/11/12 or by permission of the instructor

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is an advanced level course and is available to any grade 10/11/12 student, provided he/she meets the prerequisite. As the third of three levels offered in Dance, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students in this course are expected to strive to develop their skills to the level of the professional. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation CD
• Contrast and Continuum: Volume I
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Advanced Dance

Course Code: YADD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February, 2005

Prerequisites: Intermediate Dance 10/11/12 or by permission of the instructor

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is an advanced level course and is available to any grade 10/11/12 student, provided he/she meets the prerequisite. As the third of three levels offered in Dance, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students in this course are expected to strive to develop their skills to the level of the professional. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:
Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer
Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation CD
• Contrast and Continuum: Volume I

www.bcsta.org
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Advanced Dance 10

Course Code: YADD 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ✔ 10 ✔ 11 ✔ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 21, 2005

Prerequisites: Intermediate Dance 10/11/12 or by permission of the instructor.

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is an advanced level course and is available to any grade 10/11/12 student, provided he/she meets the prerequisite. As the third of three levels offered in Dance, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students in this course are expected to strive to develop their skills to the level of the professional. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer

Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate

Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation

CD
• Contrast and Continuum: Volume I
**Course Synopsis:**

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios as they achieve certification in a variety of practical skills.

**Learning Resources:**

- St. John’s Emergency First Aid Manual
- St. John’s Emergency First Aid Instructor’s Manual
- St. John’s Emergency First Aid Instructional Video Package
- NCCP Level I Coaching Theory Manual
- NCCP Level I Coaching Theory Instructor’s Manual
- B.C. School Sports Leadership Conference
- B.C. School Sports Website
- Video – Winning Sports Nutrition – The University of Arizona
- Video – Human Nutrition – Module 9: Cerebellum Corporation
- C.I.R.A.
- Journals and Periodicals
- Internet
- Videos

**Additional Information:**

**OVERVIEW**

Athletic Leadership students are required to serve as minor officials at volleyball and basketball games. Students have a great deal of flexibility in meeting this commitment.

The organization structure provides a great deal of flexibility and variety for students. Students enrolled from grades 9 to 12 are able to take a different program each year.
OVERVIEW

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Learning Resources:

St. John's Emergency First Aid Manual
St. John’s Emergency First Aid Instructor’s Manual
St. John’s Emergency First Aid Instructional Video Package
NCCP Level I Coaching Theory Manual
NCCP Level I Coaching Theory Instructor’s Manual
B.C. School Sports Leadership Conference
B.C. School Sports Website
Video – Winning Sports Nutrition – The University of Arizona
Video – Human Nutrition – Module 9: Cerebellum Corporation
C.I.R.A.
Journals and Periodicals
Internet
Videos

Additional Information:

OVERVIEW

Athletic Leadership students are required to serve as minor officials at volleyball and basketball games. Students have a great deal of flexibility in meeting this commitment.

The organization structure provides a great deal of flexibility and variety for students. Students enrolled from grades 9 to 12 are able to take a different program each year.
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Athletic Leadership 12

Course Code: YALE 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios as they achieve certification in a variety of practical skills.

Learning Resources:

St. John’s Emergency First Aid Manual
St. John’s Emergency First Aid Instructor’s Manual
St. John’s Emergency First Aid Instructional Video Package
NCCP Level I Coaching Theory Manual
NCCP Level I Coaching Theory Instructor’s Manual
B.C. School Sports Leadership Conference
B.C. School Sports Website
Video – Winning Sports Nutrition – The University of Arizona
Video – Human Nutrition – Module 9: Cerebellum Corporation
C.I.R.A.
Journals and Periodicals
Internet
Videos

Additional Information:

OVERVIEW

Athletic Leadership students are required to serve as minor officials at volleyball and basketball games. Students have a great deal of flexibility in meeting this commitment.

The organization structure provides a great deal of flexibility and variety for students. Students enrolled from grades 9 to 12 are able to take a different program each year.
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Beginning Dance 10

Course Code: YBGD 10

Category: Fine Arts, Design, and Media

Grade Level of Course: [x] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is a beginning level course and is available to any grade 10/11/12 student, regardless of previous dance experience. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer
• Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation
• CD
• Contrast and Continuum: Volume I

www.bcsta.org
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Beginning Dance 11

Course Code: YBGD 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is a beginning level course and is available to any grade 10/11/12 student, regardless of previous dance experience. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern, and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation CD
• Contrast and Continuum: Volume I
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Beginning Dance 12

Course Code: YBGD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is a beginning level course and is available to any grade 10/11/12 student, regardless of previous dance experience. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer

Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
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• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate

Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation

CD
• Contrast and Continuum: Volume I
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Chamber Choir 11

Course Code: YCCH11

Category: Choose a Category

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: Sight reading skills, good vocal technique and/or permission of the instructor.

Course Synopsis:

Chamber choir focuses on pieces more suited to the small ensemble. It is an upper level course for students who already meet the outcomes for Choir 11 and demonstrate advanced vocal skills. There is a focus on music that is not accompanied (a cappella) and students learn to sing independently and with confidence in English, French, German, Italian, Spanish and Latin. With each piece there is an in-depth exploration of the composer and time period in which he/she lived and wrote. Vocal technique, sight-reading and ear training are developed to a high level. Students listen to and perform vocal music from a variety of time periods, including Renaissance, Baroque, Classical, Romantic Contemporary and World music. This course is performance based and there will be a number of performances outside of regular school hours.

Learning outcomes for the course are grouped under the same curriculum organizers as Choir 11: Structure; Thoughts, Images, and Feelings; Context; and Musicianship. However, within this curriculum focus will be given to Technical Competence, Performance Applications, Music Literacy and History. There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the six units.

Learning Resources:

Sight Singing Resources (ex. Successful Sight Singing, Book I Nancy Telfer, Niel Kjos, 1992)
The New Harvard Dictionary of Music
The Structure of Singing
Teaching Choral Music
The Complete Choral Warm-up Book, Russell Robinson, Alfred, 1995
CD-ROM – Vocal Ear Training
Various choral octavios representing different musical styles and historical periods
Various CD’s for listening

www.bcsta.org
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Chamber Choir 12

Course Code: YCCH12

Category: Choose a Category

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 15, 2007

Prerequisites: Chamber Choir 11 or permission of the instructor.

Course Synopsis:

Chamber choir focuses on pieces more suited to the small ensemble. It is an upper level course for students who already meet the outcomes for Choir 12 and demonstrate advanced vocal skills. There is a focus on music that is not accompanied (a cappella) and students learn to sing independently and with confidence in English, French, German, Italian, Spanish and Latin. With each piece there is an in-depth exploration of the composer and time period in which he/she lived and wrote. Vocal technique, sight-reading and ear training are developed to a high level. Students listen to and perform vocal music from a variety of time periods, including Renaissance, Baroque, Classical, Romantic Contemporary and World music. This course is performance based and there will be a number of performances outside of regular school hours.

Learning outcomes for the course are grouped under the same curriculum organizers as Choir 12: Structure; Thoughts, Images, and Feelings; Context; and Musicianship. However, within this curriculum focus will be given to Technical Competence, Performance Applications, Music Literacy and History. There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the six units.

Learning Resources:

Sight Singing Resources (ex. Successful Sight Singing, Book I Nancy Telfer, Niel Kjos, 1992)
The New Harvard Dictionary of Music
The Structure of Singing
Teaching Choral Music
The Complete Choral Warm-up Book, Russell Robinson, Alfred, 1995
CD-ROM – Vocal Ear Training
Various choral octavios representing different musical styles and historical periods
Various CD’s for listening

www.bcsta.org
School District 61

Status: locked

School Name: Oak Bay Secondary
Course Name: Creative Writing 10
Course Code: YCWR10
Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of Instruction: 100
Date Approved: February, 2008
Prerequisites: None

Course Synopsis:
This course is for students who are interested in and have a passion for writing. This course uses rhetorical devices to create sound and visual imagery. Furthermore, students will use language devices to add layer and depth to writing while using words to create and convey emotion.

Learning Resources:

- Notes
- Videos
- Student exploration and feedback
- Demonstrations
- Internet
- Writing workshops
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Creative Writing 11

Course Code: YCWR11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February, 2008

Prerequisites: None

Course Synopsis:

This is a hands-on, workshop-based course for students who are interested in and might benefit from being exposed to creative writing. This course helps prepare students to learn the basics in several writing genres. Students will work on a variety of creative projects and are given instruction on writing skills including how voice, dialogue, style, and theme can give text depth and make writing more effective. Moreover, they will discern between pieces written to entertain versus those which explore man’s place in the universe and man’s relationship to man.

Learning Resources:

Writing texts and websites
- Notes
- Videos & Demonstrations
- Student exploration and feedback
- Internet
- Writing workshops
School District 61

Status: locked

School Name: Oak Bay Secondary
Course Name: Cross Training 10
Course Code: YCTRA 10
Category: Fitness and Recreation
Grade Level of Course:  X  10  □  11  □  12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April, 2004
Prerequisites: Physical Education 9

Course Synopsis:
This course is designed to give students the opportunity to develop their individualized fitness plans with an emphasis on aerobic fitness. Instruction is provided in the fundamentals and principles of training as well as the basic elements of how human physiology adapts to increased workloads. Guidance is provided in goal setting and establishing effective training routines. Course work is provided in the principles of sports nutrition. Weight training and core strength exercises are introduced as a means of injury prevention.

Learning Resources:
• B.C. School Sports Website
• Video – Winning Sports Nutrition (The University of Arizona)
• Video – Human Nutrition – Module 9: Cerebllum Corporation
• NCCP Level I and II Coaching Theory Manuals (goal setting and training plans)
• Principles of Aerobic Training: David E. Martin, Ph.D., Georgia State University, 1997

Additional Information:
Unit 1: Goal Setting / Development of Fitness Plan
Unit 2: Principles of Training/Exercise Physiology
Unit 3: Sports Nutrition
Unit 4: Core and Strength Training
Unit 5: Aerobic Training
Course Synopsis:

This course is designed to give students the opportunity to develop their individualized fitness plans with an emphasis on aerobic fitness. Instruction is provided in the fundamentals and principles of training as well as the basic elements of how human physiology adapts to increased workloads. Guidance is provided in goal setting and establishing effective training routines. Course work is provided in the principles of sports nutrition. Weight training and core strength exercises are introduced as a means of injury prevention.

Learning Resources:

• B.C. School Sports Website
• Video – Winning Sports Nutrition (The University of Arizona)
• Video – Human Nutrition – Module 9: Cerebellum Corporation
• NCCP Level I and II Coaching Theory Manuals (goal setting and training plans)
  Sport Science Council of Canada
• Principles of Aerobic Training: David E. Martin, Ph.D., Georgia State University, 1997

Additional Information:

Unit 1: Goal Setting / Development of Fitness Plan
Unit 2: Principles of Training/Exercise Physiology
Unit 3: Sports Nutrition
Unit 4: Core and Strength Training
Unit 5: Aerobic Training
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Engineering 11

Course Code: YENG11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  March , 2005

Prerequisites:  None

Course Synopsis:

is a hands-on course for students who are interested in Science and engineering, as well as understanding how things work. It prepares them to enter Engineering Sciences at the post secondary level. Innovative design and problem solving are the key elements in all the A.E.T. courses.
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Engineering 12

Course Code: YENG12

Category: Trades and Technology

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Applied Engineering Technology 11

Course Synopsis:

This course is a continuation of the AET 11 course.

Students design and build a cardboard lifeboat that they must paddle across a pool in a race against other classmates. Digital electronics projects are examined and constructed. Bridges and structure are studied to determine how they stand up and what makes them strong. Several lab-oriented projects are included.
School District 61

Status: approved

School Name: Oak Bay Secondary

Course Name: English Language Development 10

Course Code: YELDV10

Category: Other

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 28, 2007

Prerequisites: This course is designed for the student who:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

Learning Resources:
Large pictures/posters
Student handbook
West Coast Reader
youthink.ca
Getting Ready to Write ISBN 0-13-194635-8
Shining Star: Introductory Level and Keys to Learning 0131892215
I'm Not in My Homeland Anymore: Voices of Students in a New Land ISBN 0-88751-075-2
Canadian Snapshots: Linking to Community
Student Book ISBN 2761314344
Workbook ISBN 2761314352
Manual ISBN 2761314379
Audio CD ISBN 2761314360
Focus on Grammar 1
Audio CD ISBN 0-1316-47473-1
Focus on Grammar 2
Student Book ISBN 0-13-189977-1
Workbook ISBN 0-13-189974-0
School District 61

Status: approved

School Name: Oak Bay Secondary

Course Name: English Language Development 11

Course Code: YELDV11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

- Has a first language other than English
- Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Learning Resources:

- Ready to Write ISBN 0-13-042463-3
- Student handbook
- Fast Forward ISBN 0-13-513731-4
- English, Yes! : Intermediate ISBN 0-80961-788-0
- Canadian Snapshots: Linking to Community
- Student Book ISBN 2761314344
- Workbook ISBN 2761314352
- Manual ISBN 2761314379
- Audio CD ISBN 2761314360
- The Spirit of Vocabulary Canada ISBN 0-88996-228-6
- In the Know: Understanding and Using Idioms ISBN 0-521-54542-0

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School District 61

Status: approved

School Name: Oak Bay Secondary

Course Name: ESL Composition 11

Course Code: YESCM11

Category: Choose a Category

Grade Level of Course:  

[ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

This course is designed for the student who:

- has expanding English skills (approximately level 4).
- has some competency with academic language.
- has a more thorough understanding of the structure of language than an ELD 10/11 student.
- can remediate writing errors with assistance.
- is able to read independently and respond to more complex material than an ELD 10/11 student.
- has prior knowledge of writing fundamentals in a first language which can be used to improve writing skills in English.

Specialized Training Required:
It is strongly recommended that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of English 10 and senior English. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Course Synopsis:
This course in composition focuses on the development of writing skills as well as the skills of composing and presenting needed in subsequent academic courses at the secondary level.
Learning Resources:

- (workbook) (ISBN 0139586873)
- Imprints 11 (ISBN 0771509405)
- Focus on Grammar Book 4
- The Writer’s Workshop (ISBN 0201197464)
- Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- Writing Academic English, 3rd Ed. (ISBN 0201340542)
- Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- The Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- Essay Essentials, 2nd Ed. (ISBN 0774732806)
- The Bare Essentials Plus (ISBN 0774735546)
- The Cage
- Reading and Writing for Success
**School District 61**

Status: locked

School Name: Oak Bay Secondary

Course Name: Fitness 11

Course Code: YFTN 11

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 18, 2006

Prerequisites:

**Course Synopsis:**

Fitness 11 is a course designed to offer students the opportunity to develop the knowledge and to participate in strength, flexibility, agility and cardiovascular conditioning programs. The students will also have an opportunity to create and design their own programs. The instructor will guide the students to create their own fitness programs that will meet their specific goals and objectives.

**Learning Resources:**

- Books

  CFES Fitness Knowledge Course Manual, Canadian Fitness Educational Services Ltd. 2001
  Bigger Faster Stronger, Greg Shepard, EdD, United Graphics, 2004

- Video Resources

  BFS (Bigger, Faster, Stronger) Video Library, www.biggerfasterstronger.com
  High-Powered Plyometrics, www.humankinetics.com
  Drills for Speed, Agility, and Quickness, www.humankinetics.com
School District 61

Status: approved

School Name: Oak Bay Secondary
Course Name: Intercultural Studies 11
Course Code: YICS11

Category: Choose a Category

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February, 2008

Prerequisites:

Course Synopsis:

Students should be at a high intermediate level of English proficiency, prior to taking this course.  

Special Training, Facilities or Equipment Required:
The ESL teacher must be knowledgeable of Canadian culture and encourage students to share the experiences of their native country.

Course Synopsis:
This course has been developed to support and encourage ESL students to compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada embraces multiculturalism. Based on the use of authentic documents and resources, with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.
Learning Resources:

"Canada Eh-Zed" by David DeRocco & John F. Chabot
Various World Atlas Books and World Maps
"Canada's Capital Cities" by S & S Learning Materials (Revised)
"The Government of Canada" Response activities created by Alice Anderson
"What a World! Amazing Stories from Around the Globe" (with CD Rom) by Milada Broukal

Social Studies 9 Resources
Videos: "The History of Canada" series made by Image Media Inc.
Newspaper Archives from the Internet and Current newspapers- Times Colonist, Globe & Mail, The Province
Canadian Magazines- Mcleans, Flare, Canadian Living (to name a few)
Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel- view framed pictures on the
walls, BC Legislation, BC Law Court, Ross Bay cemetery tour
"Speaking Of Language... Using the newspaper in ESL studies" by Anne West
"The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website:
http://www.emilycarr.net/ and internet sources on other famous Canadian poets such as, Pauleen Johnson,
Susan Musgrave, Leonard Cowen (to name a few)
"Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
Biographies from Internet sources on famous Canadian artists and writers: Norval Morrisseau, James Wilson
Morrice, Tom Thomson, and the Group of Seven (to name a few)
"Vocabulary Connections- A Content Area Approach" by Steck -Vaughn Series
"World of Vocabulary" Book B by Sidney J. Rauch & Alfred B. Weinstein
"Writer's Workshop-Applying the Writing Process" series by Elaine Walling
"Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Ketterman
"Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman,
& Catherine Schulz
"Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
"Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
"Smart Read" by Susan Close
School District 61

School: Oak Bay Secondary
Course: Intermediate Dance 10

Course Code: YITMD 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4 each

Number of Hours of Instruction: 120 each

Date Approved: March, 2005

Prerequisites: Beginning Dance 10/11/12 or by permission of the Instructor

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is an intermediate level course and is available to any grade 10/11/12 student, provided he/she meets the prerequisite. As the second of three levels offered in Dance, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer
• Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation
• CD
• Contrast and Continuum: Volume I
School District 61

Status: locked

School Name: Oak Bay Secondary
Course Name: Intermediate Dance 11
Course Code: YITMD 11
Category: Fine Arts, Design, and Media

Grade Level of Course: 

10 

X 11 

12

Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: March, 2005
Prerequisites: Beginning Dance 10/11/12 or by permission of the instructor.

Course Synopsis:

course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is an intermediate level course and is available to any grade 10/11/12 student, provided he/she meets the prerequisite. As the second of three levels offered in Dance, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer
Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation CD
• Contrast and Continuum: Volume I
School District 61

School Name: Oak Bay Secondary

Course Name: Intermediate Dance 12

Course Code: YITMD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Beginning Dance 10/11/12 or by permission of the instructor.

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of dance. It is an intermediate level course and is available to any grade 10/11/12 student, provided he/she meets the prerequisite. As the second of three levels offered in Dance, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students observe, create, and perform dance in a variety of styles including Tap, Ballet, Modern and Jazz. Learning outcomes for the course are grouped under the curriculum organizers: Elements of Movement, Creation and Composition, Presentation and Performance, and Dance and Society. Each section will be divided into categories: orientation, history, technique, creative, vocabulary and performance. The course focuses on the “whole dancer”, including: self-image, posture, alignment, breathing, centering, balance, anatomy, basic warm-up theory, and introduction to vocabulary. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. A culminating project of this course will be an Evening of Dance where students perform for the school and the community.
Learning Resources:

Print Materials
• Creative Dance for All Ages
• Dance Composition & Production
• Dance Education Initiative
• Movement Improvisation
• The Young Dancer Video
• Ballet Class For Beginners
• Baryshnikov Dances Sinatra
• Carmen
• Dance Centerstage
• The Dancemakers Series
• Denishawn
• Fonteyn And Nureyev
• Giselle
• Hoop Dancing
• The Individual and Tradition
• The International Championship of Ballroom Dancing
• The Jazz Workout
• Lester Horton Technique
• Lost in the Shuffle
• Martha Graham
• The Nutcracker
• Points In Space
• The Power of Dance
• Sleeping Beauty
• Swan Lake
• La Sylphide
• Tap Dancing: Intermediate Multimedia
• The Ballroom Dance Pack
• Teaching Beginning Dance Improvisation CD
• Contrast and Continuum: Volume I
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Introduction to Trades 11

Course Code: YITR11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  April 18, 2006

Prerequisites:

Course Synopsis:

This is a hands-on course for students who are interested in learning a trade. This course will help to prepare students to learn the basics in several trade areas. Students will work on a variety of practical projects and will be given instruction on basic tools and safety. Several certificates may be included in the program such as First Aid, WHMIS and the transportation of dangerous goods.

Learning Resources:

•Notes
•Videos
•Student exploration and feedback
•Demonstrations
•Internet
•Labs
School District 61

Status: approved

School Name: Oak Bay Secondary
Course Name: Peer Counselling 11
Course Code: YPCOU 11
Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April, 2004
Prerequisites: None

Course Synopsis:

Peer Counselling 11 introduces students to some of the skills and functions of the helping professional. The variables of empathy, positive regard and genuineness, which are key to the role of the helper are presented to the students. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional’s role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to observe a professional counsellor and to meet with individuals who work at various aspects of the profession.

Learning Resources:

The major reference for the outline of the course is the Peer Counselling Starter Kit by Rey Carr and Greg Saunders, University of Victoria, Victoria, B.C. 1980.

The BC School Counsellor’s Handbook, which is constantly updated, is also a useful tool.

Other references and tools might include:

Resource books
Guest Speakers
Videos
Agency handouts
Internet, magazine and newspaper articles
Field trips
Conference materials
Journals and Newsletters

Additional Information:

Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.
Students are guided at each step to know their limits and make appropriate referrals.

Additional Information:
Students are guided at each step to know their limits and make appropriate referrals.
Darkroom photography has maintained its importance as an expressive art form. Digital photography has become the equally relevant partner course based on the same principles and elements of design and recognition of artistic expression. Yet, darkroom photography remains the more hands-on expressive medium that photographers revere.

Course Synopsis:

This course moves the student from “snapshot” into photography as art, using the elements and principles of design to create effective photography. The student will learn about camera controls, film and developing, enlarging and printing photographs. Students will learn pinhole photography and photograms. And will cover the history of photography. This course primarily concerns the black and white darkroom photography process. Exploration into forms of expression and professional development in post secondary venue will be examined. Enjoyment and expressions is acknowledged and journalism through photography explored.

Learning Resources:

• Texts
• Internet
• Guest Speakers
• Videos
• Demonstrations
• Gallery visits
• Student explorations and feedback

Additional Information:

Darkroom photography has maintained its importance as an expressive art form. Digital photography has become the equally relevant partner course based on the same principles and elements of design and recognition of artistic expression. Yet, darkroom photography remains the more hands-on expressive medium that photographers revere.
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: March, 2005

Prerequisites: Photography 11

Course Synopsis:

This is an extensive photography course. We start with a review of the basics and advance at a steady pace so that one has a clear understanding of the language of photography and is able to produce a series of images with impact. There will be hands-on experience with the camera, the darkroom and the computer. Regular quizzes on the language, practice and theory of photography, a project on a famous photographer and a final portfolio (possibly a final exhibition of final work in a show). Creative exploration and professionalism is a focus of this course. Moral issues concerning photography will be explored. Portfolio will be required.

Learning Resources:

Video, print, internet, gallery as seen appropriate by instructor to fit the focus of student’s interests.
Scholarship Preparation 12 is designed to familiarize grade 12 students with post-secondary opportunities and to prepare them to make the most of these opportunities. Students will research post-secondary institutions and available scholarship and bursaries, and will be coached to select and then apply for the post-secondary opportunities and scholarships/bursaries most suited to their interests and talents. Students will be assisted to create a professional application package.

Learning Resources:

1. Computer lab and software
2. Websites and print material from post-secondary institutions
3. Guest speakers â€“ Eg: admission officers from universities, scholarship representatives, current university students
### School District 61

**Status:** locked

**School Name:** Oak Bay Secondary

**Course Name:** Social Dynamics 11

**Course Code:** YSOCD11

**Category:** Choose a Category

**Grade Level of Course:**
- [ ] 10
- [x] 11
- [ ] 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 100

**Date Approved:** February, 2008

**Prerequisites:** Referral by Learning Resource Teacher, School Based Team and application and permission from the teacher

### Course Synopsis:

This course focuses on:
- The continuum of social skills development including social psychology and ethics. Topics covered will be prioritized upon initial assessment of participants' present skills set in social dynamics.
- The core units are:
  - Self-Awareness and Understanding
  - Interpersonal Skills
  - Social Relations
  - Rights, Responsibilities and Ethical Dilemmas
- The applied focus of this course will include lectures, seminars, labs and field trips. Some meetings (i.e. special events) may require flexible scheduling.

### Learning Resources:

- Buron, K. D. (year) A '5' is Against the Law! Social Boundaries Straight Up: An Honest Guide for Teens and Young Adults

- Films, DVDs and videos
- Games
- Guest speakers
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Strength Training and Conditioning 11B

Course Code: YSTCD 11B

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

Strength Training and Conditioning will provide an opportunity for instruction/learning about a healthy active lifestyle and to provide information regarding a popular leisure pursuit. Strength Training is an extremely effective component of fitness for young people. The learners will, through a variety of teaching strategies and opportunities, develop a level of understanding and a positive attitude towards resistance training.

Learning Resources:

• Fitness Equipment
• Posters
• Video
• Print Material – Books, magazines
• Guest Speakers

Additional Information:

11A - Basic Strength Training
11B - Advanced Strength Training

Rationale:

This course has been developed to support and encourage students to follow a healthy lifestyle path. Individual student programs are developed and monitored and as such the course is of interest to a wide variety of students. They will explore current trends and research in fitness – including resistance training, core strength, plyometrics, and sports specific training.

Basic anatomy and physiology will be covered. Emphasis is placed on proper exercise techniques with safety being a priority.
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Strength Training and Conditioning 11

Course Code: YSTCD 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

Strength Training and Conditioning will provide an opportunity for instruction/learning about a healthy active lifestyle and to provide information regarding a popular leisure pursuit. Strength Training is an extremely effective component of fitness for young people. The learners will, through a variety of teaching strategies and opportunities, develop a level of understanding and a positive attitude towards resistance training.

Learning Resources:

• Fitness Equipment
• Posters
• Video
• Print Material – Books, magazines
• Guest Speakers
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Strength Training and Conditioning 11A

Course Code: YSTCD 11A

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

Strength Training and Conditioning will provide an opportunity for instruction/learning about a healthy active lifestyle and to provide information regarding a popular leisure pursuit. Strength Training is an extremely effective component of fitness for young people.

The learners will, through a variety of teaching strategies and opportunities, develop a level of understanding and a positive attitude towards resistance training.

Learning Resources:

• Fitness Equipment
• Posters
• Video
• Print Material – Books, magazines
• Guest Speakers

Additional Information:

This course has been developed to support and encourage students to follow a healthy lifestyle path. Individual student programs are developed and monitored and as such the course is of interest to a wide variety of students. They will explore current trends and research in fitness – including resistance training, core strength, plyometrics, and sports specific training.

Basic anatomy and physiology will be covered. Emphasis is placed on proper exercise techniques with safety being a priority.

11A – Basic Strength Training
11B – Advanced Strength Training
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: String, Fretted Instruments - Ukulele 12

Course Code: YSFIU12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to continue to develop individual technique on the ukulele and with the voice, as well as to further develop ensemble playing skills. Performance repertoire is used to study all aspects of the curriculum, including music theory and history. This is a performing ensemble that performs at numerous public concerts, festivals and community events. These performances may occur in the evenings and often take place away from the school. Includes frequent large ensemble performances with the 6 different “Island Ukuleles” ensembles. Regular home practice is required. The class meets on Monday evenings at Oak Bay Secondary School (west). Senior students will be expected to assume leadership positions. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, and conflict resolution.

Learning Resources:

“Classroom Ukulele Method” by J.Chalmers Doane; Waterloo
“Ukulele Encore” by J. Chalmers Doane, Waterloo
“A Music Reading Program for Ukulele” by J. Marven Shields, Waterloo
“Essential Musicianship, A Comprehensive Choral Method Level 3” by Hal Leonard
“Vocal Improvisation” by Michele Weir
“Potpourri for the Choral Director” by W. Jay Hoel
Resources from the “British Columbia Music Educators Association” conference
Resources from the “BC Ukulele Workshop”
Arrangements created specifically for the ensemble
“Fleabag Blues” Video
CDs such as:
“Songs of the Island” by Island Ukuleles
“Classical Ukuleles” by the Langley Ukulele Ensemble
“Musical Ride” by Halifax Adult Ukulele Ensemble
“A Flying Leap” by James Hill
“Jumpin’ Jim’s Ukulele Masters” by Herb Ohta
“The River” by the Island Ukuleles
“The Pacific Ukulele Connection” by the Langley Ukulele Ensemble
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: String, Fretted Instruments - Ukulele11

Course Code: YSFIU11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to continue to develop individual technique on the ukulele and with the voice, as well as to further develop ensemble playing skills. Performance repertoire is used to study all aspects of the curriculum, including music theory and history. This is a performing ensemble that performs at numerous public concerts, festivals and community events. These performances may occur in the evenings and often take place away from the school. Includes frequent large ensemble performances with the 6 different “Island Ukuleles” ensembles. Regular home practice is required. The class meets on Monday evenings at Oak Bay Secondary School (west). Senior students will be expected to assume leadership positions. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, and conflict resolution.

Learning Resources:

“Classroom Ukulele Method” by J.Chalmers Doane; Waterloo
“Ukulele Encore” by J. Chalmers Doane, Waterloo
“A Music Reading Program for Ukulele” by J. Marven Shields, Waterloo
“Essential Musicianship, A Comprehensive Choral Method Level 3” by Hal Leonard
“Vocal Improvisation” by Michele Weir
“Potpourri for the Choral Director” by W. Jay Hoel
Resources from the “British Columbia Music Educators Association” conference
Resources from the “BC Ukulele Workshop”
Arrangements created specifically for the ensemble
“Fleabag Blues” Video
CDs such as:
“Songs of the Island” by Island Ukuleles
“Classical Ukuleles” by the Langley Ukulele Ensemble
“Musical Ride” by Halifax Adult Ukulele Ensemble
“A Flying Leap” by James Hill
“Jumpin’ Jim’s Ukulele Masters” by Herb Ohta
“The River” by the Island Ukuleles
“The Pacific Ukulele Connection” by the Langley Ukulele Ensemble
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Strings, Fretted Instruments - Ukulele10

Course Code: YSFIU10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 16, 2007

Prerequisites:  None

Course Synopsis:

This course is designed to give students the opportunity to continue to develop individual technique on the ukulele and with the voice, as well as to further develop ensemble playing skills. Performance repertoire is used to study all aspects of the curriculum, including music theory and history. This is a performing ensemble that performs at numerous public concerts, festivals and community events. These performances may occur in the evenings and often take place away from the school. Includes frequent large ensemble performances with the 6 different “Island Ukuleles” ensembles. Regular home practice is required. The class meets on Monday evenings at Oak Bay Secondary School (west). Senior students will be expected to assume leadership positions. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, and conflict resolution.

Learning Resources:

“Classroom Ukulele Method” by J.Chalmers Doane; Waterloo  
“Ukulele Encore” by J. Chalmers Doane, Waterloo  
“A Music Reading Program for Ukulele” by J. Marven Shields, Waterloo  
“Essential Musicianship, A Comprehensive Choral Method Level 3” by Hal Leonard  
“Vocal Improvisation” by Michele Weir  
“Potpourri for the Choral Director” by W. Jay Hoel  
Resources from the “British Columbia Music Educators Association” conference  
Resources from the “BC Ukulele Workshop”  
Arrangements created specifically for the ensemble  
“Fleabag Blues” Video  
CDs such as:  
“Songs of the Island” by Island Ukuleles  
“Classical Ukuleles” by the Langley Ukulele Ensemble  
“Musical Ride” by Halifax Adult Ukulele Ensemble  
“A Flying Leap” by James Hill  
“Jumpin’ Jim’s Ukulele Masters” by Herb Ohta  
“The River” by the Island Ukuleles  
“The Pacific Ukulele Connection” by the Langley Ukulele Ensemble
School District 61

Status: approved

School Name: Oak Bay Secondary

Course Name: Symphony Orchestra 10

Course Code: YSYMO 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Oak Bay Secondary

Course Name: Vocal Music 10

Course Code: YVM 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of vocal music. Students listen to, create, and perform vocal music from a variety of styles including pop, Broadway, jazz, folk, classical and world music. Students explore the technical demands of how the voice is used in a number of contexts, including solo and ensemble singing. Students explore why vocal music is important and how it is constructed. Learning outcomes for the course are grouped under the curriculum organizers: Personal, Social, Cultural, and Historical Contexts; Elements and Principles, and Expressing our Humanity. Within each of these curriculum organizers the following will be addressed: Creating, Performing, Communicating; Perceiving, Responding, Reflecting. There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units.

Learning Resources:

Sight Singing Resources (ex. Successful Sight Singing, Book I Nancy Telfer, Niel Kjos, 1992)
The Complete Choral Warm-up Book, Russell Robinson, Alfred, 1995
Song Writing: A Classroom Approach, Fred Maybe, BCTF, 2003
Musical Bingo, Cheryl Lavender, Hal Leonard, 1992
Various choral octavios representing different musical styles and historical periods
Various CD’s for listening
**School District 61**

Status: locked

School Name: Oak Bay Secondary

Course Name: Vocal Music 11

Course Code: YVM 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Vocal Music 10 or by permission of the Instructor

**Course Synopsis:**

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of vocal music. While many points in the Vocal Music 11 curriculum are similar to the Grade 10 course, please note that a higher level of expectations, specific responsibilities and greater opportunity for leadership have been placed in the Grade 11 course. Students listen to, create, and perform vocal music from a variety of styles including pop, Broadway, jazz, folk, classical and world music. Students continue to develop the technical demands of using the voice in a number of contexts, including solo and ensemble singing. Students explore why vocal music is important and how it is constructed. Learning outcomes for the course are grouped under the curriculum organizers: Elements and Principles; Personal, Social, Cultural, and Historical Contexts, and Expressing our Humanity. Within each of these curriculum organizers the following will be addressed: Creating, Performing, Communicating; Perceiving, Responding, Reflecting. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units.

**Learning Resources:**

This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of vocal music. While many points in the Vocal Music 11 curriculum are similar to the Grade 10 course, please note that a higher level of expectations, specific responsibilities and greater opportunity for leadership have been placed in the Grade 11 course. Students listen to, create, and perform vocal music from a variety of styles including pop, Broadway, jazz, folk, classical and world music. Students continue to develop the technical demands of using the voice in a number of contexts, including solo and ensemble singing. Students explore why vocal music is important and how it is constructed. Learning outcomes for the course are grouped under the curriculum organizers: Elements and Principles; Personal, Social, Cultural, and Historical Contexts, and Expressing our Humanity. Within each of these curriculum organizers the following will be addressed: Creating, Performing, Communicating; Perceiving, Responding, Reflecting. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units. Prerequisite: Vocal Music 10 or by permission of the instructor.
School District 61

School Name: Oak Bay Secondary
Course Name: Vocal Music 12
Course Code: YVM 12
Category: Fine Arts, Design, and Media
Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: March, 2005
Prerequisites: Vocal Music 11 or by permission of the Instructor

Course Synopsis:
This course has been developed to support, encourage and create a lifelong appreciation for the richness and diversity of vocal music. While many points in the Vocal Music 12 curriculum are similar to the Grade 11 course, please note that a higher level of expectations, specific responsibilities and greater opportunity for leadership have been placed in the Grade 12 course. Students are granted opportunities for leadership and mentorship within the framework of the curriculum, including the formal performances organized for the school and the community. Students listen to, create, and perform vocal music from a variety of styles including pop, Broadway, jazz, folk, classical and world music. Students continue to develop the technical demands of using the voice in a number of contexts, including solo and ensemble singing. Students explore why vocal music is important and how it is constructed. Learning outcomes for the course are grouped under the curriculum organizers: Elements and Principles; Personal, Social, Cultural, and Historical Contexts, and Expressing our Humanity. Within each of these curriculum organizers the following will be addressed: Creating, Performing, Communicating; Perceiving, Responding, Reflecting. In addition to summative and formative evaluation by the teacher, students are also given the opportunity for self and peer assessment in each of the four units.

Learning Resources:
Sight Singing Resources (ex. Successful Sight Singing, Book I Nancy Telfer, Niel Kjos, 1992)
The Choral Score Reading Program, Richard Grunow, GIA Publications, 1985
The Complete Choral Warm-up Book, Russell Robinson, Alfred, 1995
Song Writing: A Classroom Approach, Fred Maybe, BCTF, 2003
Listen to the Music! Kit Eakle, Briarwood Publishing, 1992
Various solo song collections representing different musical styles and historical periods
Various choral octavios representing different musical styles and historical periods
Various CD’s for listening
This program is offered as a class outside the main timetable one morning before school and one lunch hour throughout the school year, as well as individual time spent volunteering, planning, organizing and executing activities and events. As mentioned this program is built upon the core units (themes of study) with increased and different expectations at each grade of the program from 10 – 12.

Course Synopsis:
This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, decision making, team building and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:
Videos
Resource Books
Conference Material
CASAA Newsletters
BCASAA Newsletters/Website
Various Conferences (Local, Provincial, National)
Internet
NASSP
Authentic Documents (magazines, newspapers, etc.)
CIRA
Journals and Periodicals

Additional Information:
This program is offered as a class outside the main timetable one morning before school and one lunch hour throughout the school year, as well as individual time spent volunteering, planning, organizing and executing activities and events. As mentioned this program is built upon the core units (themes of study) with increased and different expectations at each grade of the program from 10 – 12.
This program is offered as a class outside the main timetable one morning before school and one lunch hour throughout the school year, as well as individual time spent volunteering, planning, organizing and executing activities and events. As mentioned this program is built upon the core units (themes of study) with increased and different expectations at each grade of the program from 10 – 12.
This program is offered as a class outside the main timetable one morning before school and one lunch hour throughout the school year, as well as individual time spent volunteering, planning, organizing and executing activities and events. As mentioned this program is built upon the core units (themes of study) with increased and different expectations at each grade of the program from 10 – 12.

Course Synopsis:
This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, decision making, team building and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:
Videos
Resource Books
Conference Material
CASAA Newsletters
BCASAA Newsletters/Website
Various Conferences (Local, Provincial, National)
Internet
NASSP
Authentic Documents (magazines, newspapers, etc.)
CIRA
Journals and Periodicals

Additional Information:
This program is offered as a class outside the main timetable one morning before school and one lunch hour throughout the school year, as well as individual time spent volunteering, planning, organizing and executing activities and events. As mentioned this program is built upon the core units (themes of study) with increased and different expectations at each grade of the program from 10 – 12.
School District 61

Status: approved

School Name: Reynolds Secondary

Course Name: Co-operative Education 12A/12B/12C

Course Code: YCOE12A/12B/12C

Category: Other

Grade Level of Course:  

Number of Course Credits: 4 each

Number of Hours of instruction: 110 each

Date Approved: April 18, 2006

Prerequisites:

- Career Choices, Type Focus, Willocks Portfolio System
- Food Safe, First Aid, Super Host, Micros
- Microsoft Office Suite (Word, Excel, Publisher, Power Point), internet access
- Feature Films: Remember the Titans, Norma Rae, Door to Door, Teen Files: Stress, Depression, Sexual Responsibility, STDs, Truth About Drinking, Truth About Drugs, Eating Disorders.

Course Synopsis:

This course provides students with a successful transition from secondary school to post-secondary training and/or to the world of work. This program is intended for students who want to gain meaningful work experience in a place of work in which they are interested in pursuing as a career or hope to gain employment. Work placements are diverse and suited to the students’ interests.

Students will complete either 110 or 180 classroom hours of Classroom Instruction in Career Exploration, Career Preparation, Pre-employment Skills, Information Technology and Personal Development and then will perform either 110 or 150 hours of meaningful on-the-job Work Experience that will allow them to develop an insight into their chosen fields of work. Students are encouraged to pursue multiple placements.

Learning Resources:

- Career Choices, Type Focus, Willocks Portfolio System
- Food Safe, First Aid, Super Host, Micros
- Microsoft Office Suite (Word, Excel, Publisher, Power Point), internet access
- Feature Films: Remember the Titans, Norma Rae, Door to Door, Teen Files: Stress, Depression, Sexual Responsibility, STDs, Truth About Drinking, Truth About Drugs, Eating Disorders.
School District 61

Status: approved

School Name: Reynolds Secondary

Course Name: English Language Development 10

Course Code: YELDV10

Category: Other

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 28, 2007

Prerequisites:  This course is designed for the student who:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

Learning Resources:
• Large pictures/posters
• Student handbook
• West Coast Reader
• youthink.ca
• Basic English Grammar ISBN 0-13-368317-6
• Getting Ready to Write ISBN 0-13-194635-8
• Shining Star: Introductory Level and Keys to Learning 0131892215
• Not in My Homeland Anymore: Voices of Students in a New Land ISBN 0-88751-075-2
• Canadian Snapshots: Linking to Community
• Student Book ISBN 2761314344
• Workbook ISBN 2761314352
• Manual ISBN 2761314379
• Audio CD ISBN 2761314360
• Focus on Grammar 1
• Student Book ISBN 0-13-147466-9
• Workbook ISBN 0-13-147469-3
• Audio CD ISBN 0-1316-47473-1
• Focus on Grammar 2
• Student Book ISBN 0-13-189977-6
• Workbook ISBN 0-13-189974-0
School District 61

Status: approved

School Name: Reynolds Secondary

Course Name: English Language Development 11

Course Code: YELDV11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

- Has a first language other than English
- Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Learning Resources:

- Ready to Write ISBN 0-13-042463-3
- Student handbook
- Fast Forward ISBN 0-13-513731-4
- English, Yes! Intermediate ISBN 0-80961-788-0
- Canadian Snapshots: Linking to Community
- Student Book ISBN 2761314344
- Workbook ISBN 2761314352
- Manual ISBN 2761314379
- Audio CD ISBN 2761314360
- The Spirit of Vocabulary Canada 0-88996-228-6
- In the Know: Understanding and Using Idioms ISBN 0-521-54542-0
School District 61

Status: locked

School Name: Reynolds Secondary

Course Name: Environment and Sustainability

Course Code: YESU11

Category: Other

Grade Level of Course: ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November, 2007

Prerequisites: None

Course Synopsis:

"With every activity of our daily lives, we connect with the interdependent web of life on Earth. The health of our environment is a reflection of the choices we make." ~http://eartheasy.com

The overall goal of this course is to educate students about the environment and their place in it. The course aims to show how actions can have a positive or a negative effect on our environment (both locally and globally) and thus empower youth to take responsibility and leadership in creating and maintaining a more environmentally sustainable way of life into adulthood. The course aims to ‘get at’ both the aesthetic and practical components of environmental education.

The hope is that this course will allow students to achieve an understanding of the concept of sustainability and a sense of stewardship for our planet through developing an appreciation for the biodiversity on Earth. As stated by the Canadian Biodiversity Network (http://www.cbin.ec.gc.ca/education/event.cfm?lang=e ); Biodiversity can be defined as "the variety of life on earth and the natural patterns that it forms" While measures to promote the conservation and sustainable use of biodiversity will be beneficial for the environment, they can also have a positive effect in advancing our health and economic well-being. When people come to understand the importance of biodiversity, they are likely to encourage or even participate in activities which support conservation and the sustainable use of resources. Unfortunately, however, many people are not entirely familiar with the full range of benefits related to biodiversity. This lack of knowledge highlights the need to provide more information to the public about ecosystems, species and genetic diversity. With increased awareness, Canadians will be better prepared to make decisions that take into account the importance of biodiversity.

Students will be given the opportunity to interact experientially with nature in order to build an appreciation of the "bigger picture".

Once this attitude is developed it is intended that students will gain awareness and understanding of the many areas of environmental sustainability in a high school as a local model of our global environment, primarily through ecological indicators (water, materials, air, energy and land). Students will calculate personal and community based ecological footprints, with a view for planned reduction and achieving carbon neutrality. They will learn how to collect data, analyse, evaluate, discern and implement courses of action to improve sustainability and reduce ecological footprints.

In short students will develop both the desire and the practical tools necessary for creating and maintaining a more environmentally sustainable way of life into adulthood

Learning Resources:


Complexity ~Life on earth depends on, and is part of complex systems.
Aesthetics ~ Environmental awareness enables students to develop and aesthetic appreciation.
Responsibility ~ Human decisions and actions have environmental consequences.
Ethics ~ The study of the environment enables students to develop an environmental ethic.
Sierra Club of Canada, BC Chapter Sustainable High Schools Resource Binder
Sierra Club Power Point Presentations—Sustainable High Schools
Wild BC – Climate Change Educator’s Training

Evergreen School Greening Project Resources:
Design ideas for the Outdoor Classroom: Dig it, Plant it, Build it, Paint it! (2002)
A 100-page easy-to-follow collection of ideas and techniques for creating native plant and vegetable gardens, and
a whole range of built and artistic features for your school ground. Price: $15

View Printable (PDF) versions
This manual will guide you through the planning process, providing tips and templates for designing a site that
reflects your local natural environment and the ideas of all involved. 68 pages. Price: $15

View On-line (HTML version)
This guide includes practical tips for involving the school community in the design process, conducting a shade
assessment of the school ground, creating a planting plan and developing a fundraising strategy. 89 pages.
Copies of this guide can be ordered by contacting TDSB Library and Learning Resources, 3 Tippett Road,
Toronto, ON M3H 2V1. Telephone: 416-397-2595. Fax: 416-395-8357. E-mail: curriculumdocs@tdsb.on.ca.

View Printable (PDF) version (3.5 Mb)

Books

New Society Publishers. 2007
?Ecoholic- your guide to the most environmentally friendly information, products and services in Canada [when
?Greening School Grounds ~ Creating Habitats for Learning edited by Tim Grant and Gail Littlejohn. New
?Teaching About Climate Change ~ Cool Schools Tackle Global Warming edited by Tim Grant and Gail Littlejohn.

DVD’s
?Al Gore, An Inconvenient Truth
?Nova, Global Warming—What’s up with the Weather?
?National Geographic—Strange Days on Planet Earth
?PBS—Global Warming—The signs and the Science

Websites and Local Organizations
http://www.ec.gc.ca (Environment Canada~ Educators resource page)
http://eartheasy.com/homepage.htm (Eartheasy~ ideas for sustainable living)
http://bcsea.org/ (BC Sustainable Energy Association)
http://www.citygreen.ca/ (Victoria energy efficiency services)
http://www.energyalternatives.ca/ (Victoria energy alternatives)
http://www.evergreen.ca/en/ (Creating and sustaining healthy, dynamic outdoor spaces - in our schools, our
communities and our homes)
http://www.stanleyparkecology.ca/ (Education, research and conservation)
http://www.wilded.org/ (Programs to bring nature into classrooms)
http://www.sierraclub.ca/bci/ (Dedicated to the conservation of BC’s natural legacy)
http://www.davidsuzuki.org/Climate_Change/ (Global Warming resources)
http://www.hctf.ca/wild/workshops/workshop_descriptions.htm (Biodiversity and beyond)
http://www.wearewhatwed.ca/ (Inspiring people to use every day actions to change the world)
http://www.thegreenguide.com/ (Earth friendly ideas)
Due to the fact that this is such a current and timely topic, new resources are coming out constantly, therefore the list supplied above is only a general indicator of all that is available.
School District 61

Status: approved

School Name: Reynolds Secondary
Course Name: ESL Composition 11
Course Code: YESCM11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

This course is designed for the student who:

- has expanding English skills (approximately level 4).
- has some competency with academic language.
- has a more thorough understanding of the structure of language than an ELD 10/11 student.
- can remediate writing errors with assistance.
- is able to read independently and respond to more complex material than an ELD 10/11 student.
- has prior knowledge of writing fundamentals in a first language which can be used to improve writing skills in English.

Specialized Training Required:
It is strongly recommended that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of English 10 and senior English. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Course Synopsis:
This course in composition focuses on the development of writing skills as well as the skills of composing and presenting needed in subsequent academic courses at the secondary level.
Learning Resources:

- (workbook) (ISBN 0139586873)
- Imprints 11 (ISBN 0771509405)
- Focus on Grammar Book 4
- Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- Writing Academic English, 3rd Ed. (ISBN 0201340542)
- Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- The Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- Essay Essentials, 2nd Ed. (ISBN 0774732806)
- The Bare Essentials Plus (ISBN 0774735546)
- The Cage
- Reading and Writing for Success
School District 61

Status: locked

School Name: Reynolds Secondary

Course Name: Film Studies 12

Course Code: YFIS 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students to explore the richness and diversity of various genres of film. Students learn the language of film making, the process of visual storytelling, and the ability to think critically, to analyze, compare and critique different presentations. The course will also help students to improve their writing and presentation skills. The approach supports student skill development and encourages meaningful methods of interpreting and presenting a variety of perspectives on significant issues.
School District 61

Status: approved

School Name: Reynolds Secondary

Course Name: Flexible Studies Service 10

Course Code: YFSS 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4 over 4 y

Number of Hours of instruction: 30 hours e

Date Approved: March , 2005

Prerequisites: Flexible Studies Service 9

Course Synopsis:

This course is designed to give students the opportunity to develop positive character attributes through participating in organized Service Projects and Volunteer work within the school and surrounding community, as well as through a continual character curriculum thread through each year from grades 9-12. Students will develop language for and an understanding of Character Education concepts as well as adopt appreciation and skill towards Service related activities; they will develop a sense of community and contributing to community. This Character Education/Service thread will occur as an extension to the Flexible Studies~Leadership in Learning Program core subject curriculum as outlined in the Reynolds Secondary Course handbook and on the school website (http://www.sd61.bc.ca/school/reynolds/flex.html).

Reynolds Flexible Studies Program
Flexible Studies: Leadership in Learning
A district program for Secondary Students who are interested in a program that emphasizes:
- Academic Excellence
- Character development through Leadership/Service.
- Enrichment and Challenge through Experiential learning
- Support through individual and flexible programs
Learning Resources:

REFERENCED WEBSITES
“GO” Program
http://premier.us/products/middleschool/success/GoProgram
Duke of Edinburgh
http://www.dukeofed.org/bc/yukon/index.htm
7 Pillars of Character
http://www.charactercounts.org/defsix.htm
7 Habits of Highly Effective Teens
http://www.nettally.com/hasmith/ulc/7habits.html
http://www.rogerknapp.com/inspire/7famhab.htm

Additional Information:
As indicated earlier this program is offered as an extension to the Flexible Studies ~ Leadership in Learning Program following the Ministry Curriculum for Math, English, Science and Social Studies. Students' contributed time each year to a Character Education curriculum, including Service and Volunteer activities amounts to one credit per year, totally 4 credit for the duration of the 4 year program.
School District 61

Status: locked

School Name: Reynolds Secondary

Course Name: Flexible Studies Service 11

Course Code: YFSS 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4 over 4 y

Number of Hours of instruction: 30 hours e

Date Approved: March, 2005

Prerequisites: Flexible Studies Service 9

Course Synopsis:

This course is designed to give students the opportunity to develop positive character attributes through participating in organized Service Projects and Volunteer work within the school and surrounding community, as well as through a continual character curriculum thread through each year from grades 9-12. Students will develop language for and an understanding of Character Education concepts as well as adopt appreciation and skill towards Service related activities; they will develop a sense of community and contributing to community. This Character Education/Service thread will occur as an extension to the Flexible Studies~Leadership in Learning Program core subject curriculum as outlined in the Reynolds Secondary Course handbook and on the school website: (http://www.sd61.bc.ca/school/reynolds/flex.html).

Reynolds Flexible Studies Program

Flexible Studies: Leadership in Learning
A district program for Secondary Students who are interested in a program that emphasizes:
- Academic Excellence
- Character development through Leadership/Service.
- Enrichment and Challenge through Experiential learning
- Support through individual and flexible programs
Learning Resources:


REFERRED WEB SITES

“GO” Program
http://premier.us/products/middleschool/success/GoProgram
Duke of Edinburgh
http://www.dukeofed.org/bcyukon/index.htm
7 Pillars of Character
http://www.charactercounts.org/defsix.htm
7 Habits of Highly Effective Teens
http://www.nettally.com/hasmith/ulc/7habits.html
http://www.rogerknapp.com/inspire/7famhab.htm

Additional Information:

As indicated earlier this program is offered as an extension to the Flexible Studies ~ Leadership in Learning Program following the Ministry Curriculum for Math, English, Science and Social Studies. Students’ contributed time each year to a Character Education curriculum, including Service and Volunteer activities amounts to one credit per year, totally 4 credit for the duration of the 4 year program.
School District 61

Status: locked

School Name: Reynolds Secondary

Course Name: Flexible Studies Service 12

Course Code: YFSS 12

Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4 over 4 y

Number of Hours of instruction: 30 hours e

Date Approved: March, 2005

Prerequisites: Flexible Studies Service 9

Course Synopsis:

This course is designed to give students the opportunity to develop positive character attributes through participating in organized Service Projects and Volunteer work within the school and surrounding community, as well as through a continual character curriculum thread through each year from grades 9-12. Students will develop language for and an understanding of Character Education concepts as well as adopt appreciation and skill towards Service related activities; they will develop a sense of community and contributing to community. This Character Education/Service thread will occur as an extension to the Flexible Studies~Leadership in Learning Program core subject curriculum as outlined in the Reynolds Secondary Course handbook and on the school website: (http://www.sd61.bc.ca/school/reynolds/flex.html).

Reynolds Flexible Studies Program
Flexible Studies: Leadership in Learning
A district program for Secondary Students who are interested in a program that emphasizes:
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- Character development through Leadership/Service.
- Enrichment and Challenge through Experiential learning
-Support through individual and flexible programs
Learning Resources:


REFERENCED WEBSITES

“GO” Program
http://premier.us/products/middleschool/success/GoProgram

Duke of Edinburgh
http://www.dukeofed.org/bcyukon/index.htm

7 Pillars of Character
http://www.charactercounts.org/defsix.htm

7 Habits of Highly Effective Teens
http://www.nettally.com/hasmith/ulc/7habits.html

http://www.rogerknapp.com/inspire/7famhab.htm

Additional Information:

As indicated earlier this program is offered as an extension to the Flexible Studies ~ Leadership in Learning Program following the Ministry Curriculum for Math, English, Science and Social Studies. Students’ contributed time each year to a Character Education curriculum, including Service and Volunteer activities amounts to one credit per year, totally 4 credit for the duration of the 4 year program.
School District 61

Status: approved

School Name: Reynolds Secondary
Course Name: Intercultural Studies 11
Course Code: YICS11

Category: Choose a Category
Grade Level of Course: 10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February, 2008

Prerequisites:

Course Synopsis:

Students should be at a high intermediate level of English proficiency, prior to taking this course.

Special Training, Facilities or Equipment Required:
The ESL teacher must be knowledgeable of Canadian culture and encourage students to share the experiences of their native country.

Course Synopsis:
This course has been developed to support and encourage ESL students to compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada embraces multiculturalism. Based on the use of authentic documents and resources, with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.
Learning Resources:

"Canada Eh-Zed" by David DeRocco & John F. Chabot
Various World Atlas Books and World Maps
"Canada's Capital Cities" by S & S Learning Materials (Revised)
"The Government of Canada" Response activities created by Alice Anderson
"What a World 1- Amazing Stories from Around the Globe" (with CD Rom) by Milada Broukal
Social Studies 9 Resources
Videos: "The History of Canada" series made by Image Media Inc.
Newspaper Archives from the Internet and Current newspapers- Times Colonist, Globe & Mail, The Province
Canadian Magazines- Mcleans, Flare, Canadian Living (to name a few)
Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel- view framed pictures on the
walls, BC Legislation, BC Law Court, Ross Bay cemetery tour
"Speaking Of Language... Using the newspaper in ESL studies" by Anne West
"The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website:
http://www.emilycarr.net/ and internet sources on other famous Canadian poets such as, Pauleen Johnson,
Susan Musgrave, Leonard Cowen (to name a few)
"Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
Biographies from Internet sources on famous Canadian artists and writers: Norval Morrisseau, James Wilson
Morrice, Tom Thomson, and the Group of Seven (to name a few)
"Vocabulary Connections- A Content Area Approach" by Steck -Vaughn Series
"World of Vocabulary" Book B by Sidney J. Rauch & Alfred B. Weinstein
"Writer's Workshop-Applying the Writing Process" series by Elaine Walling
"Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Kettermann
"Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman,
& Catherine Schulz
"Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
"Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
"Smart Read" by Susan Close
Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.

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**School District 61**

Status: approved

School Name: Reynolds Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course: 10  [X] 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: None

**Course Synopsis:**

Peer Counselling 11 introduces students to some of the skills and functions of the helping professional. The variables of empathy, positive regard and genuineness, which are key to the role of the helper are presented to the students. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional’s role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to observe a professional counsellor and to meet with individuals who work at various aspects of the profession.

**Learning Resources:**

The major reference for the outline of the course is the Peer Counselling Starter Kit by Rey Carr and Greg Saunders, University of Victoria, Victoria, B.C. 1980.

The BC School Counsellor’s Handbook, which is constantly updated, is also a useful tool.

Other references and tools might include:

- Resource books
- Guest Speakers
- Videos
- Agency handouts
- Internet, magazine and newspaper articles
- Field trips
- Conference materials
- Journals and Newsletters

**Additional Information:**

Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.
School District 61

Status: approved

School Name: Reynolds Secondary

Course Name: Principals of Soccer 11

Course Code: YPSO 11

Category: Fitness and Recreation

Grade Level of Course:  
☐ 10  
☒ 11  
☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May , 2004

Prerequisites: by application (committed youth soccer players)

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer(PS) 10 and Principles of Soccer(PS) 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Learning Resources:

Books:
• The Sports Trainer - (Australian Sports Medicine Federation-1991)
• How to Write Strength Training Programs - Ian King (2000)
• Psychology of Coaching - Tutko and Richards (1976)
• Physiology of Soccer - Douglas Tumilti (1993)

Videos:
• Principles and Systems of Play,
• Fitness, Agility and Strength training,
• Sport Specific Speed for Soccer,

DVD:
• History of Soccer.

Guest Coaches:
• with expertise and experience in relevant areas.

Guest Speakers:
• Various
Additional Information:

This is a new course developed for Centre for Soccer Excellence (CSE)

Within the Centre for Soccer Excellence (PS 10 and PS 11) the students will:
• Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
• Improve their skill and fitness through a variety of physical activities.
• Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post secondary athletic and/or academic scholarships.
• Receive sports science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
• Be presented with opportunities to complete coaching, officiating and first aid certifications.
• Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.

www.bcsta.org
School District 61

Status: approved

School Name: Reynolds Secondary

Course Name: Principles of Soccer 10

Course Code: YPSO 10

Category: Fitness and Recreation

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2004

Prerequisites: By application (committed youth soccer players)

Course Synopsis:

The objective of the Centre for Soccer Excellence (Principles of Soccer (PS) 10 and Principles of Soccer (PS) 11) is to provide a formal training program within the academic setting of the school with a commitment to excellence in student achievement.

Learning Resources:

Books
· The Coach for Soccer, Mark Anderson (1994)
· CSA Coaching Manual
· How to Write Strength Training Programs, Ian King (2000)
· Psychology of Coaching, Tutko and Richards (1976)
· Physiology of Soccer, Douglas Tumiltsi (1993)

Videos
· Principles and Systems of Play, Fitness, Agility and Strength Training, Sport Specific Speed for Soccer, Factors Affecting Performance
· Training/Energy Systems Nutrition and Diet

DVD
· History of Soccer

Guest Coaches) with expertise and experience in relevant areas

Guest Speakers
Additional Information:

This is a new course developed for Centre for Soccer Excellence (CSE)

Within the Centre for Soccer Excellence (PS 10 and PS 11) the students will:

- Receive outstanding instruction in an environment that is committed to athlete long-term development from qualified coaches/teachers.
- Improve their skill and fitness through a variety of physical activities.
- Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post secondary athletic and/or academic scholarships.
- Receive sports science instruction including fitness, nutrition, strength training, sport physiology and mental training utilizing a variety of experts.
- Be presented with opportunities to complete coaching, officiating and first aid certifications.
- Be provided with a support network and educational opportunities using the school and soccer centre as a catalyst.

www.bcsta.org
School District 61

Status: locked

School Name: Reynolds Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  
10  
[ 11 ]  
[ 12 ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March , 2005

Prerequisites:  Science 10

Course Synopsis:
The study of Psychology 11 begins with what defines us as human and compares us to other existing primates and now extinct human prototypes such as Neanderthal and other hominids that existed concurrent with the beginning of modern humans. The issues of evolutionary psychology and comparative anatomy in relation to the evolving brain and its behaviors are discussed. Inherent are the factors defining other primates and hominids from us. There is latitude here to allow for discussion of the opposing view of the Genesis theory if the situation arises. The focus, though, is on Evolutionary Theory and Darwinism as neuroanatomy points to evolving bodies and brains reflecting biological determinism. Scientific journals and the internet provide numerous examples from anthropology and Evolutionary psychology of parallel evolutionary development of human species.

Neuroanatomy, physiology and the central nervous system are an essential component in examining the biological foundation of human behavior. As such neurons, neural networks, neurotransmitters, the role of enzymes in brain function are central features. Inherent is a detailed assessment of the roles of specific structures such as the hypothalamus, amygdale et al. and the existence of fundamental rhythms and drives and the process of homeostasis. It is within this part of the course structure where the interplay of biology and the environment appears as evidence is presented where stimulation is shown to produce physical changes in the synapses and dendritic spikes of neural tissue.

Following the establishment of the biological role of the brain, in behavior, the elements of cognition, consciousness, memory and awareness are introduced and lead to examination of issues such as identity and cultural influences on behavior.

Directly related to brain function is the discussion of pathology of behaviour as a consequences of genetic, structure or chemical alterations in brain behaviour. Genetic and Chemical variances such as Schizophrenic, Bi Polar Disorder, ADD, ADHD, ACC, OCD, ODD, epilepsy and Alzheimer’s Disease will be studied. In the same light, drug mediation through phenathiazines, tricyclic anti depressants, Seretonin, reuptake inhibitors, Lithium will be examined along with other behavior modification techniques such as E.C.T (Electro Convulsive Therapy).

In comparison to biological aspects of behavior, the theories of environmental influences on human performance, Pavlov, Skinner, Watson and Bandura will be studied, as will then collective impacts on the view of environmental determinism. Social learning theory, single event conditioning and various reinforcers of behaviour will be examined as well the creation of superstition through the establishment of false contingencies.

The validity of Freudian theory will be examined through its comparison to behaviorism and biological psychology. Concepts such as ages and stages of development will be compared to those of Eriksen and others. Psychogenesis of behaviour will be discussed as well Defence Mechanisms and the flaws apparent in Freudian psychoanalytic theory.

A separate unit on Aggression will be detailed and will include biological, behavioural and psychogenesis viewpoints. The pathology of aggression and sociopathological and psychopathological behaviors will be a central focus.

Students will also have the opportunity to peruse personality disorders such as neurosis, anxiety disorders, obsessive behaviour, hedonism, Schizoid behavior, etc; disorders of isolation and manipulative disorders in order to set the stage for defining Normal human behavior.

Intelligence and creativity and the use of measuring devices to determine and define both concepts will be assessed. Behaviours such as savantism will be compared to intelligence and creative factors. As well, the concept of autistic savants will be examined.

The final brief unit in the course will peruse the remaining personality theories such as Humanism, Interpersonal psychology, Existential psychology and eclecticism. This unit will be compared to biological, behavioristic and psychogenesis models as a form of review and to redefine the differences in approaches to assessing human behaviour.
Learning Resources:

D.S.M.
Zimbardo, Phillip G

Brain Sex – Episodes 1-3 Magic Lantern Video 1992

The Brain Series – 1-8 Provincial Resources

The Teenage Brain
P.B.S. and TLC 2002

Woman and Man
The Human Animal Series
Films for the Humanities and Sciences 1991

Assessment and Treatment of Psychological Disorders
a. Depression: A Cognitive Approach with
Dr. Arthur Friedman 1995
b. Closet narcissistic Disorders with
Dr. James Masterson 1995
Films for the Humanities and Sciences

Has Freud Slipped? The Brain vs. The Mind
Films for the Humanities and Sciences 1996

The Brain Box: Defining Intelligence
Films for the Humanities and Sciences 2002

First Among Equals: Why Human Rule the Earth
Films for the Humanities and Sciences 2002

On the Edge: The Nature of Risk
Films for the Humanities and Sciences 2002

Bipolar Disorder Time.com Bipolar, bpkids.org

Origins of Man
National Geographic

Dawn Man
P.B.S. 2002
School District 61

Status: approved

School Name: Reynolds Secondary

Course Name: Symphony Orchestra 10

Course Code: YSYMO 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Reynolds Secondary

Course Name: Textiles Arts and Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course introduces students to a variety of techniques that relate to textiles, yarns or fibers. For most of the techniques covered students will produce a small project. Students will be encouraged to design and produce items that reflect their creativity and personal style. Both hand and machine sewing (regular machine, embroidery machine and sergers) will be covered.

Learning Resources:

Books
- Artists Trading Cards, Diane Michicka (editor)
- Bags with Style, Stephanie Kimura
- B.C. Ministry of Education recommended learning resources for Textiles

Studies
- Crazy Patchwork, Janet Haigh
- Exploring Textile Arts, The Editors of Creative Publishing International
- Fast, Fun & Easy Scrapbook Quilts, Sue Astroth
- Felt Wee Folk, Salley Mavor
- Handmade Bags, Terence Terry
- Laurel Burch Quilts Kindred Spirits, Laurel Burch
- Marbling, Laura Sims
- Marbling on Fabric, Daniel and Paula Cohen
- Marbling, Paper and Fabric, Carol Taylor
- Quilting, Janet Wichell
- Tassels-The Fanciful Embellishment, Nancy Welch
- 336 Ten-Minute Quilt Blocks, Holley L. Schmidt
- Two-Hour Mini Quilt Projects, McKnight Kate
- The Art and Craft of Fabric Decoration, Juliet Bawden

Magazines – including various issues of Quilting Arts and American Patchwork and Quilting
School District 61

Status: locked

School Name: S J Willis Educational Centre
Course Name: Aboriginal Studies 12
Course Code: YABS 12
Category: Other

Grade Level of Course: 10 11 12
Number of Course Credits: 4 (full co
Number of Hours of instruction: 120 or 60
Date Approved: June 22, 2006
Prerequisites: An interest in Aboriginal culture

Course Synopsis:
This course will be comprised of a series of lessons and experiences which explore Aboriginal teachings, beliefs, healing techniques, history, issues, prophecy, and culture from various Aboriginal (and some non-aboriginal) traditions.

Learning Resources:
Elders and other presenters, videos, resource books, conference material, various conferences (local, provincial, national), internet, authentic documents(magazines, newspapers, etc.), journals and periodicals.
**School District 61**

Status: locked

School Name: S J Willis Educational Centre

Course Name: Civil Litigation and Canadian Law 12

Course Code: YCLCL12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 18, 2006

Prerequisites:

**Course Synopsis:**

This course is designed to give students the opportunity to develop wider skills, qualities and values applicable to post-graduation employment in a law firm, or other law related office (ie: Ministry of Attorney General, Crown Counsel, Court Services) through the acquisition and application of Civil Litigation skills and theory. Students will develop life-long learning skills to help them succeed in today’s world and to reach their post-graduation employment goals. This course is facilitated by staff qualified to work in the area of civil litigation, using up-to-date, current practices and procedures. This will also allow students to make contacts within the local legal community, providing them further post-graduation employment possibilities.

**Learning Resources:**

Internet
BC Supreme Court Rules
Evin Ross Guide to Civil Litigation
Authentic Documents (precedents for forms listed in the BC Supreme Court Rules)
Microsoft Word
School District 61

Status: locked

School Name: S J Willis Educational Centre
Course Name: Conveyancing and Canadian Law 12
Course Code: YCVCL12
Category: Choose a Category

Grade Level of Course: 10 11 X 12
Number of Course Credits: 2
Number of Hours of instruction: 60
Date Approved: April 18, 2006
Prerequisites:

Course Synopsis:
This course is designed to give students the opportunity to develop wider skills, qualities and values applicable to post-graduation employment in a law firm, or other real estate related office (ie: Real Estate office, mortgage brokerage) through the acquisition and application of Conveyancing skills and theory. Students will develop life-long learning skills to help them succeed in today’s world and to reach their post-graduation employment goals. This course is facilitated by staff qualified to work in the area of conveyancing, using up-to-date, current practices and procedures. This will also allow to students to make contacts within the local legal community, providing them further post-graduation employment possibilities.

Learning Resources:
Internet
BC Online
Authentic Documents (land title searches, mortgage instructions, real estate contracts)
Microsoft Word
School District 61

Status: locked

School Name: Spectrum Community

Course Name: Aspects of Learning 11

Course Code: YALN 11

Category: Health and Human Services

Grade Level of Course:  

\[ \square 10 \quad \square 11 \quad \square 12 \]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

Students learn to understand human development, understand self and emotions, develop good listening and communication skill, understand brain biology as it relates to learning, understand how the brain makes meaning and how the process impacts learning, understand how memory works, use strategies and cognitive learning sequences to promote learning and enjoyment, the role of nutrition and sleep, effects of stress and substance abuse.

Learning Resources:

Teaching with the Brain in Mind by Eric Jensen is our basic resource. We also use the Internet, speakers, video, etc.
School District 61

Status: locked

School Name: Spectrum Community

Course Name: Aspects of Learning 12

Course Code: YALN 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

This course continues the development of awarenesses and skills in Aspects 11 and adds the further elements of culture, gender, literacy and groups. Both courses have a personal “walkabout” to teach as a demonstration of learning at the end.

Learning Resources:

Learn Smarter, not Harder, plus Brain-based Learning by Paquin and Politano, plus speakers, videos, internet, etc.
School District 61

Status: approved

School Name: Spectrum Community
Course Name: Athletic Leadership 10
Course Code: YALE 10
Category: Fitness and Recreation

Grade Level of Course: ✓10  □11  □12

Number of Course Credits: 2
Number of Hours of Instruction: 60
Date Approved: April, 2004

Prerequisites: A or B and G in previous Physical Education class

Course Synopsis:

This course has been developed to allow students with an interest in Athletics an opportunity to explore the many aspects of athletics, from: first aid training and certification with a focus on athletic injuries, tournament organization and management, refereeing, volunteering for various athletic events in and around the community, introduction to various lifetime activities and physical education.

Students achieving at least 70 per cent will receive their first aid certification through St. John Ambulance and will be given instruction on treating athletic injuries. Students will be required to volunteer at least 20 hours during many athletic events provided, such as: school tournaments, school intramural leagues, local elementary intramural leagues, and community events. They will be provided the opportunity for refereeing certification in various sports.

The course will run in conjunction with Physical Education and will include many activities outside of school, such as; sailing, kayaking, disc golfing, golfing, bowling, skating, and skiing or snowboarding.

Students will discuss and practice leadership skills and learn to work as a team with a focus on helping the local community. This is reflected in the learning outcomes which involve Social and Community Issues and Kinesthetic learning as well as developing Interpersonal skills. The course will provide students the opportunity to develop their Social skills as well as help advance the athletic skills of students in the community and their own with the opportunity to volunteer their time and knowledge.

Rationale:

This course provides an opportunity for like minded students to explore their interest in the various aspects of athletics together. Students will receive their St. John Ambulance Certification, learn proper care and treatment of athletic injuries, learn to organize and run intramural leagues, and be allowed the opportunity to help referee and give instruction to elementary and middle school students. The course will run together with Physical Education and students will be given the opportunity to learn and demonstrate leadership skills in many different forums, from; the classroom setting for first aid instruction in small groups, to the playing fields and gymnasium setting for Physical Education, to organizing and managing tournaments from score keeping to refereeing, and many different lifetime activities offered away from the school setting, such as; sailing, kayaking, disc golfing, golfing, bowling, skating, and skiing or snowboarding, all of which will emphasize working together as a team to achieve goals.

This course has been designed to meet the needs of those students that have a strong interest in Physical Education and Athletics.
Learning Resources:

- St. John Ambulance Emergency First Aid Manual - First On The Scene
- St. John Ambulance Video Series
- First Aid Supplies - Reusable and Disposable
- AR/CPR mannequins
- Anatomy Flip Charts and related worksheets
- Scorers and Timers Manual
- Athletic Injuries Manual
- Outdoor Survival Booklet and worksheets

Additional Information:

This course has evolved from its inception in 1991 at Colquitz Junior Secondary School. It has been combined with Physical Education due to its related nature and also allows for a larger block of time which enables the class to take various field trips away from the school. The course is quite busy dependent as the transport of students to and from various locations is necessary. Much of the resources have taken years to accumulate and all are integral to the running of the course.
**Course Synopsis:**

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, Avid Tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading),
- Developing skills that support Academic Success (eg. Organizational skills, Note-taking and Study skills, Test-taking skills, Collaborative learning and study skills, Communication and Presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

**Learning Resources:**

AVID Library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials
School District 61

Status: locked

School Name: Spectrum Community

Course Name: AVID 12

Course Code: YAVID12

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2008

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components: AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

The curriculum component of the AVID elective focuses on:

- Acquiring information about post-secondary opportunities
- Development of a personal education and career plan
- Development of a personal post-secondary education (PSE) financial plan
- Understanding the interaction of career trends and the global economy
- Development of a personal portfolio to support application for PSE

Learning Resources:

The school or district must identify resources for program costs; agree to implement AVID Program Implementation Essentials; and work toward participation in annual AVID certification. Commitment to on-going participation in AVID staff development is also required.
School District 61

Status: locked

School Name: Spectrum Community

Course Name: Baked Products and Decoration 11

Course Code: YBPD11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 18, 2006

Prerequisites:

Course Synopsis:

This is a demonstration and hands-on course covering baked products and their decoration. This course will provide students with the opportunity to explore a culinary discipline and to work with food as a visual art. The historical, traditional and contemporary significance of special occasion cakes will be introduced, but the emphasis of this course is on decorating with icings such as butter cream, royal and rolled fondant. Throughout the course, students will create a portfolio of their food creations, which can be used for future studies, job interviews and help to meet some of the requirements for their grad portfolio. Presentation is of utmost importance and students will be encouraged to use their creative and artistic skill to display their baking masterpieces.

Students will have the opportunity to practice their skills and express their learning through laboratory experiences, written work, portfolio development, multi-media presentations, and demonstrations. By being exposed to both peer and self-evaluations, students will develop the confidence to critique culinary works of art. Students will take monitored steps towards learning some components of the decorating profession and thus have a basis on which to make future employment or even career decisions.

Learning Resources:

Text: The use of current textbooks Management and Foods, and Foods for Life and Guide to Modern Meals are recommended along with support material developed by the teacher.

Food for Today Special resource books with ideas for projects

Professional Cooking, 3rd Edition]


Books: Teacher’s personal library with Public and School libraries


The Art of Cake Decorating, Wilton Enterprises, Inc. 1986

Classroom Video library, Burnaby British Columbia

Advanced Education Media Centre, Langara College Video Library

Internet: www.wilton.com

www.marthastewartliving.com

www.foodtv.com
School District 61

Status: locked

School Name: Spectrum Community
Course Name: Criminology 12
Course Code: YCRIM 12
Category: Business and Applied Business

Grade Level of Course: [ ] 10 [ ] 11 [X] 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: Social Studies 10 recommended

Course Synopsis:

Criminology 12 has been developed to prepare students for college criminology courses. Students will improve skills in public speaking, essay writing, debating, and critical thinking while exploring the Canadian criminal system. This course is intended to examine elements of and contemporary issues arising from criminal law and its application. It connects current issues reflected in the media with details of the law, theories of criminology and the operation of the system.

Learning Resources:
Textbooks:
- Hidden Evidence
- All about Law, Exploring the Canadian Legal System
Third, Fourth, and Fifth Editions
References:
- Pocket Criminal Code, Carswell
- Criminal Behaviour A Psychosocial Approach, Curt R. Bartol
- Criminal Justice in Canada, Second Edition, Goff
- Criminology A Canadian Perspective, Fourth Edition, R. Linden
- Canadian Criminal Justice Today An Introductory Text for the Twenty-First Century
- Canadian Corrections, Griffiths and Cunningham

Videos:
- Through a Blue Lens
- Trial at Fortitude Bay
- Anywhere But Here
- In search of Democracy – The rule of Law
- Circles
- The Last Dance
- Exhibit A: Secrets of Forensic Science

Guest Speakers may include:
- School Liaison Officer
- others to be determined

Field Trips may include:
- Victoria Courthouse

Additional Resources:
- Newspapers
- Magazines
- Internet
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Cross Training 12

Course Code: YHRA12A

Category: Choose a Category

Grade Level of Course:  ✔ 10   ✔ 11   ❌ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: Physical Education 9

Course Synopsis:

This course is designed to give students the opportunity to develop their individualized fitness plans with an emphasis on aerobic fitness. Instruction is provided in the fundamentals and principles of training as well as the basic elements of how human physiology adapts to increased workloads. Guidance is provided in goal setting and establishing effective training routines. Course work is provided in the principles of sports nutrition. Weight training and core strength exercises are introduced as a means of injury prevention.

Learning Resources:

• B.C. School Sports Website
• Video – Winning Sports Nutrition (The University of Arizona)
• Video – Human Nutrition – Module 9: Cerebellum Corporation
• NCCP Level I and II Coaching Theory Manuals (goal setting and training plans)
• Principles of Aerobic Training: David E. Martin, Ph.D., Georgia State University, 1997

Additional Information:

Unit 1: Goal Setting / Development of Fitness Plan
Unit 2: Principles of Training/Exercise Physiology
Unit 3: Sports Nutrition
Unit 4: Core and Strength Training
Unit 5: Aerobic Training
School District 61

School Name: Spectrum Community
Course Name: Digital Imaging 11
Course Code: YDI 11
Category: Trades and Technology
Grade Level of Course:  [✓] 11  [ ] 10  [ ] 12
Number of Course Credits: 4
Number of Hours of instruction: 1 semester
Date Approved: April, 2004
Prerequisites: None

Course Synopsis:
The course is geared towards grade 11 and 12 students but would be accessible for mature grade 10 students. This course will also become a support course for the following Career Prep Programs: Art Courses, Print Communications, and Video Arts.

Additional Information:
Unit 1: Introduction to Digital Imaging
Unit 2: The Digital Camera
Unit 3: Photography
Unit 4: Setting up your Digital Workspace
Unit 5: Colour as it applies to Digital Images
Unit 6: The Digital Darkroom
Unit 7: Outputting Digital Images
Unit 8: Career Explorations
Unit 9: (choose three enrichment lessons - as time permits)
School District 61

Status: locked

School Name: Spectrum Community

Course Name: Digital Imaging 12

Course Code: YDI 12

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 1 semester

Date Approved: April, 2004

Prerequisites:

Course Synopsis:

The course is geared towards grade 11 and 12 students but would be accessible for mature grade 10 students. This course will also become a support course for the following Career Prep Programs: Art Courses, Print Communications, and Video Arts.

Additional Information:

Unit 1: Advanced Digital Imaging
Unit 2: Paint Shop Pro Advanced
Unit 3: Advanced Photography
Unit 4: PhotoShop
Unit 5: Animation
Unit 6: Marketing and Careers
Unit 7: Scientific Digital Imaging (enrichment program for students wanting advanced training, bonus marks for all additional units finished)
**School District 61**

Status: approved

School Name: Spectrum Community

Course Name: English Language Development 10

Course Code: YELDV10

Category: Other

Grade Level of Course:  

10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 28, 2007

Prerequisites: This course is designed for the student who:

**Course Synopsis:**

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

**Learning Resources:**
• Large pictures/posters
• Student handbook
• West Coast Reader
• youthink.ca
• Basic English Grammar ISBN 0-13-368317-6
• Getting Ready to Write ISBN 0-13-194635-8
• Shining Star: Introductory Level and Keys to Learning 0131892215
• Not in My Homeland Anymore: Voices of Students in a New Land ISBN 0-88751-075-2
• Canadian Snapshots: Linking to Community
• Student Book ISBN 2761314344
• Workbook ISBN 2761314352
• Manual ISBN 2761314379
• Audio CD ISBN 2761314360
• Focus on Grammar 1
• Student Book ISBN 0-13-147466-9
• Workbook ISBN 0-13-147469-3
• Audio CD ISBN 0-1316-47473-1
• Focus on Grammar 2
• Student Book ISBN 0-13-189977-1
• Workbook ISBN 0-13-189974-0
School District 61

Status: approved

School Name: Spectrum Community

Course Name: English Language Development 11

Course Code: YELDV11

Category: Choose a Category

Grade Level of Course: X 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

• Has a first language other than English
• Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
• Would benefit from additional Canadian cultural learning opportunities

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practice of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Learning Resources:

• Ready to Write ISBN 0-13-042463-3
• Student handbook
• Fast Forward ISBN 0-13-513731-4
• Being Canadian 2nd Edition ISBN 2-761-31427-1
• English, Yes! Intermediate ISBN 0-80961-788-0
• Canadian Snapshots: Linking to Community
• Student Book ISBN 2761314344
• Workbook ISBN 2761314352
• Manual ISBN 2761314379
• Audio CD ISBN 2761314360
• The Spirit of Vocabulary Canada ISBN 0-88996-228-6
• Have Your Say! Intermediate Communication Activities ISBN 0-19-541400-4
• For Your Information: Reading and Vocabulary Skills 2 ISBN 0-13-199182-5
• In the Know: Understanding and Using Idioms ISBN 0-521-54542-0
• Celebrating Canada: The People ISBN 978-0-13-613687-3
• The Land ISBN 978-0-13-613686-9

www.bcsta.org
School District 61

Status: approved

School Name: Spectrum Community

Course Name: ESL Composition 11

Course Code: YESCM11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February, 2008

Prerequisites:

Course Synopsis:

This course is designed for the student who:

- has expanding English skills (approximately level 4).
- has some competency with academic language.
- has a more thorough understanding of the structure of language than an ELD 10/11 student.
- can remediate writing errors with assistance.
- is able to read independently and respond to more complex material than an ELD 10/11 student.
- has prior knowledge of writing fundamentals in a first language which can be used to improve writing skills in English.

Specialized Training Required:

It is strongly recommended that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of English 10 and senior English. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Course Synopsis:

This course in composition focuses on the development of writing skills as well as the skills of composing and presenting needed in subsequent academic courses at the secondary level.
Learning Resources:

- (workbook) (ISBN 0139586873)
- Imprints 11 (ISBN 0771509405)
- Focus on Grammar Book 4
- Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- Writing Academic English, 3rd Ed. (ISBN 0201340542)
- Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- The Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- Essay Essentials, 2nd Ed. (ISBN 0774732806)
- The Bare Essentials Plus (ISBN 0774735546)
- The Cage
- Reading and Writing for Success
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Intercultural ESL 10

Course Code: YIESL 10

Category: Health and Human Services

Grade Level of Course:  
- X 10
- □ 11
- □ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: June, 2004

Prerequisites: Students should have completed at least two years of ESL Support or be at an advanced level of Eng.

Course Synopsis:

This course has been developed to support and encourage ESL students to explore and compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada is called a multicultural country.

Based on the use of authentic documents and resources with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.

Learning Resources:

- "Canada Eh-Zed" by David DeRocco & John F. Chabot
- Various World Atlas Books and World Maps
- "Canada's Capital Cities" by S & S Learning Materials (Revised)
- "The Government of Canada" Response activities created by Alice Anderson
- "What a World 1 - Amazing Stories from Around the Globe" (with CD ROM) by Milada Broukal
- Social Studies 9 Resources
- Videos - "The History of Canada" series made by Image Media Inc.
- Newspaper Archives from the Internet and Current newspapers - Times Colonist, Globe & Mail, The Province Canadian Magazines- McLeans, Flare, Canadian Living (to name a few)
- Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel - view framed pictures on the walls "Speaking Of Language...Using the newspaper in ESL studies" by Anne West
- "The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website: http://www.emilycarr.net/ and Internet sources on other famous Canadian poets such as, Pauleen Johnson, Susan Musgrave, Leonard Cowen (to name a few)
- "Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
- Biographies from Internet sources on famous Canadian artists and writers: Norval Morrisseau, James Wilson Morrice, Tom Thomson, and the Group of Seven (to name a few)
- "Vocabulary Connections - A Content Area Approach" by Steck-Vaughn Series
- "World of Vocabulary" Book by Sidney J. Rauch & Alfred B. Weinstein
- "Writer's Workshop- Applying the Writing Process" series by Elaine Walling
- "Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Ketterman
- "Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman, & Catherine Schulz
- "Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
- "Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
- "Smart Read" by Susan Close
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Intercultural Studies 11

Course Code: YICS11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2008

Prerequisites:

**Course Synopsis:**

Students should be at a high intermediate level of English proficiency, prior to taking this course.

Special Training, Facilities or Equipment Required:
The ESL teacher must be knowledgeable of Canadian culture and encourage students to share the experiences of their native country.

Course Synopsis: 
This course has been developed to support and encourage ESL students to compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada embraces multiculturalism. Based on the use of authentic documents and resources, with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.
Learning Resources:

"Canada Eh-Zed" by David DeRocco & John F. Chabot
Various World Atlas Books and World Maps
"Canada's Capital Cities" by S & S Learning Materials (Revised)
"The Government of Canada" Response activities created by Alice Anderson
"What a World 1- Amazing Stories from Around the Globe" (with CD Rom) by Milada Broukal
Social Studies 9 Resources
Videos: "The History of Canada" series made by Image Media Inc.
Newspaper Archives from the Internet and Current newspapers- Times Colonist, Globe & Mail, The Province
Canadian Magazines- Mcleans, Flare, Canadian Living (to name a few)
Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel- view framed pictures on the
walls, BC Legislation, BC Law Court, Ross Bay cemetery tour
"Speaking Of Language... Using the newspaper in ESL studies" by Anne West
"The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website:
http:// www.emilycarr.net/ and internet sources on other famous Canadian poets such as, Pauleen Johnson,
Susan Musgrave, Leonard Cowen (to name a few)
"Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
Biographies from Internet sources on famous Canadian artists and writers: Norval Morrisseau, James Wilson
Morrice, Tom Thomson, and the Group of Seven (to name a few)
"Vocabulary Connections- A Content Area Approach" by Steck -Vaughn Series
"World of Vocabulary" Book B by Sidney J. Rauch & Alfred B. Weinstein
"Writer's Workshop-Applying the Writing Process" series by Elaine Walling
"Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Kettermann
"Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman,
& Catherine Schulz
"Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
"Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
"Smart Read"by Susan Close

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School District 61

Status: approved

School Name: Spectrum Community

Course Name: Library Sciences 11

Course Code: YLSCI11

Category: Choose a Category

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: February, 2008

Prerequisites: None

Course Synopsis:

The purpose of Library Science 11 is to give students hands-on experience in the services and management of a library while providing a broader set of skills and competencies applicable in high school, business, and other professional environments.

More specifically, the organizational structure and learning outcomes are founded upon three major goals:

1) to provide students with a specific skill set unique to library services and management skills that the student can apply to enhance the school library for staff and students of the school and also apply to an entry-level job in the public library.

2) to provide students with a strong general skill set of research, marketing, organizational and communication skills. Although not designated as a career-preparation offering, this course will provide students with skills of lifelong value suited to many jobs.

3) to provide students with an appreciation of the vital roles of a library within a school and in the broader community.
Learning Resources:

- Canadian Library Handbook (Kogon/Lighthall)
- Standard Cataloging for School and Public Libraries (Intner, Weihs)
- Research Skills for Students (Valenza)
- The Big6 in Secondary Schools (Eisenberg/Berkowitz)
- InfoTasks for Successful Learning (Koechlin/Zwaan)
- Research Success @ Your Library (Toronto District School Board)
- Developing Independent Learners "The Role of the School Library Resource Center" (Ministry of Education)
- The Oxford Guide to Library Research (Thomas Mann)
- The Research Virtuoso (Toronto Public Library)
- The Differentiated Classroom "Responding to the Needs of All Learners" (Carol Ann Tomlinson)
- Problems are the Solution "Keys to Lifelong Learning" (Steph Capra)
- Light "n Lively Reads for ESL, Adult, and Teen Readers" (La Verne Rosow)
- Secondary School Librarian’s Almanac (Jane E. Streiff)
- Leverage Your Library Program to Raise Test Scores (Audrey P. Church)
- Teacher-Librarian magazine, various issues

Electronic

- A range of databases and e-books accessible from the school library web page
- Inspiration note-taking software
- L4U library software
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Musical 11/Theatre Performance 11 (Acting) or by Instructor permission

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. As the second of two courses in Musical Theatre offered, students continue to develop their skills for performance with higher expectations, performance exposure and leadership requirements. Students learn the value of developing community, to triumph over diversity, and build a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting. In the culmination of all proposed levels of instruction (See Musical Theatre 11) students will produce a professional level Broadway musical for the school, community and the city of Victoria. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the Theatre Company), Pre-Production, Production and Post-Production (Reflection and Closing the Theatre Company). Students are expected to meet instructor expectations including written, audio and video recordings of student work; such as character analysis, dance tape and song recordings for analysis and further direction. These examples of student work act as motivating tools for movement, line and song deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units as well as. The approach supports student ownership and pride in performance as well as providing various skill sets and new approaches to thinking and learning. At the grade 12 level, students are exposed to higher level acting method and are granted opportunities for leadership and solo performance within the framework of a Musical. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the production and the reflective process after its completion.

Learning Resources:

• Various excerpts from Broadway Musicals (songs, scenes and monologues)
• Full script, lyrics and score of an established Musical for performance (TBA, to change every year.).
• More TBA ...
Musical Theatre 12 is the last in the progression of courses for students taking the proposed Musical Theatre 11 course. While many points in the Musical Theatre 12 curriculum is similar to the Grade 11 course, please note beyond the basic foundational expectations that are required in all Acting and Musical Theatre courses, that higher level expectations, specific responsibilities and greater opportunity for lead/principal roles has been placed into the Musical Theatre 12 Curriculum. While the suggestion is that both classes will work together and unite for a single musical, the level of learning in the Musical Theatre 12 class will be far greater and much more challenging than that of the Musical Theatre 11 course. With lead roles comes the responsibility of up to double the rehearsal time, memorization of not only songs and dances, but in many cases 50-100 pages of text as well. Further, it will be expected that these students inject higher level acting techniques and psychology into their roles, requiring more time, maturity and a greater understanding as well.

While students may audition for the Musical Theatre 12 course without having been enrolled in Musical Theatre 11, the basic knowledge of Musical Theatre and the onstage experience one gains through the Musical Theatre 11 course will make it very difficult for newcomers to gain acceptance into the course.
School District 61

Status: locked

School Name: Spectrum Community

Course Name: Outdoor Education 10

Course Code: YOE 10

Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April, 2004

Prerequisites: Physical Education 9

Course Synopsis:

This course has been developed to enable students to enhance their quality of life through active living and to that end it was designed to educate students about and expose them to outdoor safety and survival.

This course focuses mainly on land-based survival techniques. It prepares and motivates students to safely and confidently pursue an active lifestyle in the outdoors.

Students will develop skills and/or knowledge in:
- selecting outdoor clothing, footwear and equipment; hyperthermia; hypothermia;
- survival in cold water;
- basic first aid;
- what to do if you're lost or stranded (including shelter construction, fire building, distress signals, locating drinkable water, wild edible and poisonous foods, finding direction without a compass, camp craft and bear and cougar safety);
- search and rescue procedures and techniques;
- preparation for a trip;
- wilderness travel techniques;
- selecting safe travel routes;
- bipedal transportation methods including hiking, snowshoeing, cross country skiing, downhill skiing and snowboarding; map and compass basics and orienteering.

Fieldtrips provide the opportunity to safely practice and develop many of these skills.
Additional Information:

This course has been developed to enable students to enhance their quality of life through active living and to that end it was designed to educate students about and expose them to outdoor safety and survival.

Students will investigate the varied characteristics, proper care and use of outdoor clothing, footwear and equipment. They will study the causes, symptoms, treatments and prevention of hyperthermia and hypothermia and will apply this knowledge to survival in the wilderness and cold water. In conjunction with wilderness survival the students will learn a proper sequence of steps to follow if lost or stranded including: addressing psychological factors, shelter construction; fire building; distress signals; locating drinkable water; edible and poisonous wild plants/foods; finding direction with and without a compass; making cordage; lashing techniques; and bear and cougar safety. Search and Rescue procedures and techniques will be examined so students gain a better understanding of the importance of the “whats and whys” of lost or stranded procedures. Students will learn and practice the proper preparations for a trip. They will investigate various wilderness travel techniques and identification of safe routes. Students will learn and practice map and compass basics and orienteering. The approach exposes students to the theory of outdoor safety and survival, and fieldtrips provide the opportunity to safely practice and develop many of these skills.
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Outdoor Leadership 11

Course Code: YOL 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: A or B and G in previous Physical Education class, letter of reference, fitness evaluation, and inte

Course Synopsis:

This course has been developed to provide opportunities for students to gain knowledge and skills in the areas of outdoor recreational activities, outdoor leadership and recreation management. The program will examine the career opportunities in education, recreation, and the expanding eco-adventure industry. Also, students will be provided an opportunity to explore the many aspects of: first aid training and certification with a focus on athletic injuries, tournament organization and management, refereeing, volunteering for various athletic events in and around the community, introduction to various lifetime activities. Students achieving at least seventy percent will receive their first aid certification through St. John Ambulance and will be given instruction on treating athletic injuries. Students will be required to volunteer at least one hundred hours during many events provided, such as; a teaching practicum at Camp Thunderbird, school tournaments, school intramural leagues, local elementary intramural leagues, and community events. The program will include many activities outside of school, such as: rock climbing, sailing White Sail II, introduction to canoeing, kayaking, disc golfing, golfing, mountain biking, strength and conditioning training, leadership training, orienteering, scuba diving, hiking, backpacking, skating, and skiing or snowboarding. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping the local community. This is reflected in the learning outcomes which involve Social and Community Issues and Kinesthetic learning as well as developing Interpersonal skills. The course will provide students the opportunity to develop their Social skills as well as help advance the athletic skills of students in the community and their own with the opportunity to volunteer their time and knowledge.

Learning Resources:

• St. John Ambulance Emergency First Aid Manual – First on the Scene
• St. John Ambulance Video Series
• First Aid Supplies- Reusable and Disposable
• AR/CPR mannequins
• Anatomy flip charts and related worksheets
• Scorers and Timers Manual
• Athletic Injuries Manual
• Outdoor Survival Booklet and worksheets
• Ascent Challenge Program

www.bcsta.org
Additional Information:

This course has evolved from its inception in 1974 at Mount Douglas Secondary School. It is double blocked for a larger block of time which enables the class to take various field trips away from the school. It has been run at Spectrum as part of its Career Preparation Outdoor Recreation Program since 1998. The course relies on bus transportation as the transport of students to and from various locations is necessary. Much of the resources have taken years to accumulate and all are integral to the running of the course.

It is acknowledged that any program based on experiential learning in the outdoors takes on risks which are unlike those in other programs. Each trip planned for this program will have all potential hazards assessed and communicated to students, parents and Administrative Officers. Special attention will be given to risk management in both theory and in practice as it relates to each activity and its specific potential hazards.
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Outdoor Leadership 12

Course Code: YOL 12

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites: Outdoor Leadership 11

Course Synopsis:

This course has been developed as a continuation of Outdoor Leadership 11 providing further opportunities for students to gain knowledge and skills in the areas of outdoor recreational activities, outdoor leadership and recreation management. The program will examine the career opportunities in education, recreation, and the expanding eco-adventure industry. The course will include outdoor wilderness first aid, tournament organization and management, refereeing, volunteering for various athletic events in and around the community, introduction to various lifetime activities. Students will be required to volunteer at least one hundred hours in the two years of the Outdoor 11 and 12 program during many events provided, such as; a teaching practicum at Camp Thunderbird, school tournaments, school intramural leagues, local elementary intramural leagues, and community events and complete the Foodsafe and Superhost. The program will include many activities outside of school, such as; indoor climbing, bouldering, White Sail III, canoeing (flat water level I and/or II, kayaking level I, disc golfing, golfing, mountain biking, strength and conditioning training, leadership training, orienteering, snorkeling, hiking, backpacking, skating, and skiing or snowboarding. Students will discuss and practice leadership skills and learn to work as a team with a focus on helping the local community. This is reflected in the learning outcomes which involve Social and Community Issues and Kinesthetic learning as well as developing Interpersonal skills. The course will provide students the opportunity to develop their Social skills as well as help advance the athletic skills of students in the community and their own with the opportunity to volunteer their time and knowledge.

Learning Resources:

- Wilderness destinations
- Various community resources and experts
- First Aid Supplies- Reusable and Disposable
- Videos – SnowSmart
- WildRISK
- Slipstream WFA

Books:  
-“Wilderness Survival Handbook” by Alan Fry
-“Wilderness Survival Manual” by W.T. Floyd
-“Trail Food” by Alan Kesselheim

Outdoor Survival Booklet and worksheets

Ascent Challenge Program
Additional Information:

This course has evolved from its inception in 1976 at Mount Douglas Secondary School. It is double blocked for a larger block of time which enables the class to take various field trips away from the school. It has been run at Spectrum as part of its Career Preparation Outdoor Recreation Program since 1998. The course relies on bus transportation as the transport of students to and from various locations is necessary. Much of the resources have taken years to accumulate and all are integral to the running of the course.

It is acknowledged that any program based on experiential learning in the outdoors takes on risks which are unlike those in other programs. Each trip planned for this program will have all potential hazards assessed and communicated to students, parents and Administrative Officers. Special attention will be given to risk management in both theory and in practice as it relates to each activity and its specific potential hazards.
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

Course Synopsis: Peer Counselling 11 introduces students to some of the skills and functions of the helping professional. The variables of empathy, positive regard and genuineness, which are key to the role of the helper are presented to the students. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional’s role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to observe a professional counsellor and to meet with individuals who work at various aspects of the profession.

Learning Resources:

The major reference for the outline of the course is the Peer Counselling Starter Kit by Rey Carr and Greg Saunders, University of Victoria, Victoria, B.C. 1980.

The BC School Counsellor’s Handbook, which is constantly updated, is also a useful tool.

Other references and tools might include:

Resource books
Guest Speakers
Videos
Agency handouts
Internet, magazine and newspaper articles
Field trips
Conference materials
Journals and Newsletters

Additional Information:

Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.
School District 61

Status: locked

School Name: Spectrum Community

Course Name: Reconnecting Youth (RY) 11

Course Code: YRY11

Category: Choose a Category

Grade Level of Course:  X 10  X 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 28, 2008

Prerequisites: Students selected are those at risk of dropping out of school

Course Synopsis:

The RY prevention program is for high school students who are “disconnected” from school and are at risk of dropping out of school. The program integrates small group work and life skills training explicitly designed to:

- Reduce known risk factors linked with school dropout, adolescent drug involvement, depression, and youth suicide risk behaviours and to
- Enhance personal and social protective factors

Reconnecting Youth (RY) was developed and its effectiveness researched under the following conditions:

- Delivered for credit in daily class sessions typically 55 minutes per class during regular school hours
- Taught by specially selected and trained teachers in a small group context with a teacher-student ratio of 1 to 10-12

Note: RY program goals can be realized when the program is implemented as designed.

Learning Resources:


Additional Information:

Special Teacher Training is involved.
**School District 61**

Status: locked

School Name: Spectrum Community

Course Name: Strength Training & Conditioning 12

Course Code: YSTCD 12

Category: Choose a Category

Grade Level of Course:  

- [ ] 10  
- [ ] 11  
- [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 108

Date Approved: April 16, 2007

Prerequisites: Strength Training & Conditioning 11

**Course Synopsis:**

This course builds on the themes established in Strength and Conditioning 11, developed by Murray Allen and Keith Butler at Oak Bay High School. Strength and Conditioning will provide an opportunity for instruction/learning about a healthy active lifestyle and to provide information regarding a popular leisure pursuit. Strength Training is an extremely effective component of fitness for young people. The learners will, through a variety of teaching strategies, develop a level of understanding and a positive attitude toward resistance training. Throughout the course, learners will analyze, evaluate, create and test, various training principles and programs aimed at achieving personal fitness goals.

**Learning Resources:**

- Fitness Equipment
- Posters
- Video
- Print Material – Books, magazines
- Guest Speakers
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Symphony Orchestra 10

Course Code: YSYMO 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites:  3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite:  enrolled in a band or strings class

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: approved

School Name: Spectrum Community

Course Name: Technical Orientation Program (TOP) 11

Course Code: YTOP11

Category: Trades and Technology

Grade Level of Course:  

   10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:       April 18, 2006

Prerequisites:

Course Synopsis:

TOP 11 provides students with an opportunity to explore a number of technical trade areas. TOP 11 will offer survey courses in trade safety and workplace conduct, welding, electrical, sheet-metal, carpentry, plumbing, manual and CAD drafting and automotive technology. Course will run at Spectrum School or some components may run at Camosun College, depending on their enrolment level.

Learning Resources:

Camosun Trades Modules
School District 61

Status: locked

School Name: Spectrum Community
Course Name: The Human Body 12
Course Code: YTHB 12
Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 98
Date Approved: April, 2004
Prerequisites: None

Course Synopsis:

Human Biology 11 is intended to provide a foundation for the understanding of both the structure and the function of the human body. The foundation will serve as the basis for healthy lifestyle decisions. It may also serve as stimulus to further study, or to encourage students to seek careers in related fields.

Students will consider not only the internal environment of the body, but also the impact that each one has, individually and collectively, on the local and worldwide environment. The students will need to think critically about issues, which range in perspective from a personal focus to global awareness. Practical applications designed to illustrate the impact of lifestyle and technology on the maintenance of a healthy body will be presented. The concept of the “whole” person like each unit (module). Activities contained in the course will provide an avenue for students for the continuing development of skills essential to informed decision-making: observation, organization and analysis of information, communication, and critical thinking. With a foundation of knowledge about themselves, and with the use of these skills, students will be better equipped for healthful living.

Learning Resources:

The textbook necessary for this course is the same one(s) presently used for Biology 11 and 12. The school presently has an ample supply of both books. There are enough books to support the present levels of Biology 11 and 12, as well as the anticipated demands for The Human Body 12. These books are:

Biology (Nelson), 1996 British Columbia Edition
Inquiry Into Life, 7th edition

Since this is a science course it is recommended that it be taught out of a science classroom (biology) since lab activities are an inherent portion necessary to deliver the curriculum.

Videos or the human system are readily available and are presently part of the resources available within the school.

Occasional class access to computers connected to the internet may be necessary to complete research on present health issues. The school and science department have labs already available for such work.
Spectrum presently has a successful Career Preparation Health Science program. Yearly feedback attained from the students about the program is they would like more health related courses specifically on the human body. This course would fill that void. Additionally, it is not restricted to only Career Preparation students and is open to the entire student body including grade tens.

Proposed Course Outline

Course Outline and Time Allotments

I Introductory Module-Cell Structure and the Skin - 6 hours  
IIDigestion - 6 hours  
III Diet and Nutrition - 6 hours  
IV The Circulatory System - 7 hours  
VThe Respiratory System - 5 hours  
VIThe Excretory System - 4 hours  
VII The Musculo-Skeletal System - 11 hours  
VIII The Nervous System - 8 hours  
IXSense Organs - 9 hours  
X Reproduction - 5 hours  
XI Genetics - 4 hours  
XIIDiseases - 15 hours  
XIIIManaging Human Waste (Choose either XIII or XIV) - 8 hours  
XIVOur Environment - 6 hours  
XV Career Opportunities - 4 hours

TOTAL - 96-98 HOURS

Additional Information:
www.bcsta.org
School District 61

Status: locked

School Name: Victoria High School

Course Name: Autobody 11A

Course Code: YAB 11A

Category: Trades and Technology

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites: Technology Education 10: Mechanics recommended

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will learn current techniques in repairing body panels to the primer stage. Learning Outcomes for the course are grouped into nine major topics:

1) Safety
2) Hand Tools
3) Oxyacetylene Spot Welding
4) MIG Welding
5) Abrasives
6) Plastic Fillers
7) Basic Damage Analysis
8) Metal Straightening
9) Refinishing Materials

The auto body industry is a growth industry. Many students gain employment from this course or attend workplace training at Vancouver Community College or other Post Secondary Institutions.

Learning Resources:

Many resources have been acquired as this course has been previously offered as a Career Preparation course. We also have a complete Autobody Tool Room and Paint booth. Vic High is the only school on Vancouver Island that has the equipment to run this course.

• Mitchell Autobody Repair Video System.
• Large resource of handouts made up for course.
• Good selection of welding equipment and sheet metal repair tools.
Additional Information:

Auto body should stand the test of time. As cars change to alternate fuels, this will have very little impact on the auto body industry. The modern car is getting too technical for most high school students. Auto body gives students the real hands on experience in which they can get employment from high school. Many students get after school jobs working in body shops. The automobile will still rust and be in accidents. Cars will need to be painted, customised, and restored in the future. Auto body provides students with an outstanding amount of pride. Students are extremely happy to see a shiny car at the end of a long project. Many students gain employment and workplace training from this course, and through the programs strong relationship with many body shops. Students often end up taking Autobody at Vancouver Community College or other Post Secondary Institutions.

Victoria High School acknowledges that this course outline was developed by Mr. Alister Rodin, at Burnaby North Secondary in the Burnaby School District, and reviewed by Mr. Kevin Blecic, the Autobody teacher at Victoria High School.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Autobody 11B

Course Code: YAB 11B

Category: Trades and Technology

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2004

Prerequisites: Autobody 11A

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will expand their learning from the Autobody 11A courses to learn more techniques in repairing body panels to the end of the paint stage. Learning Outcomes for the course are grouped into nine major topics:

(1) Safety
(2) Hand Tools
(3) Oxyacetylene Spot Welding
(4) MIG Welding
(5) Abrasives
(6) Plastic Fillers
(7) Basic Damage Analysis
(8) Metal Straightening
(9) Refinishing Materials

The auto body industry is a growth industry. Many students gain employment from this course or attend workplace training at Vancouver Community College or other Post Secondary Institutions.

Learning Resources:

Many resources have been acquired as this course it has been running since 1986. We also have a complete Auto body Tool Room and Paint booth. We are the only School in Burnaby that has the equipment to run this course.

• Mitchell Autobody Repair Video System.
• Large resource of handouts made up for course.
• Good selection of welding equipment and sheet metal repair tools.
Auto body should stand the test of time. As cars change to alternate fuels this will have very little impact on the auto body industry. The modern car is getting too technical for most high school students. Auto body gives students the real hands on experience in which they can get employment from high school. Many students get after school jobs working in body shops. The automobile will still rust and be in accidents. Cars will need to be painted, customized, and restored in the future. Auto body provides students with an outstanding amount of pride. Students are extremely happy to see a shiny car at the end of a long project. Many students gain employment and workplace training from this course, and through the relationships the program has with many body shops. Students often end up taking Auto body at Vancouver Community College or other Post Secondary Institutions.
Autobody should stand the test of time. As cars change to alternate fuels this will have very little impact on the autobody industry. The automobile will still rust and be in accidents. Cars will need to be painted, customised, and restored in the future. Autobody provides students with an outstanding amount of pride. Students are extremely happy to see a shiny car at the end of a long project. Many students gain employment and workplace training from this course, and through the strong relationships with many body shops. Students often end up taking Autobody at Vancouver Community College or other Post Secondary Institutions.

School District 61

Status: locked

School Name: Victoria High School

Course Name: Autobody 12A

Course Code: YAB 12A

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites: Autobody 11A and Autobody 11B

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will expand their skills that were introduced in the Autobody 11A and Autobody 11B courses. They will repair body panels on vehicles to the final paint stage. Learning Outcomes for the course are grouped into nine major topics:

(1) Safety
(2) Hand Tools, air tools.
(3) Oxyacetylene Spot Welding
(4) MIG Welding core project.
(5) Abrasives
(6) Plastic Fillers, spot putty and fine dent repair, identify high and low spots.
(7) Major Damage Analysis
(8) Final prep and cleaning, Taping procedures.
(9) Refinishing Materials

The autobody industry is a growth industry. Many students gain employment from this course or attend workplace training at Vancouver Community College or other Post Secondary Institutions.

Learning Resources:

Many resources have been acquired as this course has been running since 1986. We also have a complete Autobody Tool Room and Paint booth. Vic High is the only School in Victoria that has the equipment to run this course.

• Paintucation Video System.
• Large resource of handouts made up for course.

Additional Information:

Autobody should stand the test of time. As cars change to alternate fuels this will have very little impact on the autobody industry. The automobile will still rust and be in accidents. Cars will need to be painted, customised, and restored in the future. Autobody provides students with an outstanding amount of pride. Students are extremely happy to see a shiny car at the end of a long project. Many students gain employment and workplace training from this course, and through the strong relationships with many body shops. Students often end up taking Autobody at Vancouver Community College or other Post Secondary Institutions.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Autobody 12B

Course Code: YAB 12B

Category: Trades and Technology

Grade Level of Course: 10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Autobody 12A, 11A & 11B

Course Synopsis:

This course has been developed to support employment opportunities in the automotive industry. Students will expand their skills that were introduced in the Autobody 11A, Autobody 11B and Autobody 12A courses. Students will repair body panels on vehicles to the final paint stage. Learning Outcomes for the course are grouped into nine major topics:

(1) Safety
(2) Hand Tools, air tools.
(3) Oxyacetylene Spot Welding
(4) MIG Welding core project.
(5) Abrasives
(6) Plastic Fillers, spot putty and fine dent repair, identify high and low spots.
(7) Major Damage Analysis
(8) Final prep and cleaning, Taping procedures.
(9) Refinishing Materials

The autobody industry is a growth industry. Many students gain employment from this course or attend workplace training at Vancouver Community College or other Post Secondary Institutions.

Learning Resources:

Many resources have been acquired as this course has been running since 1986. We also have a complete Autobody Tool Room and Paint booth. Vic High is the only School in Victoria that has the equipment to run this course.

• Paintucation Video System.
• Large resource of handouts made up for course.

Additional Information:

Autobody should stand the test of time. As cars change to alternate fuels this will have very little impact on the autobody industry. The automobile will still rust and be in accidents. Cars will need to be painted, customized, and restored in the future. Autobody provides students with an outstanding amount of pride. Students are extremely happy to see a shiny car at the end of a long project.

Many students gain employment and workplace training from this course, and through the strong relationships with many body shops. Students often end up taking Autobody at Vancouver Community College or other Post Secondary Institutions.
School District 61

School Name: Victoria High School
Course Name: CORE - Level 1 Construction Orientation & Retention
Course Code: YCREF11

Grade Level of Course: 
- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of Instruction: 100
Date Approved: April 16, 2007

Prerequisites: ITA recommendation - Grade 10 or equivalent including English 10, Math 10 and Science 10. An equivalent

Course Synopsis:
The course is one of two parts of the in-school ITA CORE Certification Program. The ITA Construction Orientation and Retention for Employment Foundation Program is based equal time of in-school and field experience. This program offers the in-school portion of the program. The field experience portion would be covered through the work experience courses already in existence.

This course is the in-school portion of the ITA CORE Program designed to train students who have an interest for employment as entry level skilled trade workers, helpers, and labourers in the construction industry. The program trains foundation skills required to successfully learn on the job and allows for opportunities for bridging into a building trades apprenticeship. The emphasis is in developing safety and work skills and habits based on WCB Regulations and job site construction projects and experiences. The course covers industry orientation, construction hand and power tools, safety orientation for construction, rigging and material handling, practical construction projects, careers opportunities, and employment skills. It provides industry certification for specific construction applications – WHMIS, Level 1 First Aid, Hilti Fastening (powder actuated), Forklift Safety and Operation, Fall Protection, Flag Person and Construction Safety Training System (CSTS) training.

Learning Resources:
Alberta Carpenter Apprenticeship self-teaching packages available from the Queens Printers in Victoria:
- “Orthographic Drawings” # 785 0001923
- “Fire Prevention and Control” # 7850001151
- “Work Site Safety “ # 020101b
- “Hand Tools” # 7850001158
- “Portable Power Tools” # 7850001159
- “Pneumatic and Fuel-Powered Tools” # 7850001163
- “Fasteners, Adhesives and Sealants” #7850001156
- “Preliminary Building Operations” #7850001164
- “Ladders and Scaffolds “module # 020101d.
- “Construction Equipment” # 7850001165

(This Site has all WCB’s current Occupational Health and Safety Regulations)
School District 61

Status: locked

School Name: Victoria High School

Course Name: CORE - Level 2 Construction Orientation & Retention

Course Code: YCREF11A

Category: Choose a Category

Grade Level of Course: 

10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 16, 2007

Prerequisites: ITA recommendation - Grade 10 or equivalent including English 10, Math 10, and Science
10. An equiv

Course Synopsis:

The course is one of two parts of the ITA CORE Certification Program. The ITA Construction Orientation and Retention for Employment Foundation Program is based equal time of in-school and field experience. This program offers the in-school portion of the program. The field experience portion would be covered through the work experience courses already in existence.

This course is the in-school portion of the ITA CORE Program designed to train students who have an interest for employment as entry level skilled trade workers, helpers, and labourers in the construction industry. The program trains foundation skills required to successfully learn on the job and allows for opportunities for bridging into a building trades apprenticeship. The emphasis is in developing safety and work skills and habits based on WCB Regulations and job site construction projects and experiences. The course covers industry orientation, construction hand and power tools, safety orientation for construction, rigging and material handling, practical construction projects, careers opportunities, and employment skills. It provides industry certification for specific construction applications – WHMIS, Level 1 First Aid, Hilti Fastening (powder actuated), Forklift Safety and Operation, Fall Protection, Flag Person and Construction Safety Training System (CSTS) training.

Learning Resources:

Alberta Carpenter Apprenticeship self-teaching packages available from the Queens Printers in Victoria:

• "Orthographic Drawings" # 785 0001923
• "Fire Prevention and Control" # 7850001151
• "Work Site Safety " # 020101b
• "Hand Tools" # 7850001158
• "Portable Power Tools" # 7850001159
• "Pneumatic and Fuel-Powered Tools" # 7850001163
• "Fasteners, Adhesives and Sealants" #7850001156
• "Preliminary Building Operations" #7850001164
• "Ladders and Scaffolds “module # 020101d.
• "Construction Equipment" # 7850001165

“Traffic Control Person Training – Instructor Guide”- #MN2060 – Province of British Columbia Ministry of Transportation
(This Site has all WCB’s current Occupational Health and Safety Regulations)
School District 61

Status: locked

School Name: Victoria High School

Course Name: Electrical Trades Apprenticeship 11

Course Code: YELTA 11

Category: Trades and Technology

Grade Level of Course:   10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Mathematics Applications 10 or Mathematics Principles 10

Course Synopsis:

This course is designed to enable students to enter an electrical apprenticeship in a partnership between the Greater Victoria School District, Camosun College, and industry partners. Students must complete all levels/modules offered at the secondary and/or post-secondary level and write and pass an administered exam through Camosun College’s Electrical Trades Department to gain Year 1 Electrical Apprenticeship credit. Students need to complete both the theory and practical applications of the modules covered. The hands-on practical component of the course provides the opportunity to apply and develop the theoretical components, as well as develop job site and employment skills.

This course is based on the following modules of Year 1 Electrical Apprenticeship:

Module 1 – Fundamentals
Module 7 – Electrical Code and Wiring

Learning Resources:

Electrical Apprenticeship Year 1
•Module 1 – Fundamentals
•Module 7 – Electrical Code and Wiring

Direct Current Fundamentals (text) Orla E. Loper and Edgar Tedsen

WCB Occupational Health and Safety Regulations (BC/Regulation 296/97)
Workplace Hazardous Materials Information System (WHMIS) Regulation

Canadian Electrical Code, Part 1, Safety Standards for Electrical Installations, Current Edition

Electrical Safety Branch Bulletins., Directives and BC Amendments, Current Issues


Additional Information:

Electrical Trades Apprenticeship 11 is one of four courses (Electrical Trades Apprenticeship 11, 12A, 12B and Electronics 12: Analog) that students are required to complete before writing the Electrical Trades Apprenticeship Examination for Year 1 at Camosun College in order to attain credit for the First Year Electrical Trades Apprenticeship requirements at Camosun College.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Electrical Trades Apprenticeship 12A

Course Code: YELTA 12A

Category: Trades and Technology

Grade Level of Course:  ☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2004

Prerequisites: Mathematics Applications 10 or Mathematics Principles 10 & Electrical Trades Apprenticeship 11

Course Synopsis:

This course is designed to enable students to enter an electrical apprenticeship in a partnership between the Greater Victoria School District, Camosun College, and industry partners. Students must complete all levels/modules offered at the secondary and/or post-secondary level and write and pass an administered exam through Camosun College’s Electrical Trades Department to gain Year 1 Electrical Apprenticeship credit. Students will complete both the theory and practical applications of the modules covered. The hands-on practical component of the course provides the opportunity to apply and develop the theoretical components, as well as develop job site and employment skills.

This course is based on the following modules of Year 1 Electrical Apprenticeship:

Module 7 – Electrical Code and Wiring (Review)
Module 5 – Prints and Drawings
Module 4 – Meters and Test Equipment

Learning Resources:

Electrical Apprenticeship Year 1
• Module 4 – Meters and Test Equipment
• Module 5 – Prints and Drawings
• Module 7 – Electrical Code and Wiring

Direct Current Fundamentals (text) Orla E. Loper and Edgar Tedsen

WCB Occupational Health and Safety Regulations (BC/Regulation 296/97)
Workplace Hazardous Materials Information System (WHMIS) Regulation

Canadian Electrical Code, Part 1, Safety Standards for Electrical Installations, Current Edition

Electrical Safety Branch Bulletins., Directives and BC Amendments, Current Issues

Additional Information:

Electrical Trades Apprenticeship 12A is one of four courses (Electrical Trades Apprenticeship 11, 12A, 12B and Electronics 12: Analog) that students are required to complete before writing the Electrical Trades Apprenticeship Examination for Year 1 at Camosun College in order to attain credit for the First Year Electrical Trades Apprenticeship requirements at Camosun College.
School District 61

Status: locked
School Name: Victoria High School
Course Name: Electrical Trades Apprenticeship 12B
Course Code: YELTA 12B
Category: Trades and Technology

Grade Level of Course:  

\( \begin{array}{ccc} 
\square & 10 & \square \ 11 & \times \ 12 
\end{array} \)

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: Mathematics Applications 10 or Mathematics Principles 10

Course Synopsis:
This course is designed to enable student to enter an electrical apprenticeship in a tri-partnership between the Greater Victoria School District, Camosun College, and industry partners. Student must complete all levels/modules offered at the secondary and/or post-secondary level and write and pass an administered exam through Camosun College’s Electrical Trades Department to gain Year 1 Electrical Apprenticeship credit. Student will complete both the theory and practical applications of the modules covered. The hands-on practical component of the course provides the opportunity to apply and develop the theoretical components, as well as develop job site and employment skills.

This course is based on the following modules of Year 1 Electrical Apprenticeship:
Module 3- Electromagnetism and Applications
Module 6 – Motor Control
Review of the entire Year one curriculum for preparation of Year 1 Electrical Apprenticeship Exam.

Learning Resources:

- Electrical Apprenticeship Year 1
  - Module 1 – Fundamentals
  - Module 4 – Meters and Test Equipment
  - Module 5 – Prints and Drawings
  - Module 7 – Electrical Code and Wiring

Direct Current Fundamentals (text) Orla E. Loper and Edgar Tedsen
WCB Occupational Health and Safety Regulations (BC/Regulation 296/97)
Workplace Hazardous Materials Information System (WHMIS) Regulation
Canadian Electrical Code, Part 1, Safety Standards for Electrical Installations, Current Edition
Electrical Safety Branch Bulletins., Directives and BC Amendments, Current Issues
Additional Information:

Electrical Trades Apprenticeship 12B is one of four courses (Electrical Trades Apprenticeship 11, 12A, 12B and Electronics12: Analog) that students are required to complete before writing the Electrical Trades Apprenticeship Examination for Year 1 at Camosun College in order to attain credit for the First Year Electrical Trades Apprenticeship requirements at Camosun College.
School District 61

Status: approved

School Name: Victoria High School

Course Name: English Language Development 10

Course Code: YELDV10

Category: Other

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 28, 2007

Prerequisites: This course is designed for the student who:

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

Learning Resources:
Large pictures/posters
Student handbook
West Coast Reader
cyouthink.ca
Getting Ready to Write ISBN 0-13-194635-8
Shining Star: Introductory Level and Keys to Learning 0131892215
Canadian Snapshots: Linking to Community
Student Book ISBN 2761314344
Workbook ISBN 2761314352
Manual ISBN 2761314379
Audio CD ISBN 2761314360
Focus on Grammar 1
Audio CD ISBN 0-1316-47473-1
Focus on Grammar 2
Student Book ISBN 0-13-189977-6
Workbook ISBN 0-13-189974-0
School District 61

Status: approved

School Name: Victoria High School

Course Name: English Language Development 11

Course Code: YELDV11

Category: Choose a Category

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2008

Prerequisites:

Course Synopsis:

- Has a first language other than English
- Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

The course is designed to extend the exploration of ESL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Learning Resources:

- Ready to Write ISBN 0-13-042463-3
- Student handbook
- Fast Forward ISBN 0-13-513731-4
- Yes! Intermediate ISBN 0-80961-788-0
- Canadian Snapshots: Linking to Community
- Student Book ISBN 2761314344
- Workbook ISBN 2761314352
- Manual ISBN 2761314379
- Audio CD ISBN 2761314360
- The Spirit of Vocabulary Canada 0-88996-228-6
- In the Know: Understanding and Using Idioms ISBN 0-521-54542-0
School District 61

Status: approved

School Name: Victoria High School
Course Name: ESL Composition 11
Course Code: YESCM11

Category: Choose a Category

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved:  February, 2008

Prerequisites:

Course Synopsis:
This course is designed for the student who:

- has expanding English skills (approximately level 4).
- has some competency with academic language.
- has a more thorough understanding of the structure of language than an ELD 10/11 student.
- can remediate writing errors with assistance.
- is able to read independently and respond to more complex material than an ELD 10/11 student.
- has prior knowledge of writing fundamentals in a first language which can be used to improve writing skills in English.

Specialized Training Required:
It is strongly recommended that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting and familiarity with the requirements of English 10 and senior English. Relevant training would include courses in ESL methodology, language acquisition and English coursework.

Course Synopsis:
This course in composition focuses on the development of writing skills as well as the skills of composing and presenting needed in subsequent academic courses at the secondary level.
Learning Resources:

- (workbook) (ISBN 0139586873)
- Imprints 11 (ISBN 0771509405)
- Focus on Grammar Book 4
- Arco: Everything You Need to Score High, TOEFL Grammar Workbook (ISBN 0028624645)
- Writing Academic English, 3rd Ed. (ISBN 0201340542)
- Focus on Editing: A Grammar Workbook for Advanced Writers (ISBN 0801306817)
- Improving Composition Through a Sentence Study of Grammar and Usage (ISBN 0838815960)
- Preparing to Write the Language Proficiency Index (LPI) (ISBN 0888651902)
- The Article Book: Practice Toward Mastering a, an, and the (ISBN 0133113906)
- Essay Essentials, 2nd Ed. (ISBN 0774732806)
- The Bare Essentials Plus (ISBN 0774735546)
- The Cage
- Reading and Writing for Success

www.bcsta.org
School District 61

Status: approved

School Name: Victoria High School

Course Name: ESL Language Development 10

Course Code: YESLD 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March , 2005

Prerequisites: None

Course Synopsis:

The course is designed to introduce ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on developing strategies needed to read, research and write successfully in English and addresses specific needs in language and culture.

Learning Resources:
a) Communication, Reading and Writing
- Westcoast Reader, a monthly publication of Capilano College
- The New Oxford Picture Dictionary
- Penguin Readers: Easy Starts
  Beginners
  Elementary
- Oxford Bookworms: Level 1
  Level 2
  Storylines 1 & 2
- Heinemann Guided Readers: Elementary Level
- MacMillan Guided Readers: Starter Level
  Beginner Level
- Longman Structural Readers: Stage 1 & 2

b) Grammar
- Focus on Grammar: Basic Course for Reference and Practice
  Audiocassette
  Student Workbook
- Focus on Grammar: Intermediate Course for Reference and Practice
  Audiocassette
  Student Workbook
- Azar: Basic English Grammar
  Fundamentals of English Grammar
  Fun with Grammar

c) Vocabulary
- The New Oxford Picture Dictionary
- Oxford Canadian Dictionary
- A Picture’s Worth a Thousand Words-A Vocabulary Book
- Longman Photo Dictionary
- Renyi Picture Dictionary

Additional Information:

All students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest. While ESL students have much in common with other students, they have specific needs in two areas: language and culture. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability.

The ESL program, and the courses offered within the program, enables the ESL student to:
- adapt to those aspects of methodology and curriculum that differ from those of the student's previous experiences
- develop and maintain a sense of self-worth, develop and preserve a pride of heritage
- develop communicative competence at a level commensurate with the student's potential in the areas of listening, speaking, reading and writing.
- develop an understanding and appreciation of cultural differences and similarities
- gradually integrate into regular courses according to the student's interests and strengths.
School District 61

Status: approved

School Name: Victoria High School

Course Name: ESL Language Development 11

Course Code: YESLD 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

The course is designed to enable ESL students to extend the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on extending the strategies needed to read, research and write successfully in standard English. It also addresses specific needs in language and culture.

Learning Resources:
This course is designed for the student who:
- shows an imbalance between oral and written skills
- is integrated into many academic classes, but may need a peer tutor and/or adaptations to be successful
- understands and uses common vocabulary but is unfamiliar with academic vocabulary
- still lacks the confidence in social language skills to participate effectively in groups
- attempts to use more complex language structures
- should be reasonably successful in elective courses where less emphasis is on spoken and written English

Learning Resources:

Course Name: ESL Literature Skills 11   (formerly Trans. Eng. 11B)

Learning Resources:

a) Communication, Reading and Writing
- Westcoast Reader, a monthly publication of Capilano College
- The New Oxford Picture Dictionary
- Penguin Readers:Beginners
  Elementary
  Pre-Intermediate
- Oxford Bookworms:Level 1
  Level 2
  Level 3
  Storylines 1 & 2
- Heinemann Guided Readers: Elementary Level
- MacMillan Guided Readers:Beginner Level
  Elementary Level
- Longman Structural Readers: Stage 2 & 3
- Various Media Resources: videos with closed captioning, audio tapes, etc.

b) Grammar
- Focus on Grammar: Basic Course for Reference and Practice
  Audiocassette
  Student Workbook
- Focus on Grammar: Intermediate Course for Reference and Practice
  Audiocassette
  Student Workbook
- Azar: Basic English Grammar
  Fundamentals of English Grammar
  Fun with Grammar

c) Vocabulary
- The New Oxford Picture Dictionary
- Oxford Canadian Dictionary
- A Picture’s Worth a Thousand Words-A Vocabulary Book
- Longman Photo Dictionary
- Renyi Picture Dictionary

Additional Information:

This course is designed for the student who:
- shows an imbalance between oral and written skills
- is integrated into many academic classes, but may need a peer tutor and/or adaptations to be successful
- understands and uses common vocabulary but is unfamiliar with academic vocabulary
- still lacks the confidence in social language skills to participate effectively in groups
- attempts to use more complex language structures
- should be reasonably successful in elective courses where less emphasis is on spoken and written English
School District 61

Status: approved

School Name: Victoria High School

Course Name: ESL Literature Skills 11

Course Code: YESLL 11

Category: Other

Grade Level of Course: 10 [ ] 11 [x] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:

The course is designed to enable ESL students to extend the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on extending the strategies needed to read, research and write successfully in standard English. It also addresses specific needs in language and culture.

Learning Resources:
a) Communication, Reading and Writing

- Westcoast Reader, a monthly publication of Capilano College
- The New Oxford Picture Dictionary
- Penguin Readers: Beginners
  - Elementary
  - Pre-Intermediate
- Oxford Bookworms: Level 1
  - Level 2
  - Level 3
  - Storylines 1 & 2
- Heinemann Guided Readers: Elementary Level
- MacMillan Guided Readers: Beginner Level
  - Elementary Level
- Longman Structural Readers: Stage 2 & 3
  - A Look at Canada, Citizenship and Immigration, Government of Canada
- Various Media Resources: videos with closed captioning, audio tapes, etc.

b) Grammar

- Focus on Grammar: Basic Course for Reference and Practice
  - Audiocassette
  - Student Workbook
- Focus on Grammar: Intermediate Course for Reference and Practice
  - Audiocassette
  - Student Workbook
- Azar: Basic English Grammar
  - Fundamentals of English Grammar
  - Fun with Grammar

c) Vocabulary

- The New Oxford Picture Dictionary
- Oxford Canadian Dictionary
- A Picture’s Worth a Thousand Words-A Vocabulary Book
- Longman Photo Dictionary
- Renyi Picture Dictionary
Additional Information:

This course is designed for the student who:
?still shows an imbalance between oral and written skills
?understands and engages in nearly all social conversation
?needs more time to complete assignments in academic classes
?understands and uses complex language structures (although not yet? mastered)
?is able to integrate more fully into more academic classes but needs individual attention to be successful
?is expanding vocabulary base to include more academic vocabulary
?is generally able to succeed in elective classes to the same extent as non-ESL student
?understands classroom instructions and most subject material
?is gaining confidence and is able to participate in group situations
?needs assistance with difficult vocabulary and sentence structures in academic classes

Teachers should have experience relevant to the teaching of E.S.L. in a secondary setting. Training must include at least one course in E.S.L. or second language methodology and one course in linguistics.

All students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest. While E.S.L. students have much in common with other students, they have specific needs in two areas: language and culture. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability.

The E.S.L. program, and the courses offered within the program, enables the E.S.L. student to
?develop and maintain a sense of self-worth
?develop and preserve a pride of heritage
?develop communicative competence at a level commensurate with the student's potential, in the areas of listening, speaking, reading and writing.
?adapt to those aspects of methodology and curriculum that differ from those of the student's previous experiences
?develop an understanding and appreciation of cultural differences and similarities
?gradually integrate into regular courses according to the student's interests and strengths
School District 61

Status: locked

School Name: Victoria High School
Course Name: First Nations Art 11
Course Code: YFNA 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: None

Course Synopsis:

This course has been developed to explore the art of First Nations cultures. Although the primary focus is on the Pacific Northwest Coast, artistic styles of other aboriginal groups are examined as well.

Students will become familiar with the basic characteristics of Native art by studying the work of a variety of artists, and by creating their own art projects, using traditional and non-traditional media including painting, drawing, printmaking and sculpting.

Students will be exposed to a variety of image development techniques to encourage the production of their own original artwork.

Students will develop critical thinking skills through the analysis of works of art, and through self and peer-assessments of their own projects.

Learning Outcomes for the course are organized under the broad categories of the Visual Arts 10 – 12 Prescribed Learning Outcomes: Perceiving & Responding, and Creating & Communicating.

Where and when possible, practicing First Nations artists are invited to the class for demonstrations and discussions.

Learning Resources:

- Books – wide variety of school and teacher’s own resources
- Images – posters, slides, etc
- Videos – various artists
- Guest speakers
- Internet
- Art materials and tools
**School District 61**

Status: locked

School Name: Victoria High School

Course Name: First Nations Art 12

Course Code: YFNA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: First Nations Art 11 recommended

**Course Synopsis:**

This course has been developed to explore the art of First Nations cultures. Although the primary focus is on the Pacific Northwest Coast, artistic styles of other aboriginal groups are examined as well.

Students will expand their knowledge of Native art by studying the work of a variety of artists, and by creating their own art projects, using traditional and non-traditional media including painting, drawing, printmaking and sculpting.

Students will be exposed to a variety of image development techniques to encourage the production of their own original artwork.

Students will develop critical thinking skills through the analysis of works of art, and through self and peer-assessments of their own projects.

Learning Outcomes for the course are organized under the broad categories of the Visual Arts 11 - 12 Prescribed Learning Outcomes: Perceiving & Responding, and Creating & Communicating.

Where and when possible, practicing First Nations artists are invited to the class for demonstrations and discussions.

**Learning Resources:**

- Books – wide variety of school and teacher’s own resources
- Images – posters, slides, etc
- Videos – various artists
- Guest speakers
- Internet
- Art materials and tools
School District 61

Status: locked

School Name: Victoria High School

Course Name: Hairdressing 11A - Introductory Theory Part 1

Course Code: YHA11A

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: Completion of Grade 10

Course Synopsis:

The Hairdressing program at Vic High is a two year dual credit program leading to high school graduation and Technical Training Certification in Cosmetology with the Industry Training Authority. Hairdressing 11A is a theory course which introduces students to the basic principles of hairdressing and the organization and management of a hair salon. Basic principles form the foundation for practical work with clients. Students are introduced to the operation of a hair salon including reception duties, product selection and knowledge, client relations, and record keeping.

Learning Resources:

Primary Recommended Text:
St. Germain, Clif. Salon Fundamentals

Primary Supporting Text:
Salon Fundamentals Study Guide and Workbook
School District 61

Status: locked

School Name: Victoria High School

Course Name: Hairdressing 11B - Introductory Basic Practical Sk

Course Code: YHA11B

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

Prerequisites:  

Completion of Grade 10

Course Synopsis:

The Hairdressing program at Vic High is a two year dual credit program leading to high school graduation and Technical Training Certification in Cosmetology with the Industry Training Authority. Hairdressing 11B is a theory course which builds and expands on the concepts and principles taught in Hairdressing 11A. This course explores theory in greater depth which allows the students to apply these principles to the practical components of hairdressing.

Learning Resources:

Primary Recommended Text:
St. Germain, Clif. Salon Fundamentals

Primary Supporting Text:
Salon Fundamentals Study Guide and Workbook
School District 61

Status: locked

School Name: Victoria High School

Course Name: Hairdressing 11C - Building Practical Skills

Course Code: YHA11C

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: Completion of Grade 10

Course Synopsis:

The Hairdressing program at Vic High is a two year dual credit program leading to high school graduation and Technical Training Certification in Cosmetology with the Industry Training Authority. Hairdressing 11C is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

Learning Resources:

Primary Recommended Text:
St. Germain, Clif. Salon Fundamentals

Primary Supporting Text:
Salon Fundamentals Study Guide and Workbook
School District 61

Status: locked

School Name: Victoria High School

Course Name: Hairdressing 12A: Theory Part 2

Course Code: YHA12A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November, 2007

Prerequisites: Completion of Hairdressing 11A, 11B, 11C Courses

Course Synopsis:

The Hairdressing program at Vic High is a two year dual credit program leading to high school graduation and Technical Training Certification in Cosmetology with the Industry Training Authority. Hairdressing 12A is a theory course which builds on the principles of hairdressing and the organization and management of a hair salon from Hairdressing 11A.

Learning Resources:

Primary Recommended Text:
St. Germain, Clif. Salon Fundamentals

Primary Supporting Text:
Salon Fundamentals Study Guide and Workbook
School District 61

Status: locked

School Name: Victoria High School

Course Name: Hairdressing 12B: Practical Skills Level 2

Course Code: YHA12B

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November, 2007

Prerequisites: Completion of Hairdressing 11A, 11B, 11C

Course Synopsis:

The Hairdressing program at Vic High is a two year dual credit program leading to high school graduation and Technical Training Certification in Cosmetology with the Industry Training Authority. Hairdressing 12B is a practical course which introduces students to the basic techniques of hairdressing and the organization and management of a hair salon.

This course is taken concurrently with Hairdressing 12A which focuses on theoretical concepts. This course is designed to give students the opportunity to “put theory into practice”. It is the foundation for the building of practical skills which students will further develop in their work experience placements.

Learning Resources:

Primary Recommended Text:
St. Germain, Clif. Salon Fundamentals

Primary Supporting Text:
Salon Fundamentals Study Guide and Workbook
School District 61

Status: locked

School Name: Victoria High School

Course Name: Hairdressing 12C: Practical Skills Level 3

Course Code: YHA12C

Category: Trades and Technology

Grade Level of Course:  10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November, 2007

Prerequisites: Completion of Hairdressing Courses 11A, 11B, 11C

Course Synopsis:

The Hairdressing program at Vic High is a two year dual credit program leading to high school graduation and Technical Training Certification in Cosmetology with the Industry Training Authority. Hairdressing 12C is a practical course which reinforces the basic techniques of hairdressing and extends theoretical knowledge in specific practical applications.

Learning Resources:

Primary Recommended Text:
St. Germain, Clif. Salon Fundamentals

Primary Supporting Text:
Salon Fundamentals Study Guide and Workbook
School District 61

Status: locked

School Name: Victoria High School

Course Name: Hairdressing 12D: General Trade Practice Skills

Course Code: YHA12D

Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November, 2007

Prerequisites: Completion of Hairdressing 11A, 11B, 11C

Course Synopsis:

The Hairdressing program at Vic High is a two year dual credit program leading to high school graduation and Technical Training Certification in Cosmetology with the Industry Training Authority. Hairdressing 12D prepares students to work in a professional salon environment by teaching, through theory and practice, the interpersonal skills and personal attributes that are essential to be a successful hairdresser.

This course satisfies the Portfolio requirements in Employability Skills Core and Choice – Aspects 4.2, 4.3 and 4.4, and Education and Career Planning Core and Choice – Aspects 3.2, 3.3 and 3.4.

Learning Resources:

Primary Recommended Text:
St. Germain, Clif. Salon Fundamentals

Primary Supporting Text:
Salon Fundamentals Study Guide and Workbook
School District 61

Status: approved

School Name: Victoria High School

Course Name: Intercultural Studies 11

Course Code: YICS11

Category: Choose a Category

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   February , 2008

Prerequisites:

Course Synopsis:

Students should be at a high intermediate level of English proficiency, prior to taking this course.

Special Training, Facilities or Equipment Required:
The ESL teacher must be knowledgeable of Canadian culture and encourage students to share the experiences of their native country.

Course Synopsis:
This course has been developed to support and encourage ESL students to compare their native country to the richness and diversity of Canada. This will allow students to become more aware of Canadian culture and to better understand why Canada embraces multiculturalism. Based on the use of authentic documents and resources, with the use of media, students will be able to compare the historical, geographical, political, and cultural norms of their native country to that of Canada and its society. Through this comparative analysis, ESL students will focus on building an advanced level of reading comprehension, and compositional skills.
Learning Resources:

"Canada Eh-Zed" by David DeRocco & John F. Chabot
Various World Atlas Books and World Maps
"Canada's Capital Cities" by S & S Learning Materials (Revised)
"The Government of Canada" Response activities created by Alice Anderson
"What a World 1- Amazing Stories from Around the Globe" (with CD Rom) by Milada Broukal
Social Studies 9 Resources

Videos-"The History of Canada" series made by Image Media Inc.
Newspaper Archives from the Internet and Current newspapers- Times Colonist, Globe & Mail, The Province
Canadian Magazines- Mcleans, Flare, Canadian Living (to name a few)
Field Trip to the Royal B.C. Museum to look at archives, and the Empress Hotel- view framed pictures on the walls, BC Legislation, BC Law Court, Ross Bay cemetery tour
"Speaking Of Language... Using the newspaper in ESL studies" by Anne West
"The Totem Forests -Emily Carr and Contemporaries. Interpret Coastal Villages" by Stewart Macnair Inc. website: http://www.emilycarr.net/ and internet sources on other famous Canadian poets such as, Pauleen Johnson, Susan Musgrave, Leonard Cowen (to name a few)
"Basic Poetry Skills Workbook" by Mary Ellen Snodgrass
Biographies from Internet sources on famous Canadian artists and writers: Norval Morrisseau, James Wilson Morrice, Tom Thomson, and the Group of Seven (to name a few)
"Vocabulary Connections- A Content Area Approach" by Steck -Vaughn Series
"World of Vocabulary" Book B by Sidney J. Rauch & Alfred B. Weinstein
"Writer's Workshop-Applying the Writing Process" series by Elaine Walling
"Individual Corrective English" by Edith H. Price, Flora B. Miller & Mabel Ketterman
"Mott Basic Language Skills Program" Classroom Series by Byron E. Chapman, Louis Schulz, Kent L. Copeman, & Catherine Schulz
"Reading: Tools for Everyone (Grades 8-12)" strategies by Kathy Puharich Hodgins, School Dist. #36, Surrey
"Reading, Re-Reading, and Responding" unit by Ross Powell, School Dist. #36, Surrey
"Smart Read"by Susan Close
School District 61

Status: locked

School Name: Victoria High School

Course Name: Interpersonal Communication 11

Course Code: YICOM 11

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None (Note: This course is the prerequisite for Peer Counselling and is an integral component of th

Course Synopsis:

Interpersonal Communication 11 looks at the complex nature of human communication. Theoretical background and practical skill development through experiential exercises encourages students to build skill in the areas of one to one communication, conflict resolution, mediation, self awareness, relationships, emotional intelligence, group processes and recognition of how human diversity impacts our ability to communicate with others.

This course has been guided by the principles of learning:
• Learning requires the active participation of the student
• People learn in a variety of ways and at different rates
• Learning is both an individual and group process

Learning Resources:
This is a new course based on the curriculum designed by Morrison in 1978. The teacher/resource person will need to continually update the information as new theories and strategies evolve.


**Bennett, B. (1999).** Education on the edge of chaos: instructional strategies to deal with classroom diversity. Workshop materials.


**Covey, S. (1998).** The 7 habits of highly effective teens. New York: Simon and Schuster Inc.

**DeRosenroll, D., Saunders, G & Carr, R. (June, 1993).** Experiential learning cycle. Victoria, BC: Peer Resources Inc.

**Faber, A. & Mazlish, E. (1980).** How to talk so kids will listen & listen so kids will talk. New York: Avon Books.


**Marta, Suzy Yehl. (2003).** Healing the hurt, restoring the hope: how to guide children and teens through times of divorce, death and crisis with the Rainbows approach. IL: St. Martin’s Press. p. 50 -74


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**Additional Information:**

This is a new course based on the curriculum designed by Morrison in 1978. The teacher/resource person will need to continually update the information as new theories and strategies evolve.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Journalism 11

Course Code: YJOU 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February, 2005

Prerequisites: None

Course Synopsis:

Journalism 11 introduces students to print and broadcast journalism. Students will learn reporting skills, including interviewing and writing for specific purposes such as feature, sports and opinion pieces. Journalism 11 students will be preparing for contributing to the school’s newspaper, yearbook and video reporting. Students will cover digital picture taking and editing, page layout and graphic design. Students will also be involved in aspects of marketing and advertising.

Learning Resources:

- Video and editing equipment manuals
- Visit to local print news media, and local TV station
- Articles about print and broadcast journalism on the internet
- Books
  - Journalism Today, Ferguson, Patton and Wilson, NTC, 2001
  - Scholastic Journalism, Tom E. Rolnicki, Iowa State Press, 2001
  - High School Journalism, Homer Hall, Rosen Press, 2003

Additional Information:

This course has changed from its predecessor, as there is no Career Prep component to the course. As a result, the computers and software are present, although funds will be needed to purchase video equipment.
This course has changed from its predecessor, as there is no Career Prep component to the course. As a result, the computers and software are present, although funds will be needed to purchase video equipment and establish an area for recording.

Course Synopsis:

Journalism 11 extends the theoretical background introduced in Journalism 11 and brings it into practical production. Students will learn the editing and management skills involved in the production of print and broadcast news for a school. Students will be involved in story assignments, budgeting, promotion, deadlines, and mentoring. Students will also interact with community media to contribute and study the applied side of journalism as a career.

Learning Resources:

- Video and editing equipment manuals
- Visit to local print news media, and local TV station
- Articles about print and broadcast journalism on the internet
- Books
  - Journalism Today, Ferguson, Patton and Wilson,, NTC, 2001
  - Scholastic Journalism, Tom E. Rolnicki, Iowa State Press, 2001
  - High School Journalism, Homer Hall, Rosen Press, 2003

Additional Information:

This course has changed from its predecessor, as there is no Career Prep component to the course. As a result, the computers and software are present, although funds will be needed to purchase video equipment and establish an area for recording.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course:  
☐ 10  ❑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March, 2005

Prerequisites:  None

Course Synopsis:

This course will develop keyboarding proficiency on the alpha-numeric keyboard and reinforce keyboarding techniques. Emphasis is placed on learning the skill of touch typing. Students will be instructed in personal use and industry standard communications applications. Students will further develop thinking, decision-making, and composition skills. Students' work habits will be reinforced as they will have to proofread, edit and format their work to meet standard criteria. Students will learn the applications of production work in the context of a word processing program.

Learning Resources:

Learning Resources:

Books

Software
All the Right Type
Microsoft Word
Students will have a practical and useful skill to add to a resume which they will be able to employ in other curricular areas, in job application and in transferable skills to other computer software. Keyboarding 11 meets 80% of the Applied Skills 11 learning outcomes and therefore satisfies the applied skill graduation requirement. These are:

Applied problem solving: Students will develop a portfolio of production work assignments based on personal use and business use applications. After learning the theory applicable to production work, students will problem-solve and create documents of professional quality throughout the year. Touch typing is taking a systems approach to solve a communications problem. The system of applying an organized technique to the alpha-numeric keyboard produces a clearly readable product in an efficient and timely manner.

Communications: Students will compose numerous original production work documents. The context of the document will be based on production work theory. The content of the document will be individual and unique to the student. Students will use the communications aspect of the internet by linking web sites with production work. Communications is enhanced by a group assignment implemented near year end. Students will electronically transmit an assignment to the teacher.

Technology: Students will use computer technology on a daily basis and will understand and appreciate the inherent advantages of this powerful tool. They will understand its ability to store work, easily correct errors and manipulate the presentation/appearance of a work in progress. This will encourage experimentation, creativity, and conscientiousness on the part of the user.

Self in Society: Acquiring computer skills allows one to function more fully in a computer-oriented society. The computer will be regarded positively rather than as an unknown and confusing entity to be avoided if possible. Students will realize that the computer will function as an aide and coping tool to the challenges that school and work inevitably present.
School District 61

Status: locked

School Name: Victoria High School
Course Name: Learning Strategies 10
Course Code: YLS 10
Category: Health and Human Services

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February, 2005

Prerequisites: Learning student as identified by the school/Student Support Services and/or Psycho-educational test

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

- receive instruction in strategies to assist general learning in the regular classroom
- receive assistance utilizing these strategies while doing subject work from regular classrooms
- receive instruction in organizational/time management strategies
- receive assistance utilizing these organizational strategies while completing subject work from regular classrooms
- receive instruction in study skills strategies
- receive assistance in utilizing these study skills strategies as they apply to everyday work from the regular classroom
- receive instruction in strategies from remediation of academic areas of concern of the LD student
- receive assistance utilizing these remediation strategies while doing subject work from regular classrooms
- receive the extra time required to finish tests from regular classrooms
- prepare for the writing of provincial examinations
- orally take tests from regular classrooms
- work both independently and cooperatively with all staff, peer tutors, and students
- recognize their unique learning style and how to “tap” into it
- develop social relationships with “regular population” students
- be tested periodically to determine academic gains from learning strategies instruction in the areas of spelling, mathematics, and reading comprehension
- have their Individual Education Plan administered effectively and completely

The course is divided into the following components:
- Organizational Skills
- Participation
- Assignment/Testing Support
- Study Skills/Strategies

www.bcsta.org
School District 61

Status: locked

School Name: Victoria High School

Course Name: Learning Strategies 11

Course Code: YLS 11

Category: Health and Human Services

Grade Level of Course: 10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Learning student as identified by the school/Student Support Services and/or Psycho-educational test

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

?receive instruction in strategies to assist general learning in the regular classroom
?receive assistance utilizing these strategies while doing subject work from regular classrooms
?receive instruction in organizational/time management strategies
?receive assistance utilizing these organizational strategies while completing subject work from regular classrooms
?receive instruction in study skills strategies
?receive assistance in utilizing these study skills strategies as they apply to everyday work from the regular classroom
?receive instruction in strategies from remediation of academic areas of concern of the LD student
?receive assistance utilizing these remediation strategies while doing subject work from regular classrooms
?receive the extra time required to finish tests from regular classrooms
?prepare for the writing of provincial examinations
?orally take tests from regular classrooms
?work both independently and cooperatively with all staff, peer tutors, and students
?recognize their unique learning style and how to “tap” into it
?develop social relationships with “regular population” students
?be tested periodically to determine academic gains from learning strategies instruction in the areas of spelling, mathematics, and reading comprehension
?have their Individual Education Plan administered effectively and completely

The course is divided into the following components:

?Organizational Skills
?Participation
?Assignment/Testing Support
?Study Skills/Strategies
School District 61

Status: locked

School Name: Victoria High School
Course Name: Learning Strategies 12
Course Code: YLS 12
Category: Health and Human Services

Grade Level of Course: 10  11  X 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: Learning student as identified by the school/Student Support Services and/or Psycho-educational test

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

?receive instruction in strategies to assist general learning in the regular classroom  
?receive assistance utilizing these strategies while doing subject work from regular classrooms  
?receive instruction in organizational/time management strategies  
?receive assistance utilizing these organizational strategies while completing subject work from regular classrooms  
?receive instruction in study skills strategies  
?receive assistance in utilizing these study skills strategies as they apply to everyday work from the regular classroom  
?receive instruction in strategies from remediation of academic areas of concern of the LD student  
?receive assistance utilizing these remediation strategies while doing subject work from regular classrooms  
?receive the extra time required to finish tests from regular classrooms  
?prepare for the writing of provincial examinations  
?orally take tests from regular classrooms  
?work both independently and cooperatively with all staff, peer tutors, and students  
?recognize their unique learning style and how to “tap” into it  
?develop social relationships with “regular population” students  
?be tested periodically to determine academic gains from learning strategies instruction in the areas of spelling, mathematics, and reading comprehension  
?have their Individual Education Plan administered effectively and completely

The course is divided into the following components:
?Organizational Skills  
?Participation  
?Assignment/Testing Support  
?Study Skills/Strategies

www.bcsta.org
School District 61

Status: locked

School Name: Victoria High School

Course Name: Media Literacy 12

Course Code: YML 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: None

Course Synopsis:
Media Literacy 12 is a course designed to prepare and inform the naive or inexperienced mind for rhetoric, namely media persuasion. Being media literate instills within the individual a ‘media-receptive’ mindset, which encourages the person to actively question both purpose and persuasion.

Students will be expected to use their knowledge, experience, insight and imagination to understand the images – both visual and non-visual – created by the media. They will learn that being media literate requires more than being an active, questioning audience; it also requires applying knowledge and curriculum insight to a media template to facilitate an understanding of the intended ‘message’.

A media literate individual will be empowered to make a positive contribution to the world in which he or she lives. Imagination, curiosity, wisdom and sound judgment will enable the student as the audience, to better understand his or her own world and not be led into following or creating a false or incorrect image: an image created for and ‘published’ by agencies external to the self, family and community.

A media literate individual will examine and challenge their belief systems. Using critical thinking skills, they will come to understand that to believe without questioning is to stop thinking.

In this course, becoming ‘media literate’ refers to (1) deconstruction: the knowledge involved in receiving, analyzing, and interpreting media; (2) construction: the skills required to generate, synthesize and create/deliver media; (3) critical thinking: developing the skills necessary to analyze problems and think independently. The student will become competent at identifying and ‘reading’ the message and the persuasion linked to this message. Furthermore, students will be able to evaluate the effectiveness of the message and its appropriateness in a specifically defined audience or a broader, public audience.

Students will be expected to enhance their ability to communicate and argue in writing and in voice. To reinforce and facilitate these learning processes, the writing process and the nature of argument are the learning strategies to be employed throughout the course.

This course is contemporary and relevant. Hence, topical events and contemporary issues will be utilized to further fuel student and audience interest. Students will be encouraged to submit articles to various local and national publications.

Course work will be expected to be factual, informative and objective. However, due to the nature of this course, students will also be expected to exercise persuasive language as a tool in the defense of argument. Once students experience and comprehend the power and influence of persuasive language, they will be required to exercise their newfound ‘power’ with integrity and taste.

Students will be introduced to basic strategies in the various media, learning how the intended audience or publication will affect the style, format and the content of the ‘the message’. Students will learn that advertisements, film, song, stories, and photographs can be presented from several points of view, depending on the intent of the producer or editorial policy. Producers, station managers and editors, combined with the demographics of the intended audience, will dictate the style and format of ‘the message’. Finally, students will become aware of the journalists’ responsibility to accurately and objectively inform the public versus the media mandate to ‘sell information’ through sensationalism, exploitation and media capitalism.

**Learning Resources:**


Duncan, Barry Mass Media and Popular Culture, Harcourt Brace & Company, 1996


School District 61

Status: approved

School Name: Victoria High School

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling 11 introduces students to some of the skills and functions of the helping professional. The variables of empathy, positive regard and genuineness, which are key to the role of the helper are presented to the students. The students are at the same time taught to recognize the limitations of a helping relationship. Students are also introduced to a number of topics in areas of specific interest to counsellors to increase their knowledge and awareness of the scope of the helping professional’s role.

Students are given the opportunity to practice their skills through interactions with each other and role plays. They are also given the opportunity to observe a professional counsellor and to meet with individuals who work at various aspects of the profession.

Learning Resources:

The major reference for the outline of the course is the Peer Counselling Starter Kit by Rey Carr and Greg Saunders, University of Victoria, Victoria, B.C. 1980.

The BC School Counsellor’s Handbook, which is constantly updated, is also a useful tool.

Other references and tools might include:

Resource books
Guest Speakers
Videos
Agency handouts
Internet, magazine and newspaper articles
Field trips
Conference materials
Journals and Newsletters

Additional Information:

Protocols and materials on topics in counselling are constantly being changed or revised. School counsellors and agency personnel create and share new materials regularly.
School District 61

School Name: Victoria High School
Course Name: Peer Tutoring 11
Course Code: YPTU 11
Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  □ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: Staff referral and/or permission form Special Education Staff

Course Synopsis:

This course has been developed to provide an opportunity for students in the “non-Resource Programme” population to:

• Assist, work with and learn with Resource Programme students (developmentally delayed – mentally or physically)
• Develop social relationships with Resource Programme students

The course is divided into two main components:
• Training Session - over the course of several days, students cover topics such as responsibilities of a peer tutor, learning disabilities, learning styles, study skills and strategies, Daily Log writing, classroom tools (for practicum) record keeping, evaluation of course.
• Practicum: the practicum is divided into four main areas which include the introduction, actual working with tutee, record keeping (Daily Log, assignments/test marks collection) and “weaning” of tutee.
School District 61

Status: locked

School Name: Victoria High School
Course Name: Peer Tutoring 12
Course Code: YPTU 12
Category: Health and Human Services

Grade Level of Course:  

☐ 10  ☐ 11  ☑ 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: Staff referral and/or permission from Special Education Staff

Course Synopsis:

This course has been developed to further provide an opportunity for students in the “non-Resource Programme” population to:

• Assist, work with and learn with Resource Programme students (developmentally delayed – mentally or physically)
• Develop social relationships with Resource Programme students

The course is divided into two main components:
• Training Session: over the course of several days, students cover topics such as responsibilities of a peer tutor, learning disabilities, learning styled, study skills and strategies, Daily Log writing, classroom tools (for practicum) record keeping, evaluation of course.
• Practicum: the practicum is divided into four main areas which include the introduction, actual working with tutee, record keeping (Daily Log, assignments/test marks collection) and “weaning” of tutee.
School District 61

Status: approved

School Name: Victoria High School

Course Name: Symphony Orchestra 10

Course Code: YSYMO 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 16, 2007

Prerequisites: 3 or more years of experience playing an orchestral instrument

Course Synopsis:

Co-requisite: enrolled in a band or strings class

The purpose of this course is to give music students the opportunity to play in a full symphony orchestra, performing symphonic repertoire composed by master composers (Mozart, Beethoven, Puccini, Mendelssohn, etc.) as it was originally intended to be played rather than as arrangements. Students will learn and build on their knowledge of blending tone, balancing volume (dynamic), using articulation techniques and related skills used in an instrumental group combining wind, string and percussion instruments. For example, a violinist will learn how to dynamically balance with a horn player, a trumpet player will try to blend tone with that of a cellist or a clarinetist will learn to articulate in order to complement a viola’s pizzicato. Students will learn repertoire, performance techniques, history and composition unique to the full symphonic orchestra. Students will continue to be enrolled in either a band or strings class but will be enrolled in the symphony course for additional, complementary music training and experience. Students are provided with the opportunity to play in a full symphony orchestra, a career path for many who will continue with post-secondary music studies.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Teacher Assistant 10

Course Code: YTA 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Students must have teacher permission and, in most cases, have already successfully completed a course in the subject area in which they will be assisting.

Course Synopsis:

Students must have teacher permission and, in most cases, have already successfully completed a course in the subject area in which they will be assisting. Students must be mature, responsible, trustworthy, respectful of others, able to communicate and interact well with others and have an interest in the subject area in which they will be assisting.

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum.

1. Employability Skills
   a. Essential Skills (Human Resources Development Canada)
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment

3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Sean Covey
   b. Tutoring by Helping – Elizabeth Sabrinsky Foster

4. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors
   www.casaa-resources.net/ (Excellent source of student leadership materials.)

Graduation Portfolio: This course provides many opportunities for students to add to their graduation portfolio including letters of reference and information about related careers.
**Additional Information:**

a. Student Teacher Assistants do not take the place of either the Classroom Teacher or School Support Workers. Instead they will enhance the learning environment in the classroom by becoming yet another part of the support team for students.

b. Several others provided information and support in developing this framework including Al Baker of Kamloops/Thompson and the writing team of Kootenay-Boundary (Pat Dooley – Coordinator). Their willingness to share their work is greatly appreciated.
School District 61

Status: locked

School Name: Victoria High School
Course Name: Teacher Assistant 11
Course Code: YTA 11
Category: Health and Human Services

Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March, 2005
Prerequisites: Students must have teacher permission and, in most cases, have already successfully completed a course

Course Synopsis:
This is a participatory course that prepares and motivates students to provide leadership, assistance to individuals with a variety of needs as well as manage and organize equipment and supplies. Student teaching assistants will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities and learn and perform a variety of managerial tasks.

Learning Resources:
This is a beginning list of learning resources that can be added to this curriculum.

1. Employability Skills
   a. Essential Skills (Human Resources Development Canada)
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources

2. Video equipment
3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Sean Covey
   b. Tutoring by Helping – Elizabeth Sabrinsky Foster
   c. "It Really Works" – Dawn Jamieson in BC Teacher Nov-Dec 1982

4. Work Experience 12 IRP
5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors
      www.casaa-resources.net/ (Excellent source of student leadership materials.)

Graduation Portfolio: This course provides many opportunities for students to add to their graduation portfolio including letters of reference and information about related careers.
Additional Information:

a. Student Teacher Assistants do not take the place of either the Classroom Teacher or School Support Workers. Instead they will enhance the learning environment in the classroom by becoming yet another part of the support team for students.
b. Several others provided information and support in developing this framework including Al Baker of Kamloops/Thompson and the writing team of Kootenay-Boundary (Pat Dooley – Coordinator). Their willingness to share their work is greatly appreciated.
School District 61

Status: approved

School Name: Victoria High School

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March, 2005

Prerequisites: Students must have teacher permission and, in most cases, have already successfully completed a course.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership, assistance to individuals with a variety of needs as well as manage and organize equipment and supplies. Student teaching assistants will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities and learn and perform a variety of managerial tasks.

Learning Resources:

This is a beginning list of learning resources that can be added to this curriculum.

1. Employability Skills
   a. Essential Skills (Human Resources Development Canada)
   c. Planning 10 IRP
   d. Focus Areas document – Human Services/post-secondary/Career Resources
2. Video equipment
3. Books/texts/articles
   a. 7 Habits of Highly Effective Teens – Sean Covey
   b. Tutoring by Helping – Elizabeth Sabrinsky Foster
4. Work Experience 12 IRP
5. Related Materials
   a. Through CASAA – Canadian Association of Student Advisors
      www.casa-resources.net/ (Excellent source of student leadership materials.)

Graduation Portfolio: This course provides many opportunities for students to add to their graduation portfolio including letters of reference and information about related careers.
Additional Information:

a. Student Teacher Assistants do not take the place of either the Classroom Teacher or School Support Workers. Instead they will enhance the learning environment in the classroom by becoming yet another part of the support team for students.

b. Several others provided information and support in developing this framework including Al Baker of Kamloops/Thompson and the writing team of Kootenay-Boundary (Pat Dooley – Coordinator). Their willingness to share their work is greatly appreciated.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Women's Studies 11

Course Code: YWS 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  April, 2004

Prerequisites:  none

Course Synopsis:

Women’s Studies has been developed to focus on the place of women in a variety of roles throughout history. Traditional history was written from a male perspective about the activities and achievements of men.

In this course students learn about the place of women in the past, present and future, and in a variety of cultural settings. The course addresses the discrepancies in Social Studies and History courses by emphasizing women’s activities and achievements. Through a variety of activities which stress critical thinking skills students explore women in such areas as health, education, politics, art, history, and work. This is a real life perspective on how women are valued across cultures.

Women’s Studies is divided into nine units of study:
1. Recent History, Changing Roles, Feminism, Women’s Movement
2. Health, Safety and Media
3. Understanding Relationships
4. Women in the Work World
5. The Role of Parenting in Women’s Lives
6. Women’s Place in History
7. The Significance of Women in the Arts
8. Lives of Women in Other Cultures
9. The Future – What Does it Hold for Women?

The individual units may be taught in any order with the exceptions of the first (introductory) unit and the last (concluding) unit. The length of time devoted to a particular unit will also vary depending on the depth of study desired and on the interests of the students.

Learning Resources:

- Videos
- A selection of library resources to support each unit
- A variety of women’s magazines, music videos, music CDs, and newspapers
- Guest speakers
- Copies of: “Bust”, “Ms”, “Focus on Women” magazines
Additional Information:

Women’s Studies requires strong library support to ensure a wide variety of print and video resources, as the course is designed for students to research topics of individual interest. Students are encouraged to take responsibility for securing guest speakers from the community – particularly those whom they consider to be good role models for women. This course is designed to be both interesting and relevant for both male and female students.
This course is unique in that students work collectively to produce a product that must be finished at a given time. As there will be students with varying degrees of experience mentoring is a major aspect of this course. The entire school population counts on the final product and deadlines are set by an outside company, so Yearbook Production is also a rare experience, as students have to deal with absolute deadlines throughout the year. This course may lead to Yearbook Production 12 or Yearbook Design 12. These could build on the team dynamic of students with a variety of skill levels and experience.

Learning Resources:
- Manuals and Guides issued by publisher for specific software applications
- Visits from and training sessions held by representative of Publishing Company
- Resource library of comparative Publications
- “Ideas File” of various publications
- “Legacy Report” created as a guide by previous Yearbook Production classes.
- Internet sites dedicated to showcasing Yearbooks and awarding prizes to outstanding product

Additional Information:
This course is unique in that students work collectively to produce a product that must be finished at a given time. As there will be students with varying degrees of experience mentoring is a major aspect of this course. The entire school population counts on the final product and deadlines are set by an outside company, so Yearbook Production is also a rare experience, as students have to deal with absolute deadlines throughout the year. In schools where the Yearbook has to be sold to students (or financed through advertising), the course can also contain a component of marketing. In some schools this component of Yearbook Production is taken over by a senior Marketing class, in others it is part of the process in this course. In either case budget planning is a component handled either by the teacher / advisor or by student editors taking the senior level course (Yearbook Design 12).

Victoria High School acknowledges that this course outline was developed by Mr. Rainer Mehl, at Kitsilano Secondary in the Vancouver School District, and reviewed and submitted by Miss Roxanne Taggart, teacher at Victoria High School.
School District 61

Status: locked

School Name: Victoria High School

Course Name: Yearbook 12

Course Code: YYB 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 18, 2006

Prerequisites:

Course Synopsis:

Students take on leadership roles as Editors or Section Heads. They ensure principles of fair and equitable reporting, copyright and privacy law, and all required computer skills passed on to junior members. Students review what constitutes good design and develop both theme and content guides for the production of annual pages, as well as Multi-Media content issued as an adjunct to the Yearbook. The student designers and develop the Ladder, Cover Design, Folios, Font choices and all other elements of the Yearbook. Budget planning and modification of the Yearbook specifications to meet budget plans are done in cooperation with the teacher/advisor.

This course is a continuation of BA Yearbook 11, which should all be taught concurrently, building on the team dynamic of students with a variety of skill levels and experience.

Learning Resources:

- Manuals and Guides issued by publisher for specific software applications
- Visits from and training sessions held by representative of Publishing Company
- Resource library of comparative Publications
- “Ideas File” of various publications
- “Legacy Report” created as a guide by previous Yearbook classes.
- Internet sites dedicated to showcasing Yearbooks and awarding prizes to outstanding product
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Athletics 11

Course Code: YATHL 11

Category: Fitness and Recreation

Grade Level of Course: ☐ 10 ☑ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: ,

Prerequisites: Application to take course

Course Synopsis:

This course is designed to help students with a high level interest in athletics to explore many aspects of athletics and athletic training. The course will provide opportunities for students to develop, implement, and monitor a seasonal performance plan to help attain personal peak performances. Students will also have opportunities to explore various aspects of athletics including: first aid training, tournament organization, refereeing, athletic events coordination and related career pathways.

Learning Resources:

Learning Resources:
• Current articles from Periodicals such as Muscle and Fitness and Shape.
• Internet research by students and teacher
• NCCP Coaching Manuals, Coaching Association of Canada, 1990
• Jackson, A.W. etal, Physical Activey for Health and Fitness, Human Kinetics, 1999
• Williams, CS, etal, Personal Fitness, Kendall Hunt Publishing Co., 1995
• Applegate, Liz, Sports, and Fitness Nutrition, Random House Inc., 2002
• Essentials of Strength and Conditioning, NSCA, Human Kinetics Baechle et al, 2000
• Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002
• Psychology from Start to Finish, Sports Book Publisher, Schubert and Klavora, 1990
• www.strengthcoach.com – Strength Training
• Stott Pilates, Stott Pilates Inc. (video)
• Resource people and instructors (community, universities, colleges, Alumni)
• (need something on developing a sports portfolio)
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: AVID 11A

Course Code: YAVID 11A

Category: Other

Grade Level of Course: ☐ 10 ☒ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: ,

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and help to ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, Avid Tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:
- WICR-R strategies (Writing, Inquiry, Collaboration and Reading), - developing skills that support Academic Success (i.e. Organizational skills, Note-taking and Study skills, Test-taking skills, Collaborative learning and study skills, Communication and Presentation skills, Research skills
- Acquiring information about post-secondary opportunities

Learning Resources:

AVID Library, AVID Publications, Videos
—Implementing and Managing the AVID Program
—College and Careers
—Strategies for Success
—Site Teams
—Tutorials
Additional Information:

AVID Program Implementation Essentials are the principles that define and guide the implementation of the AVID Program. All 11 Essentials must be addressed.

1. SELECTION
AVID student selection must focus on students in the middle who have untapped academic potential and would benefit from AVID support to improve their achievement and begin post-secondary preparation.

2. PARTICIPATION
AVID program participants, both students and staff, must choose to participate.

3. SCHEDULING
The school must be committed to full implementation of the AVID Program, with the AVID elective class available within the regular academic school day.

4. RIGOR
AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for post-secondary enrollment.

5. WRITING
A strong, relevant writing curriculum must provide the basis for instruction in the AVID elective class.

6. INQUIRY
Inquiry must be used as a basis for instruction in the AVID class.

7. COLLABORATION
Collaboration must be used as a basis for instruction in the AVID classroom.

8. TUTORIALS
A sufficient number of trained tutors must be available in the AVID class to facilitate student access to rigorous curricula.

9. DATA
AVID school/districts must provide program implementation and student progress data. These will be monitored through the AVID Data System, with results analyzed to inform the AVID certification process.

10. RESOURCES
The school or district must identify resources for program costs; agree to implement AVID Program Implementation Essentials; and work toward participation in annual AVID certification. Commitment to ongoing participation in AVID staff development is also required.

11. SCHOOL SITE TEAM
An active, interdisciplinary site team must collaborate on issues of student access to, and success in, rigorous post-secondary preparatory courses.
• The following pages document what will be covered in Planning 10-A and Planning 10-B.

• The relationship and overlap between the outcomes of AVID and Planning 10 and Portfolio are noted for each set of outcomes.
School District 62

Status: approved

School Name: Belmont Secondary
Course Name: AVID 11B
Course Code: YAVID 11B
Category: Other

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: April 25, 2006
Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and help to ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, Avid Tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:
- WICR-R strategies (Writing, Inquiry, Collaboration and Reading), - developing skills that support Academic Success (i.e. Organizational skills, Note-taking and Study skills, Test-taking skills, Collaborative learning and study skills, Communication and Presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

Learning Resources:

AVID Library, AVID Publications, Videos
—Implementing and Managing the AVID Program
—College and Careers
—Strategies for Success
—Site Teams
—Tutorials

www.bcsta.org
AVID Program Implementation Essentials are the principles that define and guide the implementation of the AVID Program. All 11 Essentials must be addressed.

1. SELECTION
AVID student selection must focus on students in the middle who have untapped academic potential and would benefit from AVID support to improve their achievement and begin post-secondary preparation.

2. PARTICIPATION
AVID program participants, both students and staff, must choose to participate.

3. SCHEDULING
The school must be committed to full implementation of the AVID Program, with the AVID elective class available within the regular academic school day.

4. RIGOR
AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for post-secondary enrollment.

5. WRITING
A strong, relevant writing curriculum must provide the basis for instruction in the AVID elective class.

6. INQUIRY
Inquiry must be used as a basis for instruction in the AVID class.

7. COLLABORATION
Collaboration must be used as a basis for instruction in the AVID classroom.

8. TUTORIALS
A sufficient number of trained tutors must be available in the AVID class to facilitate student access to rigorous curricula.

9. DATA
AVID school/districts must provide program implementation and student progress data. These will be monitored through the AVID Data System, with results analyzed to inform the AVID certification process.

10. RESOURCES
The school or district must identify resources for program costs; agree to implement AVID Program Implementation Essentials; and work toward participation in annual AVID certification. Commitment to ongoing participation in AVID staff development is also required.

11. SCHOOL SITE TEAM
An active, interdisciplinary site team must collaborate on issues of student access to, and success in, rigorous post-secondary preparatory courses.

Additional Information:
www.bcsta.org
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Interior Design 11

Course Code: YIDN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 □ 11 ✗ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: ,

Prerequisites:

Course Synopsis:

The visual elements texture, colour and shape as they relate to wall, window and floor coverings will be covered with a variety of media and materials. Through a series of related exercises, students develop strong presentation skills relative to specific interior design projects. Drawing assignments are linked to interior design assignments Introducing marker and other media, e.g. watercolour, through a series of exercises designed to show material surface, reflection, textures, colour, etc., relative to interiors and related products. The principles of light and its effect on colour and surfaces within the interior space (in general) are also explored. More specific perspective drawing is developed - linked to interior design assignments. Students will be introduced to manual architectural drafting as it pertains to interior design, beginning with equipment awareness, technical vocabulary and lettering skills. Student will produce multi-view drawings orthographically of objects and furniture using accurate scale, dimensions, notes and layout information. Students will also be introduced to the production of presentation-style floor plans, elevations and sections of the built environment. Freehand sketching of the above will also be covered. This course will introduce students to CADD software that is specific to Interior Design drawings. Students will create 2D and 3D drawings.

Additional Information:

This is a new course designed to prepare students for entry into an interior design program offered at post secondary institutions. Students will be able to use their portfolio for future studies or job interviews.
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Introduction to Piano 10

Course Code: YINPO 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 25, 2006

Prerequisites: none

Course Synopsis:

Most music educators agree that the piano is indispensable for all musicians. Piano study helps students gain a better understanding of music theory as theoretical concepts are applied to the keyboard. Introduction to Piano is a step-by-step method geared towards the absolute beginner. Through playing, theory, composition, listening and ear training, student will learn the basic structure of music; elements of rhythm, melody, expression and form & design. We will explore how music evokes thoughts, images and feelings and the relationships between music and oneself and the community.

Learning Resources:

Theory and method books, electronic keyboards with cases and adaptors, headphones and ¼” adaptors, lab setting with sufficient work surfaces and electrical outlets.
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Introduction to Piano 11

Course Code: YINPO 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 25, 2006

Prerequisites: none

**Course Synopsis:**

Most music educators agree that the piano is indispensable for all musicians. Piano study helps students gain a better understanding of music theory as theoretical concepts are applied to the keyboard. Introduction to Piano is a step-by-step method geared towards the absolute beginner. Through playing, theory, composition, listening and ear training, student will learn the basic structure of music; elements of rhythm, melody, expression and form & design. We will explore how music evokes thoughts, images and feelings and the relationships between music and oneself and the community.

**Learning Resources:**

Theory and method books, electronic keyboards with cases and adaptors, headphones and ¼” adaptors, lab setting with sufficient work surfaces and electrical outlets.
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Introduction to Piano 12

Course Code: YINPO 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  April 25, 2006

Prerequisites:  none

Course Synopsis:

Most music educators agree that the piano is indispensable for all musicians. Piano study helps students gain a better understanding of music theory as theoretical concepts are applied to the keyboard. Introduction to Piano is a step-by-step method geared towards the absolute beginner. Through playing, theory, composition, listening and ear training, student will learn the basic structure of music; elements of rhythm, melody, expression and form & design. We will explore how music evokes thoughts, images and feelings and the relationships between music and oneself and the community

Learning Resources:

Theory and method books, electronic keyboards with cases and adaptors, headphones and ¼” adaptors, lab setting with sufficient work surfaces and electrical outlets.
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Kinesiology 11

Course Code: YKINE 11

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 25, 2006

Prerequisites: Science 10

Course Synopsis:

This course is designed to expose students with an interest in athletics to explore the science used in developing elite training programs. Students will be given opportunities to develop and implement a performance strategy to help achieve peak performances. Students will also have opportunities to explore various career pathways in the field of sport and recreation.

Learning Resources:

- Current articles from Periodicals such as Muscle and Fitness and Shape.
- Internet research by students and teacher
- NCCP Coaching Manuals, Coaching Association of Canada, 1990
- Resource people and instructors (community, universities, colleges, Alumni)
- Advanced Sports Nutrition; Dan Benardot; 2000
- Periodization Training for Sports; Bompa, Tudor O; Carrera, Michael C; 2005
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Modern History Through Film

Course Code: YMHTF 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  11  X12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 26, 2007

Prerequisites:  Social Studies 11, Civics 11, or First Nations 12

Course Synopsis:

Modern History Through Film uses documentaries and feature length movies to examine international conflicts and issues of the 20th and 21st centuries. The course is divided into four main units: Multilateral Conflict (World War 2), War of Ideologies (The Cold War) The Struggle for Civil Rights, and A Modern Global Issue. A key component of this course will be drawing connections between historical events and current international situations, and will try to help students appreciate the value of looking at the past in order to better understand the present. Each week, one movie will be studied in depth, and a relevant theme explored. In most cases, a couple of hours each week will be devoted to developing background understanding of the characters, events, and themes of the movie, two more hours will be taken up by viewing the film, and the final two hours will involve follow-up activities that require personal reflection and making connections to the present. All students will be expected to maintain a response journal that will be submitted each week. The culminating activity will be an independent research project, whereby students (alone or in small groups) select a particular topic of interest, find a full-length film that relates to their topic, and then design their own teaching unit. Components will include a Power Point presentation that explains background information, an identification of the most powerful themes of the movie, and activities that illustrate connections to present global issues. One of the projects will be selected as the subject material for the final week of the course.
School District 62

Status: approved

School Name: Belmont Secondary

Course Name: Textiles Arts & Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: 

Prerequisites: nine

Course Synopsis:

This course introduces students to a variety of techniques that relate to textiles – from fibre to yarn to fabric. It is intended to encourage students to explore the diversity of textile crafts and to develop their own creativity and skills. The course content will explore some or all of the following techniques: appliqué, beading embroidery, crocheting, felting, knitting, and quilting. For most of the techniques covered students will produce a small project. Both hand and machine sewing (regular machine, embroidery machine and sergers) will be used.

Learning Resources:

• Fabrics
• Threads – embroidery, machine, ribbon and yarn
• Needles – machine and hand
• Crochet hooks, knitting needles, rug hooks and embroidery hoops
• Fabric dyes and paints and brushes
• Beads and buttons
• Glue, paper, pencils and watercolour pencils.
School District 62

Status: approved

School Name: Byte Alternate Program

Course Name: Fundamentals of Basketball 11

Course Code: YFBKB 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 90

Date Approved: April 25, 2006

Prerequisites: by application (commitment to participation)

Course Synopsis:

The objective of the Westshore Academy of Sport Fundamentals of Basketball (FB) 11 and Fundamentals of Basketball (FB) 12 is to provide a formal athletic training program within the framework of flexible core and elective course offerings at Westshore Center for Learning and Training. Within the Westshore Academy of Sport (FB 11 and FB 12) the students will:

- Receive outstanding instruction from qualified coaches/teachers in an environment that is committed to athlete development
- Improve their skill and fitness through a variety of physical activities.
- Be provided with an environment enabling them to achieve academic goals and enhance their opportunities to pursue post secondary playing options.
- Receive sports science instruction related to fitness and sport physiology, nutrition, strength training, and mental training
- Be provided with a support network and educational/vocational opportunities using the school and the Westshore Academy of Sport as a catalyst.

Learning Resources:

Books/Print Materials

- Basketball Canada NCCP Basketball Level 2 Technical Coaching Manual
- Coaching Basketball Successfully – Morgan Wootten
- They Call Me Coach – John Wooden
- Training Soccer Champions – Anson Dorrance
- Internet-based coaching and technical information

Field Trips
- Demonstration practice sessions by local university/college coaches

Guest speakers and coaches with applicable expertise and experience in relevant areas

DVD's/Videos as applicable

www.bcsta.org
School District 62

Status: approved

School Name: Byte Alternate Program

Course Name: Fundamentals of Basketball 12

Course Code: YFBKB 12

Category: Fitness and Recreation

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 90

Date Approved: April 25, 2006

Prerequisites: Fundamentals of Basketball 11

Course Synopsis:

The objective of the Westshore Academy of Sport Fundamentals of Basketball (FB) 11 and Fundamentals of Basketball (FB) 12 is to provide a formal athletic training program within the framework of flexible core and elective course offerings at Westshore Center for Learning and Training.

Within the Westshore Academy of Sport (FB 11 and FB 12) the students will:

-Receive outstanding instruction from qualified coaches/teachers in an environment that is committed to athlete development
-Improve their skill and fitness through a variety of physical activities
-Be provided with an environment enabling them to achieve academic goals and enhance their opportunities to pursue post secondary playing and community coaching options
-Receive sports science instruction related to fitness and sport physiology, nutrition, strength training, and mental training
-Be provided with a support network and educational/vocational opportunities using the school and the Westshore Academy of Sport as a catalyst.
Learning Resources:

Books/Print Materials

- Basketball Canada NCCP Basketball Level 2 Technical Coaching Manual
- Coaching Basketball Successfully – Morgan Wootten
- They Call Me Coach – John Wooden
- Training Soccer Champions – Anson Dorrance
- Internet-based coaching and technical information

Field Trips
- Demonstration practice sessions by local university/college coaches

Guest speakers and coaches with applicable expertise and experience in relevant areas

DVD’s/Videos as applicable
Fundamentals of Officiating - Basketball 12 is a sport-specific program designed to enable students to explore the area of officiating in the sport of basketball. It will encompass extensive rule knowledge (NCAA 2006 Edition) in both theory, interpretation and application in game situations. Evaluation will include rules testing, Case Book interpretations and on-court assessments. It is hoped that this course will lead students into the area of amateur sports officiating (Basketball specific) and encourage students to continue in Basketball officiating in the British Columbia Basketball Officials Association (BCBOA) and the Victoria Basketball Officials Association (VBOA). In the following unit/topic descriptions, the Prescribed Learning Outcomes specific to the FO-B 12 Curriculum are outlined.

School District 62

Status: approved

School Name: Byte Alternate Program

Course Name: Fundamentals of Officiating 12

Course Code: YFOFF 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 90

Date Approved: April 25, 2006

Prerequisites: by application (commitment to participation)

Course Synopsis:

The objective of the Westshore Academy of Sport (Fundamentals of Officiating - Basketball) is to provide a formal athletic training program within the framework of flexible core and elective course offerings at Westshore Center for Learning and Training.

Within the Westshore Academy of Sport (FO-B 12) the students will:

- Receive outstanding instruction in an environment that is committed to athlete development from qualified coaches/teachers/instructors.
- Achieve a high standard in NCAA rules knowledge and game application
- Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue community, school, post secondary athletic and/or senior amateur officiating opportunities
- Be provided with a support network and educational/vocational opportunities using the school and the Westshore Academy of Sport as a catalyst.

Learning Resources:

NCAA Rule Book (NCAA 2006)

NCAA Case Book (2006)

Guest Speakers / Instructors

Additional Information:

Fundamentals of Officiating - Basketball 12 is a sport-specific program designed to enable students to explore the area of officiating in the sport of basketball. It will encompass extensive rule knowledge (NCAA 2006 Edition) in both theory, interpretation and application in game situations. Evaluation will include rules testing, Case Book interpretations and on-court assessments. It is hoped that this course will lead students into the area of amateur sports officiating (Basketball specific) and encourage students to continue in Basketball officiating in the British Columbia Basketball Officials Association (BCBOA) and the Victoria Basketball Officials Association (VBOA). In the following unit/topic descriptions, the Prescribed Learning Outcomes specific to the FO-B 12 Curriculum are outlined.
Fundamentals of Soccer 11 and Fundamentals of Soccer 12 (under separate submission for approval) are a sport-specific program designed to enable student-athletes to pursue personal excellence in the sport of soccer. It is essential that skills, techniques and tactical understanding of the game be reinforced on a continuous basis. Therefore, some of the Prescribed Learning Outcomes are common to both Fundamentals of Soccer 11 and Fundamentals of Soccer 12.

Additional Information:

Fundamentals of Soccer 11 and Fundamentals of Soccer 12 (under separate submission for approval) are a sport-specific program designed to enable student-athletes to pursue personal excellence in the sport of soccer. It is essential that skills, techniques and tactical understanding of the game be reinforced on a continuous basis. Therefore, some of the Prescribed Learning Outcomes are common to both Fundamentals of Soccer 11 and Fundamentals of Soccer 12.
School District 62

Status: approved

School Name: Byte Alternate Program

Course Name: Fundamentals of Soccer 12

Course Code: YFSO 12

Category: Fitness and Recreation

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 90

Date Approved: April 25, 2006

Prerequisites: by application (commitment to participation

Course Synopsis:

The objective of the Westshore Academy of Sport (Fundamentals of Soccer(FS) 11 and Fundamentals of Soccer(FS) 12) is to provide a formal athletic training program within the framework of flexible core and elective course offerings at Westshore Center for Learning and Training.

Within the Westshore Academy of Sport (FS 11 and FS 12) the students will:

- Receive outstanding instruction in an environment that is committed to athlete development from qualified coaches/teachers.
- Improve their skill and fitness through a variety of physical activities.
- Be provided with an environment that will enable them to achieve academic goals and enhance their opportunities to pursue post secondary athletic and/or senior amateur playing opportunities
- Receive sports science instruction including fitness, nutrition, strength training, sport physiology and mental training
- Be provided with a support network and educational/vocational opportunities using the school and the Westshore Academy of Sport as a catalyst

Learning Resources:

- Books - Canadian Soccer Association Coaching Manuals: Levels I, II, III, Community Coach Youth, Community Coach Senior Manuals (Canadian Soccer Association)
  National Coaching Certification Program (NCCP) Manuals: Levels I, II, III

- Videos – Winning Formula Series (English Football Association)

- Guest Coaches and Guest Speakers, with expertise and experience in relevant areas.

Additional Information:

Fundamentals of Soccer 11 (under separate submission for approval) and Fundamentals of Soccer 12 are a sport-specific program designed to enable student-athletes to pursue personal excellence in the sport of soccer. It is essential that skills, techniques and tactical understanding of the game be reinforced on a continuous basis. Therefore, some of the Prescribed Learning Outcomes are common to both Fundamentals of Soccer 11 and Fundamentals of Soccer 12.
School District 62

Status: approved

School Name: Edward Milne Community School
Course Name: Environmental Science and Ethnobiology 11
Course Code: YESCE 11
Category: Science and Applied Sciences

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12  

Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: April , 2005

Prerequisites: Successful completion of Science 10

Course Synopsis:
This is a hands-on course that introduces students to the environment in their own backyards. The course consists of a marine unit, an aquaculture unit, ethnobiology and ethnozoology units, and a climate change and global warming unit. Students will study these units not only through the lens of modern science, but also through the world views of West Coast indigenous people. This Board Authorized Course is paired with the Ministry recognized Biology 11 for a total of 8-credits for students who are in the Environmental Science program.

Learning Resources:

Greenstreet water sampling lab resource kit
Alexandra’s Echo (video)
Tglina: Rendering the Wealth (video)

Igniting the Sparkle: An Indigenous Science Education Model (G. Cajete, 1999)
Look to the Mountain: an Ecology of Indigenous Education (G. Cajete, 1988)
School District 62

Status: approved

School Name: Edward Milne Community School

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

\[ egin{array}{ccc}
10 & 11 & 12 \\
\end{array} \]

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: April 25, 2005

Prerequisites: Drama 9 or 10, (DRG 9; DRG 10) or Musical Theatre 10 (DRR10)

Course Synopsis:

Musical Theatre 12 is a course that provides students with an in-depth study of the Musical Theatre concept, the history of Musical Theatre, advanced Musical Theatre performance and/or technical techniques, and offers students the opportunity to participate in a Musical Theatre production. The course curriculum shall include the following: utilization of advanced characterization, exploration of classical and contemporary musical theatre production styles, exploration of specialized musical theatre styles, attendance of live theatrical experiences, and analysis and evaluation of theatrical experiences, Musical Theatre 12 further develops and refines those acting and theatre concepts and skills outlined in the Musical Theatre 11 curriculum. This advanced course is designed for the highly-motivated theatre student who wishes to pursue the study of contemporary dramatic theory through individual study, group discussion, focused research, and performance.

At the Grade 12 level, students are exposed to higher-level acting method and are granted opportunities for leadership and solo performances within the framework of a Musical. This course is offered two days per week “after hours” on a regular basis, primarily in the First Semester. Up to four rehearsals per week and a week of performances are mandatory parts of this course.

Learning Resources:

• Texts: All About Musical Theatre and The Stage and The School
• Internet resources
School District 62

Status: approved

School Name: Edward Milne Community School

Course Name: Sports Performance 11

Course Code: YSPPF 11

Category: Fitness and Recreation

Grade Level of Course: □ 10  X 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 180

Date Approved: April 25, 2006

Prerequisites: It is an elective course for committed youth soccer players; students will complete an application for

Course Synopsis:

The objective of Sports Performance 11 is to introduce students to sports science. Students will be aware of their health and fitness level by learning about health and nutrition, sports psychology, anatomy, physiology, sports injury prevention, goal setting, and time management.

Learning Resources:

• Books – Canadian Soccer Association Coaching Manuals: Level I, II, III.
  • Community Coach Youth, Community Coach Senior Manuals (Canadian Soccer Association)
  • National Coaching Certification Program Manuals: Levels I, II, III
• Videos – Winning Formula Series (English Football Association), Ultimate Plyometrics (Performance Enhancement Series).
• Guest Coaches, Speakers:
  - Tracy Davis: University of Victoria women’s coach
  - Jose Alameida: Former European professional player
  - Alan Churchard: Former Olympian coach, Former president of B.C.S.A., Current director of District Development for Youth Soccer.

www.bcsta.org
School District 62

Status: approved

School Name: Pacific Secondary School

Course Name: Aboriginal Hospitality 12

Course Code: YABH 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: April 25, 2006

Prerequisites: Prerequisite(s): Adult students who are non-graduates and school-aged youth can apply to take this course.

Course Synopsis:

Course Synopsis: This course is a part of the newly developed Aboriginal Hospitality Co-op Program to provide training opportunities for Aboriginal youth and adults to gain career skills. At this time, the emphasis is on careers working with Elders and people living with disabilities in a setting that reflects Aboriginal culture and First Nations ethics. In the process of completing this course, students will develop mentoring relationships with Elders and other leaders in the community. Students would also complete work experience and gain certifications such as FOODSAFE, SuperHost, WHMIS, First Aid and CPR. The course could also be adapted to prepare Aboriginal students to work in the trades areas.

Learning Resources:
Learning Resources:
?Career Cruising (www.careercruising.com)
?Self-assessment tools such as Myers-Briggs and True Colours
?Work Futures, in print and on the web at http://www.workfutures.bc.ca
?Job Futures (http://www/hrdc-drhc.gc.ca/jobfutures/)
?Career newspapers such as Canada Prospects
?Student WorkSafe 11/12 from Workers’ Compensation Board of British Columbia, available in CD-ROM format or at http://youngworker.healthandsafetycentre.org/s/Resources-Educators.asp Also the First Nations version of Student WorkSafe.
?Guiding Circles – an Aboriginal guide to finding career paths Booklet 1: Understanding Yourself by Rod McCormick, Norm Amundson et al available from Aboriginal Human Resource Development Council of Canada, at 306-956-5360 or contact.us@ahrdcc
?First Nations Young People [Becoming Healthy Leaders]
Part I: Balance [Emotional, Physical, Spiritual & Mental Health]
Part II: Study Track/Careers
Available by order form for $30 each from First Nations Education, Greater Victoria School District. Call for information at 250-475-4124.
?Exploring the Issues: Promoting Peace and Preventing Violence, a teacher resource (19 lessons) available from Lions-Quest Canada, 1-800-265-2680
?Exploring the Issues: Teens-Alcohol and Other Drugs, a teacher resource (15 lessons) available from Lions-Quest Canada, 1-800-265-2680
?SAY magazine (Spirit of Aboriginal Youth) from Spirit of Youth Enterprises, Inc at www.saymag.com
?Lifechoices by J. Campbell, available from Pearson Education Canada, 1-800-387-8028 ext7851
?B.C. Life Skills, a teacher resource of lesson organisers available from Rick Hansen Institute, (604) 822-4433 (This resource was distributed to all schools in BC)
?The Get Real Game, a simulation of a five-year school to work transition plan available from National life/Work Centre, 1-888-533-5683

Additional Information:

Additional Information:
Video resources are available at www.bcsta.org, BC Aboriginal Network on Disability Society.
School District 62

Status: approved

School Name: Pacific Secondary School

Course Name: Co-operative Education 12A

Course Code: YCOE 12A

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 25, 2006

Prerequisites: None

Course Synopsis:

This is intended to support and encourage students’ transition from school to the workplace. Students will complete 100 hours of course instruction and practical work experience (paid or unpaid) under the supervision of the Pacific Secondary School Career Coordinator and qualified employer representative(s)

Learning Resources:

• Superhost
• Worksafe
• Career Cruising Education Planner
• Blueprint for Life/Work Designs
• Additional internet-based resources
School District 62

Status: approved

School Name: Pacific Secondary School

Course Name: Co-operative Education 12B

Course Code: YCOE 12B

Category: Other

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 25, 2006

Prerequisites: COOP 12A

Course Synopsis:

This course is intended to support and encourage students' transition from school to the workplace. Students will complete 100 hours of course instruction and practical work experience (paid or unpaid) under the supervision of the Pacific Secondary School Career Coordinator and qualified employer representative(s).

Learning Resources:

• Superhost
• Worksafe
• Career Cruising Education Planner
• Blueprint for Life/Work Designs
• Additional internet-based resources
School District 62

Status: approved

School Name: Pacific Secondary School
Course Name: Hip Hop Choreography 12
Course Code: YHHC 12
Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12
Number of Course Credits: 12
Number of Hours of instruction: 100
Date Approved: April 25, 2006

Prerequisites: Students who are able to participate in physical activity are able to register for this course

Course Synopsis:

The objective of the Hip Hop/Dance Choreography class is to introduce students to the proper alignment techniques. This injury prevention is instructed in conjunction with basic and intermediate Hip Hop choreography. A final performance will be included which requires individual practice, memorisation and a dramatic element.

Learning Resources:

• Sound system
• CD’s/music
• Studio
School District 62

Status: approved

School Name: Pacific Secondary School

Course Name: Literacy Dynamics 10

Course Code: YLITD 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

☐ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: April 25, 2006

Prerequisites: Students who are significantly below grade level in reading and writing and who have been recomme

Course Synopsis:

Literacy 10 has been developed for students who are significantly below grade level in reading and writing and students who have been recommended through the School Based Team and/or Counsellor. The course is designed to run concurrently with the students’ regular English class. It will enhance reading, writing, and organizational/study skills/test taking skills. The course is divided into the following components: Reading Strategies and Skills; Writing Strategies and Skills; Study, Test Taking and Note Taking Strategies and Skills; and Organizational and Time Management Strategies and Skills. The course will provide:

• Explicit reading instruction with emphasis on vocabulary development, fluency, and reading comprehension; a variety of comprehension strategies that will increase understanding of content in the various academic subjects; opportunity for recreational reading; direct instruction on the reading process which will help students become strategic readers.

• Explicit writing instruction designed to help remediate weaknesses in writing skills. Emphasis will be on developing knowledge of the writing process, grammar, spelling and editing skills, sentence, paragraph and essay composition, and writing for various purposes and audiences.

• Explicit instruction in study skills, test taking, and note taking strategies. Emphasis will be on developing a repertoire of skills in these key areas.

• Explicit instruction in organizational and time management strategies. Emphasis will be on developing student mastery of skills in these key areas.

The course is divided into five units but the delivery of the course will see these units woven together. The organizational chart indicates the time that will be spent on each key area.
This course is designed to meet the needs of a growing number of students in the school population that have reached grade ten possessing below grade level literacy skills. With this course students should hope to see important gains in their literacy and academic skills and be better able to meet the demands of the new graduation program. Without such a course the likelihood of their passing their courses, in particular course requiring effective reading and writing skills, will be greatly diminished.

Learning Resources:

The course will draw on a variety of teacher and students resources that will include:
• Reading 44
• 50 Literacy Strategies that Work
• Language Arts: Content and teaching Strategies
• The Writer’s Workshop
• Helping Struggling Readers and Writers to be Successful
• I Read It But I Don’t Get It (Cris Tovani)
• The work of Dawn Reithaug
• Smart Reading and other work of Susan Close
• The work of Faye Brownlie
• Reading for Understanding
• Grammarwork 1 and 2
• Sentence Combining
• The New Superteaching
• Phonetic Dictionaries
• The Awful Speller’s Handbook
• Success Maker
• Other educational software
• A variety of video, books on tape, fiction, non-fiction books, high interest/low vocabulary materials, and other software and assistive technology; adapted and modified novels, plays and related materials

Additional Information:

This course is designed to meet the needs of a growing number of students in the school population that have reached grade ten possessing below grade level literacy skills. With this course students should hope to see important gains in their literacy and academic skills and be better able to meet the demands of the new graduation program. Without such a course the likelihood of their passing their courses, in particular course requiring effective reading and writing skills, will be greatly diminished.
School District 62

Status: approved

School Name: Western Opportunity Network

Course Name: Literacy Dynamics 10

Course Code: YLITD 10

Category: Other

Grade Level of Course: X 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: ,

Prerequisites: Students who are significantly below grade level in reading and writing and who have been recommended

Course Synopsis:

Literacy 10 has been developed for students who are significantly below grade level in reading and writing and students who have been recommended through the School Based Team and/or Counsellor. The course is designed to run concurrently with the students' regular English class. It will enhance reading, writing, and organizational/study skills/test taking skills. The course is divided into the following components: Reading Strategies and Skills; Writing Strategies and Skills; Study, Test Taking and Note Taking Strategies and Skills; and Organizational and Time Management Strategies and Skills. The course will provide:

• Explicit reading instruction with emphasis on vocabulary development, fluency, and reading comprehension; a variety of comprehension strategies that will increase understanding of content in the various academic subjects; opportunity for recreational reading; direct instruction on the reading process which will help students become strategic readers.

• Explicit writing instruction designed to help remediate weaknesses in writing skills. Emphasis will be on developing knowledge of the writing process, grammar, spelling and editing skills, sentence, paragraph and essay composition, and writing for various purposes and audiences.

• Explicit instruction in study skills, test taking, and note taking strategies. Emphasis will be on developing a repertoire of skills in these key areas.

• Explicit instruction in organizational and time management strategies. Emphasis will be on developing student mastery of skills in these key areas.

The course is divided into five units but the delivery of the course will see these units woven together. The organizational chart indicates the time that will be spent on each key area.
Western Opportunity Network is now known as Pacific Secondary School.

This course is designed to meet the needs of a growing number of students in the school population that have reached grade ten possessing below grade level literacy skills. With this course students should hope to see important gains in their literacy and academic skills and be better able to meet the demands of the new graduation program. Without such a course the likelihood of their passing their courses, in particular course requiring effective reading and writing skills, will be greatly diminished.

Learning Resources:

• Reading 44
• 50 Literacy Strategies that Work
• Language Arts: Content and teaching Strategies
• The Writer’s Workshop
• Helping Struggling Readers and Writers to be Successful
• I Read It But I Don’t Get It (Cris Tovani)
• The work of Dawn Reithaug
• Smart Reading and other work of Susan Close
• The work of Faye Brownlie
• Reading for Understanding
• Grammarwork 1 and 2

Additional Information:

Western Opportunity Network is now known as; Pacific Secondary School.

This course is designed to meet the needs of a growing number of students in the school population that have reached grade ten possessing below grade level literacy skills. With this course students should hope to see important gains in their literacy and academic skills and be better able to meet the demands of the new graduation program. Without such a course the likelihood of their passing their courses, in particular course requiring effective reading and writing skills, will be greatly diminished.
School District 63

Status: approved

School Name: Claremont Secondary School

Course Name: Jewelry & Art Metal 10

Course Code: YJWAM 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: ,

Prerequisites: None

Course Synopsis:

Jewelry and Art Metal 10 is designed as an introductory Metalworking course for students to learn a variety of practical Skills in the art metal and jewelry field. For high school students, This course provides opportunities to:
• develop a keen interest in an exciting area of study and Practice
• design and create projects
• pursue personal interests
• develop practical life skills to enhance self-reliance, including the capacity to be critical consumers of metal products
• study historical and modern examples of jewelry and art metal work and to be aware of the significance of jewelry with reference to various historical and contemporary societies
• provide a foundation for further study in this area or metal fabrication and machining
• develop marketable skills (to meet existing and anticipated new demands in the workplace)
School District 63

Status: approved

School Name: Claremont Secondary School

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Choose a Category

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100-120

Date Approved: ,

Prerequisites: none

Course Synopsis:

This course has been developed to provide students with the opportunity to apply and enhance their leadership skills. Students learn to practically apply skills learned from previous leadership courses or programs. The course provides students with the opportunity to continue to develop and enhance their leadership skills including organization, planning, formal meeting processes, etiquette and networking.
School District 63

Status: approved

School Name: Parkland Secondary School

Course Name: Cafeteria 10

Course Code: YCAF 10

Category: Choose a Category

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:

Prerequisites: none

Course Synopsis:

This course caters to a wide variety of students. There is something for those who wish to earn more about cooking in general and those who are interested in pursuing the food and hospitality industry as a career. Emphasis is on the practical as students get an appreciation for what it is like to work in an industrial kitchen and appreciate the business side of cooking. Students are required to rotate through the different areas of the kitchen, working their way from simple cold foods to baking and creating more complex main dishes. Students will all operate the different machines in the kitchen, learn to practice safe food handling and proper personal hygiene. Students take away an understanding of different measuring systems and the general attitude expected of a qualified worker in the food-service industry.
School District 63

Status: approved

School Name: Parkland Secondary School

Course Name: English as a Second Language 10

Course Code: YESL 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:

Prerequisites: none

Course Synopsis:

This course has been developed to assist students whose primary language is not English, to become more proficient in English, and to provide language support in other course subjects to enable such students to meet the prescribed learning outcomes of the provincial curriculum.
School District 63

Status: approved

School Name: Stelly's Secondary School
Course Name: Automotive Machining 10
Course Code: YAMCH 10
Category: Choose a Category
Grade Level of Course:  
10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: ,

Prerequisites: Metal, Automotive machining tools and related equipment

Course Synopsis:

This course is intended to expose the student to the automotive machine shop environment. The focus is on engine rebuilding procedures with emphasis on improved performance and efficiency. Learning Outcomes for this course are grouped under the curriculum organizers: Self & Society, Safety, Shop Practices, Machine Skills.
School District 63

Status: approved

School Name: Stelly's Secondary School

Course Name: Environmental Studies 11

Course Code: YES 11

Category: Choose a Category

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: 

Prerequisites: None

Course Synopsis:

Environmental Studies 11/12 will provide a focus area for students interested in ecological and nature studies. Areas of focus will include environmental issues, resource management, and naturalist studies. Environmental Studies 11/12 will also include an environmental project component that will be student initiative based. Learning outcomes for Environmental Studies 11/12 will be grouped under the following curriculum organizers:

Grade 11:
Behind environmental Issues
Resource Management
Projects/Community Service

Grade 12:
Naturalist studies
Environmental Awareness
School District 63

Status: approved

School Name: Stelly's Secondary School

Course Name: Environmental Studies 12

Course Code: YES 12

Category: Choose a Category

Grade Level of Course:  
- 10
- 11  X
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: 

Prerequisites: None

Course Synopsis:

Environmental Studies 11/12 will provide a focus area for students interested in ecological and nature studies. Areas of focus will include environmental issues, resource management, and naturalist studies. Environmental Studies 11/12 will also include an environmental project component that will be student initiative based. Learning outcomes for Environmental Studies 11/12 will be grouped under the following curriculum organizers:

Grade 11:
- Behind environmental Issues
- Resource Management
- Projects/Community Service

Grade 12:
- Naturalist studies
- Environmental Awareness
School District 63

Status: approved

School Name: Stelly's Secondary School

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to explore the art of First Nations cultures. Although the primary focus is on the Pacific Northwest Coast, artistic styles of other aboriginal groups are examined as well.

Students will become familiar with the basic characteristics of Native art by studying the work of various artists, and by creating their own art projects, using traditional and non-traditional media including painting, drawing, printmaking and sculpting.

Students will be exposed to a variety of image development techniques to encourage the production of their own original artwork. Students will develop critical thinking skills through the analysis of works of art, and through self and peer-assessments of their own projects.

Learning Outcomes for the course are organized under the broad category of the Visual Arts 8-10 Prescribed Learning Outcomes: Perceiving and Responding, and Creating and Communicating.

Where and when possible, practicing First Nations artists are invited to the class for demonstration and discussion.

Learning Resources:

Books - wide variety of school and teacher's own resources
Images - posters, slides, etc.
Videos - various artists
Guest speakers
Internet
Computers, printers, Adobe Photoshop
Art materials and tools

Additional Information:

This course was initiated by Judith Powell in September 1995 as a Locally Developed course. A minimum of two classes have run each year since then. It has given many First Nations students a class where their culture is at the forefront and where they comprise the majority of students in the class.

www.bcsta.org
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Animation and Game Creation 11

Course Code: YANGC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10
- [x] 11
- [ ] 12

Number of Course Credits: 2

Number of Hours of Instruction: 60

Date Approved: December 12, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage the growing interest in computer animation and gaming by our student body. Students will learn the basics of computer animation. They will be introduced to Flash MX, the industry standard in animation software and Visual Basic.net. The learning material format for this course will be a combination of demonstration lectures and tutorials. Students will have a chance to demonstrate the skills they have learned through a final project. Learning outcomes for this course are grouped under the curriculum organizers: Personal Management, Computer Literacy, Animation and Gaming Process and Ethics.

Learning Resources:

- Computer Based tutorials
- DVD based tutorials
- Maya online help
- Field trip to CATO (post secondary animation institute)
- Books
- Teacher generated material
- Game Programming with Visual Basic, SAMS, 2001
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Car Care 11

Course Code: YCC 11

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 2

Number of Hours of Instruction: 60

Date Approved: April 20, 2004

Prerequisites: none

Course Synopsis:

This course has been developed to provide students with "how your car works" knowledge. Students will learn the major components that comprise the engine support systems, brakes, drive line, steering, suspension and power train. Students are involved in vehicle maintenance inspections as well as correct service intervals and repair procedures. This approach supports student skill development and safety responsibilities and encourages awareness of the environmental impact involved in the operation of the automobile.

Learning Resources:

Videos: Basic Care Care & Vehicle Maintenance and Fluid Service;
Chilton's service manuals;
Instructor prepared handouts;
Internet resources;
Automotive Mechanics
Automotive Mechanics Fundamentals
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Career/Life Transition 11

Course Code: YCLTR 11

Category: Other

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Planning 10A

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
Animation has been taught at Penticton Secondary School since 1999 and has inspired a number of students to seek employment in this fast growing field. Recently several of our graduates returned to talk to the current students in the program about their jobs. A number of our graduates are working in the field and have been part of the teams that produced major films. Several are working for large animation firms in Vancouver.

Note: 2 credit version of course requires 60 hours of instruction.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Computer Certificates 11

Course Code: YCCS 11

Category: Trades and Technology

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 2, 2004

Prerequisites: none

Course Synopsis:

Computer Certificates will be a practical, hands-on computer course that will allow students to become more efficient in all components of their life - at work, at university, and at home. The course will be informative, educational, and result in certificates that will be the foundation of a strong resume. In today's computer reliant society, knowing the basics of word processing, spreadsheets, data base, powerpoint, web page design, and desktop publishing is a real advantage for any student leaving secondary school. This course will not only provide this advantage it will also allow students to take a mastery quiz at the end of each unit and if mastery of the application is demonstrated, the student will achieve a Penticton Secondary School Certificate of Completion. Computer Certificates is a course that is a practical way to build your resume, it allows you to become more computer efficient in preparation for all the computer routines and tasks required in the real world, and it gives you a head start on the competition in the job market.

Learning Resources:

Handouts created by instructor; Microsoft Office (Word, Excel, Access, Frontpage), Quark Xpress (Desktop Publishing Software), Digital Camera, Internet.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Creative Expressions 11

Course Code: YCREX 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 14, 2008

Prerequisites: None

Course Synopsis:

Creative Expressions is a two credit course designed for students with little or no previous experience in drawing and painting. The goal is to introduce new concepts and techniques to students with a limited art experience as well as allow students with some background to expand on existing knowledge. Students will explore image development through an array of strategies while implementing the elements and principles of design. A variety of approaches and techniques will be introduced that will allow students to explore personal imagery.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: ESL Advanced 10/11/12

Course Code: YESLA 10/11/12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: ESL student as identified by the school

Course Synopsis:

English as a Second Language is a program available to students whose primary language is not English. They may require language assistance in order to develop their individual potential within the BC School System. This course has been developed to provide an opportunity for students in the English as a Second Language (ESL) population to:
- Receive assistance with subject work;
- Improve and develop academic vocabulary;
- Receive remedial help in the areas of speaking, reading and writing English where an ESL student has weaknesses;
- Help develop social;
- Be tested periodically to determine gains in learning English;
- Have the Annual Instructional Plan administered.

Learning Resources:

Textbooks by subject;
Direction and guidance from ESL teacher/resource person
Video - Shared Pair Reading
English as a Second Language: Standards, Ministry of BC 2001
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: ESL Beginner 10/11/12

Course Code: YESLB 10/11/12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: ESL student as identified by the school

Course Synopsis:

English as a Second Language is a program available to students whose primary language is not English. They may require language assistance in order to develop their individual potential within the BC School System. This course has been developed to provide an opportunity for students in the English as a Second Language (ESL) population to:

- Receive assistance with subject work;
- Improve and develop academic vocabulary;
- Receive remedial help in the areas of speaking, reading and writing English where an ESL student has weaknesses;
- Help develop social;
- Be tested periodically to determine gains in learning English;
- Have the Annual Instructional Plan administered.

Learning Resources:

Textbooks by subject;
Direction and guidance from ESL teacher/resource person
Video - Shared Pair Reading
English as a Second Language: Standards, Ministry of BC 2001
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: ESL Intermediate 10/11/12

Course Code: YESLI 10/11/12

Category: Other

Grade Level of Course:  X 10  X 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: ESL student as identified by the school

Course Synopsis:

English as a Second Language is a program available to students whose primary language is not English. They may require language assistance in order to develop their individual potential within the BC School System. This course has been developed to provide an opportunity for students in the English as a Second Language (ESL) population to:
- Receive assistance with subject work;
- Improve and develop academic vocabulary;
- Receive remedial help in the areas of speaking, reading and writing English where an ESL student has weaknesses;
- Help develop social;
- Be tested periodically to determine gains in learning English;
- Have the Annual Instructional Plan administered.

Learning Resources:

Textbooks by subject;
Direction and guidance from ESL teacher/resource person
Video - Shared Pair Reading
English as a Second Language: Standards, Ministry of BC 2001
Film and TV 11/12 has been taught at Penticton Secondary since 1999 and has inspired a number of students to seek employment in this fast growing field.

**Course Synopsis:**
This course is designed to introduce the basics of film and television through an exploration of still and moving video. Students will use original concepts to develop short films, public service announcements, and documentaries using a variety of techniques. In addition to using digital cameras and video cameras, students will create their own sound effects, and music and will edit their projects on IMovie. Classes will focus on experiential learning through practical demonstrations and labs. Evaluation will be based on performance in both group and individual settings.

**Learning Resources:**
Handouts created by instructor, a variety of film and tv manuals and magazines, internet.

**Additional Information:**
Film and TV 11/12 has been taught at Penticton Secondary since 1999 and has inspired a number of students to seek employment in this fast growing field.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: First Nations Futures 11

Course Code: YFNFU 11

Category: Other

Grade Level of Course:  

10  

11  X

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

May 8, 2006

Prerequisites:  

none

Course Synopsis:

First Nations Futures 11 is a self-directed learning experience modeled on the Navigator Program, coming out of Simon Fraser University in the middle 1990’s. One of the central goals of the program is the “creation of greater curricular coherence and student engagement”. The ‘Navigator Tutorial’ which is the position that First Nations Futures has in the Navigator model, is the means that will be utilized to enhance meaning and relevance for grade 11 aboriginal students.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: First Nations Futures 12

Course Code: YFNFU 12

Category: Other

Grade Level of Course:  ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: none

Course Synopsis:

First Nations Futures 12 is a self-directed learning experience modeled on the Navigator Program, coming out of Simon Fraser University in the middle 1990's. One of the central goals of the program is the “creation of greater curricular coherence and student engagement”. The ‘Navigator Tutorial’ which is the position that First Nations Futures has in the Navigator model, is the glue that binds the students grade 11 and 12 program together and enhances meaning and relevance.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Foreign Foods 11

Course Code: YFF 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 20, 2004

Prerequisites: none

Course Synopsis:
This course is designed to complement provincial food studies courses currently being offered at Penticton Secondary School. Foreign Foods 11 will augment students' knowledge of food safety, nutrition, and cooking techniques through the presentation and practice of international cuisine and food styles. Students will study food customs and cooking techniques inherent to a variety of cultures. In addition to this practical exploration students will be exposed to basic rules of food safety and sanitation through food safe level one. Classes will focus on experiential learning through practical demonstrations and labs. Evaluation will be based on performance in both group and individual settings. This course is intended to interface with Career and Personal Planning 10 and 11; offering students an opportunity to explore food studies through a 2 credit option.

Learning Resources:

Food Safe Level 1 Instructors kit
Variety of cookbooks and Internet sites

Additional Information:

Foreign Foods 11 has been taught at Penticton Secondary School since 2001 and has enjoyed great popularity and success with the students. It has grown from an enrolment of 50 to over 125 students in 2003-2004.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Hockey Academy

Course Code: YHSK 10 / 11 / 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: excess of

Date Approved: April 20, 2004

Prerequisites: member of the Hockey Academy Team

Course Synopsis:

The goal of Penticton Secondary School and the Okanagan Hockey Academy is to fully develop each player’s individual skills and tactics and athletic potential. Once the players have mastered skills and tactics individually, these will be incorporated into team skills, tactics and strategies.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Hockey Skills 10

Course Code: YHSK 10

Category: Fitness and Recreation

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4 each

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Students must be a member Penticton Minor Hockey Association or Summerland Minor Hockey Association

Course Synopsis:
The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy TM.

Learning Resources:

• Fifty-Two Week Hockey Training 2002
• Hockey Canada Skills Academy Technical Curriculum 2003
• NCCP Level 1 Theory Program 2001
• Skills of Gold: Hockey Skills Video Series 2003
• Sports Nutrition Guidebook 2003
• Strength & Ball Training 2002
• Strength Conditioning & Injury Prevention for Hockey 2002
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: International Studies 12

Course Code: YINST 12

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 2

Number of Hours of instruction: 100

Date Approved:  
June 13, 2005

Prerequisites:  
none

Course Synopsis:

Students will consider the historical, socio-economic, environmental, educational and political factors that shape our world -- including a critical examination of the various media that affect their opinions. Focus groups within the class will develop an assessment and action plan for various areas of the world. This course aims to provide balanced viewpoints and to encourage students to develop a critical awareness of international affairs.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course: 10 □ 11 □ 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 - 120

Date Approved: April 20, 2004

Prerequisites: none

Course Synopsis:

This course has been developed to help make students at the grade 10 level become aware of their abilities and capabilities to influence or lead others in positive ways. Students will develop lifelong skills in the areas of self-image, goal setting, time management, public speaking, school and community service, public relations, conflict resolution and understand a variety of leadership styles.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Choose a Category

Grade Level of Course: 10 11 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: none

**Course Synopsis:**

This course has been developed to help make students at the grade 11 levels become more aware of their abilities and capabilities to influence or lead others in positive ways. It will help students develop the organizational skills needed to help make events positively influence students in school, people in our community, province, country and even people throughout the world.

**Learning Resources:**

- Seven Habits of Highly Effective Teens (Covey)
- Seven Habits of Highly Effective People (Covey)
- Lead nNow ro Step Aside
- Various student conferences
- CASAA newsletter
- BCASAA newsletter/website
- Internet
- Digital Camera
- Lap Top Computer - LC Projector
In order to afford grade 12 students the opportunity to take Leadership 12 and yet allow them the opportunity to take a full time table of 8 courses, Leadership 12 has been developed in such a way that it can also be effectively taken outside the regular school timetable. ie at lunchtime.

Leadership 11 should not be a prerequisite course for Leadership 12.

Additional Information:

In order to afford grade 12 students the opportunity to take Leadership 12 and yet allow them the opportunity to take a full time table of 8 courses, Leadership 12 has been developed in such a way that it can also be effectively taken outside the regular school timetable. ie at lunchtime.

Leadership 11 should not be a prerequisite course for Leadership 12.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: June 13, 2005

Prerequisites:

Video and audio tapes related to subject curriculum; daily planner; Inspirations, Successmaker, Kurzweil, and other software; adapted and modified novels, plays and related materials; Ministry website.

Course Synopsis:

This course is for students with learning difficulties or identified learning disabilities, students having difficulty learning course content, students who need adaptations or modifications to their course work and students who have been recommended through the School Based Team, Learning Centre and/or Counsellor. This course has been designed to help meet the academic and emotional needs of students with learning difficulties, chronic health issues, physical disabilities, and identified learning disabilities. It provides direct instruction in the effective learning skills and strategies that are needed to become independent, successful learners. It has been developed to provide an opportunity for students to:

- Receive instruction in strategies to assist general learning in the regular classroom;
- Receive assistance utilizing these strategies while doing subject work from regular classrooms;
- Receive instruction in organizational/time management strategies;
- Receive instruction in study skills strategies;
- Receive instruction for remediation of academic areas of concern (eg reading, writing, math);
- Receive the extra time required to finish tests from regular classrooms;
- Prepare for the writing of provincial examinations;
- Receive counselling in developing skills that enable them to deal effectively with staff and peers;
- Receive counselling on how to effectively solve problems or conflicts;
- Develop the skills needed to be effective self-advocates.

The primary focus for students taking this course at the grade 10 level will be on more intense instruction in various organizational and study skill techniques. They will be more closely monitored for binder organization, planner use, and homework completion. Grade 11 and 12 students will be expected to show more independence in their use of these skills, as well as starting to focus more on personal goal setting. They will be expected to show more effective self-advocacy skills and more independence in accessing any adaptations that they may qualify for on government exams.

Learning Resources:

Video and audio tapes related to subject curriculum; daily planner; Inspirations, Successmaker, Kurzweil, and other software; adapted and modified novels, plays and related materials; Ministry website.
**School District 67**

Status: approved

School Name: Penticton Secondary

Course Name: Learning Strategies 11

Course Code: YLS 11

Category: Other

Grade Level of Course:  
- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: June 13, 2005

Prerequisites:

**Course Synopsis:**

This course is for students with learning difficulties or identified learning disabilities, students having difficulty learning course content, students who need adaptations or modifications to their course work and students who have been recommended through the School Based Team, Learning Centre and/or Counsellor. This course has been designed to help meet the academic and emotional needs of students with learning difficulties, chronic health issues, physical disabilities, and identified learning disabilities. It provides direct instruction in the effective learning skills and strategies that are needed to become independent, successful learners. It has been developed to provide an opportunity for students to:

- Receive instruction in strategies to assist general learning in the regular classroom;
- Receive assistance utilizing these strategies while doing subject work from regular classrooms;
- Receive instruction in organizational/time management strategies;
- Receive instruction in study skills strategies;
- Receive instruction for remediation of academic areas of concern (e.g., reading, writing, math);
- Receive the extra time required to finish tests from regular classrooms;
- Prepare for the writing of provincial examinations;
- Receive counselling in developing skills that enable them to deal effectively with staff and peers;
- Receive counselling on how to effectively solve problems or conflicts;
- Develop the skills needed to be effective self-advocates.

The primary focus for students taking this course at the grade 10 level will be on more intense instruction in various organizational and study skill techniques. They will be more closely monitored for binder organization, planner use, and homework completion. Grade 11 and 12 students will be expected to show more independence in their use of these skills, as well as starting to focus more on personal goal setting. They will be expected to show more effective self-advocacy skills and more independence in accessing any adaptations that they may qualify for on government exams.

**Learning Resources:**

Video and audio tapes related to subject curriculum; daily planner; Inspirations, Successmaker, Kurzweil, and other software; adapted and modified novels, plays and related materials; Ministry website.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Learning Strategies 11

Course Code: YLS 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: June 13, 2005

Prerequisites: students identified with learning disabilities

Course Synopsis:

This course has been designed to help meet the academic and emotional needs of students with learning difficulties, chronic health issues, physical disabilities, and identified learning disabilities. It provides direct instruction in the effective learning skills and strategies that are needed to become independent, successful learners. The primary focus for students taking this course at the grade 10 level will be on more intense instruction in various organizational and study skill techniques. Grade 11 students will be expected to show more independence in their use of these skills, as well as starting to focus more on personal goal setting. They will be expected to show more effective self-advocacy skills and more independence in accessing any adaptations that they may qualify for on government exams.

Learning Resources:

Video and audio tapes related to subject curriculum; daily planner; Inspirations, Successmaker, Kurzweil and other software; adapted and modified novels, plays and related materials; Ministry website.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Literacy Dynamics 10

Course Code: YLITD 10

Category: Other

Grade Level of Course:  

☑ 10

☐ 11

☐ 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: June 13, 2005

Prerequisites:

Course Synopsis:

This course is for students who are significantly below grade level in reading and writing and students who have been recommended through the School Based Team, Learning Centre and/or Counsellor. Literacy Dynamics is designed to be taken concurrently with the students' regular English class. It will enhance reading, writing, and organizational/study skills. The course will provide:

- explicit reading instruction with emphasis on vocabulary development, fluency, and reading comprehension;
- a variety of comprehension strategies that will increase understanding of content in the various academic subjects;
- a published spelling program;
- opportunity for recreational reading;
- direct instruction on the reading process which will help students become strategic readers;
- assistance with assignments and comprehension of work from the students' English class;
- direct instruction to help remediate weaknesses in writing skills.

Learning Resources:

Video, books on tape, fiction, non-fiction books, high interest/low vocabulary materials; Inspirations, Successmaker; Kurzweil and other software and assistive technology; adapted and modified novels, plays and related materials; rewards program; Smart Reading strategies.
School District 67

Status: approved

School Name: Penticton Secondary
Course Name: Literacy Dynamics 11
Course Code: YLITD 11
Category: Other

Grade Level of Course: 10 11 12
Number of Course Credits: 2 or 4
Number of Hours of instruction: 60 or 120
Date Approved: June 13, 2005

Prerequisites:

**Course Synopsis:**

This course is for students who are significantly below grade level in reading and writing and students who have been recommended through the School Based Team, Learning Centre and/or Counsellor. Literacy Dynamics is designed to be taken concurrently with the students' regular English class. It will enhance reading, writing, and organizational/study skills. The course will provide: explicit reading instruction with emphasis on vocabulary development, fluency, and reading comprehension; a variety of comprehension strategies that will increase understanding of content in the various academic subjects; a published spelling program; opportunity for recreational reading; direct instruction on the reading process which will help students become strategic readers; assistance with assignments and comprehension of work from the students' English class; direct instruction to help remediate weaknesses in writing skills.

**Learning Resources:**

Video, books on tape, fiction, non-fiction books, high interest/low vocabulary materials; Inspirations, Successmaker; Kurzweil and other software and assistive technology; adapted and modified novels, plays and related materials; rewards program; Smart Reading strategies.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Outdoor Recreation 11

Course Code: YOR 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 2, 2004

Prerequisites: none

Course Synopsis:

Outdoor Recreation is designed to introduce the basics of outdoor experiences through working together as a group to build trust and confidence in each other while appreciating the local environment. This course will build upon the student's knowledge of outdoor activities with safety and cooperation as the key components. The students will be taught a variety of outdoor skills through classroom and field instruction.

Learning Resources:

Guest instructors with expertise in relevant areas;
Videos on related activities;
Articles and information related to outdoor recreation;
Information produced by the BC Ministry of Environment, Lands and Parks;
South Okanagan-Similkameen Stewardship Program;
South Okanagan-Similkameen Search and Rescue Handbook.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Other

Grade Level of Course:  

10 11 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course: ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course:  

10   11   12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:  

December 2, 2004

Prerequisites:  

None

Course Synopsis:

This course is designed to introduce the basics of the art curriculum through the historical development of photography. Photography will augment students’ knowledge of art and design using photography techniques through the image development of photographic images. Students will use a variety of photographic techniques to create meaningful imagery. In addition to taking pictures, students will learn how to develop negatives and prints in the traditional darkroom style, and will manipulate digital images to create a video story. Classes will focus on experiential learning through practical demonstrations and labs. Evaluation will be based on performance in both group and individual settings. This course is intended to interface with Career and Personal Planning 10 and 11; offering students an opportunity to explore visual imagery through a 2 credit option.

Learning Resources:

Handouts created by instructor.
A variety of photographic manuals and magazines.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Pottery 11

Course Code: YPOTT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:   December 2, 2004

Prerequisites: none

Course Synopsis:

Pottery 11 is a two credit course designed for students with little or no experience with clay. In this course students will be introduced to the properties of clay and glazes, hand-building and wheel-throwing techniques as well as the cultural and historical significance of clay-based art. The focus will not only be on skill and technique but the creative aspects of form and surface design.

Learning Resources:

Videos: Wane Ngan - Reflections of Earth (Joe Fafard)
Variety of visuals, posters, articles.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: None

Course Synopsis:

Psychology is the science that studies the behaviours and mental processes of humans and other living things. Psychology 12 provides an introduction to selected areas in the field of psychology. Psychology is connected to both natural and social sciences, therefore, emphasis will be placed on studying how psychologists look for biological explanations for behaviour and on exploring the influences of society on individual behaviour and group relationships.

Learning Resources:

Understanding Psychology (Glencoe/McGraw-Hill)
Understanding Psychology: Teaching Transparencies
Psychology: Themes and Variations Fifth Edition (Wadsworth)
Commercial and educational videos
Internet
DSM-IV
Guest speakers

Additional Information:

Psychology 12 is a preparatory course for first year Psychology in university.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Stage Craft 10

Course Code: YST10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction:

Date Approved:  

May 14, 2007

Prerequisites:  

None

Course Synopsis:

Stage Craft 10 is a course in theatre design. Students will explore the creative areas of theatre design by learning a variety of painting, design, construction and sound/lighting techniques. The following areas will be addressed throughout the course: Theatre background, properties, construction, painting, sound and lighting. There are no prerequisites for this class.
Stagecraft 10 will be designed as a prerequisite course for Technical Theatre 11/12 which is also offered.

Additional Information:
Stagecraft 10 will be designed as a prerequisite course for Technical Theatre 11/12 which is also offered.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Textile Arts & Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: None

Course Synopsis:

Textile Arts and Crafts 11 is a creative course that has been developed to further explore the world of Arts and Crafts through the use of different sewing techniques. It is a course that incorporates hand/machine/serger sewing and craft making techniques. Students are introduced toquilting, applique, hand and computerized machine embroidery, the making of stuffed animals/toys, and needlepoint. The student's individual choice of crafts for personal, special occasion gifts and celebrations will vary according to difficulty, time, availability of materials and interest and they should be more detailed than those chosen for lower grade level Arts and Crafts courses.

Additional Information:

Students will need adequate sewing supplies and the ability to purchase the required fabric and materials to complete their projects. A $15.00 course fee is mandatory for those students wishing to make a series of small projects for Units 1, 2 and 3. All students will have to purchase materials for Units 4 and 5.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Textiles Tailoring 12

Course Code: YTXT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 2, 2004

Prerequisites: Textile Studies 12 recommended or permission of teacher

Course Synopsis:

Textiles Tailoring 12 is a course that has been developed for the more advanced textiles student who wishes to explore the world of Tailoring through the use of different sewing techniques. It is a course that incorporates hand/machine/serger sewing and specific tailoring techniques. Minimum course requirement includes the construction of a tailored lined jacket. Students are introduced to various tailoring techniques including bound buttonholes, welt pockets, and collars with pad stitching. The student's individual choice of pattern(s) will vary according to difficulty, time, availability of materials and interest.

Learning Resources:

Teacher resource materials/commercial patterns.
Teacher library of pattern books.
Internet resource materials.
Computer software design choices.
Books: Today's Custom Tailoring (Revised), Reader's Digest Complete Guide to Sewing 2nd Edition

Additional Information:

Students will need adequate sewing supplies and the ability to purchase the required fabric and materials to complete their projects. All students will have to purchase materials for Units 2 and 4.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Textiles: Arts & Crafts 10

Course Code: YTXAC 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

Textile Arts and Crafts 10 is a creative course that has been developed to explore the world of Arts and Crafts through the use of different sewing techniques. It is a course that incorporates hand/machine/serger sewing and craft making techniques. Students are introduced to quilting, appliqué, hand and computerized machine embroidery, the making of stuffed animals/toys, and needlepoint. The student’s individual choice of crafts for personal, special occasion gifts and celebrations will vary according to difficulty, time, availability of materials and interest.

Learning Resources:

• Teacher resource materials/sketches of design choices
• Teacher library of pattern choices
• Internet resource materials/sketches of design choices
• Computer software design choices
• Bernina Artista: The Art Of Embroidery – Version 3.0
• Embroidery machine design module
• Books
  - McCall’s Needlework Treasury, The Editors of McCall’s Needlework and Crafts Magazine, Random House – The McCall Corporation, 1972

Additional Information:

This is a course that has been offered at Penticton Secondary School for the past decade. Students will need adequate sewing supplies (list to be given students) and the ability to purchase the required fabric and materials to complete their projects. A $15.00 course fee is mandatory for those students wishing to make a series of small projects for Units 1, 2 and 3. All students will have to purchase materials for Units 4 and 5.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Walking for Fitness 11

Course Code: YWFF 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 2, 2004

Prerequisites: none

Course Synopsis:

This course is designed to introduce the development of fitness through the use of walking. Walking for Fitness will re-inforce and augment theories and practices in conditioning and fitness relative to low intensity/long duration activities. Students will measure their fitness levels, determine goals, and develop programs to achieve their objectives. In addition to a practical progressive walking exercise program, students will explore facts and fallacies relative to nutritional practices, and the incorporation of technology associated to fitness through walking. This course is designed to be an experiential learning situation through route walking and practical demonstrations. Evaluation will be based on performance in group and individual settings. This course is intended to interface with the Career and Planning 10 and 11; offering students an opportunity to explore fitness through walking.

www.bcsta.org
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Weight Training 11

Course Code: YWEI 11

Category: Fitness and Recreation

Grade Level of Course:  
- X 10
- X 11
- X 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 2, 2004

Prerequisites: none

Course Synopsis:

This course is designed to introduce the development of fitness through the use of weight training. Weight Training 11 will reinforce and augment theories and practices in the field of Progressive Resistance Exercise (PRE). Students will determine their fitness objectives, design and implement a PRE program relative to those goals. In addition to the safe and practical use of weight training facilities, students will explore the facts and fallacies relative to nutrition, supplementation, and technology associated with fitness through weight training. This course is designed to be an experimental learning situation through the use of weight training equipment and practical demonstrations. Evaluation will be based on performance in group and individual settings. This course is intended to interface with the Career and Planning 10 and 11; offering students an opportunity to explore fitness though Progressive Resistant Exercise Training.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Yearbook 10

Course Code: YYB 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 

10 □
11 □
12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: none

Course Synopsis:

Yearbook 11 is intended for students with an interest in the design and publication of printed materials, and is open to students in grades 10, 11, and 12. The focus of the course is on a student-planned and student-designed school yearbook. Students will develop an appreciation for the vast and interdisciplinary nature of publishing, which includes: research, interviewing, surveys, copywriting, editing, typography, photography, photographic manipulation, design, layout, computer skills, advertising, and distribution. Communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication; and will have opportunities to work independently, in partnerships, in small teams, and as part of the class publishing group.
School District 67

Status: approved

School Name: Penticton Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  December 2, 2004

Prerequisites: none

Course Synopsis:

Yearbook 11 is intended for students with an interest in the design and publication of printed materials, and is open to students in grades 10, 11, and 12. The focus of the course is on a student-planned and student-designed school yearbook. Students will develop an appreciation for the vast and interdisciplinary nature of publishing, which includes: research, interviewing, surveys, copywriting, editing, typography, photography, photographic manipulation, design, layout, computer skills, advertising, and distribution. Communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication; and will have opportunities to work independently, in partnerships, in small teams, and as part of the class publishing group.
School District 67

Status: approved

School Name: Penticton Secondary
Course Name: Yearbook 12
Course Code: YYB 12
Category: Fine Arts, Design, and Media

Grade Level of Course: 

10  11  X 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: December 2, 2004
Prerequisites: none

Course Synopsis:

Yearbook 11 is intended for students with an interest in the design and publication of printed materials, and is open to students in grades 10, 11, and 12. The focus of the course is on a student-planned and student-designed school yearbook. Students will develop an appreciation for the vast and interdisciplinary nature of publishing, which includes: research, interviewing, surveys, copywriting, editing, typography, photography, photographic manipulation, design, layout, computer skills, advertising, and distribution. Communication skills and creative problem-solving skills are also emphasized within the course. Students will each take on the responsibility of creating numerous pages for the publication; and will have opportunities to work independently, in partnerships, in small teams, and as part of the class publishing group.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Adventure Tourism 11

Course Code: YAT 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 2, 2004

Prerequisites:

Course Synopsis:

The course exposes students to the potential career opportunities in Adventure tourism. Students will gain knowledge and skills in outdoor education activities. Students will have the option to expand their experience through a career prep course. The course will combine classroom sessions with technical skill introductions and on site specific training.

Learning Resources:

- Course Text
- Video Programs
- Computer Research
- Specific Activity texts
- Community Instructors
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Animation and Game Creation 11

Course Code: YANGC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 12, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage the growing interest in computer animation and gaming by our student body. Students will learn the basics of computer animation. They will be introduced to Flash MX, the industry standard in animation software and Visual Basic.net The learning material format for this course will be a combination of demonstration lectures and tutorials. Students will have a chance to demonstrate the skills they have learned through a final project. Learning outcomes for this course are grouped under the curriculum organizers: Personal Management, Computer Literacy, Animation and Gaming Process and Ethics.

Learning Resources:

? Computer Based tutorials
? DVD based tutorials
? Maya online help
? Field trip to CATO (post secondary animation institute)
? Books
Teacher generated material
oGame Programming with Visual Basic,SAMS, 2001
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Career/Life Transition 11

Course Code: YCLTR 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Planning 10A

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Planning 10A

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Conflict in the Twentieth Century 12

Course Code: YCFC 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 14, 2008

Prerequisites: Social Studies 11, Civics 11 or First Nations 12

Course Synopsis:

This is a history of the twentieth century course with content modelled after History 12, but delivered in a way that is similar to Civics 11. The course will examine the following topics: The World of 1919, The Interwar Period, World War II, The Cold War, The World After the Cold War and into the 21st Century, Canada's Role in the 20th Century.

Additional Information:

Developed by Rocky Mountain School District No. 6
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Female Fitness 11

Course Code: YFMF 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 2, 2004

Prerequisites:

Course Synopsis:

This course has been developed to offer female students a wide variety of personal programs and group experiences in the pursuit of a lifelong appreciation for exercise and healthy lifestyle. After mandatory P.E. programs are finished students will have the opportunity to be exposed to the latest fitness sports. The course will be comprised of active fitness classes catering to ALL fitness levels. Nutrition seminars will also be given.

Learning Resources:

1. Strength Ball Training  
2. Resistance Ropes Program  
3. Personal Profiles  
4. Body for Life workbooks  
5. Calenetics video  
6. Pilates video  
7. Ab 100 video  
8. Kick City  
9. Bikram Yoga Centre  
10. Curves program  
11. Community Facilities  
12. Private program  
13. School facilities

Additional Information:

For 2 years, this course has been chosen by many young girls. The feedback from their parents has been overwhelming!
School District 67

Status: approved

School Name: Princess Margaret Secondary
Course Name: First Nations Futures 11
Course Code: YFNFU 11
Category: Other

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 8, 2006
Prerequisites: none

Course Synopsis:

First Nations Futures 11 is a self-directed learning experience modeled on the Navigator Program, coming out of Simon Fraser University in the middle 1990’s. One of the central goals of the program is the “creation of greater curricular coherence and student engagement”. The ‘Navigator Tutorial’ which is the position that First Nations Futures has in the Navigator model, is the means that will be utilized to enhance meaning and relevance for grade 11 aboriginal students.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: First Nations Futures 12

Course Code: YFNFU 12

Category: Other

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved:  May 8, 2006

Prerequisites:  none

Course Synopsis:

First Nations Futures 12 is a self-directed learning experience modeled on the Navigator Program, coming out of Simon Fraser University in the middle 1990’s. One of the central goals of the program is the “creation of greater curricular coherence and student engagement”. The ‘Navigator Tutorial’ which is the position that First Nations Futures has in the Navigator model, is the glue that binds the students grade 11 and 12 program together and enhances meaning and relevance.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Hockey Skills 11

Course Code: YHSK 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4 each

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Students must be a member Penticton Minor Hockey Association or Summerland Minor Hockey Association

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy TM.

Learning Resources:

• Fifty-Two Week Hockey Training 2002
• Hockey Canada Skills Academy Technical Curriculum 2003
• NCCP Level 1 Theory Program 2001
• Skills of Gold: Hockey Skills Video Series 2003
• Sports Nutrition Guidebook 2003
• Strength & Ball Training 2002
• Strength Conditioning & Injury Prevention for Hockey 2002
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Hockey Skills 12

Course Code: YHSK 12

Category: Fitness and Recreation

Grade Level of Course:  

☐ 10  ☑ 11  ☑ 12

Number of Course Credits: 4 each

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Students must be a member Penticton Minor Hockey Association or Summerland Minor Hockey Association

Course Synopsis:

The Hockey Skills Program has been developed to offer student hockey players an individualized training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the Program is based upon the Hockey Canada Skills Academy TM.

Learning Resources:

• Fifty-Two Week Hockey Training 2002
• Hockey Canada Skills Academy Technical Curriculum 2003
• NCCP Level 1 Theory Program 2001
• Skills of Gold: Hockey Skills Video Series 2003
• Sports Nutrition Guidebook 2003
• Strength & Ball Training 2002
• Strength Conditioning & Injury Prevention for Hockey 2002
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Multi Sports 10

Course Code: YMSA 10

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Course Application Form and Letter, Selection Process

Course Synopsis:

This course has been developed to offer elite athletes a multi-sport training program. The academy experience will develop sport specific skills, fitness, training knowledge, nutrition and personal portfolio creation. Students will be exposed to Level 1 Coaching Theory Certification and sports-aid athletic taping courses. School sports and community sports program participation is strongly recommended to applicants. Optional coaching practical experiences to younger age athletics is possible.

Learning Resources:

?Accelerate – Sports Performance Certification
?NCCP Level 1 Theory/Technical Program
?BC Sports Aid Program
?High Performance Sports (Text)
?Jumping into Plyometrics (Text)
?Strength Ball Training (Text)
?Sports Nutrition Guidebook (Text)
?Endurance Sports Nutrition (Text)
?Wellness Workbook (Text)
?High Performance Cycling (Text)
?Sports Stretch
?Sport America – Video Series
?Going Ballistic – Video
?Jumping into Plyometrics – Video
?Personal Profiles – Computer
?Assignments – Computer
?Record Profile – Computer
?Video Analysis – Video Camera
?Video Profile – Video Camera
?Community Facilities
?School District Facilities
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Multi Sports 11

Course Code: YMSA 11

Category: Fitness and Recreation

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Course Application Form and Letter, Selection Process

Course Synopsis:

This course has been developed to offer elite athletes a multi-sport training program. The academy experience will develop sport specific skills, fitness, training knowledge, nutrition and personal portfolio creation. Students will be exposed to Level 1 Coaching Theory Certification and sports-aid athletic taping courses. School sports and community sports program participation is strongly recommended to applicants. Optional coaching practical experiences to younger age athletics is possible.

Learning Resources:

?Accelerate – Sports Performance Certification
?NCCP Level 1 Theory/Technical Program
?BC Sports Aid Program
?High Performance Sports (Text)
?Jumping into Plyometrics (Text)
?Strength Ball Training (Text)
?Sports Nutrition Guidebook (Text)
?Endurance Sports Nutrition (Text)
?Wellness Workbook (Text)
?High Performance Cycling (Text)
?Sports Stretch
?Sport America – Video Series
?Going Ballistic – Video
?Jumping into Plyometrics – Video
?Personal Profiles – Computer
?Assignments – Computer
?Record Profile – Computer
?Video Analysis – Video Camera
?Video Profile – Video Camera
?Community Facilities
?School District Facilities
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Multi Sports 12

Course Code: YMSA 12

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Course Application Form and Letter, Selection Process

Course Synopsis:

This course has been developed to offer elite athletes a multi-sport training program. The academy experience will develop sport specific skills, fitness, training knowledge, nutrition and personal portfolio creation. Students will be exposed to Level 1 Coaching Theory Certification and sports-aid athletic taping courses. School sports and community sports program participation is strongly recommended to applicants. Optional coaching practical experiences to younger age athletics is possible.

Learning Resources:

?Accelerate – Sports Performance Certification
?NCCP Level 1 Theory/Technical Program
?BC Sports Aid Program
?High Performance Sports (Text)
?Jumping into Plyometrics (Text)
?Strength Ball Training (Text)
?Sports Nutrition Guidebook (Text)
?Endurance Sports Nutrition (Text)
?Wellness Workbook (Text)
?High Performance Cycling (Text)
?Sports Stretch
?Sport America – Video Series
?Going Ballistic – Video
?Jumping into Plyometrics – Video
?Personal Profiles – Computer
?Assignments – Computer
?Record Profile – Computer
?Video Analysis – Video Camera
?Video Profile – Video Camera
?Community Facilities
?School District Facilities
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Audition, previous music theatre experience or by instructor permission.

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting. In the culmination of all proposed levels of instruction students will produce a professional level Broadway musical for the school and community.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by two staff members, an administrator or counsellor. Mature, responsible students

Course Synopsis:

The peer counsellors are given education and training so that they may empathize with their peers and listen without making judgments. Peer counsellors are trained in effective communication skills and are supervised, directed, and evaluated by the counsellor. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, leadership, mediation, and teamwork. Students will acquire a life long appreciation, value and acceptance of all cultures represented in our school community. The helpers are not encouraged to give solutions or advice. They are trained to listen and make appropriate referrals. Students will gain a new understanding of themselves throughout the course of this program. Students who opt to take this course in all two or three grades will continue to build on skills learned, and will be expected to take more of a leadership role both with project work and individual growth.

Learning Resources:

Peer Counsellor Workbook;
Youth Helping Youth - a Handbook for Training Peer Facilitators;
Peer Power - Books 1 and 2
Student Leadership Training
Peer Mediation - Conflict Resolutions in Schools
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by two staff members, an administrator or counsellor. Mature, responsible students who

Course Synopsis:

The peer counsellors are given education and training so that they may empathize with their peers and listen without making judgments. Peer counsellors are trained in effective communication skills and are supervised, directed, and evaluated by the counsellor. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, leadership, mediation, and teamwork. Students will acquire a life long appreciation, value and acceptance of all cultures represented in our school community. The helpers are not encouraged to give solutions or advice. They are trained to listen and make appropriate referrals. Students will gain a new understanding of themselves throughout the course of this program. Students who opt to take this course in all two or three grades will continue to build on skills learned, and will be expected to take more of a leadership role both with project work and individual growth.

Learning Resources:

Peer Counsellor Workbook;
Youth Helping Youth - a Handbook for Training Peer Facilitators;
Peer Power - Books 1 and 2
Student Leadership Training
Peer Mediation - Conflict Resolutions in Schools
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by two staff members, an administrator or counsellor. Mature, responsible students wh

Course Synopsis:

The peer counsellors are given education and training so that they may empathize with their peers and listen without making judgments. Peer counsellors are trained in effective communication skills and are supervised, directed, and evaluated by the counsellor. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, leadership, mediation, and teamwork. Students will acquire a life long appreciation, value and acceptance of all cultures represented in our school community. The helpers are not encouraged to give solutions or advice. They are trained to listen and make appropriate referrals. Students will gain a new understanding of themselves throughout the course of this program. Students who opt to take this course in all two or three grades will continue to build on skills learned, and will be expected to take more of a leadership role both with project work and individual growth.

Learning Resources:

Peer Counsellor Workbook;
Youth Helping Youth - a Handbook for Training Peer Facilitators;
Peer Power - Books 1 and 2
Student Leadership Training
Peer Mediation - Conflict Resolutions in Schools
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Other

Grade Level of Course:  

10  [X]  11  [ ]  12  [ ]

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  

[ ] 10  [X] 11  [ ] 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Princess Margaret Secondary
Course Name: Peer Tutoring 12
Course Code: YPTU 12
Category: Other
Grade Level of Course:  
10  
11  
X 12
Number of Course Credits: 2 or 4
Number of Hours of instruction: 60 or 120
Date Approved: December 2, 2004
Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Photography and Digital Media Development 11

Course Code: YPDMD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:  December 2, 2004

Prerequisites:  none

Course Synopsis:

This course has been developed to support and encourage the growing interest in photography by our student body. Students will learn the basics of Photography. They will be introduced to Photoshop and Illustrator, the industry standard in digital graphic software. The learning material format for this course will be a combination of demonstration lectures and tutorials. Students will have a chance to demonstrate the skills they have learned through a final project. Learning outcomes for this course are grouped under the curriculum organizers: Personal Management, Computer Literacy, Photography Process and Ethics.

Learning Resources:

?Computer Based tutorials
?Photoshop, and Illustrator online help
?Field trip to CATO (post secondary animation institute)
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Stage Craft 10

Course Code: YST10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction:

Date Approved: May 14, 2007

Prerequisites: None

Course Synopsis:

Stage Craft 10 is a course in theatre design. Students will explore the creative areas of theatre design by learning a variety of painting, design, construction and sound/lighting techniques. The following areas will be addressed throughout the course: Theatre background, properties, construction, painting, sound and lighting. There are no prerequisites for this class.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Stagecraft 10

Course Code: YST 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 14, 2007

Prerequisites:

Course Synopsis:

Stagecraft 10 is a course in theatre design. Students will explore the creative areas of theatre design by learning a variety of painting, design, construction and sound/lighting techniques. The following areas will be addressed throughout the course: Theatre background, properties, construction, painting, sound and lighting. There are no prerequisites for this class.

Additional Information:

Stagecraft 10 will be designed as a prerequisite course for Technical Theatre 11/12 which is also offered.
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Strength & Conditioning 11

Course Code: YSCD 11

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 2, 2004

Prerequisites: None

Course Synopsis:
The course will focus on developing all aspects of total fitness with an emphasis on weight training. This course is for competing athletes in school or community programs as well as highly motivated individuals.

Learning Resources:
• Strength Training
• Video
• Internet Websites
• Library Research
School District 67

Status: approved

School Name: Princess Margaret Secondary

Course Name: Superfit 11

Course Code: YSPFT 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: ,

Prerequisites: None

Course Synopsis:

The course offers the motivated student an opportunity to focus on a personalized training regime emphasizing all aspects of total fitness. This is a course for intense athletes competing in individual and team sports in the school system or community programs.

Learning Resources:

- Fitness Texts
- Fitness Videos
- Fitness Websites
- Video Technology
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: AAC Skills and Strategies 10

Course Code: YAAC 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 1

Number of Hours of instruction: 30

Date Approved: April 14, 2008

Prerequisites: see below

Course Synopsis:

Prerequisites: Student must be a person who needs to use augmentative and alternative communication to communicate with others, and who has an augmentative and alternative communication system.

Learning Resources:

The course must be taught in consultation with a Speech Language Pathologist
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Animation 10

Course Code: YAN 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage the growing interest in computer animation by our student body. Students will learn the basics of computer animation: modelling, animating and rendering. They will be introduced to Maya 5, the industry standard in animation software. The learning material format for this course will be a combination of demonstration lectures and tutorials. Students will have a chance to demonstrate the skills they have learned through a final project. Learning outcomes for this course are grouped under the curriculum organizers: Personal Management, Computer Literacy, Animation Process and Ethics.

Learning Resources:

-Computer Based tutorials
-DVD based tutorials
-Maya online help
-Field trip to CATO (post secondary animation institute)
-Books
-Learning Maya 5 Foundation, Alias, Maya Press, 2003
-The art of Maya, Alias, Maya Press, 2002
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage the growing interest in animation by our student body. Students will learn the basics of computer animation: modelling, animating and rendering through Maya animation software. They will also be introduced to more complex animation processes: rigid body dynamics, particle effects, paint effects, texturing and expressions. The learning material format for this course will be a combination of demonstration lectures and tutorials. Students will have a chance to demonstrate the skills they have learned through many small projects and one large final project. Learning outcomes for this course are grouped under the curriculum organizers: Personal Management, Computer Literacy, Animation Process, and Ethics.

Learning Resources:

- Computer Based tutorials
- DVD based tutorials
- Maya online help
- Field trip to CATO (post secondary animation institute)
- Books
  - Learning Maya 5 Foundation, Alias, Maya Press, 2003
  - The art of Maya, Alias, Maya Press, 2002
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
×12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Animation 11

Course Synopsis:

This course has been developed to support and encourage the growing interest in animation by our student body. Students will learn advanced computer animation skills, and will build on skills developed in Animation 11. Areas of interest focus on components related to character rigging and MEL (Maya Embedded Language) scripting language. The learning material format for this course will be a combination of demonstration lectures and tutorials. Students will have a chance to demonstrate the skills they have learned through one large final project. Students will also produce a portfolio of their work to supplement the Student Graduation Portfolio. This animation portfolio will also be beneficial for students continuing on to a post secondary animation institute. Learning outcomes for this course are grouped under the curriculum organizers: Personal Management, Computer Literacy, Animation Process, and Ethics.

Learning Resources:

?Computer Based tutorials
?DVD based tutorials
?Maya online help
?Field trip to CATO (post secondary animation institute)
?Books
oLearning Maya 5 Foundation, Alias, Maya Press, 2003
oThe art of Maya, Alias, Maya Press, 2002
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Braille Technology 12

Course Code: YBRT 12

Category: Trades and Technology

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 2

Number of Hours of Instruction: 60

Date Approved: April 20, 2004

Prerequisites: Functional use of contracted Braille. Good listening skills, an understanding of how files are saved

Course Synopsis:

This course has been developed to support and encourage Braille using students to explore various modes of technology that allow them to successfully access the curriculum and allow them to achieve the same learning outcomes in academic classes as their sighted peers. The student will learn to use refreshable Braille for purposes such as; e-mail, internet access, advanced word processing (reading, writing, editing, formatting), and as a study tool. Learning outcomes for the course are based on SET-BC’s Vision Technologies: Access to Literacy (2003) and the BrailleNote User’s manual.

Learning Resources:

• Student workshops by SET-BC
• Articles and information about BrailleNote applications on the Internet
• Books
  o BrailleNote User’s manual and Help Files
  o ActiveSync Manual
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Career/Life Transition 11

Course Code: YCLTR 11

Category: Other

Grade Level of Course:  

10  

X  11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Planning 10A

**Course Synopsis:**

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Other

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Planning 10A

Course Synopsis:

This course has been developed to provide support to students in their transition from school to life after high school. Students will continue their career development education; learn the skills of compiling and presenting portfolios for multiple uses, focusing specifically on the Graduation Portfolio requirements; and complete the preparation and post-placement requirements of the Work Experience 12 courses.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Creative Writing 11

Course Code: YCWR 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 8, 2006

Prerequisites: English 9

Course Synopsis:

This introductory course offers students the opportunity to explore various forms, genres and approaches to creative writing. Topics include plot, character, prose techniques, poetry techniques, dialogue and appropriate levels of style, as well as how to outline a piece of writing, logical development, balance and pacing, and the various forms available to writers. Students will compile a portfolio of their writing and also present selected pieces at a "coffee house".

Learning Resources:

Variety of writing texts (individual copies, not class sets); subscriptions to a number of creative writing journals; class set of dictionaries and thesauri; guaranteed access to computers
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Fashion Design 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 20, 2004

Prerequisites: none

Course Synopsis:

This course is designed for students interested in careers within the Fashion and Design Industry. The course builds on previous textile knowledge by adding computer assisted fashion design, fashion illustration, pattern drafting from measurements and ready made garments. The course will also look at clothes and fashion, the apparel industry, textiles fibers and the “art” of apparel.

Learning Resources:

Videos
- Islander Sewing Systems Shirts etc. part one
- Islander Sewing Systems Shirts etc. part two
- Islander Sewing Systems Industrial shortcuts for home sewing
- Colour in everyday life: Teach the power and language of colour.

Books
- Illustrating Fashion Concept to Creation Steven Stepelman Fairchild Productions New York 1996
- Fashion Mary Wolfe Goodheart-willcox Company Inc 1993
- Complex Guide to Sewing
  Readers Digest Association
  New York 1979
- In Style 100 years of Canadian Women’s Fashion, Caroline Routh, Stoddart 1993
- Singer Sewing Reference Library
  Cy DeCosse Incorporated
  Minnetonka, Minnesota 1987
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Fashion Design 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 20, 2004

Prerequisites: Fashion Design 11

Course Synopsis:

This course is designed for advanced textiles students who want to design their own clothes. It will help to prepare the student for entry into college courses in the field of fashion design and fashion merchandizing. Students will learn flat pattern drafting and make at least two garments from the original designs which they have created.

Learning Resources:

Videos
- Let’s Sew Together The European Way  Parts 1-3  DM Media
- Hassle-Free Designer Jackets  Sandra Betzina Webster
- Pants that Fit Sandra Betzina/ Burda Patterns
- Fearless Pressing Part 1 Jackets  Cecelia Podolak

Books
- Illustrating Fashion Concept to Creation, Steven Stepelman, Fairchild Productions New York 1996
- Fashion, Mary Wolfe, Goodheart-willcox Company Inc 1993
- Complex Guide to Sewing Readers Digest Association New York 1979
- In Style 100 years of Canadian Women’s Fashion, Caroline Routh, Stoddart 1993
- Singer Sewing Reference Library, Cy DeCosse Incorporated, Minnetonka, Minnesota 1987
- Power Sewing Sandra Betzina Webster, Practicality Press New York 1993
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Industrial Research & Design 11

Course Code: YIRD 11

Category: Trades and Technology

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Math 10 & Science 10

Course Synopsis:

This course covers a wide range of topics in Technology Education. Areas of study include: CAD design software, electronics, robotics, microcontrollers and aeronautics. Students will design and build two major projects: a solid fuel rocket and a remote controlled mini-sumo robot. Rocket simulation software is used to design and build a stable rocket, and a wireless altimeter is used to calculate the rocket’s maximum altitude. PIC microcontrollers are used in the mini-sumo robots, and the programming language used is PICbasic. This course will challenge students to become technologically competent.

Learning Resources:

• Computer
• Inventor software
• RocketSim software
• T-Pic programming board and software
• PICBasic programming language
• Internet Access
• Electronic test equipment
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Journalism 12

Course Code: YJOU 12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 8, 2006

Prerequisites: none

Course Synopsis:

Journalism 12 introduces students to print and broadcast journalism. Students will learn reporting skills, including interviewing and writing for specific purposes such as feature, sports and opinion pieces. Journalism 12 students will be preparing for contributing to the school's newspaper, yearbook and video reporting. Students will cover digital picture taking and editing, page layout and graphic design. Students will also be involved in aspects of marketing and advertising.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Metal Technology 11

Course Code: YMTLT 11

Category: Trades and Technology

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:  May 8, 2006

Prerequisites:  a previous metal course recommended

Course Synopsis:

This course is designed for students to learn foundational theory and basic practical skills related to machining, welding, fabrication, metallurgy, sheet metal, and art metal. Students will be required to complete a mandatory project that will develop their skills in the areas of metal work. These will include reading project blue prints to the manipulation of materials through metal shop practices and processes. As a culmination, students will choose (from existing projects) or develop a project of their choice following the prescribed design process. Learning outcomes for the course are grouped under the curriculum organizer: health and safety, personal and project management, tools and equipment, mathematical applications, materials, cutting processes and forming and joining processes. The approach supports student skill development and encourages technological literacy in the use of tools, materials, systems, and processes in an informed, ethical and responsible way.
This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.

Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Three.

Learning Resources:

• Books

• Internet sites
  o Texas School for the Blind and Visually Impaired
  o Hadley School for the Blind
  o Dog Guide Schools

Additional Information:

This is a new course based on the Framework for Independent Travel. The course applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 2 or 4

Number of Hours of Instruction: 60 or 120

Date Approved: December 2, 2004

Prerequisites: Recommendation by 2 staff members

Course Synopsis:

The Peer Tutor program provides students the opportunity to assist fellow students with their studies in a classroom setting. Peer Tutors work with both individual students and lead small group activities. Peer Tutors are supervised, directed and evaluated by the sponsor teacher(s). This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership and teamwork. Students will acquire a life long appreciation, value and acceptance of the dignity that should be afforded to all individuals. Peer Tutors receive either two credits for completing 60 hours or four credits for successfully completing 120 hours.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 2, 2004

Prerequisites: None

Course Synopsis:

Psychology is the science that studies the behaviours and mental processes of humans and other living things. Psychology 12 provides an introduction to selected areas in the field of psychology. Psychology is connected to both natural and social sciences, therefore, emphasis will be placed on studying how psychologists look for biological explanations for behaviour and on exploring the influences of society on individual behaviour and group relationships.

Learning Resources:

Understanding Psychology (Glencoe/McGraw-Hill)
Understanding Psychology: Teaching Transparencies
Psychology: Themes and Variations Fifth Edition (Wadsworth)
Commercial and educational videos
Internet
DSM-IV
Guest speakers

Additional Information:

Psychology 12 is a preparatory course for first year Psychology in university.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Recreation Leadership 11

Course Code: YRECL 11

Category: Fitness and Recreation

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: none

Course Synopsis:

Recreation Leadership students will have a hands-on experience in a wide variety of recreation activities as well as develop leadership and organizational skills. The outdoor education component will involve practical experiences in the organization and safety of field trips. Students will plan and run special events as well as do community service.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Recreation Leadership 12

Course Code: YRECL 12

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 8, 2006

Prerequisites: Recreation Leadership 11

Course Synopsis:

Recreation Leadership students will have a hands-on experience in a wide variety of recreation activities as well as develop leadership and organizational skills. The outdoor education component will involve practical experiences in the organization and safety of field trips. Students will plan and run special events as well as do community service.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Self Defense 11

Course Code: YSFDF 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 8, 2006

Prerequisites: none

Course Synopsis:

Aikido is a Japanese martial art that uses the aggressive energy of an attacker against the attacker. Aikido is a form of self-defence that promotes fitness and co-ordination through stretching and movements. It is non-violent conflict resolution for physical aggression. Problem solving skills are developed for bulling and physical aggression of a situation is Aikido stresses the need for a healthy and relaxed body

Additional Information:

Students will benefit from a course that promotes fitness and self-defence.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Stage Craft 10

Course Code: YST10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 

Date Approved: May 14, 2007

Prerequisites: None

Course Synopsis:

Stage Craft 10 is a course in theatre design. Students will explore the creative areas of theatre design by learning a variety of painting, design, construction and sound/lighting techniques. The following areas will be addressed throughout the course: Theatre background, properties, construction, painting, sound and lighting. There are no prerequisites for this class.
Stagecraft 10 will be designed as a prerequisite course for Technical Theatre 11/12 which is also offered.

Additional Information:
Stagecraft 10 will be designed as a prerequisite course for Technical Theatre 11/12 which is also offered.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Textiles: Outdoor Wear 10

Course Code: YTEX 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

In this course students construct two outer wear clothing projects. Basic sewing techniques, terminology, and short-cuts will also be covered. Project choice and variety is very wide. Former students have made projects such as horse blankets, snowboarding jackets and pants, skating outfits, pack sacks, and bathing suits.

Learning Resources:

Videos-
Secrets of Sewing Activewear Linda Beer
Dare to Sew Outerwear part 1 Linda Beer
Dare to Sew Outerwear part 2 Linda Beer
Cut out Whatever You're Doing in a Fraction of the Time (using the rotary cutter)

Books

Fabric Suppliers
Sundrop
Outerwear Textiles Inc. Coquitlam – fabrics/patterns/notions

Additional Information:

This course has been offered for the last fifteen years and has been a great way to get more boys to enroll in textiles courses.
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Theatre Troupe 10

Course Code: YTHTR 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2 or 4

Number of Hours of instruction: 100 - 140

Date Approved: May 8, 2006

Prerequisites: Audition required

Course Synopsis:

This course is designed for serious acting students to develop and practise acting skills which lead to public performance. The emphasis is on personal and artistic growth for actors. The course encourages the development of creativity, imagination, concentration, commitment, collaboration and knowledge of the skills and effort required for performance. Classes meet outside of the regular timetable set in advance by instructor. The course culminates in a series of public performances for school and community.

Additional Information:

2 credits for 50 hours work (minor commitment); 4 credits for 100+ hours work (major commitment)
School District 67

Status: approved

School Name: Summerland Secondary

Course Name: Theatre Troupe 11

Course Code: YTHTR 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 2 or 4

Number of Hours of instruction: 100 - 140

Date Approved: May 8, 2006

Prerequisites: Audition required

Course Synopsis:

This course is designed for serious acting students to develop and practise acting skills which lead to public performance. The emphasis is on personal and artistic growth for actors. The course encourages the development of creativity, imagination, concentration, commitment, collaboration and knowledge of the skills and effort required for performance. Classes meet outside of the regular timetable set in advance by instructor. The course culminates in a series of public performances for school and community.

Additional Information:

2 credits for 50 hours work (minor commitment); 4 credits for 100+ hours work (major commitment)
School District 67

Status: approved

School Name: Summerland Secondary
Course Name: Theatre Troupe 12
Course Code: YTHTR 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  
10
11
12

Number of Course Credits: 2 or 4
Number of Hours of instruction: 100 - 140
Date Approved: May 8, 2006
Prerequisites: Audition required

Course Synopsis:

This course is designed for serious acting students to develop and practise acting skills which lead to public performance. The emphasis is on personal and artistic growth for actors. The course encourages the development of creativity, imagination, concentration, commitment, collaboration and knowledge of the skills and effort required for performance. Classes meet outside of the regular timetable set in advance by instructor. The course culminates in a series of public performances for school and community.

Additional Information:

2 credits for 50 hours work (minor commitment); 4 credits for 100+ hours work (major commitment)
School District 68

Status: approved

School Name: Cedar Community Secondary

Course Name: Outdoor Education 11

Course Code: YOE 11

Category: Choose a Category

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

The course focuses on land and water based survival techniques and prepares and motivates students to safely and confidently pursue an active lifestyle in the British Columbia outdoors.

Students will engage in self-discovery activities while learning about outdoor survival and safety. Students will acquire skills and knowledge in personal preparedness, clothing and footwear, equipment, trip preparation, methods of transport, route planning and safety, basic first aid, hyperthermia and hypothermia, cold water survival, what to do when lost (e.g. shelter and signals) orienteering, compass direction and bearings, map reading (route, topographical) tree/shrub identification, animal identification, habitat, predator/prey relationships, water fowl, oceans, tidal and inter-tidal zones, currents, careers and career opportunities, tourism potential, guiding and exploration of entrepreneurial opportunities.

Field trips will provide the opportunity for students to safely practice and develop many of these skills. Students are expected to maintain a learning log of their experiences.

Learning Resources:

Books
- Outdoor Safety and Survival, Province of British Columbia
- Conservation and Outdoor Recreation/Education (CORE) Province of British Columbia
- Project Wild
- First on the Scene, St. John's Ambulance Society
- Environmental Education (Guidelines and activities for teachers)
- Articles and information about specific topics related to outdoor safety and survival and eco-tourism

Videos
- General videos on survival skills and techniques, tourism and specific outdoor activities
- Avalanche Awareness: A question of Balance
- Trailside: Rock climbing in California
- Full Cycle: Recycling in industry and society

Guest Instructors with expertise in relevant areas

The teacher or resource person must be experienced in wilderness survival, cold water survival, search and rescue techniques, first aid, and related outdoor activities. Access to various outdoor/wilderness sites including a park, inter-tidal zone and ski area are necessary. Access to an indoor pool is also required. Essential equipment includes PFD's, canoes, first aid supplies, maps, compasses, and related outdoor items.
Additional Information:

This course has previously been offered as a Locally Developed Course in SD 68.

It is difficult to find a single textbook that will meet the needs of this course. Therefore a large amount of information will come from articles from the Internet, government agencies, magazines, non-government organisations, etc. There is an extensive field trip component, therefore students will be involved in fundraising activities.
This is a new course based on the expanding realm of animation in today's society. The new IRP's for ICT 11 and 12 (Starting Sept 2004) significantly cover the Digital Media Development Pathway, and this Animation 10 course will segue perfectly into the over ICT curriculums. On Page 8 of the ICT 11 & 12 curriculum (found on the web at http://www.bced.gov.bc.ca/irp/drafts/ictdraft.pdf) it refers to the existence of specialized Grade 10 courses that would assist students on transitioning from Grade 10 ICT to Grade 11 ICT.

Course Synopsis:
This course has been developed to support and encourage students to explore the diversity and possibilities of the new electronic artistic medium of computer animation. Computer animation offers a unique opportunity for students to utilize their graphic, written and technology skills – all requirements for the future workforce. The course will be divided into several sections:

1) Web Animations (GIF format),
2) 2D Animation – (Flash format),
3) 3D Animation – (3D Studio Max Format), and
4) Video Editing (Adding sounds and Post Production to DVD and Video).

Students will synthesize information from a variety of electronic sources for their presentations. We will also investigate and scrutinize the billion dollar industry of computer animation.

Learning Resources:
- Animation software Help Files
- DVD Movies and the making of these movies
- Articles and information about animation production on the Internet
- School website for tutorials
- Special software tutorials

Additional Information:
This is a new course based on the expanding realm of animation in today's society. The new IRP's for ICT 11 and 12 (Starting Sept 2004) significantly cover the Digital Media Development Pathway, and this Animation 10 course will segue perfectly into the over ICT curriculums. On Page 8 of the ICT 11 & 12 curriculum (found on the web at http://www.bced.gov.bc.ca/irp/drafts/ictdraft.pdf) it refers to the existence of specialized Grade 10 courses that would assist students on transitioning from Grade 10 ICT to Grade 11 ICT.
School District 68

Status: approved

School Name: Dover Bay Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Choose a Category

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: None

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters
- BCASAA Newsletters/Website
- Various Conferences (Local, Provincial, National)
- Internet
- NASSP
- Authentic Documents (magazines, newspapers, etc.)
- CIRA
- Journals and Periodicals

Additional Information:

This program is designed for senior students and is to be offered as an elective within the timetable.
School District 68

Status: approved

School Name: Dover Bay Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Choose a Category

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 28, 2004

Prerequisites: None

Course Synopsis:

This course challenges grade ten students to assess their study skills and learning profiles and motivates them to apply the knowledge gained to their own learning situations. This course also prepares and offers the tutors the opportunity to help others improve their study skills and use their learning profile strengths to their advantage.

After three general orientation/training sessions with the peer tutoring teacher and the Peer Tutoring 11 students, the Peer Tutoring 10 students are placed in appropriate settings, assigned to sponsor teachers. Thereafter, one class a week the peer tutors will meet as a group with the peer tutoring teacher to participate in a peer tutoring lesson. Four days a week, the peer tutors will be involved in applying their peer tutoring lessons in their sponsor teacher’s class, by tutoring individuals or small groups or assisting the teacher in other ways. Placements are available to the Peer Tutor 10 students in junior elective or academic classrooms. The structure of the course is:

Knowledge and Skills       20 hours
Experience                  80 hours
Reflection and Connection    20 hours

Learning Resources:

- Personality profile and student learning websites
- Athabasca University Study Skills manuals
- Conference Board of Canada Employability Skills (1999)
- Toastmasters information

Books:
- Seven Habits of Highly Effective Teens by Sean Covey
School District 68

Status: approved

School Name: Dover Bay Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Choose a Category

Grade Level of Course:  

10

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 1, 2004

Prerequisites:  

None

Course Synopsis:

This course motivates and prepares students to help fellow students and to develop their own interpersonal skills. After orientation/training sessions with the peer tutoring teacher, students will be placed in an appropriate setting to assist a teacher. Peer tutors will be involved in tutoring individuals or small groups or assisting the teacher in other ways. On a regularly scheduled basis, peer tutors will meet as a group with the peer tutoring teacher to participate in peer tutoring lessons.

Diverse placements are available to the peer tutor, ranging from electives, to academics, to special settings such as the Skills For Life program or the Learning Assistance Centre. Students will develop skills and knowledge of factors affecting school success, communication, conflict management, interpersonal relationships, leadership, and work experience. These skills will be applied to their peer tutoring situations.

Learning Resources:

- Personality profile and student learning websites
- Athabasca University Study Skills manuals
- Toastmasters information

Books:


Additional Information:

This course has been offered as a Locally Developed course for five years in SD 68.
Textiles Arts and Crafts 10 has been a locally developed course and has been offered in the district as a textile/art credit course. Textiles Arts and Crafts differs from Textile Studies in that it is not clothing based but rather fabric manipulation and decoration for textile objects such as quilts, crafts and home decorating items.

Additional Information:
Textiles Arts and Crafts 10 has been a locally developed course and has been offered in the district as a textile/art credit course. Textiles Arts and Crafts differs from Textile Studies in that it is not clothing based but rather fabric manipulation and decoration for textile objects such as quilts, crafts and home decorating items.
School District 68

Status: approved

School Name: John Barsby Community School

Course Name: Performance & Leadership 10

Course Code: YPLEA 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   April 28, 2004

Prerequisites:  None

Course Synopsis:

Performance and Leadership is a course that will prepare students physically and mentally to be at their best as athletes and as leaders. As an athlete, they will participate in a performance training regime that includes free-weight Olympic lifts, flexibility training, speed training and agility training. This training will be broken into 4-week Base, Development and Peak performance cycles across the school year. Testing will occur every four weeks to monitor the development of each student’s explosive capacity, change of direction, acceleration and flat-out speed. In addition, students will be using a software program to determine their relative speed and strength as compared to others of their age and fitness level across North America. Students will be familiarized with the theory behind their performance training as the year unfolds.

The Leadership portion of this course will be training that prepares students to coach/lead as a part of their school and greater community. In addition, students will be laying the groundwork for careers in teaching, performance training, coaching and recreational leadership. At some point during the school year, students will go out on a leadership practicum where they will coach, referee, train or manage for a local school/sporting organization/event. Students will culminate the Performance and Leadership course with a web-project that demonstrates that they know how to access and assemble a group of sport-specific performance and leadership materials on the internet. In addition, students will assemble a portfolio that will be the core of a life-long tool for gaining entry into post-secondary performance programs, coaching opportunities and job opportunities.

Lastly, there will be the opportunity through this course to obtain a number of external credits for coaching, refereeing and first-aid training.
Learning Resources:

World Wide Web
http://www.huskerpower.com
http://www.vanislehighschoolfootball.com
Huskerpower Make the Play Football, University of Nebraska Performance Program
Huskerpower Make the Play Basketball, University of Nebraska Performance Program
Huskerpower Make the Play Volleyball, University of Nebraska Performance Program
Huskerpower Make the Play Soccer, University of Nebraska Performance Program
Power 5.0 Software
Laser Timing Device
6 Partner Harnesses
8 Trapezoid Step-Over Bags
20 Agility Cones
Plyometric Box Set
Olympic Weight Room
Gymnasium with drill and testing lines, dots, etc painted in.
Television, Video Player, Overhead Projector
In terms of the learning outcomes described above, the minimal level of performance expected of the students at the completion of this course is:

- Required typing speed for a Level 2 keyboarding course.
- Basic computer literacy and production in word processing and desktop publishing.
School District 68

Status: approved

School Name: Nanaimo District Secondary

Course Name: Conflict Resolution 12

Course Code: YCFR 12

Category: Choose a Category

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: None

Course Synopsis:

This course is designed to enable students to reduce the tensions and hostilities associated with conflict. At the same time, they will learn how to acknowledge one another, and how to come to an understanding based on the real needs of both people involved in the dispute. In short, this course is about developing new life skills that students can use to deal effectively with everyday conflict and improve the quality of their own lives. This skill building is especially important for young people because they often feel powerless. The ability to express issues and resolve differences voluntarily is empowering and can have a positive impact on self-esteem.

From a larger social perspective, the direct expression and resolution of conflict creates unique opportunities to learn more about ourselves and the increasing cultural, ethnic, and racial diversity within Canadian schools and society. Through the conflict resolution model presented in this course, students are encouraged to use these differences as an opening to learn more about one another, and to appreciate the multi-dimensionality of personal interactions and relations.

However, the ability to express and resolve one’s conflicts is not simply a matter of personal power or increased understanding and appreciation of differences. It can also be seen as a responsibility inherent in citizenship in a democratic society. This course will allow students the opportunity to develop individual social responsibility. When students are involved in prevention and early intervention in conflicts, they not only help eliminate violence from their schools, they also promote the values and viability of democracy.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- Various Conferences (Local, Provincial, National)
- Internet
- NASSP
- Authentic Documents (magazines, newspapers, etc.)
- CIRA
- Journals and Periodicals

Additional Information:

This program is designed for grade 12 students and is to be offered as an elective within the timetable.
School District 68

Status: approved

School Name: Nanaimo District Secondary

Course Name: Desktop Publishing

Course Code: YDTP 11

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

Desktop Publishing's main objective is to have students producing and publishing a school's yearbook and/or similarly challenging published materials. This course provides students with hands on, real world, experience within a classroom environment. Students learn elements of design that are used in the publishing field and gain an understanding of what it means to work under real time constraints. Works that students can publish could include programs for school functions, posters for promoting school events and initiatives, and other publications that are needed at the school.

Within this course, students integrate a variety of skills into the production of published materials. Students further develop writing skills, learn/develop photography skills, organizational skills, design skills, and leadership skills. This class also fosters teamwork.

At the start of the course students will review the basic principles of design and understand the groundwork for development of published materials. Once the basics are learnt, students transfer these skills on to computers and begin using programs that are standard in the publishing industry.

Learning Resources:

· Representative from school's yearbook company or alternate publishing company (differs depending on the school and year)

· Advisor Guides available through the school's yearbook company

· Yearbook workshops sponsored by school's yearbook company

· http://www.lspa.net/yearbook_resources.htm

· http://desktoppub.miningco.com/cs/graphicdesign/

· http://www.journalism.indiana.edu/resources/scholastic/yearbook.html

Additional Information:

This course has previously been offered as a Locally Developed Course in SD 68.

Students who have taken the course have in surveys said that they like the learning opportunities provided in the course. Through this course, the school receives a high calibre remembrance of the year and students have a concrete visual of their work to show as a part of a resume or interview.
School District 68

Status: approved

School Name: Wellington Secondary

Course Name: Comparative Religions 11

Course Code: YCOMR 11

Category: Choose a Category

Grade Level of Course:  
- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2004

Prerequisites: Social Studies 9

Course Synopsis:

This course is designed to introduce students to the teachings, customs, and practices associated with some of the world’s major religions. It is intended to provide insight and opportunity for reflective thought not religious training. It is a course of religious education about what people of various religions believe, and how these beliefs are demonstrated in the day-to-day lives, festivals, customs, and practices of the followers of these faiths. Some of the faiths that will be explored are: First Nations customs and cultures; Hinduism; Sikhism; Buddhism; Judaism; Christianity; Islam; and other Eastern philosophies like Taoism, Shintoism, and Confucianism.

Learning Resources:

Will include, but not be limited to:
- Various religious books and sacred writings such as the Bible, Koran, the Bhagavad-Gita, the Tripitaka, the Garanth, and the Talmud/Torah
- Canadian Charter of Rights and Freedoms
- The Religions of Man – video
- The Christians – video
- Testament – video
- Religions of our Neighbours by S. Bently
- Newspaper and magazine articles
- Professional collection of Instructor

Additional Information:

This course has previously been offered as a Locally Developed course in SD 68.
School District 68

Status: approved

School Name: Wellington Secondary

Course Name: Fashion Design 12

Course Code: YFASD 12

Category: Choose a Category

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2004

Prerequisites: Textiles Studies 10 (recommended)

Course Synopsis:

This course will assist students to develop their skills of design rendering using water-colours and pastels. Students will learn how to design their own clothing patterns, paint on fabric, and sew original garments for display and may present their completed projects at a major fashion show or other public presentation. In addition, students will develop skills in fashion photography and these photographic techniques will comprise a large segment of the course. Students will create a portfolio of fashion designs, photographic presentations, and self-produced garments required for entry into post-secondary institutions or the retail industry.

Learning Resources:

- Fashion Magazines, articles, videos, television
- Field trips
- Pattern magazines
- Internet applications
- Professional collection of instructor

Additional Information:

This course has previously been offered as a Locally Developed Course in SD 68.
School District 68

Status: approved

School Name: Wellington Secondary

Course Name: Photography 10

Course Code: YPHOT 10

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: None

Course Synopsis:

Photography 10 introduces students to the basics of both the technical and the aesthetic aspects of picture taking, film processing and printing a picture.

Part one of the curriculum is focussed on the fundamentals of operating a camera; how to control the settings, the various different design types, and the history of the camera as an invention. Principles of light, as an art media, will be examined and articulated in critiques of master works and examples of student’s own work. This study into the camera as an invention of the modern age serves to give students a first hand look at the rapid advances of technology, innovation and human creativity and ingenuity.

Part two of the curriculum is focused on the process of developing film to make negatives and then printing these negatives into pictures using the enlargers and dark room facilities.

Part three of the curriculum involves getting students to analyze their photographs, both as works of art and as powerful forms of communication. Self-assessment strategies that include critique will give students an opportunity to compare and contrast their own images and those of the masters to gain a better understanding of the components of a successful and effective image. The formal introduction of the elements and principles of design will give students the vocabulary to discuss their work and the ability to identify and construct better photographs.

Part four of the curriculum requires that students prepare and exhibit their work. A variety of options are offered to give students the opportunity to showcase their achievements. These include: portfolio plates, to be included in their grade 12 graduation portfolio and/or an art portfolio to be included with other work done in visual arts and/or framed for exhibit at the school or outside the school at student art exhibition venues. Student work can also be submitted to magazines; contests and competitions and/or go into a photo album to be shared with family and friends. Student photographs can be showcased on the school’s web page. A more ambitious student can create a web photo gallery as a link to the school web site.

Learning Resources:

Recommended


Photoshop: The software program for computer. The current edition.
Additional Information:

This course can be adapted for digital media instead of or as well as traditional photography media as facilities require. Traditional modes of photography should be maintained where possible.
School District 68

Status: approved

School Name: Wellington Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Choose a Category

Grade Level of Course:  

10  

11  X  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: None

Course Synopsis:

Photography 11 introduces students to an intermediate study of both the technical and the aesthetic aspects of picture taking, film processing and printing a picture.

Part one of the curriculum is focussed on operating a camera; how to control the settings, the various different design types, and the history of the camera. Principles of light, as an art media, will be examined and articulated in critiques of master works and examples of student’s own work. This study into the camera as an invention of the modern age serves to give students a first hand look at the rapid advances of technology, innovation and human creativity and ingenuity. Further study allows students to identify the impact of traditional and modern technologies on image development and design.

Part two of the curriculum is focused on the process of developing film to make negatives and then printing these negatives into pictures using the enlargers and dark room facilities. The darkroom will be emphasized as a venue for creativity, special effects, special processes and other variations will allow students endless possibilities in their personal expression.

Part three of the curriculum involves getting students to analyze their photographs, both as works of art and as powerful forms of communication. Self-assessment strategies that include critique will give students an opportunity to compare and contrast their own images and those of master photographers to gain a better understanding of the components of a successful and effective image. The formal introduction of the elements and principles of design will give students the vocabulary to discuss their work and the ability to identify and construct better photographs. Slide critiques of master photographers will provide a discussion platform to further explore the process of critique.

Part four of the curriculum is to develop visual literacy. A study into historical and contemporary issues that reflect the characteristic of other artist movements and periods will help define student’s own values and traditions. A further look at photography as a viable commercial art form will help to shape students study into photography as a career. The ethical, moral and legal considerations associated with the medium of photography; photography technology used for image development, documentary, and privacy issues will be examined.

Part five of the curriculum requires that students prepare and exhibit their work. A variety of options are offered to give students the opportunity to showcase their achievements. These include: portfolio plates to be included in their grade 12 graduation portfolio and/or an art portfolio to be included with other work done in visual arts and/or framed for exhibit at the school or outside the school at student art exhibition venues. Student work can also be submitted to magazines; contests and competitions and/or go into a photo album to be shared with family and friends. Student photographs can be showcased on the school’s web page. A more ambitious student can create a web photo gallery as a link to the school web site.
Learning Resources:


Photoshop: The software program for computer. The current edition.

Art Careers: Talking with Professional, Vol. 1 to 5.

Ansel Adams Photographer, Video, Crystal Productions, VC-95052. 60 min.

Alfred Stieglitz: Photographer, Video, Crystal Productions VC-6358. 30 min.


Understanding Lenses, F-Stops and More, Mark Allen M. Photog., Cr., Cpp., photoeducation.com

National Geographic Photographer, National Geographic Society.

Additional Information:

This course can be adapted for digital media instead of or as well as traditional photography media as facilities require. Traditional modes of photography should be maintained where possible.
School District 68

Status: approved

School Name: Wellington Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Choose a Category

Grade Level of Course:   [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: Photography 11

Course Synopsis:

Photography 12 continues as an advanced study of both the technical and the aesthetic aspects of picture taking, film processing and printing.

Part one of the curriculum reviews camera use and how to control the settings. Principles of light, as an art media, will be examined and articulated in critiques of master works and examples of student’s own work. Technical aspects of lighting, the studio, equipment and lighting design will be studied. A variety of still life and portraiture compositions will be set up and photographed by students.

Part two of the curriculum is advanced darkroom procedures. Students will learn to tone, dodge and burn, and enlarge negatives to create pictures on standard format and non-standard format papers. The darkroom will be emphasized as a venue for creativity, special effects, special processes and other variations will allow students endless possibilities in their personal expression.

Part three of the curriculum further develops the student’s ability to analyze their photographs both as works of art and as powerful forms of communication. Self assessment strategies that include critique gives students an opportunity to compare and contrast their own images and those of the masters to illustrate their understanding of the components of a successful and effective image. Peer critique and discussion about their images will give students the ability to articulate what they are expressing visually in their work. Slide critiques of master photographers will provide a discussion platform to further explore the process of critique.

Part four of the curriculum is to advance visual literacy; a continued study into historical and contemporary issues that reflect the characteristic of other artists’ movements and periods; and their impact and influence on the student. A further look at photography as a viable commercial art form will help to shape students study into photography as a career. A look into photojournalism will deal with historical and contemporary issues and the ethical, moral and legal considerations associated with the medium of photography. The attributes and requirements as well as the physical and emotional demands of the photographer will be discussed.

Part five of the curriculum requires that students exhibit their work at a public venue. A variety of additional options are offered to give students more opportunities to showcase their achievements. These include: portfolio plates to be submitted with their grade 12 graduation portfolio and/or an art portfolio ready for submission to a post secondary institution. Student’s photographs may be included with other work they may have done in visual arts and/or framed for exhibit at the school or outside the school at student art exhibition venues. Student work can also be submitted to magazines; contests and competitions. A photo album may be designed to include a selection of student work.
Learning Resources:


Photoshop: The software program for computer. The current edition.

Art Careers: Talking with Professional, Vol. 1 to 5.

Ansel Adams Photographer, Video, Crystal Productions, VC-95052. 60 min.

Alfred Stieglitz: Photographer, Video, Crystal Productions VC-6358. 30 min.


Understanding Lenses, F-Stops and More, Mark Allen M. Photog., Cr., Cpp., photoeducation.com

National Geographic Photographer, National Geographic Society.

Additional Information:

This course can be adapted for digital media instead of or as well as traditional photography media as facilities require. Traditional modes of photography should be maintained where possible.
School District 68

Status: approved

School Name: Wellington Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Choose a Category

Grade Level of Course:   □ 10   □ 11   □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   April 1, 2004

Prerequisites:   None

Course Synopsis:

Students will study a variety of psychological theories and apply these to daily living. Some topics include: psychological testing and measurement, thinking, memory, brain function, and stress management. Students will become familiar with various careers that use the skills of a psychologist or information derived from the science of psychology.

Learning Resources:


Additional Information:

This course has been offered as a Locally Developed course in SD 68 for the past 8 years.
School District 68

Status: approved

School Name: Wellington Secondary

Course Name: Video Production 10

Course Code: YVP 10

Category: Choose a Category

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 28, 2004

Prerequisites: None

Course Synopsis:

This course provides an exciting and motivating introduction to the world of film and video production. Students will explore the range of personal and social expression offered by the medium of film and video. The course will focus on basic camera techniques, fundamental structures of commercials and public service announcements, basic script writing, and animation. Students will develop individual skills in key video production elements of sound, lights, camera, video and film editing, post-production skills, animation, and script writing.

Learning Resources:

Reel West Digest;
The Student Filmmakers Handbook: Kodak, Exploring the Colour Image; Jeremy Vineyard
The Student Filmmakers Handbook: Kodak, Setting up your Shot; Jeremy Vineyard
Television Production: A Classroom Approach; Kieth Kyker & Christopher Curchy
Video Production Handbook; Gerald Millerson
Today's Video; Peter Utz
Camera, sound, video editing manuals

www.bcsta.org
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 4, 2004

Prerequisites: None

Course Synopsis:

The Animation Art & Design program helps students attain a foundation in animation art and design. The program also provides a hands-on approach to education that develops students' strengths in art, computer animation operations, model building, storyboarding, character and object development, and 2-D and 3-D animation.

Learning Resources:

In addition to software applications, equipment also includes scanners, printers, video, audio, and classroom presentation equipment.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:   10   11   X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:   April 4, 2004

Prerequisites: Animation 11

Course Synopsis:

The animation professional is a skilled and specialized visual communicator who combines individual artistic talent with technological expertise to create impressions in a moving-image format.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Athletic Physical Education 11

Course Code: YATPE 11

Category: Fitness and Recreation

Grade Level of Course:   ☑️ 10   ☑️ 11   ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: PE9

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in a sport of their choosing. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating their sport. They will incorporate their learning through strategies as demonstrated in competition.

Learning Resources:

Sport specific facility
Weight room
Classroom access
Access to videotaping and viewing equipment
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: AVID 11A

Course Code: YAVID11A

Category: Other

Grade Level of Course: 10  X 11  12

Number of Course Credits: 2

Number of Hours of instruction: 55

Date Approved: April 1, 2006

Prerequisites: Application & Interview

Course Synopsis:

The AVID 11A elective encompasses the key element that promote academic success and ensure successful preparation for post-secondary opportunities. Students develop strategies in: Note-taking, research skills, test-taking skills, communication skills, writing skills, and group study skills. Students will become familiar with apprenticeship, college, and university entrance requirements and programs at Canadian post-secondary institutions.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: AVID 11B

Course Code: YAVID11B

Category: Other

Grade Level of Course:  [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 55

Date Approved: April 1, 2006

Prerequisites: Application & Interview

Course Synopsis:

The AVID 11B elective encompasses key elements for students to develop strategies to ensure academic success and to ensure that they will be prepared to enter academic post-secondary programs. This course covers strategies for: Organizing for success, note-taking, research skills, test-taking skills, communication skills, and group study skills. Students will narrow their search of post-secondary institutions to those that offer programs of particular interest and relevance to their interests.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Fastpitch 12

Course Code: YFSPT 12

Category: Fitness and Recreation

Grade Level of Course:  
10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in fastpitch. It will provide an opportunity to develop leadership, officiating skills, and certification. Students will explore knowledge and skill sets relating to fastpitch.

Learning Resources:

Sport facility - indoor/outdoor
Weight room
Classroom
Videotaping and viewing equipment
The student will receive training and recognition (letters of completion) in the following activities:

Safety Training - WCB Orientation
Basic Fire Suppression Course
Basic Fire Pump Operators Orientation
Basic Power Saw Operations (optional)
Introduction to Tree Climbing
Introduction to Timber(raise Lab: Min of Forestry
Introduction to Log Scaling
Extensive Forestry Engineering

Additional Information:

School District 70
Status: approved
School Name: Alberni District Secondary
Course Name: Forestry 11A - FOREST INDUSTRIES
Course Code: YF 11A
Category: Trades and Technology
Grade Level of Course: □ 10 □ 11 □ 12
Number of Course Credits: 4
Number of Hours of instruction: 100 (plus
Date Approved: April 1, 2004
Prerequisites: None (Grade 10 minimum)

Course Synopsis:
This course offers the student a wide range of topics in the field of forestry. The combination of field trips, field days, guest speakers, work experience and theory lessons dealing with the various topics allows the student hands-on learning as well as theory and technical training in forestry.

Additional Information:

The student will receive training and recognition (letters of completion) in the following activities:

Safety Training - WCB Orientation
Basic Fire Suppression Course
Basic Fire Pump Operators Orientation
Basic Power Saw Operations (optional)
Introduction to Tree Climbing
Introduction to Timber(raise Lab: Min of Forestry
Introduction to Log Scaling
Extensive Forestry Engineering
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Forestry 11B: Management/Harvesting

Course Code: YF 11B

Category: Trades and Technology

Grade Level of Course: 10 [ ] 11 [X] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

This course is designed for the students looking for both practical experience and theory or general knowledge about forest management and basic logging in BC. Students will also be given an opportunity to go on work experience with the Ministry of Forests and the main large and small contract operators in the region. The combination of practical and theory work will allow the student to make informed choices regarding potential career paths in forestry.

Learning Resources:

Computer, Internet access, Tree Farm License #44, Wood lots, Local mills, Engineering equipment.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: International Business

Course Code: YINBU 12

Category: Business and Applied Business

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively.

Learning Resources:
Computer, Internet access, Peripheral devices (printer/scanner)
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Introduction to Business 11

Course Code: YIBUS 11

Category: Business and Applied Business

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

This course introduces students to each of the major areas of business: The basics of business operation, money and accounting, the use of technology, marketing, and international business. This course aims to ensure that all students acquire a general understanding of the role and nature of business while developing personal management skills relating to financial decisions, planning, and budgeting.

Learning Resources:

Computer, Internet access, peripheral devices (printer/scanner)
**School District 70**

Status: approved

School Name: Alberni District Secondary

Course Name: Leadership 11

Course Code: YLEAD11

Category: Other

Grade Level of Course:  
- 10
- 11 [X]
- 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: None

**Course Synopsis:**

The Leadership course provides opportunities for students to learn and practice leadership skills. Students will explore the essentials of leadership in a developmental and experiential framework. Classroom experiences will center on the development of effective communication; time management; organizational, promotional and public speaking skills. These skills will be utilized to plan, implement, and evaluate events and activities that enhance the school and community environment.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Learning Strategies 11 A/B

Course Code: YLS 11A/11B

Category: Other

Grade Level of Course: 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to offer students the opportunity to build on their learning strengths. This is done through a variety of strategies, which can be applied to classroom situations. As well, students work on some Personal and Career Explorations.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Peer Helping 11

Course Code: YPHEL 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

Peer Helping is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Date Approved: April 1, 2004

Number of Course Credits: 4

Number of Hours of instruction: 100

Prerequisites: Above average performance in academic subjects. Recommendations by counselor and approval of LCT

Course Synopsis:

Peer tutoring is designed to challenge students who are motivated, cooperative and have a desire to help others achieve their academic goals. Peer tutors are an integral part of the Learning Center support system, which provides assistance for students who are experiencing difficulties with one or more of their academic subjects. Peer tutors will work in the Learning Center under the direct supervision of the Learning Center teacher. Individual and small group instruction helps more students achieve at grade level, which in turn helps develop positive attitudes towards education and learning.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: April 1, 2004

Prerequisites: Recommendation and permission from teacher

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities.
School District 70

Status: approved

School Name: Alberni District Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Other

Grade Level of Course:  

10  

11  

X 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

April 1, 2005

Prerequisites:  

Recommendation and permission from teacher

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individual and/or small groups in a variety of learning activities. Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 70

Status: approved

School Name: Alternate Schools

Course Name: Media Analysis and Current Events 11

Course Code: YMACE 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 

[ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

This course exposes students to a variety of different media productions, reporting, and response techniques. This course will focus on current events and community publications, and will include an effective communication skills component.

Learning Resources:

Internet Access
Access to a wide variety of media and broadcasting productions
Access to video/digital photography equipment and computer lab
School District 70

Status: approved

School Name: Bamfield Community School

Course Name: Marine & Coastal Studies 10

Course Code: YMCS 10

Category: Other

Grade Level of Course:  

• 10
• 11

☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2006

Prerequisites: None

Course Synopsis:

Students will learn experientially about the socio-ecological system in which they learn and live. Students will explore the rich tapestry of ecosystems and people in southern Barkley Sound. There will be outdoor education components to the course and will involve both a science perspective and Huu-ay-aht First Nations' perspectives.
School District 70

Status: approved

School Name: Ucluelet Secondary

Course Name: First Nations Leadership 10

Course Code: YFNL 10

Category: Other

Grade Level of Course:  
- ☒ 10
- ☐ 11
- ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: April 1, 2004

Prerequisites: None

Course Synopsis:

First Nations students, as well as students interested in the First Nations, will explore leadership as part of a team. Students will seek and encourage leadership skills within their school, their community, and within BC, Canada, and the world. Learning outcomes are grouped under the curriculum organizers: Leadership, Reading, Writing, Listening and Speaking Skills.

Learning Resources:

Computers with Internet access, TV monitor, VCR, class copies for books and short stories.
School District 70

Status: approved

School Name: Ucluelet Secondary

Course Name: Kayaking 11

Course Code: YKYK 11

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2006

Prerequisites: Need to discuss requirements with administrator

Course Synopsis:

Kayaking 11 exposes students to kayaking as a pastime, and as a career. Students will focus on learning basic kayaking techniques and practicing leadership skills. Kayaking 11 will cover: Water Safety, Basic Wilderness First Aid, Boat Handling, Leadership, and Ethical and Historical Awareness.
School District 70

Status: approved

School Name: Ucluelet Secondary

Course Name: Kayaking 12

Course Code: YKYK 12

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 1, 2006

Prerequisites: Kayaking 11

Course Synopsis:

Kayaking 12 exposes students to kayaking as a pastime, and as a career. Students will focus on learning advanced kayaking techniques and practicing leadership skills. Students must complete all of the units within the Kayaking 11 course before planning for and participating in the Kayaking 12 trip.
School District 71

Status: approved

School Name: Georges P Vanier Secondary

Course Name: Choral Music/Chamber Choir 10

Course Code: YCHC 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: June 15, 2004

Prerequisites:

Course Synopsis:

Chamber Choir 10 focuses on pieces more suited to a smaller ensemble. After the introduction of each piece, including a discussion of the time period from which it came, general methodology would focus on teacher introduction of the piece, student work, either in a total class setting or in groups, teacher correction and student discussion of such correction, and then further student practice. To ensure a variety in each lesson several pieces would be included.

Learning Resources:

Sheet music
School District 71

Status: approved

School Name: Georges P Vanier Secondary

Course Name: Choral Music/Chamber Choir 10

Course Code: YCHC 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: June 15, 2004

Prerequisites:

Course Synopsis:

Chamber Choir 10 focuses on pieces more suited to a smaller ensemble. After the introduction of each piece, including a discussion of the time period from which it came, general methodology would focus on teacher introduction of the piece, student work, either in a total class setting or in groups, teacher correction and student discussion of such correction, and then further student practice. To ensure a variety in each lesson several pieces would be included.

Learning Resources:

Sheet music
School District 71

Status: approved

School Name: Georges P Vanier Secondary

Course Name: Choral Music/Chamber Choir 10

Course Code: YCHC 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 ⡿ 11 ⠸ 12 ⠨

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: June 15, 2004

Prerequisites:

Course Synopsis:

Chamber Choir 10 focuses on pieces more suited to a smaller ensemble. After the introduction of each piece, including a discussion of the time period from which it came, general methodology would focus on teacher introduction of the piece, student work, either in a total class setting or in groups, teacher correction and student discussion of such correction, and then further student practice. To ensure a variety in each lesson several pieces would be included.

Learning Resources:

Sheet music
School District 71

Status: approved

School Name: Georges P Vanier Secondary

Course Name: Introductory Law 10

Course Code: YILW 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

- 10 [X]
- 11 [ ]
- 12 [ ]

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: June 15, 2004

Prerequisites: none

Course Synopsis:

Introductory Law 10 is an introduction to the laws, procedures and issues of the Canadian legal justice system. Students will learn about judges and courts and the balance they strive to achieve to protect individual rights while determining guilt or innocence. Also included in the course is the study of crime itself and students will have an introduction to the study of criminology. Civil Law, particularly the Law of Torts, as well as Human Rights will also be covered. There will be a wide range of methodology used, from reading of particular court cases and studies of criminal behaviour, to Internet research and student role playing as well as student group work and discussion. Videos will also be utilized as will the RCMP Liaison Officer.
School District 71

Status: approved

School Name: Georges P Vanier Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:  June 15, 2004

Prerequisites: none

Course Synopsis:

The emphasis throughout this course is placed upon developing an understanding of the individual’s own behaviour on group situations and on group problem strategies. As a result, students are encouraged to recognize the impact their actions have on the world around them, through practical experiences.
School District 71

Status: approved

School Name: Highland Secondary

Course Name: Beginning Tourism 10

Course Code: YBT 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: June 15, 2004

Prerequisites: none

Course Synopsis:

This course has been developed to provide students with an awareness of the tourism industry and the career opportunities within it, basic employability skills and entry-level customer service skills/training. Students gather knowledge and skills in the course through certifications programs, interactions with community properties/associations, and tourism projects/presentations. Curriculum organizers are: Introduction to Tourism, Customer Service, Our Roots/Our Future and Geography/Travel. Students are given the opportunity for self and peer assessment in each of the units as well as collecting supportive material for their personal portfolio.
School District 71

Status: approved

School Name: Highland Secondary

Course Name: Fitness 10

Course Code: YFTN 10

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 45

Date Approved: June 15, 2004

Prerequisites:

Course Synopsis:

Fitness 10/11 is a high intensity course designed for students wishing to increase their overall fitness level and knowledge. Students will explore their fitness potential via a number of vehicles and are required to assess their fitness levels at strategic points during the course. Background to reviewing their fitness assessment will be provided through a unit on fitness concepts. Other fitness concepts will be discovered and developed through units of weight training, running, select aerobic activities and modified physical education games.
School District 71

Status: approved

School Name: Highland Secondary

Course Name: Tourism 10

Course Code: YTOUR 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
☐ 10  ☑ 11  ☑ 12

Number of Course Credits: 2

Number of Hours of Instruction: 60

Date Approved: May 15, 2004

Prerequisites: none

Course Synopsis:

This course has been developed to provide students with an awareness of the tourism industry and the career opportunities within it, basic employability skills and entry-level customer service skills/ training. Students gather knowledge and skills in the course through certifications programs, interactions with community properties/ associations, and tourism projects/ presentations. Curriculum organizers are: Introduction to Tourism, Customer Service, Our Roots/Our Future and Geography /Travel. Students are given the opportunity for self and peer assessment in each of the units as well as collecting supportive material for their personal portfolio.
School District 71

Status: approved

School Name: Mark R. Isfeld Senior Secondary

Course Name: Creative Writing 10

Course Code: YCWR 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 25, 2004

Prerequisites: none

Course Synopsis:

Creative Writing is a course for those who wish to venture into new spaces and places to explore, discover and create. It is a course for all of us who have stories to tell: in prose or poetry. Creative Writing 10 provides the opportunity for the student, writer to develop creative writing skills and abilities beyond what is offered in required English courses.

This course will encourage students to see creative writing as a unique way of thinking, and will help to explore and develop new ideas. Students will examine and experiment with different ways of conveying meaning through writing. Through guided experiences, students will see the connections between individual writing, the writing of others and writing in the broader world.

This course focuses on writing as an art form. It encourages students to develop creative ideas and express them through writing in a variety of forms and genres.

The four major genres of creative writing featured in this curriculum are: poetry, short fiction, short stories, play writing, and nonfiction. However, the teacher can and should include additional forms if students are interested. Independent Projects are encouraged and offer the opportunity for students to explore other forms independently if they choose. This course also allows students to participate in such varied experiences as studying with an author, joining a writing group, or obtaining experiences with a publishing company. Many students in this course, work with the Writers in Electronic Residence Program (WIER).

The content of Creative Writing 10 can be summarized in the following way:
- The course will focus on the language processes of reading and writing, although students will also be engaged in speaking and listening as they discuss their own writing, their peers' writing, and reading selections.
- The course includes: poetry, short fiction, plays, and nonfiction. How the teacher organizes the course is optional. (Two possible options are explained)
School District 71

Status: approved

School Name: Mark R. Isfeld Senior Secondary

Course Name: Marine Biology 10

Course Code: YMBI 10

Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 25, 2004

Prerequisites:

Course Synopsis:

In this course we will explore the living and the non-living wonders of our world’s most important resource – water. The focus of this course will be on Marine Ecosystems, and as much as possible a hands on approach is used (i.e. field trips and labs). Another goal of the course is to gain an appreciation for the importance of maintaining healthy and diverse marine ecosystems. Activities will range from exploring shorelines and tidal pools to learning about the effects of pollution on water quality.
School District 71

Status: approved

School Name: Mark R. Isfeld Senior Secondary

Course Name: Team Sports 10

Course Code: YTS 10

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: June 15, 2004

Prerequisites: none

Course Synopsis:

This course will require students to assess and maximize their personal fitness levels. Students will also be given the opportunity to choose from a list of team sports to be covered in class. These team sports will be presented in a fashion that challenges the student's skill level and strategic knowledge in a more advanced way that standard physical education units. Unit one involves the area of Personal Fitness in which students cover major muscles groups and their functions, fitness principles, components of fitness and specific training methods. Unit two involves Team Games in which a number of games are covered with a focus on advanced skill progressions, complex offensive and defensive strategies and continued, strenuous participation. Finally, unit three involves demonstrating and developing the concept of Athletic Leadership in which students will take an active role in leading the class through a warm-up activity, stretching session, presentation of a challenging skill and explanation of an advanced game strategy.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Advanced Art Portfolio 11, 12

Course Code: YAAP11/YAAP12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10
- [x] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: Art 10 or Art 11

Course Synopsis:

This course is designed to assist students in creating quality portfolios that include evidence of their personal artistic development. The course enables students to explore elements and principles of art through drawing, painting, sculpture and media and to learn how to organize and present examples of their art through a portfolio. The final portfolio will enable students to meet the portfolio entrance requirements of post secondary institutions who request submission of a student art portfolio.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Aviation 11

Course Code: YAV 11

Category: Science and Applied Sciences

Grade Level of Course:  

☑️ 10  ❏ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: Science 10 and Math 10

Course Synopsis:

Introduces students to the world of aviation and several related career fields. Offers 2 major instructional units; ground school and flight training using a simulator. Students will cover a wide range of aeronautics topics that include identification of parts, systems, functions of an aircraft, "rules of the road" for flying and characteristics of weather systems. Students will also learn about flight preparation, takeoffs, circuits, landings, and precautionary and forced landings. Through project work students will explore Canadian aviation history.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Career/Life Transition 12

Course Code: YCLTR 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

[ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 21, 2006

Prerequisites: Planning 10

Course Synopsis:

Course is designed to provide support to students in their transition to life after high school. They will learn the skills for compiling and presenting portfolios for multiple uses while focusing on the criteria for Graduation Portfolio. Will complete the preparation & post-placement requirements of work experience 12 courses. Key themes include communication skills, conflict resolution, workplace safety, workplace preparation and developing entrepreneurial skills.
School District 72

Status: approved

School Name: Carihi Secondary
Course Name: Challenge Recreation 10
Course Code: YCHR 10
Category: Fitness and Recreation

Grade Level of Course: 10

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: October 19, 2004
Prerequisites: N/A

Course Synopsis:
A full day semester long integrated Gr. 10 cooperative education program offered to gr. 10 students at Carihi. The program takes a head, heart and hands approach to providing students with a rich learning experience. Central to the program is a series of stewardship work placements where students assist volunteer organizations in their attempt to preserve, protect and enhance sensitive habitats in and around Campbell River. The outdoor education emphasis builds on environmental awareness and provides students with the skills to pursue life-long recreational activities in the outdoors.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Computer Animation 10

Course Code: YCANI 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits:

Number of Hours of instruction:

Date Approved:  

April 20, 2004  

Prerequisites:

Course Synopsis:

Students develop the ability to use animation software to create and assemble animation clips that can be presented in short videos. Paper sketching, an overview of the animation process, model making, use of action & motion and project work are all critical components of this course. Student portfolios, sketches and assignments will form basis of assessment.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Co-operative Education 12A

Course Code: YCOE 12A

Category: Business and Applied Business

Grade Level of Course:  □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Developed to support students in transition from school to work. Through development of specific pre-employment skills and on site work placements students have a practical opportunity to explore skills, aptitudes, attitudes and work expectations required by a specific career path. Helps meet the diverse needs and interest of a wide range of students due to the individualized nature of each work placement.
School District 72

Status: approved

School Name: Carihi Secondary
Course Name: Co-operative Education 12B
Course Code: YCOE 12B
Category: Business and Applied Business

Grade Level of Course: 

☐ 10
☐ 11
☐ 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 15, 2005
Prerequisites: None

Course Synopsis:

Developed to support students in transition from school to work. Through development of specific pre-employment skills and on site work placements students have a practical opportunity to explore skills, aptitudes, attitudes and work expectations required by a specific career path. Helps meet the diverse needs and interest of a wide range of students due to the individualized nature of each work placement.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: First Nations Leadership 10

Course Code: YFNL 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course will help students to research, organize, facilitate and present workshops and activities in schools in the community. Students design FN culture workshops, community service projects, and middle school mentoring programs. They enhance their collaborative skills to work effectively in small groups and learn communication skills to empower them. This course provides an opportunity to foster and enrich experiential learning that FN students possess.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: First Nations Leadership 11

Course Code: YFNL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course will help students to research, organize, facilitate and present workshops and activities in schools in the community. Students design FN culture workshops, community service projects, and middle school mentoring programs. They enhance their collaborative skills to work effectively in small groups and learn communication skills to empower them. This course provides an opportunity to foster and enrich experiential learning that FN students possess.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: First Nations Leadership 12

Course Code: YFNL 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

□ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May 11, 2004

Prerequisites:

Course Synopsis:

This course will help students to research, organize, facilitate and present workshops and activities in schools in the community. Students design FN culture workshops, community service projects, and middle school mentoring programs. They enhance their collaborative skills to work effectively in small groups and learn communication skills to empower them. This course provides an opportunity to foster and enrich experiential learning that FN students possess.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: First Nations Studies 12

Course Code: YFNS12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  [ ]

11  [ ]

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 21, 2006

Prerequisites: None

Course Synopsis:

Links the experience of B.C. 1st Nations people to the broader North American Aboriginal experiences. Examines 7 Aboriginal cultures: Inuit, Northwest Coast FN, Woodlands FN, Plains FN, Southwest FN and the Metis. Covers the evolving Aboriginal experience from pre-contact period until the modern resurgence of Canadian and American aboriginal cultures.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Healthy Living: Hatha Yoga 10

Course Code: YHLHY 10

Category: Fitness and Recreation

Grade Level of Course:  

10  \[\square\]  11  \[\square\]  12  \[\square\]

Number of Course Credits: 4

Number of Hours of instruction: 129

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

Course has been developed to meet the needs of non-athletic, non-competitive students who wish to improve their fitness level and general health. Healthy living will be emphasized through the physical discipline of Hatha Yoga. The focus of the course will develop an understanding of the history of hatha yoga, awareness of stress, illness, and nutrition, an introduction to meditation and an overview of the relationship existing between lifestyles goals and fitness.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Healthy Living: Hatha Yoga 11

Course Code: YHLHY 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 129

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

Course has been developed to meet the needs of non-athletic, non-competitive students who wish to improve their fitness level and general health. Healthy living will be emphasized through the physical discipline of Hatha Yoga. The focus of the course will develop an understanding of the history of hatha yoga, awareness of stress, illness, and nutrition, an introduction to meditation and an overview of the relationship existing between lifestyles goals and fitness.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Healthy Living: Hatha Yoga 12

Course Code: YHLHY 12

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 129

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

Course has been developed to meet the needs of non-athletic, non-competitive students who wish to improve their fitness level and general health. Healthy living will be emphasized through the physical discipline of Hatha Yoga. The focus of the course will develop an understanding of the history of hatha yoga, awareness of stress, illness, and nutrition, an introduction to meditation and an overview of the relationship existing between lifestyles goals and fitness.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Kwakwala/Liqwala 10

Course Code: YKWAK10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course is designed to support opportunities for students to learn the language of their elders. It is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala language as spoken by the Northern and Southern Kwakwakwakw Nation. It is expected that students will develop vocabulary useful to home, school, and community. They will learn basis conversation skills and develop cultural awareness.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Kwakwala/Liqwala 11

Course Code: YKWAK11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

May 2, 2006

Prerequisites:  

Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Kwakwala/Liqwala 11, 12

Course Code: YKWAK11/12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [X] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 2, 2006

Prerequisites: Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Kwakwala/Liqwala 11, 12

Course Code: YKWAK11/12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 2, 2006

Prerequisites: Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Kwakwala/Liqwala 11, 12

Course Code: YKWAK11/12

Category: Liberal Arts and Humanities

Grade Level of Course:  

- 10  

- 11 ✔  

- 12 ■

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 2, 2006

Prerequisites: Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Kwakwala/Liqwala 11, 12

Course Code: YKWAK11/12

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 2, 2006

Prerequisites: Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Carihi Secondary
Course Name: Leadership 10
Course Code: YLEAD 10
Category: Health and Human Services

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: May 11, 2004
Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course: ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Carihi Secondary
Course Name: Leadership 12
Course Code: YLEAD 12
Category: Health and Human Services

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved:  
May 11, 2004

Prerequisites:  
None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Peer Support 10

Course Code: YPS 10

Category: Health and Human Services

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: [ ]

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Carihi Secondary
Course Name: Peer Support 11
Course Code: YPS 11
Category: Health and Human Services

Grade Level of Course: ☑️ 10  ☒️ 11  ☐ 12

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Peer Support 12

Course Code: YPS 12

Category: Health and Human Services

Grade Level of Course:  

10    11    12

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved:  March 15, 2005

Prerequisites:  None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course: 10 [ ] 11 [X] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

Developed to offer students an introduction to the science of psychology and to enable them to explore their own learning style in the context of affective components of the critical thinking process. Students will develop an understanding of psychology, its history and relationship to other sciences, methods of psychological study, human development, biological influences on behaviour and personality theories.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Health and Human Services

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 21, 2006

Prerequisites: Psychology 11

Course Synopsis:

Designed to teach students how the brain & nervous system collect information from the environment and how learning and genetics interact to interpret information. Students learn strategies for coping with stress and for facing frustration and conflict. Psychological disorders are examined and students learn to identify causes, behaviours and treatments for individuals in society dealing with mental illness.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Recreational Leadership: Basketball 10, 11, 12

Course Code: YRLB 10, 11, 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course is intended to develop the all-round athlete with an emphasis on the development of basketball skills. Individual and team skills are emphasized. An aerobic running base and power or strength training contribute to conditioning. Students are given an opportunity to excel at levels never before achieved in a PE course.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Recreational Leadership: Soccer 10, 11, 12

Course Code: YRLS 10, 11, 12

Category: Fitness and Recreation

Grade Level of Course:  

- X 10
- X 11
- X 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course provides a challenging soccer program designed to develop the skills of the all-around player. Individual skill building, aerobics, team play skills and power or strength training are emphasized. Students will develop a good understanding of rules of play and appropriate strategies of play.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Recreational Leadership: Volleyball 10, 11, 12

Course Code: YRLV 10, 11, 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course is intended to develop the volleyball skills of the all-around player. Early focus is on developing individual skills and building an aerobic running base to enable players to further develop complex skills of team play and power or strength training. Students also develop a clear understanding of the rules of play and appropriate game strategies.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Strategies for Learning

Course Code: YSFL 10/ YSFL 11/ YSFL 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

This course supports and encourages students to develop personal learning strategies in a safe learning environment. These skills will be extended to regular classroom settings. The focus of the course will be the development of individual skills in time management, math fundamentals, reading and writing skills, study skills, life skills, and advocacy skills that have the potential to generalize to real life situations.
School District 72

Status: approved

School Name: Carihi Secondary
Course Name: Writing 10
Course Code: YWR 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120

Date Approved: March 15, 2005
Prerequisites: None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 72

Status: approved

School Name: Carihi Secondary

Course Name: Writing 11

Course Code: YWR 11

Category: Liberal Arts and Humanities

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</table>

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 72

Status: approved

School Name: Cortes Island Elem-Jr Secondary

Course Name: Kwakwala/Liqwala 11, 12

Course Code: YKWAK11/12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 2, 2006

Prerequisites: Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Cortes Island Elem-Jr Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Cortes Island Elem-Jr Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Cortes Island Elem-Jr Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Cortes Island Elem-Jr Secondary

Course Name: Smart Start 10

Course Code: YSMST 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Females Only

Course Synopsis:

This course has been designed to provide girls with healthier start to each day by combining components of a healthy lifestyle-varied exercise and great nutrition. Developing an exercise program that reflects student needs and preparing high quality nutritious foods is fundamental. A variety of health and wellness topics will help to develop a consciousness of good health.
School District 72

Status: approved

School Name: Cortes Island Elem-Jr Secondary

Course Name: Writing 10

Course Code: YWR 10

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 72

Status: approved

School Name: Cortes Island Elem-Jr Secondary

Course Name: Writing 11

Course Code: YWR 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

[ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  March 15, 2005

Prerequisites:  None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Kwakwala/Liqwala 11, 12

Course Code: YKWAK11/12

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 2, 2006

Prerequisites: Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Elm Street Alternate School
Course Name: Leadership 10
Course Code: YLEAD 10
Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: May 11, 2004
Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student-led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Health and Human Services

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Peer Support 10

Course Code: YPS 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:  

Number of Hours of instruction: 120

Date Approved:  

Prerequisites:  

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Peer Support 11

Course Code: YPS 11

Category: Health and Human Services

Grade Level of Course:  
10  [x] 11  [ ] 12

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Peer Support 12

Course Code: YPS 12

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Smart Start 10

Course Code: YSMST 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Females Only

Course Synopsis:

This course has been designed to provide girls with healthier start to each day by combining components of a healthy lifestyle-varied exercise and great nutrition. Developing an exercise program that reflects student needs and preparing high quality nutritious foods is fundamental. A variety of health and wellness topics will help to develop a consciousness of good health.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Writing 10

Course Code: YWR 10

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 72

Status: approved

School Name: Elm Street Alternate School

Course Name: Writing 11

Course Code: YWR 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Advanced Art Portfolio 11, 12

Course Code: YAAP11/YAAP12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: Art 10 or Art 11

Course Synopsis:

This course is designed to assist students in creating quality portfolios that include evidence of their personal artistic development. The course enables students to explore elements and principles of art through drawing, painting, sculpture and media and to learn how to organize and present examples of their art through a portfolio. The final portfolio will enable students to meet the portfolio entrance requirements of post secondary institutions who request submission of a student art portfolio.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Adventure 10

Course Code: YAD 10

Category: Fitness and Recreation

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 19, 2004

Prerequisites: None

Course Synopsis:

The program is embedded in a full day semester long integrated Gr.10 co-operative education program offered to Gr. 10 students at Timberline. A series of teambuilding activities which promote leadership skills and personal and group responsibility are emphasized as students experience a series of challenging outdoor activities including hiking, canoeing, rock climbing and kayaking. This emphasis builds environmental awareness and provides students with the skills to pursue life-long recreational activities. Students offer volunteer community service through a series of school and community environmental projects.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Art Metal 10

Course Code: YARM 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☒ 10  ☐ 11  ☐ 12

Number of Course Credits:

Number of Hours of instruction:

Date Approved:  April 20, 2004

Prerequisites:

Course Synopsis:

This course has been developed to introduce students to the art of jewelry making and metal art using common metal work tools. Students use basic tools to design and create artwork and jewelry while learning industrial processes in a safe and time effective manner. They are also encouraged to market their products through the Timberline Entrepreneurial Program.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Aviation 11

Course Code: YAV 11

Category: Science and Applied Sciences

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

March 15, 2005

Prerequisites:  

Science 10 Math 10

Course Synopsis:

Introduces students to the world of aviation and several related career fields. Offers 2 major instructional units; ground school and flight training using a simulator. Students will cover a wide range of aeronautics topics that include identification of parts, systems, functions of an aircraft, "rules of the road" for flying and characteristics of weather systems. Students will also learn about flight preparation, takeoffs, circuits, landings, and precautionary and forced landings. Through project work students will explore Canadian aviation history.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Child Psychology 12

Course Code: YCPSY 12

Category: Science and Applied Sciences

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: None

Course Synopsis:

Designed for students interested in working with children of all ages giving both practical and theoretical knowledge. Includes study of development from conception to age 12, the importance of reading, understanding the impact of media & television on children, researching a childhood disorder and presenting a case history and the importance of play. Students will travel twice a week to a local elementary school where they will be involved in lunchtime activities and engage in a buddy reading system.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Co-operative Education 12A

Course Code: YCOE 12A

Category: Business and Applied Business

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Developed to support students in transition from school to work. Through development of specific pre-employment skills and on site work placements students have a practical opportunity to explore skills, aptitudes, attitudes and work expectations required by a specific career path. Helps meet the diverse needs and interest of a wide range of students due to the individualized nature of each work placement.
**School District 72**

Status: approved

School Name: Timberline Secondary School

Course Name: Co-operative Education 12B

Course Code: YCOE 12B

Category: Business and Applied Business

Grade Level of Course:  

- ☐ 10  
- ☒ 11  
- ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

**Course Synopsis:**

Developed to support students in transition from school to work. Through development of specific pre-employment skills and on site work placements students have a practical opportunity to explore skills, aptitudes, attitudes and work expectations required by a specific career path. Helps meet the diverse needs and interest of a wide range of students due to the individualized nature of each work placement.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Family Law 11,12

Course Code: YFML11/YFML12

Category: Business and Applied Business

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 4, 2005

Prerequisites: None

Course Synopsis:
	his practical course focuses on the aspects of the law that family members will most likely be subjected to. Designed to provide students with information on setting up a home, establishing finances, living in a productive environment and using various branches of government to assist the family in its needs.
School District 72

Status: approved
School Name: Timberline Secondary School
Course Name: Kwakwala/Liqwala 11, 12
Course Code: YKWAK11/12
Category: Liberal Arts and Humanities
Grade Level of Course: □ 10  ☑ 11  ☑ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 2, 2006
Prerequisites: Gr. 10 Kwakwala

Course Synopsis:

This course is aimed at developing vocabulary, structural knowledge and fluency in the Kwakwala/Liqwala Language as spoken by the Northern and Southern Kwakwakawakw Nation. It focuses on the use of functional conversation in everyday life. Local First Nations Youth will have the opportunity to learn the language of their elders.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Health and Human Services

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 11, 2004

Prerequisites: None

Course Synopsis:

This course develops the leadership skills of students through the planning and organization of activities that contribute to the development of school spirit and community service. Students take responsibility for a variety of student led activities. Seasonal celebrations, intramural athletics, environmental service, teacher service, school enhancement, school spirit, and community service provide a focus for the design of the leadership activities. Students are expected to contribute a minimum of 20 hrs. of service to a school or community group.
School District 72

Status: approved

School Name: Timberline Secondary School
Course Name: Peer Support 10
Course Code: YPS 10
Category: Health and Human Services

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits:  

Number of Hours of instruction: 120

Date Approved:  March 15, 2005
Prerequisites:  None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Peer Support 11

Course Code: YPS 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Peer Support 12

Course Code: YPS 12

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits:

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed to provide training to students in communication, interpersonal and specific intervention skills. Will enable students to assist their peers with the problem-solving process and take an active role in helping to create and deliver prevention programs in elementary, middle and secondary schools. Students will be guided through a problem solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance and respect. Following training, Peer Supporters will be available to meet with students under the guidance of school counsellors.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Smart Start 10

Course Code: YSMST 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☒ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Females Only

Course Synopsis:

This course has been designed to provide girls with healthier start to each day by combining components of a healthy lifestyle-varied exercise and great nutrition. Developing an exercise program that reflects student needs and preparing high quality nutritious foods is fundamental. A variety of health and wellness topics will help to develop a consciousness of good health.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Smart Start 10

Course Code: YSMST 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: √10  ☐11  ☐12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: Females Only

Course Synopsis:

This course has been designed to provide girls with healthier start to each day by combining components of a healthy lifestyle-varied exercise and great nutrition. Developing an exercise program that reflects student needs and preparing high quality nutritious foods is fundamental. A variety of health and wellness topics will help to develop a consciousness of good health.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Strategies for Learning

Course Code: YSFL 10/ YSFL 11/ YSFL 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

X 10  
X 11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 20, 2004

Prerequisites: None

Course Synopsis:

This course supports and encourages students to develop personal learning strategies in a safe learning environment. These skills will be extended to regular classroom settings. The focus of the course will be the development of individual skills in time management, math fundamentals, reading and writing skills, study skills, life skills, and advocacy skills that have the potential to generalize to real life situations.
School District 72

Status: approved

School Name: Timberline Secondary School
Course Name: Trades Preparation 11
Course Code: YTRDP 11
Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 11, 2004
Prerequisites: Science 10, Math 10

Course Synopsis:

Combines five distinct modules of instruction (science, math technical drawing, hand and machine tool process and safety). Together they provide a common core curriculum that will facilitate and support the transition of secondary students into ELTT (Entry Level Trades Training) in BC Colleges. This new training model will allow for multiple entry and exit points for students who wish to pursue trade training while completing their secondary graduation requirements.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Writing 10

Course Code: YWR 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 72

Status: approved

School Name: Timberline Secondary School

Course Name: Writing 11

Course Code: YWR 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
X 11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 15, 2005

Prerequisites: None

Course Synopsis:

Designed for writers of all levels committed to further developing their writing skills. It immerses students in the world of writing through anecdotes, stories, essays, poems and/or plays according to their interests and inclinations. Students will be exposed to a variety of writing styles and techniques and learn to critique their work and the writing of other students. Technical and editing skills will be emphasized as students work towards producing a portfolio of published work each term. Final work will be published both online and in hard copy for school distribution.
School District 73

Status: approved

School Name: Barriere Secondary

Course Name: Art Metal 10

Course Code: YARM 10

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course has been developed to support and encourage students to explore the wide array of metal working techniques used in Art Metal.

Students learn to use various metalworking equipment as they follow the steps in creating Art Metal projects of personal interest.

Learning Outcomes for the course are grouped under the curriculum organizers: Health and Safety, Personal and Project Management, Mathematical Applications, Tools and Equipment, Materials, Cutting Processes, and Forming and Joining Processes.

The approach supports safe working practices, student skill development and encourages meaningful methods of ideation, design, planning, production and evaluation of various Art Metal techniques and projects.

Additional Information:

Fully equipped metal shop including foundry with accessories and safety suits, centrifugal caster, wax burn-out oven, and welding equipment (oxy-acetylene, stick, and wire feed).

Lapidary and stained glass equipment recommended to further enhance the course and opportunities for students.

Teacher will need to possess qualifications from training institute for technology training.
School District 73

Status: approved

School Name: Barriere Secondary

Course Name: Creative Writing 10

Course Code: YCWR 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course has been designed to engage and encourage students in the process and skills necessary for formal creative expression in writing.

Students learn to apply the context and traditions of the writing community to their own compositions and projects.

Learning outcomes for the course are grouped under these curriculum organizers:
• Creativity and Communication,
• Stylistic Elements & Principles of Writing,
• Forms and Conventions of Writing,
• Contexts (Personal, Social, Cultural, Historical).

The class supports a structured student autonomy and a studio-like atmosphere. The writing process is stressed rather than the writing product.
School District 73

Status: approved

School Name: Barriere Secondary

Course Name: Futures 11

Course Code: YFUT 11

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

The first term of the course will be spent on work related skills such as creating resumes, cover letters and training for certificates in first aid, life saving, baby sitting, food safe, WHIMS, and super host. Term two will include survival math and reading skills, as well as current events.
School District 73

Status: approved

School Name: Barriere Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active 'hands-on,minds on' experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
**School District 73**

Status: approved

School Name: Barriere Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course: ☑️ 10 ☑️ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: interview for acceptance

**Course Synopsis:**

Participatory course that offers students the opportunity to help others in their school and community. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will be provided with training in tutoring techniques and develop skills in learning styles, communication, interpersonal relations, leadership, teamwork, and conflict management.
**School District 73**

Status: approved

School Name: Barriere Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: 70% or better in Peer Tutoring 11

**Course Synopsis:**

builds on skills from Peer Tutoring 11 and adds leadership, independence and employability skills, and teamwork and collaboration.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Astronomy 11

Course Code: YASTR 11

Category: Science and Applied Sciences

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May, 2005

Prerequisites: Science 10

Course Synopsis:

This is a course that allows students to pursue an interest in Astronomy that has no major outlet past Science 9. This course may give students a headstart on post secondary studies in Physics and Astronomy, Engineering and Math.

Learning Resources:

a telescope
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Human Performance 11

Course Code: YHP 11

Category: Choose a Category

Grade Level of Course:  

10  

11  [x]  

12  

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved:  May 1, 2004

Prerequisites:

Course Synopsis:

This course has been designed in order to provide a holistic approach to self-prescribing exercise for adolescents. Students learn a variety of scientific principles, techniques and methodologies pertaining to strength and conditioning. Students will understand how to condition and train the body in order to practically apply these methods onto themselves with the hope that they will continue to live a healthy active lifestyle.

The base approach of this course is science and knowledge that transforms to the practical use of these methodologies and principles. A variety of units are used in order to cover all topics that are encompassed under the title of Human Performance. Exercise physiology and its subsequent foundations are the cornerstone of this class.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Human Performance 12

Course Code: YHP 12

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: Human Performance 11

Course Synopsis:

This course is designed to provide a holistic approach to self prescribing exercise for teens. Students learn a variety of scientific principles, techniques, and methodologies pertaining to strength and conditioning. Exercise physiology and its foundations are the cornerstone of this class.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active 'hands-on,minds on' experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Photography 10

Course Code: YPHOT 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10 ☒  11 ☐  12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

When this course is completed, students will have gained foundation knowledge in black and white photography.

This includes:
- proper use of a 35mm camera
- proper use of dark room mechanics including appropriate chemical use
- the ability to develop film
- the ability to print photographs
- traditional and exploratory image creation
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: Photography 10

Course Synopsis:

Upon successful completion of Photo 11, students will have expanded their previous foundation knowledge in black and white photography, learn more advanced techniques and applications and developed creative photographic expression skills, including proper use of 35 mm camera, proper use of darkroom, ability to develop film, ability to print pictures and tradition and exploratory image creation.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May, 2005

Prerequisites: Photo 11

Course Synopsis:

Upon successful completion of Photography 12, students will have further expansion of previously gained foundation knowledge, challenged their creative imagery concepts and abilities, and through a more independent program, explored their individual life perceptions and experiences through the medium of black and white photography.
School District 73

Status: approved

School Name: Brocklehurst Secondary
Course Name: Recreational Leadership 11
Course Code: YRECL 11
Category: Health and Human Services

Grade Level of Course:   10   ✗ 11   ☐ 12

Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: May 1, 2004
Prerequisites:

Course Synopsis:

This course has been designed in an effort to better prepare students for circumstances and situations that life presents. Students are forced continually to step outside of their comfort zone in regards to public speaking, managing groups and directing instructional settings. These students learn how to prioritize and manage their personal lives in a moral and ethical manner.

Students learn a variety of group leading techniques and are required to put them to practical use.

Students are required to participate in school pride and spirit activities as well as organize them and invoke interest in the student population in regards to various events throughout the year.

A variety of units are used in order to cover all of the topics that fall within the title of Recreational Leadership.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Retail Management 11

Course Code: YRTMG 11

Category: Business and Applied Business

Grade Level of Course:  

X 11

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

course is designed for students interested in the retail sales and operating a small business. It will use the Brock Korner Store as the real life example of a small retail enterprise. Students will learn buying behavior, selling techniques, pricing, advertising and market research. An essential part of this course will be working shifts in the store at break, lunch and special events.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Retail Management 12

Course Code: YRTMG 12

Category: Business and Applied Business

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: Accounting 11 or Retail Management 11 or permission of the teacher

Course Synopsis:

This course will enable a select number of students to further their retail skills as managers in the Brock Korner Store. Students will gain invaluable experience running the day to day operations of a real business. They will learn to work in a team concept in a leadership role.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Sports Specific Training 10

Course Code: YSSPT 10

Category: Fitness and Recreation

Grade Level of Course:  

- [x] 10  
- [ ] 11  
- [ ] 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: Grade 9 PE with A or B standing and a genuine interest in sports, or with teacher permission

Course Synopsis:

in depth course designed to give students a sound foundation in specific sports. Students will be involved in individual skill development, conditioning and team strategy analysis. In addition, students will also learn of the mental aspects of sports, and how it relates to life. Along with individual and team aspects of sport, students will be exposed to the often overlooked sides of sport: coaching and refereeing. Finally, students will learn from a variety of experiences, hands-on practice, guest speakers and fellow students.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Video Game Maker 11

Course Code: YVGM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

c

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May , 2005

Prerequisites:

Course Synopsis:

This course has been developed to introduce students to both classical and modern video games. Students will learn the history of video games, the related social issues, and explore various genres of video game creation. The students will be expected to think creatively, designing their own sprites, sounds and themes.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Yearbook 10

Course Code: YYB 10

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

Students are responsible for the production of the school yearbook. Students may be assigned to work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

Students are responsible to produce the school yearbook. Skills acquired in Yearbook 10 are augmented. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher.
School District 73

Status: approved

School Name: Brocklehurst Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This is a year long course in Grades 10, 11, and 12 which produces the school yearbook. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation.
School District 73

Status: approved

School Name: Chase Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: ☑️ 11

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active 'hands-on,minds on' experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Chase Secondary

Course Name: Military Studies 11

Course Code: YMLST 11

Category: Other

Grade Level of Course:  ☑️  10  ☑️  11  ☐  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course has been developed to equip learners with a realistic understanding of what Canada's military organizations do, how they have evolved, and what future issues they must confront. It is intended to be both practical and theoretical in nature, replete with guest speakers, videos, and sand table discussions.

Opportunities for students to explore individual areas of interest and express their learning will be designed to appeal especially to young people whose interest in school may be wavering.
School District 73

Status: approved

School Name: Clearwater Secondary School

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on, minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Clearwater Secondary School

Course Name: Video Production 11

Course Code: YVP 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

**Course Synopsis:**

Video Production 11 is an interactive, practical, cooperative learning course with a maximum enrollment of 16 students, in which students are engaged in developing technical, artistic, and business skills related to producing television and DVD programs for personal, school and community use.
School District 73

Status: approved

School Name: Clearwater Secondary School

Course Name: Video Production 12

Course Code: YVP 12

Category: Choose a Category

Grade Level of Course: 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: Video Production 11

Course Synopsis:

Video Production 12 is an extension of Video Production 11, in which students further develop their proficiency in all technical areas. They may focus on a particular area of digital editing or other creation programs according to interest or assignment. Students may be expected to take a leadership role if they are in a class with VP 11 students, and to help students in other courses who wish to present projects in video form.
School District 73

Status: approved

School Name: Kamloops Community Learning Centre

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  

10  

11  X

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on,minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Kamloops Community Learning Centre

Course Name: Networking Basics 12

Course Code: YNTWB 12

Category: Business and Applied Business

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course introduces students to basic concepts of computer networking through a detailed examination of the OSI model (Open System Interconnection).

Students learn and apply networking skills to network planning, documentation, implementation, and set-up by planning the complete networking (including wiring, hardware, network addressing) of a small elementary school. Students learn some “hands-on” cabling skills and procedures.

Additional Information:

Special Training, Facilities or Equipment Required:
• 3 workstations which can be configured by students
• 1 hub
• Network cables
• Cat 5e cable, rj45 connectors
• Fluke 620 (or equivalent) cable tester
• Cable building tools – rj 45 crimper, cable stripper
School District 73

Status: approved

School Name: Kamloops Community Learning Centre
Course Name: Theatre Study 11
Course Code: YTHST 11
Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 100
Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course is an overview of the world of the western theatre. Theatre history, acting and directing theory, theatrical design, and playwriting are the main units of study.

The course assignments focus on a core set of classic plays. Assignments will allow students to learn some basic theatre theory as well as some practical theatre skills. Students will gain an appreciation for the culture of the theatre as well as the skills needed to produce a professional theatrical production.

Core Plays:
• Oedipus Rex
• Everyman
• Othello
• She Stoops to Conquer
• A Doll's House
• Our Town
• The Birthday Party
• The Ecstasy of Rita Joe
School District 73

Status: approved

School Name: Kamloops Secondary

Course Name: English as a Second Language 10

Course Code: YESL 10

Category: Other

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: 2 years of ESL instruction

Course Synopsis:

In ESL 10, students will learn to communicate purposefully in English, develop English skills sufficient to succeed in academic courses required for graduation, be assisted in their transition to life in Kamloops and have opportunities to experience Canada's multicultural society.
School District 73

Status: approved

School Name: Kamloops Secondary

Course Name: English as a Second Language 11

Course Code: YESL 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:  YESL 10 or 3 years of ESL instruction

Course Synopsis:

Students will learn to communicate purposefully in English, expand their English vocabulary, improve English skills of reading, writing, speaking and listening skills, explore Canadian educational and career opportunities and increase their knowledge of contemporary Canadian culture and of Canada's multicultural heritage.
School District 73

Status: approved

School Name: Kamloops Secondary

Course Name: English as a Second Language 12

Course Code: YESL 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: YESL 11 or 4 years of ESL instruction

Course Synopsis:

Students will communicate fluently in English, expand their vocabulary, and develop English skills sufficient to succeed in Grade 12 academic and elective classes, government exams and TOEFL, and receive assistance in transitioning to post secondary education.
School District 73

Status: approved

School Name: Kamloops Secondary

Course Name: Exploration of Great Ideas 10

Course Code: YEGI 10

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This is a multi-disciplinary course. The Great Books of the Western World provide opportunities for the students to read the original works of the most distinguished Western authors in the areas of literature, mathematics, the sciences, economics, philosophy, religion, politics and ethics.

As the gifted learners interact and share ideas, they will expand their vocabulary and knowledge in all subject areas as well as increase understanding of the great ideas that have shaped the development of the western culture over the past 30 centuries.

Learning Resources:

GBWW - The Great Books of the Western World - a 60 volume set of books published by the Encyclopedia Britannica.
School District 73

Status: approved
School Name: Kamloops Secondary
Course Name: Leadership 11
Course Code: YLEAD 11
Category: Other
Grade Level of Course:  
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May, 2005
Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on,minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Kamloops Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

× 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

May , 2005

Prerequisites:  

Photography 10

Course Synopsis:

Upon successful completion of Photo 11, students will have expanded their previous foundation knowledge in black and white photography, learn more advanced techniques and applications and developed creative photogrpthic expression skills, including proper use of 35 mm camera, proper use of darkroom, ability to develop film, ability to print pictures and tradition and exploratory image creation.
School District 73

Status: approved

School Name: Kamloops Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: Photo 11

Course Synopsis:

Upon successful completion of Photography 12, students will have further expansion of previously gained foundation knowledge, challenged their creative imagery concepts and abilities, and through a more independent program, explored their individual life perceptions and experiences through the medium of black and white photography.
School District 73

Status: approved

School Name: Kamloops Secondary
Course Name: Sport Performance 10
Course Code: YSPPR 10
Category: Fitness and Recreation

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May , 2005

Prerequisites:  PE 9 and currently participating or within 1 year, in a club, house, rep or school team

Course Synopsis:

This course will expose students to training methods used by elite athletes. Students will learn to enhance their physical performance in area of strength, power, speed, agility, and conditioning. They will also develop their knowledge in the area of sport psychology and healthy living. This course is intended for athletes, regardless of the type of sport, who want to improve their performance and whose goals are to participate in higher level competition.
School District 73

Status: approved

School Name: Logan Lake Elem-Secondary
Course Name: Leadership 11
Course Code: YLEAD 11
Category: Other

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on,minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Logan Lake Elem-Secondary

Course Name: Photography 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

<table>
<thead>
<tr>
<th>Grade Level of Course:</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
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Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May, 2005

Prerequisites: Photo 11

Course Synopsis:

Upon successful completion of Photography 12, students will have further expansion of previously gained foundation knowledge, challenged their creative imagery concepts and abilities, and through a more independent program, explored their individual life perceptions and experiences through the medium of black and white photography.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Art Metal 11

Course Code: YARM 11

Category: Trades and Technology

Grade Level of Course:  □ 10  X 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

Students will gain an understanding and an appreciation of the various forms of artistic and aesthetic expressions while using metals through hands on applied learning.

Students will learn to apply problem solving practices to produce artistic artifacts in the metal shop. Work procedures and shop routines will be taught and demonstrated as needed to ensure a safe work environment. Shop skills will be taught with an emphasis on safe procedures.

The course material is presented in six units, the last four being divided into three sections each:
-Research and Experiment
-Personal Development
-Documenting and communicating about the final product

Each unit is based on different materials, skills, and procedures.

Additional Information:

Welding Equipment (Oxy-Acetylene, Stick, Wire feed), Forging Equipment, Equipment for lost wax casting. Teacher will need experience in various methods of manipulating metals.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Art Metal 12

Course Code: YARM 12

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May 1, 2004

Prerequisites: None, but Art Metal 11 recommended.

Course Synopsis:

Students will gain an understanding and appreciation of the various forms of artistic and aesthetic expressions while using metals through hands on applied learning.

Students will learn to apply problem solving practices to produce artistic artifacts in the metal shop.

Work procedures and shop routines will be taught and demonstrated as needed to ensure a safe work environment. Shop skills will be taught with an emphasis on safe procedures.

The course material is presented in six units, the last four being divided into three sections each:
• Research and Experiment,
• Personal Development, and
• Documenting and Communicating about the final product.

Each unit is based on different materials, skills, and procedures.

Learning Resources:

• Welding Equipment (Oxy-Acetylene, Stick, Wire-feed)
• Forging Equipment for lost wax casting.
• Teacher will need experience in various methods of manipulating metals.
School District 73

Status: approved

School Name: Norkam Secondary
Course Name: Creative Wood 11
Course Code: YCRW 11
Category: Trades and Technology

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 110
Date Approved: May, 2005
Prerequisites: Wood Tech 10 recommended

Course Synopsis:

Students will gain an understanding and an appreciation of the various forms of artistic and aesthetic expressions while using wood through hands on applied learning. Students will learn to apply problem solving practices to produce artistic artifacts in the wood shop. Work procedures and shop routines will be taught and demonstrated as needed to ensure a safe work environment.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on,minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Peer Helping 10

Course Code: YPHEL 10

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

**Course Synopsis:**

This course prepares and motivates students to provide leadership and assistance to others in their schools.

Students will develop skills in communication, interpersonal relations, leadership, teamwork and conflict resolution and apply these skills in mentoring roles. They will work with individuals and/or small groups.

Students will learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

**Additional Information:**

Students will be required to follow an application process which will include a questionnaire, teacher/counsellor recommendation and an interview.

Students typically accepted into this course will demonstrate maturity, responsibility, an ability to communicate clearly and have good interpersonal skills. They will be respectful and caring of the needs of others and have a willingness to work with individuals of divergent interests and experiences.
Students will be required to follow an application process which will include a questionnaire, teacher/counsellor recommendation and an interview. Students typically accepted into this course will demonstrate maturity, responsibility, an ability to communicate clearly and have good interpersonal skills. They will be respectful and caring of the needs of others and have a willingness to work with individuals of divergent interests and experiences.

School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Peer Helping 11

Course Code: YPHEL 11

Category: Health and Human Services

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools. Students will develop skills in communication, interpersonal relations, leadership, teamwork and conflict resolution and apply these skills in mentoring roles. They will work with individuals and/or small groups. Students will learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Additional Information:

Students will be required to follow an application process which will include a questionnaire, teacher/counsellor recommendation and an interview.

Students typically accepted into this course will demonstrate maturity, responsibility, an ability to communicate clearly and have good interpersonal skills. They will be respectful and caring of the needs of others and have a willingness to work with individuals of divergent interests and experiences.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Peer Helping 12

Course Code: YPHEL 12

Category: Health and Human Services

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools. Students will develop skills in communication, interpersonal relations, leadership, teamwork and conflict resolution and apply these skills in mentoring roles. They will work with individuals and/or small groups.

Students will learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Additional Information:

Students will be required to follow an application process which will include a questionnaire, teacher/counsellor recommendation and an interview.

Students typically accepted into this course will demonstrate maturity, responsibility, an ability to communicate clearly and have good interpersonal skills. They will be respectful and caring of the needs of others and have a willingness to work with individuals of divergent interests and experiences.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 11A

Course Code: YRM 11A

Category: Other

Grade Level of Course:  
10  11  12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May, 2005

Prerequisites: Part of an 8 course package

Course Synopsis:

This is the introductory level component which deals with the safety and fieldwork necessary to work in the field of Resource Management. Upon completion of the course, students will acquire the following certificates: level 1 first aid, transport endorsement, and chainsaw safety and use.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 11B

Course Code: YRM 11B

Category: Other

Grade Level of Course:  

☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 125

Date Approved: May, 2005

Prerequisites: part of a package of 8

Course Synopsis:

introductory level component which deals with the different uses of measurements used in Resource Management field as well as the use of a variey of computer software programs currently used in the forestry sector.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 11C

Course Code: YRM 11C

Category: Other

Grade Level of Course:  
- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 115

Date Approved: May, 2005

Prerequisites: part of a package of 8 courses

Course Synopsis:

introduction to tree planting and the safety requirements when working on a tree planting block such a threat of wildlife and the chemicals used in tree planting
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 11D

Course Code: YRM 11D

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May, 2005

Prerequisites: part of a package of 8 courses

Course Synopsis:

offers students the opportunity to learn about natural streams and how streams relate to the resource management sector as well as basic wildfire fighting and suppression techniques.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 12A

Course Code: YRM 12A

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 130

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

course offers students the opportunity to learn about sawmilling as a business option.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 12B

Course Code: YRM 12B

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

course offers students the opportunity to learn about silviculture and biogeoclimatic zone identification
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 12C

Course Code: YRM 12C

Category: Other

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

this course offers students the opportunity to learn the different harvesting methods used in the forestry industry and to apply their knowledge in fieldwork.
School District 73

Status: approved

School Name: Norkam Secondary

Course Name: Resource Management 12D

Course Code: YRM 12D

Category: Other

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved:  May, 2005

Prerequisites:

Course Synopsis:

this course offers students the opportunity to learn about air photos and mapping used in the forestry industry and to provide the opportunity to upgrade individual student portfolios. Further, a detailed review will be conducted to ready students for the entrance exam into BCIT

www.bcsta.org
School District 73

Status: approved

School Name: Sa-hali Secondary

Course Name: Adventure Tourism 12

Course Code: YAT 12

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 110

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

It is an experiential course for senior students interested in exploring the adventure tourism industry. It is a blend of classroom theory and outdoor pursuit skills and activities. Students will also develop skills in communication and interpersonal relations.
School District 73

Status: approved

School Name: Sa-hali Secondary

Course Name: Health Science 12

Course Code: YHS 12

Category: Health and Human Services

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites: Science 10

Course Synopsis:

Covers the areas of human anatomy and physiology, exercise management, nutrition, injury prevention and rehabilitation, contemporary issues in health, career and employment information, medical terminology and first aid and CPR.
School District 73

Status: approved

School Name: Sa-hali Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  

10

X 11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on,minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Sa-hali Secondary

Course Name: Teacher Assistant 10

Course Code: YTA 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites: Teacher permission and recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs.

Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring.

Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School Name: Sa-hali Secondary
Course Name: Teacher Assistant 11
Course Code: YTA 11
Category: Health and Human Services
Grade Level of Course:  

10

X 11

12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 1, 2004
Prerequisites: Teacher permission and recommendation

**Course Synopsis:**

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs.

Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring.

Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 73

Status: approved

School Name: Sa-hali Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☐ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites: Teacher permission and recommendation

Course Synopsis:

This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs.

Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision-making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring.

Student Teacher Assistants will learn the value and complexity of social diversity while acquiring an appreciation of the importance of life-long learning and helping others.
School District 73

Status: approved

School Name: Valleyview Secondary

Course Name: Exercise for Life 11

Course Code: YEXLF 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

Course is designed to introduce students to various exercise programs. The programs offered are low impact in nature and provide students with the knowledge to continue an active lifestyle well after the course is complete. Course includes strength, mind and body, Swedish ball, Pilates, community exploration and speed walking units.
School District 73

Status: approved

School Name: Valleyview Secondary

Course Name: Extended Studies 10

Course Code: YEXST 10

Category: Other

Grade Level of Course:  

☐ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 1, 2004

Prerequisites:

Course Synopsis:

The Extended Studies Program will endeavour to challenge students to explore in depth their understanding of themselves and their peers, and some of the problems facing teenagers in these years of change and world crises. It also allows students exposure to other students in different grades, where friendships across grade levels are developed, along with an understanding of problems facing teenagers at all grade levels.

One part of the course will deal with “serious issues” that face teenagers in their lives (problem solving through social issues and current events). Another project will be the creation of a calendar for the upcoming year outlining major and minor events of significance. Later on in the course students will have the opportunity to do a self-directed independent study of an issue or topic of interest to them. As well, students will read two novels and work towards a field trip to Vancouver in the spring.

A major goal of the Extended Studies Course is the group working together towards a common goal. Students need to make a commitment at the start of the course to maintain the confidentiality of the other students, to go on the field trip, and to contribute to fund raising efforts in order to reduce the cost of the field trip. Students will also need to talk to the class about things they feel strongly about.

Some areas of study may include: The Space Program, overpopulation, censorship, being adopted, the history of AIDS, bullying, racism, advertising, and being a teenage parent.
School District 73

Status: approved

School Name: Valleyview Secondary

Course Name: Girls in Motion 11

Course Code: YGIM 11

Category: Fitness and Recreation

Grade Level of Course: √ 10  × 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to provide experiences necessary for students to begin, and continue, a safe and healthy exercise program. Along with providing regular physical activity, this course will examine participant's approach to health, physical well being and nutrition. Course divided into 3 parts: aerobic activity, body awareness, and nutrition.
School District 73

Status: approved

School Name: Valleyview Secondary

Course Name: Girls in Motion 12

Course Code: YGIM 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

Continuation of Girls in Motion 11 with addition of first aid training and choreography, as well as examination of exercise myths and misconceptions.
School District 73

Status: approved

School Name: Valleyview Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on,minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Valleyview Secondary

Course Name: Student Leadership 10

Course Code: YLEAD 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 1, 2004

Prerequisites:

Course Synopsis:

This course is designed to instruct students in the various methods and techniques for planning, implementing, and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events.

An essential part of this class is active “hands on, minds on” experiential learning. In this course, students will further develop the skills they currently possess and be given opportunity to acquire new ones.

It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 73

Status: approved

School Name: Westsyde Secondary

Course Name: Computer Animation 10

Course Code: YCANI 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

Course will develop student knowledge of and ability to generate various sketches, story boards, tutorials, 2D graphic designs, 3D objects and computer animation and rendered outputs.

Additional Information:

computers with 2D and 3D computer animation software, a moving making software, a software program which edits and creates images, a scanner and a digital camera.
School District 73

Status: approved

School Name: Westsyde Secondary

Course Name: Computer Animation 12

Course Code: YCANI 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

Students will analyze the history of animation and will utilize various animation techniques to create specifics animations. Will work both independently and in collaborative groups to analyze, plan and create various styles of 2D and 3D animations-taking them through the appropriate development, production and presentation stages. They will also explore and analyze career opportunities in the animation field.
School District 73

Status: approved

School Name: Westsyde Secondary

Course Name: Computer Animation 11

Course Code: YCANI 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May, 2005

Prerequisites:

Course Synopsis:

Course developed to support and enhance students' analysis and knowledge of computer animation and graphic design and to encourage students' creativity and ability to generate complex graphic designs and computer animations.
School District 73

Status: approved

School Name: Westsyde Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May , 2005

Prerequisites:

Course Synopsis:

This course is designed to instruct students in various methods and techniques for planning, implementing and evaluating projects related to school activities. Topics include public speaking, communication, teamwork, management skills, self awareness, human relations, and promotion and staging of school events. An essential part of this class is the active ‘hands-on,minds on’ experimental learning. In this course, students will further develop the skills they currently possess and be given the opportunity to acquire new ones. It is through the activities and programs that are run by the class that the students will learn and practice the concepts and skills of leadership.
School District 74

Status: approved

School Name: Ashcroft Secondary

Course Name: AVID 10

Course Code: YPA--0A

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 90-110

Date Approved: May 24, 2011

Prerequisites: AVID 9 Recommended

Course Synopsis:

The AVID 10 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components:

- AVID curriculum content,
- AVID tutorials,
- AVID motivational activities

The curriculum component of the AVID 10 elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Ashcroft Secondary

Course Name: AVID 11A

Course Code: YPA--1A

Category: Liberal Arts and Humanities

Grade Level of Course:  
10  
11 X  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID 11 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components;

• AVID curriculum content,
• AVID tutorials,
• AVID motivational activities.

The curriculum component of the AVID 11 elective focuses on:

• WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
• Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
• Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Ashcroft Secondary

Course Name: AVID 11B

Course Code: YPA--1B

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components - AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support Academic Success - eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, research skills
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Ashcroft Secondary

Course Name: AVID 12A

Course Code: YPA--2A

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

The curriculum component of the AVID elective focuses on:
- WIC-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support academic success
  (e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills)
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Ashcroft Secondary

Course Name: Photo-Journalism/Yearbook 12B

Course Code: YCCT-2B

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
February 22, 2011

Prerequisites:  
None

Course Synopsis:

This course is to solidify student skills and confidence with digital multimedia tools and software. It covers photography design, research, evaluating Web sites and integration of media. Skills are developed through Place Based Learning and authentic tasks environment.
School District 74

Status: approved

School Name: David Stoddart School (K-12)

Course Name: AVID 10

Course Code: YPA--0A

Category: Health and Human Services

Grade Level of Course: 
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 90-110

Date Approved: May 24, 2011

Prerequisites: AVID 9 Recommended

Course Synopsis:

The AVID 10 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components;

- AVID curriculum content,
- AVID tutorials,
- AVID motivational activities

The curriculum component of the AVID 10 elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: David Stoddart School (K-12)

Course Name: AVID 11A

Course Code: YPA--1A

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID 11 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components;

- AVID curriculum content,
- AVID tutorials,
- AVID motivational activities.

The curriculum component of the AVID 11 elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: David Stoddart School (K-12)

Course Name: AVID 11B

Course Code: YPA--1B

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components - AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

. WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
  . Developing skills that support Academic Success - eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, research skills
  . Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: David Stoddart School (K-12)

Course Name: AVID 12A

Course Code: YPA--2A

Category: Health and Human Services

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

The curriculum component of the AVID elective focuses on:
• WIC-R strategies (Writing, Inquiry, Collaboration and Reading)
• Developing skills that support academic success
  (eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills)
• Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: David Stoddart School (K-12)

Course Name: Photo-Journalism/Yearbook 12B

Course Code: YCCT-2B

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites: None

Course Synopsis:

This course is to solidify student skills and confidence with digital multimedia tools and software. It covers photography design, research, evaluating Web sites and integration of media. Skills are developed through Place Based Learning and authentic tasks environment.
School District 74

Status: approved

School Name: Kumsheen Elem-Secondary

Course Name: AVID 10

Course Code: YPA--0A

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 90-110

Date Approved: May 24, 2011

Prerequisites: AVID 9 Recommended

Course Synopsis:

The AVID 10 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components;

• AVID curriculum content,
• AVID tutorials,
• AVID motivational activities

The curriculum component of the AVID 10 elective focuses on:

• WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
• Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
• Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Kumsheen Elem-Secondary

Course Name: AVID 11A

Course Code: YPA--1A

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved:  February 22, 2011

Prerequisites:  Application and Interview

Course Synopsis:

The AVID 11 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components;
•AVID curriculum content,
•AVID tutorials,
•AVID motivational activities.

The curriculum component of the AVID 11 elective focuses on:
•WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
•Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
•Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Kumsheen Elem-Secondary

Course Name: AVID 11B

Course Code: YPA--1B

Category: Health and Human Services

Grade Level of Course:  
- 10
- [x] 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components - AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
  - Developing skills that support Academic Success - eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, research skills
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Kumsheen Elem-Secondary

Course Name: AVID 12A

Course Code: YPA--2A

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

The curriculum component of the AVID elective focuses on:
• WIC-R strategies (Writing, Inquiry, Collaboration and Reading)
• Developing skills that support academic success
  (eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills)
• Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: AVID 10

Course Code: YPA--0A

Category: Health and Human Services

Grade Level of Course:  
- ☑ 10  
- ☐ 11  
- ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 90-110

Date Approved: May 24, 2011

Prerequisites: AVID 9 Recommended

Course Synopsis:

The AVID 10 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components:

- AVID curriculum content,
- AVID tutorials,
- AVID motivational activities

The curriculum component of the AVID 10 elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: AVID 11A

Course Code: YPA--1A

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID 11 Elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. The AVID elective is split into three main components:
• AVID curriculum content,
• AVID tutorials,
• AVID motivational activities.

The curriculum component of the AVID 11 elective focuses on:
• WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
• Developing skills that support Academic Success – e.g., organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills
• Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: AVID 11B

Course Code: YPA--1B

Category: Health and Human Services

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components - AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support Academic Success - eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, research skills
- Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: AVID 12A

Course Code: YPA--2A

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: February 22, 2011

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

The curriculum component of the AVID elective focuses on:
• WIC-R strategies (Writing, Inquiry, Collaboration and Reading)
• Developing skills that support academic success (eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills)
• Acquiring information about post-secondary opportunities
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: Broadcast/Media Communications 12A

Course Code: YCCT-2A

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 □ 11 □ 12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites:

Course Synopsis:

Produce and broadcast live, music, interviews and reports.
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: Fire Suppression 12A

Course Code: YPSS-2A

Category: Other

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites: Enrolled in Grade 12 & expected to graduate same year.

Course Synopsis:

This course exposes the students to a higher level of knowledge about forest fire suppression in the BC Forest Service (BCFS) system. General safety and effectiveness of fire fighters depends on knowledge about fire behaviour, weather systems, equipment operations, teamwork, aircraft, and suppression tactics and strategies. The course is delivered exclusively by various operational BC Forest Service personnel from the Lillooet Fire Zone office. Students also receive regular exposure to public speaking.

www.bcsta.org
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: Hockey Skills Academy 10A

Course Code: YLRA-0A

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites:

Course Synopsis:

The Hockey Skills Academy has been developed to offer student hockey players an individualized skill development and training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the program is based upon the Hockey Canada Skills Academy training model.
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: Hockey Skills Academy 11A

Course Code: YLRA-1A

Category: Fitness and Recreation

Grade Level of Course:  

   10   
   11   X  
   12   

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites:

Course Synopsis:

The Hockey Skills Academy has been developed to offer student hockey players an individualized skill development and training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the program is based upon the Hockey Canada Skills Academy training model.
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: Hockey Skills Academy 12A

Course Code: YLRA-2A

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites:

Course Synopsis:

The Hockey Skills Academy has been developed to offer student hockey players an individualized skill development and training program. Participants will develop hockey skills, fitness, training knowledge and nutritional information. Instruction will take place during on-ice sessions, off-ice training sessions and in classroom settings. The Technical Curriculum for the program is based upon the Hockey Canada Skills Academy training model.
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: Photo-Journalism/Yearbook 12B

Course Code: YCCT-2B

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites: None

Course Synopsis:

This course is to solidify student skills and confidence with digital multimedia tools and software. It covers photography design, research, evaluating Web sites and integration of media. Skills are developed through Place Based Learning and authentic tasks environment.
School District 74

Status: approved

School Name: Lillooet Secondary

Course Name: Recreation Management 12A

Course Code: YMD--2A

Category: Fitness and Recreation

Grade Level of Course:

☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 22, 2011

Prerequisites: None (PE 11 recommended)

Course Synopsis:

Develop, organize and coordinate recreational events.
School District 75

Status: locked

School Name: Cedar Valley School

Course Name: Distributed Learning Orientation

Course Code: YDLO 10

Category: Other

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of Instruction: 60

Date Approved: December 18, 2007

Prerequisites:

Course Synopsis:

The Distributed Learning Orientation course will provide students with a basic understanding about online learning. Students will learn how to use the basic components of the Summit Learning Centre learning platforms, and look at various technologies that can be used for online communication. They will learn how to access their courses, upload and download assignments, communicate electronically with teachers, track their progress online, and interact in our synchronous online classroom.
School District 75

Status: approved

School Name: Cedar Valley School

Course Name: Equine Studies 11

Course Code: YEQNS 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 15, 2008

Prerequisites:

Course Synopsis:

Equine Studies 11 will introduce students to the exciting world of horses and horsemanship. Classroom and fieldwork will explore horse breeds, conformation, and general horse care. Basic riding skills, accompanied by fundamental horse behaviour and psychology, will be taught. Opportunities for observing real life horse specialists (trainers, vets, farriers) will be offered.
School District 75

Status: approved

School Name: Cedar Valley School

Course Name: Equine Studies 12

Course Code: YEQNS 12

Category: Other

Grade Level of Course:  ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 15, 2008

Prerequisites:

Course Synopsis:

This course offers a continuation of skills learned in Equine Studies 11. A more in depth look at horse health is explored. As students become more advanced in horse experience and riding techniques, the world of competition will be examined. The emerging field of equine facilitated psychotherapy will be studied. Students may serve as mentors for younger children in SD75 who may benefit from equine assisted activities.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Art Metal 10

Course Code: YARM 10

Category: Trades and Technology

Grade Level of Course:  
[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support and encourage students to explore the wide array of metalworking techniques used in Art Metal. Students will learn to use various metalworking equipment as they learn procedures and skills while creating Art Metal projects of personal interest. Learning outcomes for the course are grouped under the curriculum organizers: Health and Safety, Personal and Project Management, Mathematical Applications, Tools and Equipment, Materials, Cutting Processes, and Forming and Joining Processes. The approach of the course supports safe workplace practices, student skill development and encourages meaningful methods of ideation, design, planning, production and evaluation of various Art Metal projects.

Learning Resources:

• Teacher handouts
• Guest speakers from the community in related fields
• Visit/interview local trades people in related fields
• Articles and information about Art Metal careers on internet
• Books

Additional Information:

This is a new course based on the old locally developed Art Metal course. Schools will need adequate equipment to make the course run smoothly. The course will evolve as shops obtain more equipment. Other possible units that may be incorporated into the course are lapidary and stained glass. Delivery of the course will be altered to reflect each school's equipment and resources.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Art Metal 11

Course Code: YARM 11

Category: Trades and Technology

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: None

Course Synopsis:

Students will gain an understanding and an appreciation of the various forms of artistic and aesthetic expressions while using metals through hands on applied learning. Students will learn to apply problem-solving practices to produce artistic artefacts in the metal shop. Work procedures and shop routines will be taught and demonstrated as needed to ensure a safe work environment. Shop skills will be taught with an emphasis on safe procedures. The course material is presented in six units, the last four being divided into three sections each:

- Research and Experiment
- Personal Development
- Documenting and Communicating about the final product

Each unit is based on different materials, skills, and procedures.

Learning Resources:

- Videos
- Art Metal Project Binder
- Books
- General Metals, John L. Feirer
- Machinery’s Handbook, Industrial Press
- Basic Metalwork Procedures, D.D. Casperson
- The Complete Metalsmith, Tim McCreight
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Astronomy

Course Code: YASTR 11

Category: Science and Applied Sciences

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 18, 2007

Prerequisites:

**Course Synopsis:**

This introductory course in Astronomy will provide a comprehensive study of our Solar System (planets, comets, meteors, and other bodies in the solar system). Other topics covered in this course will involve Stars and Stellar Evolution, Galaxies, Cosmology and the Creation of the Universe.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: AVID

Course Code: YAVID 11

Category: Other

Grade Level of Course:  

- 10  
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 23, 2007

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support academic success (Organizational skills, Note-taking and study skills, Test-taking skills, Communication and presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

Learning Resources:

AVID Library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials

www.bcsta.org
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: AVID 12

Course Code: YAVID 12

Category: Other

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 15, 2008

Prerequisites:

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components: AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Coaching Territorial Sports (Basketball) 10

Course Code: YCTSB 10

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: January 15, 2004

Prerequisites:

Course Synopsis:

This course is designed to provide an opportunity for our students to achieve a Level 1 technical, practical and theoretical certification in basketball technical in the National Coaching Certification Program (NCCP). Students will complete the requirements for Pre-Level 1 and Level 1 Certification during this course.

The Basketball Canada Coaching Certification Program bases its technical elements on the Basketball Development Model (BDM). The BDM is a guide to the relationship between age of the athlete and basketball activities which are most appropriate at that age, permitting an athlete-centered approach to player development.

The coaching certification program is designed to allow coaches to develop competencies by progressing through specified levels. It is comprised of three elements: technical, theory and practical components. In our class at Heritage Park, we will fulfill all three elements. The technical and theoretical portions will be handled in class and seminars while the practical will be accomplished through coaching a community team (elementary or club).

We will be emphasizing teaching individual skills required for coaching basketball:

- Socialization
- Teaching
- Analysis of skill
- Footwork and dribbling
- Individual offense
- Team offense
- Rebounding
- Defense
- Physical fitness
- Care and prevention of injuries
- Planning

By providing our students with this opportunity, we will be encouraging our students to understand the skills required to coach in the community and prepare them to coach in the community (possibly at an elementary school) if the opportunity arises. The student would also benefit from the exposure to the mental training and fitness aspects of the course. The expectation is the students would apply these concepts to their own sport training, thus improving themselves as athletes.
Learning Resources:

Books:
- Canada Basketball NCCP Technical Basketball Coaching Manual
- Basketball BC Steve Nash Youth Coaching Manual (Pre-Level 1)
- Coaching Basketball Successfully Morgan Wootten
- They Call Me Coach John Wooden
- Training Soccer Champions Anson Dorrance

Visit to a practice run by a university/college coach

Articles and information about coaching on Internet

Possible guest speakers:
- Greg Bay (head physiotherapist Canadian National Soccer team)
- Rich Chambers (head coach Terry Fox Secondary)
- Bruce Langford (head coach Simon Fraser University)
- Pat Lee (head coach UCFV)
- Allison McNeill (head coach Canada Women’s National basketball team)
- Derek Strong (head trainer for Simon Fraser University)
- Kim Smith (Canada National basketball team player)

DVD and videos:
- Individual Improvement Drills Tom Crean
- The Shot Shooting Drills and Techniques Steve Alford
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Community Leadership 10

Course Code: YCML 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Community Leadership 11

Course Code: YCML 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Community Leadership 12

Course Code: YCML 12

Category: Health and Human Services

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Distributed Learning Orientation

Course Code: YDLO 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 18, 2007

Prerequisites:

Course Synopsis:

The Distributed Learning Orientation course will provide students with a basic understanding about online learning. Students will learn how to use the basic components of the Summit Learning Centre learning platforms, and look at various technologies that can be used for online communication. They will learn how to access their courses, upload and download assignments, communicate electronically with teachers, track their progress online, and interact in our synchronous online classroom.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: English as a Second Language

Course Code: YESL 10

Category: Other

Grade Level of Course: [X] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 15, 2007

Prerequisites:

Course Synopsis:

English as a Second Language is a program available to students whose primary language is not English. English as a Second Language 10 is designed particularly for international and landed immigrant students whose goal is to earn a Dogwood Certificate in the BC school system. This course addresses the strategies and skills needed to read, write, speak and listen successfully at the grade 10 level. By improving and developing academic vocabulary, speaking, listening, reading and writing the ESL student will gain the skills necessary for academic success in all subject areas.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Environmental Issues 12

Course Code: YEI 12

Category: Other

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 14, 2004

Prerequisites:

Course Synopsis:

The course was originally developed as a locally developed course in 1994. The over-riding goal was to educate students about the environment and how their actions can have a negative or positive effect on the environment. This course was developed in the belief that students should be aware and understand how and why the environment has an impact on their daily lives and what kind of an impact their daily lives have on the environment. It is hoped that students will come to understand how their actions/behaviour affect both local and global environments (Global Village). Students should eventually begin to realize how they can take personal responsibility and leadership in creating and maintaining a more environmentally sustainable way of life.

Education about the environment provides students with opportunities to learn about the functioning of natural systems, to identify their beliefs and opinions, consider a range of views, and ultimately make informed, educated, responsible choices. Environmental education integrates concepts and principles of the sciences and social sciences such as politics, economics, environmental law, sociology, ecology, biogeography and environmental psychology. The ultimate goal is to develop a sense of respect and appreciation for the natural world resulting from study and other experiences in nature.

Learning Resources:

- Textbook
- Understanding Our Environment/2nd Edition
- Video/DVD resources
- Guest Speakers
- Article collection and readings/newspapers, magazines, Internet.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Equine Studies 11

Course Code: YEQNS 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 15, 2008

Prerequisites:

Course Synopsis:

Equine Studies 11 will introduce students to the exciting world of horses and horsemanship. Classroom and fieldwork will explore horse breeds, conformation, and general horse care. Basic riding skills, accompanied by fundamental horse behaviour and psychology, will be taught. Opportunities for observing real life horse specialists (trainers, vets, farriers) will be offered.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Equine Studies 12

Course Code: YEQNS 12

Category: Other

Grade Level of Course: 10[ ] 11[ ] 12[ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 15, 2008

Prerequisites:

Course Synopsis:

This course offers a continuation of skills learned in Equine Studies 11. A more in depth look at horse health is explored. As students become more advanced in horse experience and riding techniques, the world of competition will be examined. The emerging field of equine facilitated psychotherapy will be studied. Students may serve as mentors for younger children in SD75 who may benefit from equine assisted activities.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: ESL Learning Strategies through Literature

Course Code: YELSL 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 15, 2007

Prerequisites:

Course Synopsis:

ESL is a program available to students whose primary language is not English. ESL Learning Strategies through Literature is designed for ESL students, particularly international and landed immigrant students whose goal is to earn a Dogwood Certificate in the BC school system. This course addresses the strategies and skills needed to read, write and listen successfully at the grade 9, 10 and 11 level. Through readings, oral presentations, writing, group work and classroom discussions, the students will be given the opportunity to further develop their listening, speaking, reading comprehension and writing skills.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Hockey Academy 10

Course Code: YHKAC10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 15, 2007

Prerequisites:

Course Synopsis:

The objective of this course is to develop students to reach their maximum potential physically, which will in turn enhance their skills and ability on the ice. Training will be hockey specific, focusing on movements, strength, and balance, inherent in the sport. In addition, a nutrition unit will be blended into the program to assist students in making healthy decisions and fuel their bodies effectively before and after strenuous physical activity. A leadership component will be blended into the program as well, instructing students to be effective leaders on and off the ice, and positive contributing members of society.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Hockey Academy 11

Course Code: YHKAC11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 15, 2007

Prerequisites:

Course Synopsis:

The objective of this course is to focus on linked system strength and power and multidirectional movement skills. This will allow players to develop lean muscle mass, size and strength in a hockey functional manner. The transfer from strength gains made in the gym to game action and on ice performance will be closely connected.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Hockey Academy 12

Course Code: YHKAC12

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 15, 2007

Prerequisites:

Course Synopsis:

The objective of this course is to begin to teach students to develop their own fitness routines that address areas of weakness while at the same time maintaining areas of strength. Students will continue to develop themselves as players by continuing to strengthen their bodies to reach their maximum potential physically, which will in turn enhance their skills and ability on the ice.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Marine Biology 11

Course Code: YMBI 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: January 15, 2004

Prerequisites: Science 10

Course Synopsis:

Oceans cover approximately 70% of the Earth's surface, and contain about 97% of the water on the Earth. While scientists are finding out more about the oceans and the marine environment, our knowledge is limited. Life on the Earth is dependent on the oceans. We depend on the oceans for our weather, oxygen, food and transportation.

In Marine Biology 11, we will study ocean life, physical oceanography, technology as it relates to the marine environment, careers in marine biology, and issues that relate to the exploitation of resources from the oceans. Optional activities that will be offered through this course will be a field trip to the Bamfield Marine Station (in conjunction with Biology 11), and SCUBA lessons. Marine Biology 11 will be a 4 credit course available to grade 11 or 12 students. Prerequisite: Science 10.

Learning Resources:
Textbooks:
- Principles of Oceanography, Seventh Edition
- The Blue Planet, Second Edition
- Heath Earth Science
- Physical Geology: Exploring the Earth, Third Edition

Lab supplies:
- Biological specimens for dissection.

Videos:
- Understanding Oceans, TLC
- The Unknown World: The Odyssey of Life series
- Incredible Suckers
- The Nature Connection
- The World Between the Tides
- National Geographic: Ocean Drifters
- National Geographic: Jewels of the Caribbean Sea
- Eyewitness series: Ocean
- Eyewitness series: Arctic and Antarctic
- Eyewitness series: Seashore

Software:
- SimEarth

Laserdisc/videodisc:
- The Macmillan Geodisc
- Planet Earth: The Blue Planet
- The Water Planet

Other Suggested Learning Resources:
- Vancouver Aquarium
- Scuba Diving Lessons
- Cartography
- Bamfield Marine Station
- Guest speakers

Additional Information:

This course is a revision of a locally developed course originally developed by Mark Bradshaw from School District #75 (Mission), Marine Biology 11, 2000.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: PE - Football Coaching 10

Course Code: YPEFC 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

· Coach and Athletic Director Magazine
· Sport specific periodicals
· Sport specific websites for BC and Canada
· NCCP Coaching Football Technical Manual  Level I

Learning Resources:

Course Synopsis:

The purpose of this course focuses on the developing coaches by providing basic technical knowledge of football skills and strategies. After completing Coaching Football 10 students will be prepared to take inexperienced athletes and provide them with a safe and educated football sessions. It will provide opportunity to develop leadership and officiating skills. Students will explore knowledge and skill sets relating to football. They will incorporate their learning through strategies as demonstrated in game play.

Rationale:

This course has been developed to teach how to introduce skills, to organize training lessons and to design a safe, fun and challenging environment for young athletes to begin playing football. The course will emphasis learning by doing. This is intended to be a practical approach to learning skills and strategies to teach others.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: PE Football Coaching 11

Course Code: YPEFC 11

Category: Fitness and Recreation

Grade Level of Course:  
-Box 10
-Box 11

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Coaching Football 10 or by instructors permission

Course Synopsis:

This course will allow student to build upon the knowledge acquired in Football Coaching 10 and begin to do an in-depth analysis advanced skills and team play. The topics covered in this course correspond to the NCCP Level 2 coaching accreditation through Football Canada, which will allow student to comfortably work with participants up to 17 years old. Thus the focus will be on how to effectively teach the sport of football and the subsequent skills to novice players. Additionally, students will analyze various approaches to the development of young athletes psychologically, technically, and strategically for competition.

Learning Resources:

- Coach and Athletic Director magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada
- NCCP Coaching Football Technical Manual Level II
School District 75

Status: approved

School Name: Hatzic Secondary School
Course Name: PE Football Coaching 12
Course Code: YPEFC 12
Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 18, 2005
Prerequisites: Coaching Football 11 or by instructors permission

Course Synopsis:
This course’s centers around teaching fundamental principals applicable to coaching high performance athletes. The objectives are to develop a high level of technical expertise necessary to coach advanced skills. Furthermore, students will learn to plan annual training and competitive programs for the elite football player. Students will learn how to officiate games.

Rationale:
This course has been developed to encourage students to become proficient in skill and knowledge of football, with the intent to coach. This will also provide further opportunity for students to take a physical education component in their timetable.

Learning Resources:
-Coach and Athletic Director magazine
-Sport specific periodicals
-Sport specific websites for BC and Canada
-NCCP Coaching Football Technical Manual Level III
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 16, 2004

Prerequisites:

- Access to internet, magazines and videos regarding learning issues and disabilities.
- “Inside the Teenage Brain” Video (Magic Lanterns Communications Ltd.)
- Work Experience Video (Oh Boy Productions).
- Sponsor Teacher expertise / availability of classroom placement.

Course Synopsis:

This course prepares and motivates students to provide leadership and assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, role modelling, teamwork and conflict management, and apply these skills in roles such as tutoring, mentoring, and school involvement. Students will also learn the value and complexity of social diversity while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Learning Resources:

- Access to internet, magazines and videos regarding learning issues and disabilities.
- “Inside the Teenage Brain” Video (Magic Lanterns Communications Ltd.)
- Work Experience Video (Oh Boy Productions).
- Sponsor Teacher expertise / availability of classroom placement.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites:

Course Synopsis:

This course is designed to introduce students to the systemic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Learning Resources:

- Instructors Resource Manual
- Video/DVD resources
- Guest speakers
- Article collection
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Superfit 11

Course Code: YSPFT 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11 [X]  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: Physical Education 10

Course Synopsis:

This course has been developed to help students to discover training methods that efficiently help athletes achieve high levels of sport specific fitness. Students will be introduced to different physical training methods and will actively participate in them. Students will also be encouraged to explore the effect training has on the body and the adaptations which occur during physical training. Students will also collect data as a result of various physical testing and will learn to interpret and compare testing results. Students will be encouraged to create an individualized training program based on their sport specific needs and actively carry out their program. Students will study nutritional issues as the base for human performance.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Superfit 12

Course Code: YSPFT 12

Category: Fitness and Recreation

Grade Level of Course:  [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: Physical Education 10

Course Synopsis:

This course has been developed to help students to discover training methods that efficiently help students achieve high levels of specific fitness. Students will be introduced to different physical training methods and will actively participate in them. Students will also be encouraged to explore the effect training has on the body and the adaptations which occur during physical training. Students will also collect data as a result of various physical testing and will learn to interpret and compare testing results. Students will be encouraged to create an individualized training program based on their sport specific needs and actively carry out their program. Students will study nutritional issues as the base for human performance.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Theories and Principles of Soccer

Course Code: YTPSO11

Category: Fitness and Recreation

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 18, 2007

Prerequisites:

Course Synopsis:

This course is designed for students to further develop their individual and team skills as a soccer player. Given the foundation from Theory and Principles of Soccer10, more advanced levels of play will be examined. This course will continue to build on units of skills development, fitness, nutrition, theory and leadership, with an emphasis on advanced skills and leadership. Students will develop their own skills development units and guide the class. Students will also participate in a Referees Certification course.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Theory and Principles of Soccer

Course Code: YTPSO10

Category: Fitness and Recreation

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 18, 2007

Prerequisites:

Course Synopsis:

This course is designed for Grade 9 or 10 students to develop their individual and team skills as a soccer player and lay the foundation for an advanced level of play in subsequent years. This course will include units on skills development, fitness, nutrition, theory and leadership.
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Volleyball Leadership

Course Code: YVL 11

Category: Fitness and Recreation

Grade Level of Course:  

10 ✔️ 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 17, 2008

Prerequisites: PE 10

Course Synopsis:

This course is designed for Grade 11/12 students who have a desire to further their knowledge and skill level in volleyball and express a keen interest in coaching. Given the foundation from Volleyball Skills and Officiating 10, more advanced levels of play, drills and strategies will be examined. This course will continue to include units on Skill Development and Fitness with a greater emphasis on drill development, skill analysis, breakdown, delivery and self evaluation. There will be a leadership and coaching focus that will introduce the following topics: Practice Management, Tournament Coordinator Duties and Formats, Mental Training, Goal Setting, Team Dynamics and Prevention and Care of Injuries (taping).

Learning Resources:

3M Coaching Certification Program

Volleyball Canada: Coaches Manual Level 1&2, by J.Pierre Baudin

Volleyball: Game Theory and Drills, by Bernthold Frohner

Getting Stronger: Weight Training for Sport, by Bill Pearle

Board Authority Authorized Course: Requirements and Procedures

Fraser Valley Volleyball Officiating Website
School District 75

Status: approved

School Name: Hatzic Secondary School

Course Name: Volleyball Skills & Officiating

Course Code: YVSO 10

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: June 17, 2008

Prerequisites:

Course Synopsis:

The objective of this course is to develop skills and enhance a competency in volleyball both as a player and an official. Emphasis will be on leadership and officiating with an opportunity to complete a Referees Certification Course. Certification can provide the student with knowledge and specific tools that can lead to job, recreational and volunteer opportunities. This course will also include units on Skill Development, Team Play, Offense and Defensive Systems, Nutrition, Strength and Sport Specific Training, Fitness Testing and Journal Writing.

Learning Resources:

3M Coaching Certification Program

Volleyball Canada: Coaches Manual Level 1&2, by J.Pierre Baudin

Volleyball: Game Theory and Drills, by Bernhold Frohner

Getting Stronger: Weight Training for Sport, by Bill Pearle

Board Authority Authorized Course: Requirements and Procedures

Fraser Valley Volleyball Officiating Website

www.bcsta.org
This is a beginning course, which will help the student develop an understanding of the various types of animation, and the various jobs associated within the industry. It is a must to have an adequate number of computers available. Computer editing programs make stop motion smoother but it can be created with linear equipment as well. The end product can be used in a portfolio for future studies.

**Course Synopsis:**
This course has been developed to introduce the student to both classical and computer animation techniques. Students will explore various methods of animation including flipbooks, cell animation, stop motion animation and computer animation. The students will be expected to think creatively, designing their own characters, stories and animations.

**Learning Resources:**
- On-line tutorials for various animation software
- Video and editing equipment manuals
- Books: Hanson’s Animation Basics, Story Boarding for Film

**Additional Information:**
This is a beginning course, which will help the student develop an understanding of the various types of animation, and the various jobs associated within the industry. It is a must to have an adequate number of computers available. Computer editing programs make stop motion smoother but it can be created with linear equipment as well. The end product can be used in a portfolio for future studies.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Animation 11

Course Code: YAN 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: None; suggested Animation 10 or successful completion of Art 10 or Drafting 9/10

Course Synopsis:

This course has been developed to allow students to continue to explore both computer animation and classical animation. Students will continue to explore various methods of animation including cell animation, stop motion animation and computer animation. Students will be expected to think creatively, designing his or her own characters, stories and animations. They will also be expected to create a short finished animation.

Learning Resources:

On-line tutorials for various animation software  
Video and editing equipment manuals

Additional Information:

This is an advanced course in animation. Students need to be aware of the higher expectations that a senior course requires. It is a must to have an adequate number of computers available for the students to do their work on. Computer editing programs make stop motion animation smoother but it can be created with linear equipment as well. The end product can be used in a portfolio for future studies.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Animation 12

Course Code: YAN 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: None; suggested Animation 11 or successful completion of Art 11, Drafting 11 or Animation 10

Course Synopsis:

This course has been developed to allow students to continue to explore both computer animation and classical animation. Students will continue to explore various methods of animation including cell animation, stop motion animation and computer animation at an advanced level. Students will be expected to think creatively, designing his or her own characters, stories and animations. They will also be expected to create an advanced level animation.

Learning Resources:

On-line tutorials for various animation software
Video and editing equipment manuals

Additional Information:

This is an advanced course in animation. Students need to be aware of the higher expectations that a senior course requires. It is a must to have an adequate number of computers available for the students to do their work on. Computer editing programs make stop motion animation smoother but it can be created with linear equipment as well. The end product can be used in a portfolio for future studies.

www.bcsta.org
**School District 75**

Status: approved

School Name: Heritage Park Secondary

Course Name: Athletic Injuries A 11

Course Code: YAIA 11

Category: Fitness and Recreation

Grade Level of Course:  

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<th>11</th>
<th>12</th>
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Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: None

**Course Synopsis:**

This course will be designed to teach students how to identify, assess and manage common athletic injuries. Further, students will be able to analyze a proactive management approach to ensure that the occurrence of future injuries is minimized. The learning outcomes in the course are grouped under 6 main curriculum organizers:

- The Role of the Athletic Trainer
- Human Anatomy and Physiology
- Injury Assessment and Management
- Common Athletic Injuries
- Injury Prevention
- Practical Simulations

**Learning Resources:**

1. Athletic Taping Manual (SportMed B.C.)
2. Sports First Aid Manual (SportMed B.C.)
3. Selected Course Readings package (SportMed B.C.)
4. Cramer Athletic Training Videos
5. Basic Athletic Training (by Ken Wright and William Whitehill – A Cramer Resource)
7. Internet (World Wide Web)

**Additional Information:**

Upon successful completion of the course, students who achieve a minimum of 60% will be eligible for certification through SportMed B.C.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Athletic Injuries B 11

Course Code: YAIB 11

Category: Fitness and Recreation

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: January 15, 2004

Prerequisites: None. However a strong background in Science and P.E. is recommended.

Course Synopsis:

This course will be designed to teach students how to identify, assess and manage common athletic injuries. Further, students will be able to analyze a proactive management approach to ensure that the occurrence of future injuries is minimized. The learning outcomes in the course are grouped under 6 main curriculum organizers:

- The Role of the Athletic Trainer
- Human Anatomy and Physiology
- Injury Assessment and Management
- Common Athletic Injuries
- Injury Prevention
- Practical Simulations

Learning Resources:

1. Athletic Taping Manual (SportMed B.C.)
2. Sports First Aid Manual (SportMed B.C.)
3. Selected Course Readings package (SportMed B.C.)
4. Cramer Athletic Training Videos
5. Basic Athletic Training (by Ken Wright and William Whitehill – A Cramer Resource)
7. Internet (World Wide Web)

Additional Information:

Upon successful completion of the course, students who achieve a minimum of 60% will be eligible for certification through SportMed B.C.
School District 75

Status: approved

School Name: Heritage Park Secondary
Course Name: AVID
Course Code: YAVID 11
Category: Other

Grade Level of Course: 

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 23, 2007
Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support academic success (Organizational skills, Note-taking and study skills, Test-taking skills, Communication and presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

Learning Resources:

AVID Library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Coaching Territorial Sports: Basketball 11

Course Code: YCTSB 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: None

Course Synopsis:
This course is designed to provide an opportunity for our students to achieve a Level 2 technical and theoretical certification in basketball technical in the National Coaching Certification Program (NCCP). To complete the NCCP Level 2 program, students will need to complete the practical portion of the Level 2 in Coaching Territorial Sports 12. The technical and theoretical component needs to be completed before the practical portion can be attempted.

Completing the course will include BCBOA certification as an official for basketball. This provides an understanding and a different perspective of the game. Students may use this as an opportunity to continue giving back to the basketball community after playing and to explore a possible job opportunity.

The Basketball Canada Coaching Certification Program bases its technical elements on the Basketball Development Model (BDM). The BDM is a guide to the relationship between age of the athlete and basketball activities which are most appropriate at that age, permitting an athlete-centered approach to player development.

The coaching certification program is designed to allow coaches to develop competencies by progressing through specified levels. It is comprised of three elements: technical, theory and practical components. In our class at Heritage Park, we will fulfill two elements – technical and theoretical.

We will be emphasizing teaching individual skills required for coaching basketball:

- Socialization
- Game and Minor Officiating
- Footwork and dribbling
- Individual offense
- Team offense
- Rebounding
- Defense
- Mental training
- Physical fitness
- Planning

By providing our students with this opportunity, we will be encouraging our students to understand the skills required to coach in the community and prepare them to coach in the community (possibly at an elementary school) if the opportunity arises. The student would also benefit from the exposure to the mental training and fitness aspects of the course. The expectation is the students would apply these concepts to their own sport training, thus improving themselves as athletes.
Learning Resources:

- Books:
  - Canada Basketball NCCP Technical Basketball Coaching Manual
  - Basketball BC Steve Nash Youth Coaching Manual (Pre-Level 1)
  - Coaching Basketball Successfully – Morgan Wootten
  - They Call Me Coach – John Wooden
  - Training Soccer Champions – Anson Dorrance
- Visit to a practice run by a university/college coach
- Articles and information about coaching on Internet
- Possible guest speakers:
  - Bruce Langford (head coach – Simon Fraser University)
  - Pat Lee (asst. coach – UCFV)
  - Allison McNeill (head coach – Canada Women’s National basketball team)
  - Jim Cervo (head official of the British Columbia Basketball Officials Association)
  - Mike McNeill (asst. coach – Canada Women’s National basketball team)
  - Teresa Kleindienst (Canada National basketball team player)
  - Kim Smith (Canada National basketball team player)
- DVD and videos:
  - Individual Improvement Drills – Tom Crean
  - The Shot – Shooting Drills and Techniques – Steve Alford
  - Heart of the Game – documentary Miramax Studios
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Coaching Territorial Sports: Basketball 12

Course Code: YCTSB 12

Category: Fitness and Recreation

Grade Level of Course:  

Grade 10  ✔ Grade 11  Grade 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: Coaching Territorial Sports 11

Course Synopsis:

This course is designed to provide an opportunity for our students to achieve a Level 2 practical certification in basketball technical in the National Coaching Certification Program (NCCP). Completing the practical certification (along with our Coaching 11 course) will give the student complete Level 2 certification in basketball. Coaching Territorial Sports 12 requires NCCP Level 2 Theory and Technical components to be completed (completed in Coaching Territorial Sports 11). Coaching 12 requires students to demonstrate the skills and understanding of coaching strategies and techniques learned in Coaching 11 in a practical and real situation (basketball season of a team).

The coaching certification program is designed to allow coaches to develop competencies by progressing through specified levels. It is comprised of three elements: technical, theory and practical components. This class will allow the students to complete the practical portion of certification. The practical portion requires the observation of the student coaching a team for an entire basketball season. This portion cannot be completed until the theory and technical portions have been finished.

These concepts are taught in the Coaching Territorial Sports 11, our class will review the following concepts and the students will be required to demonstrate these concepts during their practicum:

?Socialization
?Teaching
?Analysis of skill
?Footwork and dribbling
?Individual offense
?Team offense
?Rebounding
?Defense
?Mental training
?Physical fitness
?Care and prevention of injuries
?Planning

By providing our students with this opportunity, we will be encouraging our students to understand the skills required to coach in the community and prepare them to coach in the community (possibly at an elementary school) if the opportunity arises. The student would also benefit from the exposure to the mental training and fitness aspects of the course. The expectation is that the students would apply these concepts to their own sport training, thus improving themselves as athletes.
Learning Resources:

Books:
oCanada Basketball NCCP Technical Basketball Coaching Manual
oBasketball BC Steve Nash Youth Coaching Manual (Pre-Level 1)
oCoaching Basketball Successfully – Morgan Wootten
oThey Call Me Coach – John Wooden
oTraining Soccer Champions – Anson Dorrance

Visit to a practice run by a university/college coach

Articles and information about coaching on Internet

Possible guest speakers:
oGreg Bay (head physiotherapist – Canadian National Soccer team)
oBruce Langford (head coach – Simon Fraser University)
oPat Lee (asst. coach – UCFV)
oAllison McNeill (head coach – Canada Women’s National basketball team)
oMike McNeill (asst. coach – Canada Women’s National basketball team)
oTeresa Kleindienst (Canada National basketball team player)
oKim Smith (Canada National basketball team player)

Individual Improvement Drills – Tom Crean
oThe Shot – Shooting Drills and Techniques – Steve Alford
oHeart of the Game – documentary Miramax Studios
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Community Leadership 10

Course Code: YCML 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   February 10, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Community Leadership 11

Course Code: YCML 11

Category: Health and Human Services

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Community Leadership 12

Course Code: YCML 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
This is a beginning course which will help the student develop an understanding of the basics of computer animation and the various jobs associated within the industry. It is a must to have an adequate number of computers available. Computer animation programs are expensive and therefore can limit the time the student has on the computer. Groups may be used in some instances where there are limited facilities. The end product can be used in a portfolio for future studies.

**Course Synopsis:**
This course has been developed to introduce the student to computer animation techniques. Students will explore various computer animation programs. Students will be expected to think creatively, designing their own characters, stories and animations.

**Learning Resources:**
- On-line tutorials for various animation software
- Video and editing equipment manuals
- Books

**Additional Information:**
This is a beginning course which will help the student develop an understanding of the basics of computer animation and the various jobs associated within the industry. It is a must to have an adequate number of computers available. Computer animation programs are expensive and therefore can limit the time the student has on the computer. Groups may be used in some instances where there are limited facilities. The end product can be used in a portfolio for future studies.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Computer Programming 11

Course Code: YCP 11

Category: Other

Grade Level of Course:   10   11   12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: January 15, 2004

Prerequisites: None

Course Synopsis:

Computer Programming Levels A, B: This set of four 2 credit courses is an introduction to the concepts, techniques and tools of computer programming. The courses are designed in 4 levels A = beginner, B = intermediate, C = advanced, D = Programmer. Each level is worth 2 credits in which there may be students from any grade ranging from grade 10 to grade 12.

The course is designed for those students who are intending to major in computer science or with interests in business, advanced science, web programming or game development. The course emphasizes a fundamental approach to problem analysis, algorithm development and top-down design.

Learning Resources:

All resources can be found on the web using http://www.google.com or http://www.howstuffworks.com/web-page.htm or http://www.devguru.com

JavaScript Quick Reference, Rick Darnell, Que, 1996.
JavaScript The Most Complete Reference, Reynolds ad Wooldridge, Que 1996


Additional Information:

Schools will need adequate equipment and continuous access to computers to make the course run more smoothly. Many computer program outcomes may be grouped within one computer programming assignment. This would be necessary to be able to get through the course.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Computer Programming 12

Course Code: YCP 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: January 15, 2004

Prerequisites: None

Course Synopsis:

Computer Programming Levels C, D: This set of four 2 credit courses is an introduction to the concepts, techniques and tools of computer programming. The courses are designed in 4 levels A = beginner, B = intermediate, C = advanced, D = Programmer. Each level is worth 2 credits in which there may be students from any grade ranging from grade 10 to grade 12.

The course is designed for those students who are intending to major in computer science or with interests in business, advanced science, web programming or game development. The course emphasizes a fundamental approach to problem analysis, algorithm development and top-down design.

Learning Resources:

All resources can be found on the web using http://www.google.com or http://www.howstuffworks.com/web-page.htm or http://www.devguru.com

JavaScript Quick Reference, Rick Darnell, Que, 1996.
JavaScript The Most Complete Reference, Reynolds ad Wooldridge, Que 1996


Additional Information:

Schools will need adequate equipment and continuous access to computers to make the course run more smoothly. Many computer program outcomes may be grouped within one computer programming assignment. This would be necessary to be able to get through the course.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Debating 11

Course Code: YDEB 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10 x 11 12 

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: January 15, 2004

Prerequisites: None

Course Synopsis:

This course will be designed to teach students how to enhance their public speaking skills and effectively argue controversial topics. The ability to discuss controversial topics with an open mind is going to be the primary focus during the actual debates themselves. There is a great emphasis on student-centered discussions where the teacher’s primary role is to act as an external facilitator and mediate the discussions so they remain within the realm of the resolution statement. Further, students will also be given the opportunity to act as peer evaluators and decide who wins/loses a debate presentation.

Learning Resources:

1. Opposing Viewpoints Books (Greenhaven Press Inc.)
2. 201 Icebreakers (Edie West)
3. Interpersonal Communication (Beebe, Redmond, Milestone)
4. Internet (World Wide Web)
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Distributed Learning Orientation

Course Code: YDLO 10

Category: Other

Grade Level of Course:  

  ☒ 10  ☐ 11  ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved:  December 18, 2007

Prerequisites:

Course Synopsis:

The Distributed Learning Orientation course will provide students with a basic understanding about online learning. Students will learn how to use the basic components of the Summit Learning Centre learning platforms, and look at various technologies that can be used for online communication. They will learn how to access their courses, upload and download assignments, communicate electronically with teachers, track their progress online, and interact in our synchronous online classroom.
School District 75

Status: approved

School Name: Heritage Park Secondary
Course Name: Equine Studies 11
Course Code: YEQNS 11
Category: Other

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 15, 2008

Prerequisites:

**Course Synopsis:**

Equine Studies 11 will introduce students to the exciting world of horses and horsemanship. Classroom and fieldwork will explore horse breeds, conformation, and general horse care. Basic riding skills, accompanied by fundamental horse behaviour and psychology, will be taught. Opportunities for observing real life horse specialists (trainers, vets, farriers) will be offered.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Equine Studies 12

Course Code: YEQNS 12

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 15, 2008

Prerequisites:

Course Synopsis:

This course offers a continuation of skills learned in Equine Studies 11. A more in depth look at horse health is explored. As students become more advanced in horse experience and riding techniques, the world of competition will be examined. The emerging field of equine facilitated psychotherapy will be studied. Students may serve as mentors for younger children in SD75 who may benefit from equine assisted activities.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Fashion Design 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: Co requisite(s): Textiles 12

Course Synopsis:

This course has been developed to support and encourage students to express themselves creatively through the medium of textiles, in the realm of fashion design. The course will cover everything from concept to finished product. This means that the student will explore factors that have influenced fashion in the past and in the present, identify sources of inspiration, study and apply the principles and elements of design, draw, draft and construct original garments. Self and peer assessment play a major role throughout the process.

Students will have the opportunity to showcase their garments in the Annual Fashion Show. Students will have the opportunity to participate in the annual Skills Canada Competition. Upon completion of this course, students will have a portfolio, which is essential for admission into any fashion design/merchandising post-secondary institution.

Learning Resources:
- Visitation to post-secondary Fashion Design and Merchandising Institutions
- Tour of Fashion Design and Production Centre(s)
- Attendance at the Kwantlen College-University's Fashion Design and Technology Program’s Year-End Fashion Show (and viewing of graduates' portfolios) and/or University College of the Fraser Valley’s Fashion Design and Technology Program’s Year-End Fashion Show.

Articles and information on fashion design and the Apparel Industry on the Internet
- www.designaccess.bc
- www.design-council.org.uk
- www.apparel.org
- www.fashion-careers.com

Videos:
- Sew to Success, Kathleen Spike
- Basic Pattern Making - Flat-Pattern Method, Peggy Sagers
- Basics of Draping, Suzanne Pierette Stern
- Steven Stipelman on Sketching, Steven Stipelman, Fairchild Publications, 1991
- The Way We Dress: the meaning of fashion, Learning Seed, 1996

Books:
- Pattern Making by the Flat-Pattern Method, Norma Hollen, Burgess Publishing Co., Inc., 1999
- Complete Guide to Sewing, Reader’s Digest, 1976
- Advanced Fashion Sketchbook, Bina Abling, 1991
- Illustrating Fashion – concept to creation, Fairchild Publications, 1999
- Illustrating Fashion, Fairchild Publications, 1999

Computer Software:
- Dress Shop 2.5, Livingsoft
- Symmetry Demo Disk, Wild Ginger
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: History of Rock & Roll: Cultural 12

Course Code: YHRR 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: SS 10

Course Synopsis:

This course has been developed to help music and non-music students to discover the cultural, social and political roots of today’s music. They will be encouraged to explore the synthesis of African-Caribbean musical styles brought to North America by the slave trade which were gradually incorporated into the white culture and out of which Rock and Roll was born. They will be further encouraged to look to the future of pop-culture as Canadian and North American culture is infused with a widening range of world cultures.

Students will combine musical experiences in both a listening and performing environment with explorations of the global happenings that occurred as the music developed. The units of music will be placed in a time frame. Issues surrounding events often find their way into the music of the time. The music and the history specialists will work together to tie the events and issues to the music of the time in each unit using listening, analysis, discussion, writing, drama and performance.

Learning outcomes for the course are grouped under the curriculum organisers: Skills and Processes; Social Issues; Cultural Issues; Political Issues; Legal Issues; Economic Issues; and Environmental Issues. This course integrates skills and processes from the social sciences with those from the performing and fine arts. Students are given the instruction, support and opportunity to develop skills in collecting, interpreting and presenting a variety of perspectives on the significant issues of the day. Students are given the opportunity for self and peer assessment in each of the fourteen, nine to twelve hour units.

Learning Resources:

- Music Room audio and video/DVD system
- Visit to commercial recording studio
- Music print resources
- Time-Life Library of recorded music and video
- Primary documents collection

Books
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Musical Theatre 10

Course Code: YMUTH 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Audition or Permission of Stage Director, Musical Director and Choreographer

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the four strands of musical theatre: vocal, instrumental, movement / dance and acting. In the culmination of all proposed levels of instruction (See Musical Theatre 11, 12) students will produce a professional level musical for the school, community and the District of Mission. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the Theatre Company), Pre-Production, Production and Post-Production (Reflection and Closing the Theatre Company). Methods in which students are expected to meet instructor expectations include: written reflections, personal verbal responses, practice logs, movement / dance proficiency by set deadlines, line and song comprehension by set deadlines for differing stages of the rehearsal process.

Students are also given the opportunity for self and peer assessment in each of the four units. The approach supports student ownership and pride in performance as well as providing various skill sets and approaches to thinking and learning. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the productions and other reflective process during and after its completion. Musical Theatre 10 students will be starting at the entry level of chorus for the specific show, which will be different from year to year. They will learn both vocal and dance demands of chorus work, which by comparison is simpler than the 11 and 12 strands. Their rehearsal demands less time of the chorus, than of its leads and principles.

Learning Resources:

- Various excerpts from Broadway Musicals (songs, scenes and monologues)
- Full script, lyrics and score of an established Musical for performance (TBA, to change every year.)
- Local community members

Additional Information:

This class is the natural segue to the lead roles found in the proposed Musical Theatre 11 and 12 courses. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers and have demonstrated excellence as they progress.
This class is the natural segue to the lead roles found in the proposed Musical Theatre 12 course. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers and to demonstrated excellence as they progress.

Additional Information:

This class is the natural segue to the lead roles found in the proposed Musical Theatre 12 course. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers and to demonstrated excellence as they progress.
This class is the natural segue to the lead roles found in the proposed Musical Theatre 11 and 12 courses. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers and to demonstrated excellence as they progress.

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the four strands of musical theatre: vocal, instrumental, movement / dance and acting. In the culmination of all proposed levels of instruction, students will produce a professional level Musical for the school, community and the District of Mission. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the Theatre Company), Pre-Production, Production and Post-Production (Reflection and Closing the Theatre Company). Methods in which students are expected to meet instructor expectations including written reflections, personal verbal response, practice logs movement/dance proficiency by set deadlines, line and song proficiencies by set deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units as well. The approach supports student ownership and pride in performance as well as providing various skill sets and approaches to thinking and learning. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the productions and other reflective process during and after its completion. At this level, students will take on lead roles which will require a more complex approach to acting, singing and dancing, as well as extended rehearsal time. By this level, students will have participated in several completely different productions. The level of skill development will have sequentially increased as the repertoire has been expanded and introduced.

Learning Resources:

- Various excerpts from Broadway Musicals (songs, scenes and monologues)
- Full script, lyrics and score of an established Musical for performance (TBA, to change every year.)
- Local community members

Additional Information:

This class is the natural segue to the lead roles found in the proposed Musical Theatre 11 and 12 courses. As students gain basic knowledge and practical experience in Musical Theatre and progress through these courses, it is expected that students will proceed from chorus to lead/principal as they grow as performers and to demonstrated excellence as they progress.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: PE - Sport Specific Training 10

Course Code: YPSST 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: None

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in a specific sport. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating to their chosen sport. They will incorporate their learning through strategies as demonstrated in game play.

Learning Resources:

- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada
School District 75

Status: approved

School Name: Heritage Park Secondary
Course Name: PE Sport Specific Trng-Football 10
Course Code: YPESF 10
Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 18, 2005

Prerequisites:

Course Synopsis:
The purpose of this course is to assist students in enhancing their competency in a specific sport. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating to their chosen sport. They will incorporate their learning through strategies as demonstrated in game play.

Learning Resources:
- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: PE Sport Specific Trng-Football 11

Course Code: YPESF 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in a specific sport. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating to their chosen sport. They will incorporate their learning through strategies as demonstrated in game play.

Learning Resources:

- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: PE Sport Specific Trng-Football 12

Course Code: YPESF 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in a specific sport. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating to their chosen sport. They will incorporate their learning through strategies as demonstrated in game play.

Learning Resources:

- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Other

Grade Level of Course: 10 X 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 16, 2004

Prerequisites: Successful referral and interview process

Course Synopsis:

This course is designed to introduce students to the basic skills necessary to establish and maintain successful helping relationship with peers. Skills learnt will also promote and support successful relationships with family members and other members of society. Students will develop skills in the areas of interpersonal communication, empathic listening, questioning techniques, ethics, referrals, decision-making and problem solving, peer mediation, mentoring, suicide prevention awareness, assertiveness training, anger management, lesson plan development and self-assessment.

During the assigned Peer Counselling block students are linked to a junior class and act as mentors and classroom helpers. The peer counsellors are responsible for creating a new, educational-issues bulletin board monthly. Aside from these activities peer counsellors are also available to all students in the school for listening and/or mediation. Peer counsellors also meet every Wednesday after school for an hour and 18 minutes to have a lesson on specific content areas.

Through the course of the year, students will have the opportunity to learn, practice and evaluate their skills. There will also be ongoing opportunity to debrief experiences. Closure to the course involves a series of self-evaluation and reflective activities completed by the students.

Learning Resources:

- Peer Counsellor Workbook, Gail Roberts, 1988
- Peer counselling skills training videos
- Article Collection
- Anger Management: Facilitator Guide and Student Workbook, CAF Associates

www.bcsta.org
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Peer Counselling 12

Course Code: YPCOU 12

Category: Other

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 16, 2004

Prerequisites: Successful referral and interview process

Course Synopsis:

This course is designed to further students’ basic skills learned in Peer Counselling 11, necessary to establish and maintain successful helping relationship with peers. Skills learnt also promote and support successful relationships with family members and other members of society. Students will develop skills in the areas of interpersonal communication, empathic listening, questioning techniques, ethics, referrals, decision-making and problem solving, peer mediation, mentoring, suicide prevention awareness, assertiveness training, anger management, lesson plan development and self-assessment.

During the assigned Peer Counselling block students are linked to a junior class and act as mentors and classroom helpers. In Peer Counselling 12, students are responsible for teaching one class, and for creating a new, educational-issues bulletin board monthly. Aside from these activities peer counsellors are also available to all students in the school for listening and/or mediation. Grade 12 Peer counsellors will also carry a mentoring caseload. Peer Counsellors meet every Wednesday after school for an hour and 18 minutes to have a lesson on specific content areas.

Through the course of the year, students will have the opportunity to learn, practice and evaluate their skills. Peer counselling 12 students will have the opportunity to teach skills to Peer Counselling 11 students. There will also be ongoing opportunity to debrief experiences. Closure to the course involves a series of self-evaluation and reflective activities completed by the students.

Learning Resources:

- Peer Counsellor Workbook, Gail Roberts, 1988
- Peer counselling skills training videos
- Article Collection
- Anger Management: Facilitator Guide and Student Workbook, CAF Associates
This is a course that serves both the tutor and the tutee. It is a continuation of Peer Tutoring 11 and is designed to further improve and enhance student’s tutoring skills and knowledge. It is ideal for students interested in the field of education. The course also offers development in skill areas that may be applied to many other fields of endeavour. The course provides students with the opportunity to develop independence, inter and intra personal skills and self-confidence. The peer tutors become excellent role models in the school community and frequently are able to gain employment as tutors in the local community or at local elementary schools. The course provides students with the opportunity to become life long learners and contributors to their future communities.

School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: B average or special permission

Course Synopsis:

The course is designed to provide students with the opportunity to develop individual skills and knowledge whilst supporting and encouraging their peers within the school community. Students learn to develop an understanding of individual academic, social and cultural differences. Students learn to use a variety of approaches, techniques and skills to assist other students’ learning process. Activities include the teaching of lessons to peers, analysis of learning styles, development of appropriate learning materials and an understanding of cultural variances. Learning outcomes are grouped under curriculum organizers: Social and Cultural Issues, Analysis and Application. Students are given the opportunity to self assess and present to their peer group. Students develop skills in communication, interpersonal relationships, leadership, and conflict management, while acquiring an appreciation of the importance of contributing to their communities and helping others. The Grade 12 course reflects many of the topic areas included at the grade 11 level. The students broaden their theoretical knowledge at the grade 12 level and increase the opportunities for the practical application of skills learned.

Learning Resources:

Videos: Body Language and Communication
   How Difficult Can This Be?

Guest Speakers
Peer Tutor Manual: Collection of Articles and Resources from current publications
And instructor developed instructional materials
Internet: Articles and information on current brain research, learning theory and Learning disorders.
: Self-testing on learning styles and learning abilities.

Books: Tutoring: Learning by Helping by Elizabeth S. Foster
   It’s All in Your Head by Susan Barrett
   Fighting Invisible Tigers by Earl Hipp
   “don’t” think of purple spotted Oranges by Martin Shervington

Additional Information:

This is a course that serves both the tutor and the tutee. It is a continuation of Peer Tutoring 11 and is designed to further improve and enhance student’s tutoring skills and knowledge. It is ideal for students interested in the field of education. The course also offers development in skill areas that may be applied to many other fields of endeavour. The course provides students with the opportunity to develop independence, inter and intra personal skills and self-confidence. The peer tutors become excellent role models in the school community and frequently are able to gain employment as tutors in the local community or at local elementary schools. The course provides students with the opportunity to become life long learners and contributors to their future communities.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Psychology 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Psychology 11 preferred but not required.

Course Synopsis:

This course has been developed to help students to recognize the key role that psychology is playing in the contemporary affairs of humankind. Students will communicate the basics of psychology in a concise and straightforward manner that will make the material easy to understand. At the same time, a foundation will be laid for the more advanced study of behaviour for those students wishing to continue in Advanced Psychology. The course will produce an interesting and intelligent introduction to psychology while maintaining the integrity of the underlying scientific principles. The program will encourage the students to acquire a greater awareness of the complexities of behaviour, a desire to understand behaviour more fully, and an ability to think more objectively about the many behavioural problems that confront us today.

Learning Resources:


Teacher Resources:

- Glencoe/McGraw Hill materials, including: Study Guide, Projects and Lab Activities, Vocabulary Activities, Guided Readings and Cooperative Learning Activities
- Current articles from newspapers, magazines and professional journals
- Community based resources
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Rugby Coaching

Course Code: YRC 10

Category: Fitness and Recreation

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 13, 2007

Prerequisites:

1. Rugby Technical Manuals (Rugby Canada.)
2. Mini-Rugby Manuals (BC Rugby Union)
4. Selected Course Readings package
5. NZRFU / England RFU Videos
6. Internet (World Wide Web)
8. IRB Referee's Handbook (International Rugby Board)

Course Synopsis:

This course will be designed for students to develop their initial coaching skills, while laying the foundation for future more advanced accreditation through Rugby Canada. The material taught in those course correspond to the Level 1 coaching accreditation through BC Rugby and Rugby Canada, which will allow student to comfortably work with young participants up to the U-14 age-level. Thus, the focus of this course will be on how to effectively teach the sport of rugby and the subsequent skills to beginners, using strategies and best practices that promote athlete enjoyment and continued participation.

Learning Resources:

1. Rugby Technical Manuals (Rugby Canada.)
2. Mini-Rugby Manuals (BC Rugby Union)
4. Selected Course Readings package
5. NZRFU / England RFU Videos
6. Internet (World Wide Web)
8. IRB Referee's Handbook (International Rugby Board)
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Rugby Coaching

Course Code: YRC 11

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 13, 2007

Prerequisites: Rugby Coaching 10

Course Synopsis:

This course will allow student to build upon the knowledge acquired in Rugby Coaching 10 and begin to do an in-depth analysis on the various styles of rugby played around the world. The topics covered in this course correspond to the Level 2 coaching accreditation through BC Rugby and Rugby Canada, which will allow student to comfortably work with participants up to the U-16 age level. Analysis of set-piece play from scrums, lineouts and kick-offs will allow students to view the game from a series of start/stop points and develop strategies of play that would ensure success.

Learning Resources:

1. Rugby Technical Manuals (Rugby Canada.)
2. Mini-Rugby Manuals (BC Rugby Union)
4. Selected Course Readings package
5. NZRFU / England RFU Videos
6. Internet (World Wide Web)
8. IRB Referee’s Handbook (International Rugby Board)
School District 75

Status: approved

School Name: Heritage Park Secondary
Course Name: Rugby Coaching
Course Code: YRC 12
Category: Fitness and Recreation

Grade Level of Course: 10 11 X 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 13, 2007
Prerequisites: Rugby Coaching 11

Course Synopsis:
This course will allow student to obtain their CBET training through Rugby Canada, the most advanced and current training offered to coaches in B.C., allowing those students who successfully complete the course to coach up to the U18 age level. The emphasis of Rugby Coaching 12 is to “begin to identify more precisely the players, their physiological demands and physical characteristics, and their technical and tactical awareness…” (Rugby Canada, 1996) during competition. Advanced styles of play, such as the off-load, quick ball attacks, and arranged mismatches will be discussed and analyzed on how they can maximize offensive opportunities. Further, students will learn how to officiate matches, as described by the International Rugby Board.

Learning Resources:

1. Rugby Technical Manuals (Rugby Canada.)
2. Mini-Rugby Manuals (BC Rugby Union)
4. Selected Course Readings package
5. NZRFU / England RFU Videos
6. Internet (World Wide Web)
8. IRB Referee’s Handbook (International Rugby Board)
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: SuperFit 11

Course Code: YSPFT 11

Category: Fitness and Recreation

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: Physical Education 10

Course Synopsis:

This course has been developed to help students to discover training methods that efficiently help athletes achieve high levels of sport specific fitness. Students will be introduced to different physical training methods and will actively participate in them. Students will also be encouraged to explore the effect training has on the body and the adaptations which occur during physical training. Students will also collect data as a result of various physical testing and will learn to interpret and compare testing results. Students will be encouraged to create an individualized training program based on their sport specific needs and actively carry out their program. Students will study nutritional issues as the base for human performance.
**School District 75**

Status: approved

School Name: Heritage Park Secondary

Course Name: Superfit 12

Course Code: YSPFT 12

Category: Fitness and Recreation

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: Physical Education 10

**Course Synopsis:**

This course has been developed to help students to discover training methods that efficiently help students achieve high levels of specific fitness. Students will be introduced to different physical training methods and will actively participate in them. Students will also be encouraged to explore the effect training has on the body and the adaptations which occur during physical training. Students will also collect data as a result of various physical testing and will learn to interpret and compare testing results. Students will be encouraged to create an individualized training program based on their sport specific needs and actively carry out their program. Students will study nutritional issues as the base for human performance.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Video & Film Post-Production 12

Course Code: YVFPP 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites: None, but successful completion of Video Production 11 is strongly recommended

Course Synopsis:

Post-Production for film and video is comprised of several interrelated processes that take the raw materials of sound and image generated during the shooting of a film and creatively combines them to produce the finished product. This course covers the following subject matter which form the instructional units for the course:

- Film history, aesthetics and editing theory
- Introduction to non-linear, linear and film editing technology and techniques
- Picture and dialogue editing
- Sound effects creation and editing
- Foley
- Music editing
- Recording and preparation of the final film soundtrack

Using a variety of prepared materials as well as material generated by the students themselves, a series of projects will be assigned which illustrate and refine these various elements as they apply to film and video projects. Initially, projects will be limited in scope illustrating basic concepts. Each successive project will add to the complexity and challenge of handling all of these elements in successfully completing each program.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Web Page Design 10

Course Code: YWD 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: January 15, 2004

Prerequisites: None

Course Synopsis:

This course focuses on scripting, programming, developing search strategies for new technology, publishing skills, and serving information on a web server. In addition, the topic of Web ethics will be covered. Students will act as Webmasters for themselves, the class, school, or district, participating in a global community of learners and collaborators. Students enrolled in this course will be computer literate and acquire basic electronic productivity tools.

Learning Resources:

All resources can be found on the web using http://www.google.com or http://www.howstuffworks.com/web-page.htm or http://www.devguru.com

Javascript Quick Reference, Rick Darnell, Que, 1996.


Additional Information:

Schools will need adequate equipment and continuous access to computers to make the course run more smoothly.
School District 75

Status: approved

School Name: Heritage Park Secondary
Course Name: Web Page Design 11
Course Code: YWD 11
Category: Other

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 2
Number of Hours of instruction: 60

Date Approved: January 15, 2004
Prerequisites: None

Course Synopsis:

This course focuses on scripting, programming, developing search strategies for new technology, publishing skills, and serving information on a web server. In addition, the topic of Web ethics will be covered. Students will act as Webmasters for themselves, the class, school, or district, participating in a global community of learners and collaborators. Students enrolled in this course will be computer literate and acquire basic electronic productivity tools.

Learning Resources:

All resources can be found on the web using http://www.google.com or http://www.howstuffworks.com/web-page.htm or http://www.devguru.com

Javascript Quick Reference, Rick Darnell, Que, 1996.


Additional Information:

Schools will need adequate equipment and continuous access to computers to make the course run more smoothly.
School District 75

Status: approved

School Name: Heritage Park Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: None; suggested successful completion of English 10, Art 10, Photography 10 or Graphics10

Course Synopsis:

This course specifically addresses the multi-faceted needs of beginning journalism students by introducing them to all phases of yearbook production. Students will demonstrate skills in the specific skills of journalism, including layout and design, photography and publishing. An integral part of this course will be the demonstrable production of newsletters and a school yearbook. These class-based activities are envisaged as providing students with experience in the actual journalism concerns of interviewing, reporting, meeting deadlines and producing a publication.

The course will include studies of the following units:

- Concept
- Coverage
- Photography
- Desktop Publishing
- Reporting and Writing
- Basic Design
- Graphic Design
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: AVID

Course Code: YAVID 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 23, 2007

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support academic success (Organizational skills, Note-taking and study skills, Test-taking skills, Communication and presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

Learning Resources:

AVID Library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials
**School District 75**

Status: approved

School Name: Mission Learning Centre

Course Name: Community Support Worker 11A

Course Code: YCSW 11A

Category: Health and Human Services

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

- Previous paid or volunteer work experience with a social services population including peer counsellors

**Course Synopsis:**

This course contains a number of introductory elements for work in the social services sector. Modules deal with typical job descriptions for community support workers, life skills workers and classroom assistants; CPR and First Aid for Adult Care Workers; Word Processing Skills; and introductory psychology. The concept of “professionalism” is defined and emphasized.

This course is a pre-requisite for work experience CSW courses.

**Learning Resources:**

1) Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities (Introduction and Chapters 1,2,3 & 4), 2) Module Handout for modules 101, 102, 104, 107A & 107B. 3) Red Cross - First Aid, The Vital Link, 4), Developmental Psych A and Developmental Psych B readings (excerpted from a number of texts), computer course readings from Microsoft Manual, 5) Video – “The Mighty” 6) Phone list of professionals for interviews, 7) Various modular readings provided by instructor including excerpts from psychology texts and excerpts from employer manuals.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Community Support Worker 11B

Course Code: YCSW 11B

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Previous paid or volunteer work experience with a social services population including peer course

Course Synopsis:

This course explores the fundamentals of social service ethics and philosophy; the dynamics of behaviour and thought; basic recording and assessing approaches; basic techniques for teaching life skills; and enhanced communication skills. This course is a pre-requisite for work experience CSW courses.

Learning Resources:

1) Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities (Chapters 5, 6, 7, 8, 9, 12) 2) Module Handout for modules 109, 111, 115, 117.) 3) Video – “The Sterilization of Leilani Muir” 4) Various modular readings provided by instructor including excerpts from psychology texts, 5) ethics texts and articles available in-class, on-line and in community library.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Community Support Worker 12A

Course Code: YCSW 12A

Category: Health and Human Services

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: - Previous paid or volunteer work experience with a social services population including peer counse

Course Synopsis:

This course completes the modules necessary for Practicum #1 and then introduces the advanced level modules. Students will become familiar with the basic principles of ethical behavioural intervention, as well as crisis intervention. A review of grammar and an introduction to professional reporting is also included. The course includes the premises of effective teaching and program development. This course is a pre-requisite for work experience CSW courses.

Learning Resources:

1) Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities (Chapters 3, 5, 7, 8 & 9 if not read previously); 2) CPI Workbook; 3) Excerpts from Lavigna & Donnellan "Alternatives to Punishment"; 4) Module Handout for modules 119, 121, 123, 201, 203. 5) Video: Gentle Teaching Comes to Lindsay Ontario, 6) Various readings distributed by teacher excerpted from sources such as “Red Cross Instructors Manual.”
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Community Support Worker 12B

Course Code: YCSW 12B

Category: Health and Human Services

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:  - Previous paid or volunteer work experience with a social services population including peer counse

Course Synopsis:

This course addresses a variety of skills and ethics which can be applied in a number of specific practical cases. Skills learned here allow students to manage stress, crisis, medications, personal care and challenging one-to-one communications. These modules must be completed before the student can progress to the second practicum. These are work-ready skills, allowing the student to perform at or above the level of most entry-level Community Support Workers.

This course is a pre-requisite for second-level work experience CSW courses.

Learning Resources:

1) Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities (Chapters 14, 16, 17); 2) CPS Reference Book; 3) DSM-IV TR Reference Book and DWM-IV Made Easy readings; 4) Module Handout for modules 205, 207, 209, 211, 212; 5) Ethics of Touch Workbook and video program 6) Various readings distributed by teacher excerpted from employer procedure manuals.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Community Support Worker 12C

Course Code: YCSW 12C

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: January 18, 2005

Prerequisites: Previous paid or volunteer work experience with a social services population including peer counse

Course Synopsis:

This course addresses a variety of advanced skills and ethics which can be applied in a number of specific practical cases. It calls upon students to apply information from prior modules and to think in creative and expansive ways. It is the only classroom-based course during which a student CANNOT begin the CSW Program; at least one other course must have been begun previously. Skills learned here allow students to support clients with high physical care needs and/or particularly challenging behaviour. Students learn how to detect and deal with abuse and neglect as well as develop an advanced understanding of ethics. Service planning and food safety round out the course. These units must be completed before the student can progress to the second practicum. These are work-ready skills, allowing the student to perform at or above the level of most entry-level Community Support Workers. The course is also designed to prepare students for their work search, including preliminary Class 4 license training. Student-organized seminars on subjects such as Death and Grieving, Working with Families and Autism are also a part of this course, as is a student debate and an employer forum.

This course is a pre-requisite for second-level work experience CSW courses.

Learning Resources:

1) Gardner & Chapman - Developing Staff Competencies for Supporting People with Developmental Disabilities (Chapters 10, 11, 12, 13, 15, 18, 19); 2) Commercial Driving Textbook; 3) Module Handout for modules 213, 215, 217, 219, 221; 223; 301; 309, 4) Guest speakers and instructors, 5) Field Trip to group home, 6) Sample Interviews
Much of the lessons, especially in Unit 7, is conveyed orally and imparts the instructor’s experiences, suggestions and recommendations.
This course must be followed by practical applications of the material to prepare the student for a job in the Cosmetology Industry. Hair styling and haircutting services need to be performed on mannequins and clients to properly prepare students in technical skills and customer service abilities.

Course Synopsis:
This course will emphasize the proper hand, shear and other tool positions needed to perform the services accurately.

Learning Resources:
Textbook: Pivot Point International – Salon Fundamentals
Instructional Videos – various sources
Instructor generated teaching tools – assignments, word lists, handouts

Additional Information:
This course must be followed by practical applications of the material to prepare the student for a job in the Cosmetology Industry. Hair styling and haircutting services need to be performed on mannequins and clients to properly prepare students in technical skills and customer service abilities.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Cosmetology 12A

Course Code: YCMY 12A

Category: Trades and Technology

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Must have completed Units 5 and 6 from Course #1

Course Synopsis:

This course includes the instructions for safe practice and proper procedures for the successful outcomes of chemical services in a salon.

Learning Resources:

Textbook: Pivot Point International – Salon Fundamentals
Instructor generated teaching tools – assignments, word lists, and handouts
Guest speakers

Additional Information:

These units require intensive practical experience in order to build skills and confidence.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Cosmetology 12B

Course Code: YCMY 12B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Must have taken Units 1 and 2 from course #1

Course Synopsis:

This course offers the required lessons to complete the Cosmetology Industry Association standards for the Province.

Learning Resources:

Textbook: Pivot Point International – Salon Fundamentals

Guest speakers

Instructor generated teaching tools – assignments, word lists, and handouts

Additional Information:

These units may be modified as instructor sees fit. Due to the fluctuations in fashion trends, the emphasis and timing may be adjusted in these units. For instance, if a number of students are interested in working in a spa or a full-service salon, it may prove advantageous to prepare them with increased hours in Unit 4 and decrease hours in Unit 5.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Distributed Learning Orientation

Course Code: YDLO 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 18, 2007

Prerequisites:

Course Synopsis:

The Distributed Learning Orientation course will provide students with a basic understanding about online learning. Students will learn how to use the basic components of the Summit Learning Centre learning platforms, and look at various technologies that can be used for online communication. They will learn how to access their courses, upload and download assignments, communicate electronically with teachers, track their progress online, and interact in our synchronous online classroom.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Equine Studies 11

Course Code: YEQNS 11

Category: Other

Grade Level of Course:   

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 15, 2008

Prerequisites:

Course Synopsis:

Equine Studies 11 will introduce students to the exciting world of horses and horsemanship. Classroom and fieldwork will explore horse breeds, conformation, and general horse care. Basic riding skills, accompanied by fundamental horse behaviour and psychology, will be taught. Opportunities for observing real life horse specialists (trainers, vets, farriers) will be offered.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Equine Studies 12

Course Code: YEQNS 12

Category: Other

Grade Level of Course:  

10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 15, 2008

Prerequisites:

Course Synopsis:

This course offers a continuation of skills learned in Equine Studies 11. A more in depth look at horse health is explored. As students become more advanced in horse experience and riding techniques, the world of competition will be examined. The emerging field of equine facilitated psychotherapy will be studied. Students may serve as mentors for younger children in SD75 who may benefit from equine assisted activities.
The general outline of the curriculum is consistent with that prescribed by the Cosmetology Industry Association of British Columbia.

Additional Information:

The general outline of the curriculum is consistent with that prescribed by the Cosmetology Industry Association of British Columbia.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Makeup 12

Course Code: YMKUP 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 21, 2005

Prerequisites: Successful completion of Make-Up Artistry 11

Course Synopsis:

The basics of make-up products, different mediums and different application techniques are covered in this study. Also the added accents such and eyelash and eyebrow tinting, permanent lash application as well as temporary lash applications.

Learning Resources:

Textbook: Milady’s standard fundamentals of esthetics
Workbook: Milady’s standard fundamentals of esthetics
Industry trade magazines
Instructor generated teaching tools, assignments, work lists, handout and case studies
Videos
Guest speakers

Additional Information:

This study is conveyed practically and imparts the instructor’s experiences, suggestions and recommendations.

The general outline of the curriculum is consistent with that prescribed by the Cosmetology Industry Association of British Columbia.
School District 75

Status: approved

School Name: Mission Learning Centre
Course Name: Nail Technology 11A
Course Code: YNT 11A
Category: Trades and Technology
Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 18, 2005
Prerequisites: Grade 10 or equivalent, a demonstrated interest in the beauty industry and in a career as a nail tec

Course Synopsis:

This course contains an introduction to the nail technology industry and the various opportunities available to the graduates of this program. This course focuses on professionalism as well as defining and outlining what professional responsibilities in the work place may include. Students will gain knowledge in client care, safety, personal, public hygiene, nail and skin disorders, physiology and anatomy. This course also covers traditional manicures, pedicures and spa treatments. A minimum of 1/3 of this course will also be practical such as full color and French manicure applications, manicure/ pedicure massages which are included in such services as well as paraffin treatments.

Learning Resources:

Textbook: Milady’s Standard Nail Technology
Workbook: Milady’s Standard Nail Technology
OPI- product description catalogue
Instructor Generated teaching tools-assignments, word lists, handouts
Videos
Guest speakers

Additional Information:

Unit 5 is conveyed practically and imparts the instructor’s experiences, suggestions and recommendations.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Nail Technology 11B

Course Code: YNT 11B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Grade 10 or equivalent, a demonstrated interest in the beauty industry and in a career as a nail tec

Course Synopsis:

This study is an introduction to artificial enhancements. Students will demonstrate proper set-up, prep steps for the application of artificial product and the service and post service steps. Students will also be able to learn to troubleshoot if product problems arise. Students will understand how to apply artificial product using forms over tips and on bitten nails. Students will also touch on the application of artificial product on the toenails, and students will also describe how to maintain the artificial enhancements and the proper removal procedures.

Learning Resources:

Textbook: Milady’s Standard Nail Technology
Workbook: Milady’s Standard Nail Technology
OPI- product description catalogue
Instructor Generated teaching tools-assignments, word lists, handouts
Resume Videos
Guest speakers

Additional Information:

These lessons are conveyed practically and impart the instructor’s experiences, suggestions and recommendations.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Nail Technology 12A

Course Code: YNT 12A

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: January 18, 2005

Prerequisites: Grade 11 or equivalent, a demonstrated interest in the beauty industry and in a career as a Nail Te

Course Synopsis:

This course covers such topics as salon business, records, advertising and client record keeping, also the different types of pay related to our fields of study. The students will create a current resume and cover letter. This course also covers the creative and colorful part of the nail technology business.

Learning Resources:

Textbook: Milady’s Standard Nail Technology
Workbook: Milady’s Standard Nail Technology
OPI- product description catalogue
Instructor Generated teaching tools-assignments, word lists, handouts
Resume Videos
Guest speakers
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Nail Technology 12B

Course Code: YNT 12B

Category: Trades and Technology

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Grade 11 or equivalent, a demonstrated interest in the beauty industry and in a career as a nail tech

Course Synopsis:

Students within the nail technology program are required to complete approximately 80 hour work practicum at a suitable salon environment related to this industry. This will allow our future nail technicians to understand what the expectations would be when working. Students will also research their placement business, go through the interview process, and keep daily journals during their placement. This gives the students the opportunity to conduct themselves with proper salon conduct and prepare themselves for when they are in the work force; they will also have the opportunity to experience quality customer relations and complete a self evaluation.

Learning Resources:

Textbook: Milady’s Standard Nail Technology
Workbook: Milady’s Standard Nail Technology
OPI- product description catalogue
Instructor Generated teaching tools- assignments, word lists, handouts
Videos
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Plumbing 11A

Course Code: YPLB 11A

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: The student should demonstrate an interest in the Plumbing trade and complete a successful referral

Course Synopsis:

This course is designed to introduce students to plumbing related building trade terminology. Additionally, it will familiarize them to safety regulations in accordance with Workers Compensation Board and Occupational Health and Safety regulations. The student will complete and pass both Working with Hazardous Materials and an Emergency First Aid program. Correct procedures for moving and lifting materials will be demonstrated along with assembling/disassembling scaffolding and correct use of ladders. Students will also learn to identify the safe use of trade related hand and power tools and will receive certification of powder actuated fastening tools.

Learning Resources:

- Instructor designed material
- OHS regulations & WCB publications
- Qualified WHMIS instructor
- Qualified First Aid instructor
- OHS regulations & WCB publications
- Trades Common Core, Line H, Lift Loads, Queen’s Printer
- Trades Common Core, Line A, Use Safe Work Practices, Queen’s Printer
- Trades Common Core, Line I, Erect Ladders and Scaffolds, Queen’s Printer
- TRAC Piping Occupational Core, Line F, Use Specialized Power Tools, Province of British Columbia Ministry of Post-Secondary Education, Queen’s Printer, 1986
- Current B.C. Plumbing Code, BC Building and Standards Branch, Queen’s Printer
- Videos: Ergonomics in the Workplace, The Hearing Video, Portable Fire Extinguishers, The Safety Monitor System, A Bright Arc, Fall Protection, Chemical Hazards, Confined Spaces Deadly Spaces

www.bcsta.org
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Plumbing 11B

Course Code: YPLB 11B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: January 18, 2005

Prerequisites:
The student should demonstrate an understanding of basic mathematics and science.

Course Synopsis:
This course is designed to introduce students to plumbing related math and sciences. It will give the student an understanding of the concepts of Grades, Offsets, Elevations, Volumes and Pressures. Additionally; the student will learn to read, draw and interpret piping drawings.

Learning Resources:

- Instructor designed material
- Math and Science, Perimeters, Areas Percentage and Grade, Minister of Alberta Learning, Queens Printer 1998.
- Math and Science, Volumes, Capacities and 45 degree Offsets, Minister of Alberta Learning, Queens Printer 1998.
- Math and Science, Pressure and Atmosphere, Minister of Alberta Learning, Queens Printer 1998.
- Plumber, Line H-1, Draw Simple Details and Use Scales, Queen’s Printer 1998.
- Plumber, Line H-2, Read and Interpret Piping Drawings, Queen’s Printer 1998.

www.bcsta.org
School District 75

Status: approved

School Name: Mission Learning Centre
Course Name: Plumbing 12A
Course Code: YPLB 12A
Category: Trades and Technology

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [x] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 18, 2005

Prerequisites: The student should demonstrate a basic mechanical aptitude.

Course Synopsis:
This course is designed to introduce the students to the safe use of oxyacetylene welding and Acetylene soldering equipment. Additionally, it will familiarize them common piping materials, fittings and valves. Also, the students will be introduced to the current B.C. Plumbing Code Regulations.

Learning Resources:
- Instructor designed material
- Trades Common Core, Line J, Oxyacetylene Cut and Weld, Queen’s Printer.
- Plumbing Competency E-1, Describe common Piping Materials, Queen’s Printer
- Plumbing Competency E-2, Identify and Select Plumbing Fittings, Queen’s Printer.
- Plumbing Competency E-3, Select and Install Hangers and Supports, Queen’s Printer.
- Plumbing Competency E-4, Describe the Types of Sealants Used By Plumbers, Queen’s Printer.
- Plumbing Competency E-5, Select and Install Piping / Tubing for Specific Applications, Queen’s Printer.
- Plumbing Competency E-6, Identify Plumbing Valves, Queen’s Printer
- Current British Columbia Plumbing Code Regulations, Queen’s Printer
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Plumbing 12B

Course Code: YPLB 12B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: The student should demonstrate a basic mechanical aptitude and an understanding of the current B.C.

Course Synopsis:

This course is designed to introduce students to some of the specialized power tools. It will also give the student the opportunity to use the Plumbing Code in a practical application. Additionally, the student will learn the principles of rural sewage and water systems.

Learning Resources:

- Instructor designed material
- Plumbing Competency Line I, Install and Repair Fixtures, Queen’s Printer.
- Current Fixture Manufacturers Rough-in Literature
- Current British Columbia Plumbing Code Regulations, Queen’s Printer
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Superfit 12

Course Code: YSPFT 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 14, 2004

Prerequisites: Physical Education 10

Course Synopsis:

This course has been developed to help students to discover training methods that efficiently help students achieve high levels of specific fitness. Students will be introduced to different physical training methods and will actively participate in them. Students will also be encouraged to explore the effect training has on the body and the adaptations which occur during physical training. Students will also collect data as a result of various physical testing and will learn to interpret and compare testing results. Students will be encouraged to create an individualized training program based on their sport specific needs and actively carry out their program. Students will study nutritional issues as the base for human performance.
**School District 75**

Status: approved

School Name: Mission Learning Centre

Course Name: Warehousing 12A

Course Code: YWH 12A

Category: Trades and Technology

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

- Transportation of Dangerous Goods Expert instructor edition / Danatec
- WHMIS Instructor Manual / Danatec
- Lift Truck Instructors Manual / Ives Publications
- WCB Regulations

**Course Synopsis:**

This course is comprised of three components and additional safety subjects. All three components are regulated either by Federal or Provincial acts. The students will be certified as being trained in each specific area and will receive individual documentation of certification as proof of training. In addition other types of Material Handling Equipment will be covered in this course. This information will be incorporated with trailer and truck loading techniques. The transportation of dangerous goods area will also incorporate the necessary documentation used by freight handlers. The student will also learn warehouse safety.

**Learning Resources:**

- Transportation of Dangerous Goods Expert instructor edition / Danatec
- WHMIS Instructor Manual / Danatec
- Lift Truck Instructors Manual / Ives Publications
- WCB Regulations
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Warehousing 12B

Course Code: YWH 12B

Category: Trades and Technology

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

Course Synopsis:

This course is intended to prepare the student for job search. Comprised of three components and additional safety subjects.

Learning Resources:

- Transportation of Dangerous Goods Expert instructor edition / Danatec
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Warehousing 12C

Course Code: YWH 12C

Category: Trades and Technology

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

- Bills of lading / Overland Freight
- First Aid The Vital Link / Canadian Red Cross
- Donated Industrial forms
- Internet

Course Synopsis:

This course will introduce the student to the various types of warehouse environments and will enable the student to understand the unique qualities of these different types of warehouses. Through a series of lectures and practical hands on work, the student will generate various types of documentation commonly used in a warehouse environment. The student will also be trained and certified in first aid. The student will also demonstrate a thorough knowledge of the terminology used in a fast paced warehouse environment. All types of work place documentation will be introduced. The course will cover all aspects of shipping and receiving techniques.

Learning Resources:

- Bills of lading / Overland Freight
- First Aid The Vital Link / Canadian Red Cross
- Donated Industrial forms
- Internet

www.bcsta.org
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Waxing 11

Course Code: YWX 11

Category: Trades and Technology

Grade Level of Course:  

☐ 10    ☒ 11    ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 21, 2005

Prerequisites: Grade 10 or equivalent, a demonstrated interest in the beauty industry and in a career as an Estheti

Course Synopsis:

In this study the students will be able to identify the different types of wax's and other hair removal systems, treatment room preparation and client consultations. The students will perform eyebrow shaping, lip and chin waxing and body waxing. The course will also briefly touch on body services such as body polishes and exfoliation methods as complementary instruction for students.

Learning Resources:

Textbook: Milady’s Standard Fundamentals of Esthetics
Workbook: Milady’s Standard Fundamentals of Esthetics
Industry trade magazines
Instructor generated teaching tools, assignments, work lists, handout and case studies
Videos
Guest speakers

Additional Information:

The general outline of the curriculum is consistent with that prescribed by the Cosmetology Industry Association of British Columbia.
School District 75

Status: approved

School Name: Mission Learning Centre

Course Name: Waxing 12

Course Code: YWX 12

Category: Trades and Technology

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 21, 2005

Prerequisites: Successful completion of Waxing Technology 11

Course Synopsis:

In this study the student will learn the basics of hair, its growth and its cycles and related disorders. How the students should conduct themselves in a salon environment. Also this study will go through sanitation, disinfection and how to prevent the spread of diseases. A minimum one-third of this course will also be practical based such as body and face waxing, skin analysis and familiarization with body products.

Learning Resources:

Textbook: Milady's Standard Fundamentals of Esthetics
Workbook: Milady's Standard Fundamentals of Esthetics
Instructor generated teaching tools, assignments, work lists, handout and case studies
Videos
Guest speakers

Additional Information:

The general outline of the curriculum is consistent with that prescribed by the Cosmetology Industry Association of British Columbia.
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Aboriginal Leadership 12

Course Code: YABL 12

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  December 14, 2004

Prerequisites:  None, but preference will go to students who have successfully completed First Nations Studies 12 wi

Course Synopsis:

The Aboriginal Leadership Course has been designed to give students a practical experience with respect to being leaders, and therefore will take them into field studies of work placements. For students at Mission Secondary their work placement has been at Mission Central Elementary. In addition, this course will also require students to do academic work; within their scope of academic work they will conduct research on both historical and contemporary Aboriginal Leaders. They will also be given "in class assignments" designed to invite students to critically analyze what being a leader means. Therefore in term one, as in term two, the learning outcomes is a synthesis of both the practical experience and the theoretical understanding of leadership, it is hoped that this will encourage students to act as leaders within our school community, their home communities and in their day to day living as Canadian citizens.

Learning Resources:

-Seven Habits for Highly Effective Teens
-Videos "Pontiac", "Poundmaker", "The Forgotten Soldier"
-Internet
-
-Authentic Documents (Newspapers, Magazines)
-Other Videos
-Conferences/Presentations
-Elementary Work Placement for Field Study
-Personal Inventory
-Communication Skill's Videos, Handouts and Assigned Readings
School District 75

Status: approved

School Name: Mission Secondary

Course Name: AVID

Course Code: YAVID 11

Category: Other

Grade Level of Course: ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 23, 2007

Prerequisites: Application and Interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support academic success (Organizational skills, Note-taking and study skills, Test-taking skills, Communication and presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

Learning Resources:

AVID Library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials
School District 75

Status: approved

School Name: Mission Secondary

Course Name: BC Fresh-Water Fly-Fishing 11

Course Code: YBCFF 11

Category: Science and Applied Sciences

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: Science 10

Course Synopsis:

This course proposes to introduce students to educational and recreational values of the science of Limnology (Fresh-water Lakes), including physiology and ecology as related to fly-fishing. As we live in one of North America's most pursued fly fishing destinations it would only be fitting to encourage all students to learn basic skills of lake ecology, proper etiquette of fly fishing, fly tying and relate all of these aspects of the subject of Biology.

Learning Resources:

Textbooks:
- Study of Limnology
- Algae and Water Supplies
- A guide to the Study of Fresh-Water Biology - The Fly-tying Bible
- Various fishing magazines
School District 75

Status: approved

School Name: Mission Secondary
Course Name: Community Leadership 10
Course Code: YCML 10
Category: Health and Human Services

Grade Level of Course: 
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: February 10, 2004

Prerequisites:
- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals

Course Synopsis:
This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Community Leadership 11

Course Code: YCML 11

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Community Leadership 12

Course Code: YCML 12

Category: Health and Human Services

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 10, 2004

Prerequisites:

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals
School District 75

Status: approved

School Name: Mission Secondary
Course Name: Computer Studies 10
Course Code: YCS 10
Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: None, but students must have Internet Access Permission form filled out, and it is recommended that

Windows Computers (preferably networked)
All The Right Type software (or equivalent)
Microsoft Word, Excel, Access, and Powerpoint (or equivalent), 2000 level or better
Internet (research and tutorials)
Microsoft Help Files
CFS Video on recycling machines

Course Synopsis:
This course has been developed to give students a thorough understanding of the use of computers in society. The emphasis will be on introducing them to a variety of computer functions rather than specializing in certain areas as is the case with the other computer courses. While many students are familiar with “surfing” the Internet, this course will take them one step further into using the Internet for research, business applications, etc., including proper search techniques to filter unwanted material. The course will also increase keyboarding speed, and more importantly accuracy, as well as the use of word processors, spreadsheets, databases, and presentations.

It is not a continuation of CST 9, rather very similar in content and should only be taken by those not completing CST 9. It is an opportunity for those grade 10’s unable to take CST 9 to still get the same skills, plus more, and do so at their grade level. CST 10 will cover the same topics, but go more in-depth because it is assumed that with the students being older and having more experience with computers, they will cover the material more quickly.

Learning Resources:
- Windows Computers (preferably networked)
- All The Right Type software (or equivalent)
- Microsoft Word, Excel, Access, and Powerpoint (or equivalent), 2000 level or better
- Internet (research and tutorials)
- Microsoft Help Files
- CFS Video on recycling machines
The material covered in CST 9 and 10 is not only valuable for school work and ultimately use in future careers, it is essential background for the more specialized computer courses in the higher grades. While the instructor can always give consent to enroll in the later courses based upon proof of the student’s basic computer knowledge, completion of either CST 9 or 10 will provide proof of the basic skills necessary for further study in the field.

There is no textbook for this course per se. With the rapid pace at which computers are changing, it is futile to use print materials. With a networked lab, which also has access to the Internet, there are more up-to-date materials accessible. Furthermore, the help and tutorial files contained within the programs are detailed in modern software and are for the exact versions being used, therefore will cover specific, relevant commands and issues; unlike in the past where texts for previous versions would be used to try to teach later versions because of cost issues, and either lacked certain information or gave directions that no longer worked. The Internet also contains a wealth of resources for specific versions. The proper software and hardware, the instructor’s knowledge, a projector to illustrate examples, and the vast resources of the Internet should be more than adequate materials.

Additional Information:

The material covered in CST 9 and 10 is not only valuable for school work and ultimately use in future careers, it is essential background for the more specialized computer courses in the higher grades. While the instructor can always give consent to enroll in the later courses based upon proof of the student’s basic computer knowledge, completion of either CST 9 or 10 will provide proof of the basic skills necessary for further study in the field.

There is no textbook for this course per se. With the rapid pace at which computers are changing, it is futile to use print materials. With a networked lab, which also has access to the Internet, there are more up-to-date materials accessible. Furthermore, the help and tutorial files contained within the programs are detailed in modern software and are for the exact versions being used, therefore will cover specific, relevant commands and issues; unlike in the past where texts for previous versions would be used to try to teach later versions because of cost issues, and either lacked certain information or gave directions that no longer worked. The Internet also contains a wealth of resources for specific versions. The proper software and hardware, the instructor's knowledge, a projector to illustrate examples, and the vast resources of the Internet should be more than adequate materials.
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Criminology 12

Course Code: YCRIM 12

Category: Health and Human Services

Grade Level of Course: ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: Social Studies 10

Course Synopsis:

Criminology 12 has been developed, with the cooperation of the Criminology Department of The University College of the Fraser Valley, to prepare students for college criminology courses. Students will improve skills in public speaking, essay writing, debating, and critical thinking while exploring the Canadian criminal justice system. This course is intended to examine elements of, and contemporary issues arising from, criminal law and its application. It connects current issues reflected in the media with details of the law, theories of criminology and the operation of the system.

Learning Resources:
Textbooks:
- All About Law, Exploring the Canadian Legal System Third, Fourth and Fifth Editions

References:
- Pocket Criminal Code, Carswell
- Criminal Behavior A Psychosocial Approach, Curt R. Bartol
- Criminal Justice in Canada, Second Edition, Goff
- Criminology A Canadian Perspective, Fourth Edition, R. Linden
- Canadian Criminal Justice Today An Introductory Text for the Twenty-First Century
- Canadian Corrections, Griffiths and Cunningham

Videos:
- Through A Blue Lens
- Trial at Fortitude Bay
- Anywhere But Here
- In Search of Democracy - The Rule of Law
- Circles
- The Last Dance

Guest Speakers may include:
- Daryl Pecas - UCFV Criminology Department
- GlenFlett - LINK
- Jim Broom - Forensic Psychiatric Institution
- Representatives of the RCMP and Canadian Corrections

Field Trips may include:
- Vancouver Provincial Courts
- Forensic Psychiatric Institution

Additional Resources:
- Newspapers
- Magazines
- Internet
There is no textbook for this course per se. There are numerous tutorials on both the principles and the software which cover the material every bit as effectively as any of the textbooks without the difficulty of becoming out of date. Furthermore, the help and tutorial files contained within the programs are detailed in modem software and are for the exact versions being used, therefore will cover specific, relevant commands and issues; unlike in the past where texts for previous versions would be used to try to teach later versions because of cost issues, and either lacked certain information or gave directions that no longer worked. The Internet also contains a wealth of resources for specific versions. The proper software and hardware, the instructor's knowledge, a projector to illustrate examples, and the vast resources of the Internet should be more than adequate materials.

Course Synopsis:

This course will integrate basic general design principles with the software that can be utilized to achieve the designs. Students will learn to design for a variety of reasons from personal, to promotional and do so effectively and efficiently.

Learning Resources:

- Computer Lab
- Desktop Publishing Software (preferably CorelDraw or PageMaker)
- The Internet (research and tutorials)
- Help files within the program
- DTP samples

Additional Information:

There is no textbook for this course per se. There are numerous tutorials on both the principles and the software which cover the material every bit as effectively as any of the textbooks without the difficulty of becoming out of date. Furthermore, the help and tutorial files contained within the programs are detailed in modem software and are for the exact versions being used, therefore will cover specific, relevant commands and issues; unlike in the past where texts for previous versions would be used to try to teach later versions because of cost issues, and either lacked certain information or gave directions that no longer worked. The Internet also contains a wealth of resources for specific versions. The proper software and hardware, the instructor's knowledge, a projector to illustrate examples, and the vast resources of the Internet should be more than adequate materials.
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Distributed Learning Orientation

Course Code: YDLO 10

Category: Other

Grade Level of Course:  

X  10  
□  11  
□  12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: December 18, 2007

Prerequisites:

Course Synopsis:

The Distributed Learning Orientation course will provide students with a basic understanding about online learning. Students will learn how to use the basic components of the Summit Learning Centre learning platforms, and look at various technologies that can be used for online communication. They will learn how to access their courses, upload and download assignments, communicate electronically with teachers, track their progress online, and interact in our synchronous online classroom.
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Equine Studies 11

Course Code: YEQNS 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 15, 2008

Prerequisites:

Course Synopsis:

Equine Studies 11 will introduce students to the exciting world of horses and horsemanship. Classroom and fieldwork will explore horse breeds, conformation, and general horse care. Basic riding skills, accompanied by fundamental horse behaviour and psychology, will be taught. Opportunities for observing real life horse specialists (trainers, vets, farriers) will be offered.
School District 75

Status: approved

School Name: Mission Secondary
Course Name: Equine Studies 12
Course Code: YEQNS 12
Category: Other
Grade Level of Course:  
10 11 X 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: April 15, 2008
Prerequisites:

Course Synopsis:

This course offers a continuation of skills learned in Equine Studies 11. A more in depth look at horse health is explored. As students become more advanced in horse experience and riding techniques, the world of competition will be examined. The emerging field of equine facilitated psychotherapy will be studied. Students may serve as mentors for younger children in SD75 who may benefit from equine assisted activities.

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School District 75

Status: approved

School Name: Mission Secondary

Course Name: Food Art 11

Course Code: YFRT 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: Food Studies 9

Course Synopsis:

This course is designed to provide an opportunity for students to explore and apply principles of art and design to various food projects. Students will become competent in maintaining an orderly and safe environment through Food Safe Certification Level 1.

Throughout the course social, cultural and historical content will be integrated and developed within projects. Students will gain an appreciation for developing and maintaining traditions within families and communities. Problem solving and communication skills will be developed while students participate independently and interdependently in a productive environment.

- Create a work of art that reflects an understanding of social/cultural/historical contents.
- Critique their own works of art relating its content to the content in which it was created.
- Create works of art expressing the students own ideas, thoughts or feelings.
- Develop practical and creative abilities related to foods.
- Develop critical thinking and problem solving skills.
- Develop skills to improve the quality of students' present and future family lives.
Learning Resources:

1. Food Safe Program - Level 1
15. Video: The Gingerbread House - 1997 Patricia L. Hudson
17. Video: How To Garnish (Phone 732-886-1444; Email: chefharvey@aol.com)
This course is not an easy course, but the students who complete it will gain immensely valuable experience that will serve them well throughout life and give them a competitive edge for post-secondary entrance as well as in many businesses. In speaking with a college department chair, it became obvious that this type of background was very desirable, and sadly rare. In fact, the department chair was extremely pleased at the web background and expressed great surprise that Novell was being taught at a grade 11 levels. However, as long as the tasks being taught are basic administrative tasks rather than advance, and it is done in a way that is simple, fun and interesting, the students are easily able to understand the concepts and perform the tasks.

There is no textbook for this course per se. With the rapid pace at which computers are changing, it is futile to use print materials. With a networked lab, which also has access to the Internet, there are more up-to-date materials accessible. The Internet also contains a wealth of resources for specific versions. The proper software and hardware, a learning server with a NOS, the instructor's knowledge, a projector to illustrate examples, and the vast resources of the Internet should be more than adequate materials.

**Course Synopsis:**

This course has been developed to give students a basic understanding of how networks work. It covers the Internet, how it functions, and how to utilize it, and specific operating systems with an in-depth study of Novell networks and how to create users and give them access to the various parts of the network.

**Learning Resources:**

- Windows Computers (preferably networked)
- A NOS (at present Novell) on a learning server dedicated to that task and separate from the school server with separate passwords, etc to ensure security
- A web design program (presently Front Page)
- Internet (research and tutorials)
- Online support documentation for the NOS

**Additional Information:**

This course is not an easy course, but the students who complete it will gain immensely valuable experience that will serve them well throughout life and give them a competitive edge for post-secondary entrance as well as in many businesses. In speaking with a college department chair, it became obvious that this type of background was very desirable, and sadly rare. In fact, the department chair was extremely pleased at the web background and expressed great surprise that Novell was being taught at a grade 11 levels. However, as long as the tasks being taught are basic administrative tasks rather than advance, and it is done in a way that is simple, fun and interesting, the students are easily able to understand the concepts and perform the tasks.

There is no textbook for this course per se. With the rapid pace at which computers are changing, it is futile to use print materials. With a networked lab, which also has access to the Internet, there are more up-to-date materials accessible. The Internet also contains a wealth of resources for specific versions. The proper software and hardware, a learning server with a NOS, the instructor's knowledge, a projector to illustrate examples, and the vast resources of the Internet should be more than adequate materials.
Presumably, the students taking this senior course will have a genuine interest in working in-depth with computers and/or the Internet and/or networks. It is an extremely challenging course, but for those with the interest in these fields, the skills will prove invaluable.

There is no textbook for this course per se. With the rapid pace at which computers are changing, it is futile to use print materials. With a networked lab, which also has access to the Internet, there are more up-to-date materials accessible. The Internet also contains a wealth of resources for specific versions. The proper software and hardware, a learning server with a NOS, the instructor's knowledge, a projector to illustrate examples, and the vast resources of the Internet should be more than adequate materials.
School District 75

Status: approved

School Name: Mission Secondary

Course Name: PE Sport Specific Trng-Football 10

Course Code: YPESF 10

Category: Fitness and Recreation

Grade Level of Course:  

- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in a specific sport. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating to their chosen sport. They will incorporate their learning through strategies as demonstrated in game play.

Learning Resources:

- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada
School District 75

Status: approved

School Name: Mission Secondary

Course Name: PE Sport Specific Trng-Football 11

Course Code: YPESF 11

Category: Fitness and Recreation

Grade Level of Course:  10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in a specific sport. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating to their chosen sport. They will incorporate their learning through strategies as demonstrated in game play.

Learning Resources:

- Coach and Athletic Director Magazine
- Sport specific periodicals
- Sport specific websites for BC and Canada
School District 75

Status: approved

School Name: Mission Secondary

Course Name: PE Sport Specific Trng-Football 12

Course Code: YPESF 12

Category: Fitness and Recreation

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

Course Synopsis:

The purpose of this course is to assist students in enhancing their competency in a specific sport. It will provide opportunity to develop leadership and officiating skills and certification. Students will explore knowledge and skill sets relating to their chosen sport. They will incorporate their learning through strategies as demonstrated in game play.

Learning Resources:

-Coach and Athletic Director Magazine
-Sport specific periodicals
-Sport specific websites for BC and Canada
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Restorative Justice 10

Course Code: YRJ 10

Category: Liberal Arts and Humanities

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites:

- Summer Training Institute
- Restorative Justice: A Vision for Healing and Change: Susan Sharpe
- The Little Book of Restorative Justice : Howard Zehr
- Touching Spirit Bear: Ben Mikaelson
- “A Healing River” DVD
- Internet
- Authentic Documents (Newspapers, Magazines)
- Other videos
- Conferences/Presentations

Course Synopsis:

This introductory course of Restorative Justice is designed to give students the opportunity to learn the philosophical principles of Restorative Justice. Through the theoretical component of this course, students will engage in studying ideology which provides an alternative means of dealing with harm within our school community and the community at large. In addition, following the summer training students will be given the opportunity to put into practice the principles of restorative justice within their school community, as co-facilitators within the Restorative Justice process.

Learning Resources:

- Summer Training Institute
- Restorative Justice: A Vision for Healing and Change: Susan Sharpe
- The Little Book of Restorative Justice : Howard Zehr
- Touching Spirit Bear: Ben Mikaelson
- “A Healing River” DVD
- Internet
- Authentic Documents (Newspapers, Magazines)
- Other videos
- Conferences/Presentations
School District 75

Status: approved
School Name: Mission Secondary
Course Name: Restorative Justice 11
Course Code: YRJ 11
Category: Liberal Arts and Humanities
Grade Level of Course: ☑️ 10  ☒️ 11  ☐ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 18, 2005
Prerequisites: None, but consideration will be given to students who have completed grade 10 Restorative Justice

Course Synopsis:
This second level course of Restorative Justice is designed to further the student’s understanding of the philosophical principles of Restorative Justice. Students enrolled in this intermediate course will be expected to engage in a comprehensive study that will lead to a deeper understanding of how Restorative Justice can and is being implemented within Canadian Society— one that goes beyond the grade 10 level. In addition, it is important to note, that students who are enrolled in the Grade 11 level of the Restorative Justice will be expected to do additional assignments within the core units which are highlighted in bold. This expectation is extended to those students who have taken the grade 10 level of Restorative Justice and to those who are placed in Restorative Justice 11 because of grade appropriateness. Finally, following the summer training students will once again be given the opportunity to put into practice the principles of restorative justice within their school community, as co-facilitators within the “Restorative Justice” process.

Learning Resources:
Summer Training Institute
- Restorative Justice: A Vision for Healing and Change: Susan Sharpe
- The Little Book of Restorative Justice : Howard Zehr
- Stolen Life: Ruby Wiebe
- “A Healing River” DVD
- Internet
- Authentic Documents (Newspapers, Magazines)
- Other videos
- Conferences/Presentations
- Community Members
- Community Library
- School Library
- Simon Fraser University Library
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Strength Conditioning 10

Course Code: YSGT 10

Category: Fitness and Recreation

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: Physical Education 8

Course Synopsis:

This course will be offered Mondays, Wednesdays, and Fridays throughout the year for students in grades 9-12. It will allow students to improve their strength by lifting weights, performing plyometric drills, and running drills. This course will also focus on sports physiology and sports psychology. This course is intended for high-level athletes wishing to improve their athletic abilities and prevent injuries.

Learning Resources:

- University of Nebraska - Huskerpower website: http://www.huskerpower.com/main.html
- "Coach and Athletic Director Magazine."
- Getting Stronger: Sports Training, General Conditioning, and Bodybuilding. Bill Pearl and Gary T. Morgan, Ph.D.

Additional Information:

Benefits of strength training:
- Enhances bone modeling to increase bone strength and reduce the risk of osteoporosis.
- Strengthens connective tissues to increase joint stability and help prevent injury.
- Increases functional strength for sports and daily activity.
- Increases lean body mass and decreases nonfunctional body fat.
- Raises metabolic rate because of an increase in muscle and a decrease in fat.
- Improves self-esteem and confidence.

Source:
THE PHYSICIAN AND SPORTSMEDICINE
VOL 26 - NO. 5 - MAY 98
School District 75

Status: approved

School Name: Mission Secondary
Course Name: Strength Training 11
Course Code: YSTTR 11
Category: Fitness and Recreation
Grade Level of Course:  □ 10  □ 11  □ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 18, 2005
Prerequisites: Physical Education 8

Course Synopsis:
This course will be offered Mondays, Wednesdays, and Fridays throughout the year for students in grades 9-12. It will allow students to improve their strength by lifting weights, performing plyometric drills, and running drills. This course will also focus on sports physiology and sports psychology. This course is intended for high-level athletes wishing to improve their athletic abilities and prevent injuries.

Learning Resources:
- University of Nebraska - Huskerpower website: http://www.huskerpower.com/main.html
- Coach and Athletic Director Periodical

Additional Information:
Benefits of strength training:
- Enhances bone modeling to increase bone strength and reduce the risk of osteoporosis.
- Strengthens connective tissues to increase joint stability and help prevent injury.
- Increases functional strength for sports and daily activity.
- Increases lean body mass and decreases nonfunctional body fat.
- Raises metabolic rate because of an increase in muscle and a decrease in fat.
- Improves self-esteem and confidence.

Source:
THE PHYSICIAN AND SPORTSMEDICINE
VOL 26 - NO. 5 - MAY 98
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Strength Training 12

Course Code: YSTTR 12

Category: Fitness and Recreation

Grade Level of Course: 10 □ 11 □ 12 X

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 18, 2005

Prerequisites: Physical Education 8

Course Synopsis:

This course will be offered Mondays, Wednesdays, and Fridays throughout the year for students in grades 9-12. It will allow students to improve their strength by lifting weights, performing plyometric drills, and running drills. This course will also focus on sports physiology and sports psychology. This course is intended for high-level athletes wishing to improve their athletic abilities and prevent injuries.

Learning Resources:

- University of Nebraska - Huskerpower website: http://www.huskerpower.com/main.html
- Coach and Athletic Director Periodical

Additional Information:

Benefits of strength training:
- Enhances bone modeling to increase bone strength and reduce the risk of osteoporosis.
- Strengthens connective tissues to increase joint stability and help prevent injury.
- Increases functional strength for sports and daily activity.
- Increases lean body mass and decreases nonfunctional body fat.
- Raises metabolic rate because of an increase in muscle and a decrease in fat.
- Improves self-esteem and confidence.

Source:
THE PHYSICIAN AND SPORTSMEDICINE
VOL 26 - NO. 5 - MAY 98
School District 75

Status: approved

School Name: Mission Secondary

Course Name: SuperFit 11

Course Code: YSPFT 11

Category: Fitness and Recreation

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 15, 2004

Prerequisites: Physical Education 10

Course Synopsis:

This course has been developed to help students to discover training methods that efficiently help athletes achieve high levels of sport specific fitness. Students will be introduced to different physical training methods and will actively participate in them. Students will also be encouraged to explore the effect training has on the body and the adaptations which occur during physical training. Students will also collect data as a result of various physical testing and will learn to interpret and compare testing results. Students will be encouraged to create an individualized training program based on their sport specific needs and actively carry out their program. Students will study nutritional issues as the base for human performance.
School District 75

Status: approved

School Name: Mission Secondary

Course Name: Superfit 12

Course Code: YSPFT 12

Category: Fitness and Recreation

Grade Level of Course: ☑️ 10  ☑️ 11  ✗ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 14, 2004

Prerequisites: Physical Education 10

Course Synopsis:

This course has been developed to help students to discover training methods that efficiently help students achieve high levels of specific fitness. Students will be introduced to different physical training methods and will actively participate in them. Students will also be encouraged to explore the effect training has on the body and the adaptations which occur during physical training. Students will also collect data as a result of various physical testing and will learn to interpret and compare testing results. Students will be encouraged to create an individualized training program based on their sport specific needs and actively carry out their program. Students will study nutritional issues as the base for human performance.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Advanced Backcountry Experiences 12

Course Code: YABE 12

Category: Fitness and Recreation

Grade Level of Course:  

10   11   12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 12, 2006

Prerequisites: Introduction to Advanced Backcountry Experiences 11. Students are required to submit an application

Course Synopsis:

This course has been developed to support and encourage students in their skill and knowledge development in leading backcountry experiences as well as preparation for careers in outdoor recreation. Students will have the opportunity to apply their knowledge and skills relating to expedition logistics and group dynamics during a multi-day backcountry experience. As well, students will continue to build key industry credentials, gain specific work experience, and prepare for further education and employment.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Basic Backcountry Experiences 10

Course Code: YBBE 10

Category: Fitness and Recreation

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 1

Number of Hours of instruction: 40

Date Approved: December 12, 2006

Prerequisites: Students are required to submit an application form prior to entering the program. The students will

Course Synopsis:

This course is designed to expose students to a multi-day backcountry experience. Students will begin to understand the knowledge, skills, and attributes necessary to participate in successful recreational and adventure educational activities. The course combines classroom instructional preparation and a backcountry experience to give students a foundation of basic knowledge and skills to use in more advanced outdoor courses.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Education for Peace

Course Code: YEDP 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

10 [X] 11 [ ] 12 [ ]

Number of Course Credits: 1

Number of Hours of instruction: 40

Date Approved:  January 23, 2007

Prerequisites:  None

Course Synopsis:

This course is designed to introduce students to the overall principles and practices of Education for Peace through a written dialogue on peace entitled: "Peace Moves". Students will be guided through each of the 4 parts of Peace Moves while exploring the concepts and principles discussed throughout the book.

Unit 1: Part I: Is Peace Possible?

Unit 2: Part II: A Search for Peace

Unit 3: Part III: How to Create Peace

Unit 4: Part IV: Action for Peace
School District 78

Status: approved

School Name: Agassiz Elem-Secondary
Course Name: Education for Peace
Course Code: YEDP 12
Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: January 23, 2007
Prerequisites: Education for Peace 11

Course Synopsis:

This unique course has been developed to continue with students' in-depth exploration of more of the concepts that will help to develop them to create a culture of peace, a culture of healing, and a culture of excellence. These concepts build on the concepts introduced in the Education for Peace 11 course and include the Nature of Power, Authority and Leadership for Peace, Conflict-Free Conflict Resolution, the Nature and Dynamics of Violence, and Creating a Culture of Healing. Once students are equipped with the knowledge and skills presented, students will consult with school and/or community leaders to create a plan for applying them within the school and/or community.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Education for Peace 11

Course Code: YEDP 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 23, 2007

Prerequisites: None

Course Synopsis:

This unique course has been developed to provide students with an in-depth exploration of some of the concepts that will help to develop them to create a culture of peace. These concepts include unity and diversity, worldview, human nature, the development of human civilization and humanity's transition to a civilization of peace. Once students are equipped with the knowledge and skills presented, students will consult with school and/or community leaders to create a plan for applying them within the school and/or community.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

Prerequisites:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition Levels 1 & 2
Azar Grammar Series Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries

Course Synopsis:

This course is designed for students whose first language is other than English, English language skill is at the beginner level in speaking, listening, reading, and writing, and knowledge of Canadian culture is at a rudimentary level.

The course is designed to move students from a beginner level of functioning to a low intermediate level of reading, writing, listening, and speaking so they can interact with greater confidence in common academic and social settings. Students will be able to apply an increasing variety of communications strategies in English. Students will be able to read, write, speak about and listen to information in English such that they can communicate about their basic needs in relation to the English language, Canadian culture, and their academic and daily living requirements. Additionally, learning assistance will be provided through sheltered content-based instruction during each unit of study.

Learning Resources:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition Levels 1 & 2
Azar Grammar Series Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Exercise Science

Course Code: YESC 12

Category: Health and Human Services

Grade Level of Course:  
10  11  12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: May 27, 2008

Prerequisites: Successful completion of Exercise Science 11

Course Synopsis:

Exercise Science 12 continues studies in the understanding of the human body as it relates to sport and the idea of sport injury prevention and management. This course is a continuation from Exercise Science 11 and provides students with the understanding and skills to function as an athletic trainer at a high school sporting level.

Learning Resources:

Foundations of Sport and Exercise Psychology - 4th Edition
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Exercise Science

Course Code: YESC 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: May 27, 2008

Prerequisites: PE 10

Course Synopsis:

The aim of Exercise Science 11 is to provide students with the understanding and skills to function as an athletic trainer at a high school sporting level.

Learning Resources:

Foundations of Sport and Exercise Psychology - 4th Edition

Additional Information:

Sport is an important part of Canadian society. In 1998, 34%, or 8.3 million people aged 15 and over participated in at least 1 sport. Sport continues to be a focus for universities and colleges throughout British Columbia. Sport organized at the provincial, club, and community level will continue to flourish. The role of the sport professional (coaches, athletic trainers, sport psychologists) will be an area of growth in our society.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Introduction to Advanced Backcountry Experiences 1

Course Code: YIABE 11

Category: Fitness and Recreation

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 12, 2006

Prerequisites: Basic Backcountry Experiences 10. Students are required to submit an application form prior to enter

Course Synopsis:

This course is intended to introduce students to the fundamentals of leading backcountry experiences and to prepare for a career in the outdoor recreation and adventure education industry. Students will have the opportunity to learn basic skills necessary to conduct a safe and successful wilderness experience for others. The basics of navigation, pre-trip planning, safety, group dynamics, personalities, motivational strategies, and problem solving will be explored. Students will then have the opportunity to practice their developing skills on a multi-day backcountry experience.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
  Cognitive Behaviour Therapy
  Success Through Personal Challenges
  Kick the Nic
  Conflict Resolution/Anger Management
  Social Choices
  Relationships
  Violence Prevention Program for Teens
  Women's Issues
  Men's Issues
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course: 10

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites: None
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites:

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:  

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  
× 10  
☐ 11  
☐ 12

Number of Course Credits:

Number of Hours of instruction:

Date Approved:  
April 10, 2007

Prerequisites:
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  
- ☒ 10  
- ☐ 11  
- ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 25-30

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

Life Skills 10A, 10B and 10C are specialty courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program.

Additional Information:

The Life Skills program incorporates a series of mini-courses in the following:
- Cognitive Behaviour Therapy
- Success through Personal Challenges
- "Kick the Nic"
- Conflict Resolution/Anger Management
- Social choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Link Crew 11

Course Code: YLKC 11

Category: Liberal Arts and Humanities

Grade Level of Course:   ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   April 26, 2005

Prerequisites: No formal pre-requisites, but teacher recommendation or student self-nomination is desirable

Course Synopsis:

This course has been developed to support and encourage peer mentoring to incoming Grade 8 students; it will encourage senior students to explore the richness and diversity of various cultures and strengthen the morale/relationships among students. As a culmination, students will reflect on their new and existing relationships through the various planned group events and contact they undergo throughout the school year with their assigned Grade 8 groups. Learning outcomes for the course are grouped under the curriculum organizers: personal and social responsibility, social and cultural issues, analysis, and creation. Students are given the opportunity for self and peer assessment in each of the nine units.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Link Crew 12

Course Code: YLKC 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: No formal prerequisites, but teacher recommendation or student self-nomination is desirable

Course Synopsis:

This course has been developed to support and encourage peer mentoring to incoming grade 8 students; it will encourage senior students to explore the richness and diversity of various cultures and strengthen the morale/relationships among students. As a culmination, students will reflect on their new and existing relationships through the various planned group events and contact they undergo throughout the school year with their assigned grade 8 groups. Learning outcomes for the course are grouped under the curriculum organizers: personal and social responsibility, social and cultural issues, analysis, and creation. Students are given the opportunity for self and peer assessment in each of the nine units.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Our Life Cycle: Sto:lo and Nlaka

Course Code: YOLC 11

Category: Other

Grade Level of Course:  

- 10
- X 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

Our Life Cycle 11 course has been developed in order to add relevance and meaning for First Nation/Aboriginal learners. Students will explore cultural teachings and learning through concentration on seasonal activities and ceremony. With understanding of seasonal activities, students will plan and take part in events that apply their developing skills and knowledge and transmit their cultural identity to the broader community. The School District recognizes that school curriculum has to be consciously addressed in order to create culturally inclusive learning environments for Aboriginal children. The development of this course addresses, in part, the need for more culturally relevant and meaningful credit opportunities for students.

Learning Resources:

- Community resources
- Developed curriculum (Seabird and Chehalis)
- Local curriculum project - Powerpoints (cedar/identity)
- 9000 Years of History in the Land of the River People
- I am Sto:lo
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: English 10

**Course Synopsis:**

Psychology 11 is a semester-long course that is available to students in Grades 11 and 12. It is modelled after Simon Fraser University's Psychology 100, and is one of two courses intended to prepare learners for success in writing the Advance Placement Psychology Examination for post-secondary credit. Seven individual units are covered:

1. What is Psychology?
2. Research Methods (students will design and conduct 2 research projects)
3. Biological Basis of Behaviour
4. Sensation and Perception
5. Basic Principles of Learning
6. Developmental Psychology
7. Theories of Personality

**Learning Resources:**

- Understanding Psychology (by Kasschau)
- Additional readings
- Instructor's guides
- Videotaped lessons
- CD-Rom exercises and demonstrations
- Guest speakers, who are professionals in mental health, law enforcement, and social work.
School District 78

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Business and Applied Business

Grade Level of Course:  

10  

11  ✔

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 26, 2005

Prerequisites:  Completion of Grade 10, Satisfactory completion of application form, Approval of supervising teacher

Course Synopsis:

"To teach is to learn twice."---J. Joubert---Teacher Assistant 11 is designed to complement Ministry-authorized work experience courses by allowing students the opportunity to work in their home school with other students in a leadership capacity and to develop skills transferable to a variety of occupations and experiences. This course will also support students interested in the helping professions. In this course students will, under the direct supervision of a teacher, assist in the classroom in a variety of ways that include peer tutoring students; completing teaching tasks such as photocopying, attendance, etc.; and mentoring students.
**School District 78**

Status: approved

School Name: Agassiz Elem-Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Business and Applied Business

Grade Level of Course:  

|   | 10 | 11 | 12 |

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: Completion of Grade 11, Satisfactory completion of application form, approval of supervising teacher

**Course Synopsis:**

"To teach is to learn twice" --- J. Joubert---

Teacher Assistant 12 is designed to complement Ministry-authorized work experience courses by allowing students the opportunity to work in their home school with other students in a leadership capacity and to develop skills transferable to a variety of occupations and experiences. This course will also support students interested in the helping professions. In this course students will, under the direct supervision of a teacher, assist in the classroom in a variety of ways that include peer tutoring students; completing teaching tasks such as photocopying, attendance, etc.; and mentoring students.
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Advanced Backcountry Experiences 12

Course Code: YABE 12

Category: Fitness and Recreation

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 12, 2006

Prerequisites: Introduction to Advanced Backcountry Experiences 11. Students are required to submit an application

Course Synopsis:

This course has been developed to support and encourage students in their skill and knowledge development in leading backcountry experiences as well as preparation for careers in outdoor recreation. Students will have the opportunity to apply their knowledge and skills relating to expedition logistics and group dynamics during a multi-day backcountry experience. As well, students will continue to build key industry credentials, gain specific work experience, and prepare for further education and employment.
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Basic Backcountry Experiences 10

Course Code: YBBE 10

Category: Fitness and Recreation

Grade Level of Course:   [ ] 10   [ ] 11   [ ] 12

Number of Course Credits: 1

Number of Hours of instruction: 40

Date Approved:    December 12, 2006

Prerequisites:   Students are required to submit an application form prior to entering the program. The students will

Course Synopsis:

This course is designed to expose students to a multi-day backcountry experience. Students will begin to understand the knowledge, skills, and attributes necessary to participate in successful recreational and adventure educational activities. The course combines classroom instructional preparation and a backcountry experience to give students a foundation of basic knowledge and skills to use in more advanced outdoor courses.
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Education for Peace

Course Code: YEDP 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 1

Number of Hours of instruction: 40

Date Approved: January 23, 2007

Prerequisites: None

Course Synopsis:

This course is designed to introduce students to the overall principles and practices of Education for Peace through a written dialogue on peace entitled: "Peace Moves". Students will be guided through each of the 4 parts of Peace Moves while exploring the concepts and principles discussed throughout the book.

Unit 1: Part I: Is Peace Possible?
Unit 2: Part II: A Search for Peace
Unit 3: Part III: How to Create Peace
Unit 4: Part IV: Action for Peace
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Education for Peace

Course Code: YEDP 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 23, 2007

Prerequisites: Education for Peace 11

Course Synopsis:

This unique course has been developed to continue with students' in-depth exploration of more of the concepts that will help to develop them to create a culture of peace, a culture of healing, and a culture of excellence. These concepts build on the concepts introduced in the Education for Peace 11 course and include the Nature of Power, Authority and Leadership for Peace, Conflict-Free Conflict Resolution, the Nature and Dynamics of Violence, and Creating a Culture of Healing. Once students are equipped with the knowledge and skills presented, students will consult with school and/or community leaders to create a plan for applying them within the school and/or community.
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Education for Peace 11

Course Code: YEDP 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 23, 2007

Prerequisites: None

Course Synopsis:

This unique course has been developed to provide students with an in-depth exploration of some of the concepts that will help to develop them to create a culture of peace. These concepts include unity and diversity, worldview, human nature, the development of human civilization and humanity's transition to a civilization of peace. Once students are equipped with the knowledge and skills presented, students will consult with school and/or community leaders to create a plan for applying them within the school and/or community.
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 14, 2008

Prerequisites:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition  Levels 1 & 2
Azar Grammar Series  Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries

Course Synopsis:

This course is designed for students whose first language is other than English, English language skill is at the beginner level in speaking, listening, reading, and writing, and knowledge of Canadian culture is at a rudimentary level.

The course is designed to move students from a beginner level of functioning to a low intermediate level of reading, writing, listening, and speaking so they can interact with greater confidence in common academic and social settings. Students will be able to apply an increasing variety of communications strategies in English. Students will be able to read, write, speak about and listen to information in English such that they can communicate about their basic needs in relation to the English language, Canadian culture, and their academic and daily living requirements. Additionally, learning assistance will be provided through sheltered content-based instruction during each unit of study.

Learning Resources:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition  Levels 1 & 2
Azar Grammar Series  Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries
The aim of Exercise Science 11 is to provide students with the understanding and skills to function as an athletic trainer at a high school sporting level.

**Learning Resources:**

Foundations of Sport and Exercise Psychology - 4th Edition

**Additional Information:**

Sport is an important part of Canadian society. In 1998, 34%, or 8.3 million people aged 15 and over participated in at least 1 sport. Sport continues to be a focus for universities and colleges throughout British Columbia. Sport organized at the provincial, club, and community level will continue to flourish. The role of the sport professional (coaches, athletic trainers, sport psychologists) will be an area of growth in our society.
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Exercise Science

Course Code: YESC 12

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☒️ 12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: May 27, 2008

Prerequisites: Successful completion of Exercise Science 11

Course Synopsis:

Exercise Science 12 continues studies in the understanding of the human body as it relates to sport and the idea of sport injury prevention and management. This course is a continuation from Exercise Science 11 and provides students with the understanding and skills to function as an athletic trainer at a high school sporting level.

Learning Resources:

Foundations of Sport and Exercise Psychology - 4th Edition
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Introduction to Advanced Backcountry Experiences 1

Course Code: YIABE 11

Category: Fitness and Recreation

Grade Level of Course:  

- X 11
- 10
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

December 12, 2006

Prerequisites: Basic Backcountry Experiences 10. Students are required to submit an application form prior to enter

Course Synopsis:

This course is intended to introduce students to the fundamentals of leading backcountry experiences and to prepare for a career in the outdoor recreation and adventure education industry. Students will have the opportunity to learn basic skills necessary to conduct a safe and successful wilderness experience for others. The basics of navigation, pre-trip planning, safety, group dynamics, personalities, motivational strategies, and problem solving will be explored. Students will then have the opportunity to practice their developing skills on a multi-day backcountry experience.
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  
\[\boxed{10} \quad 11 \quad 12\]

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
  - Cognitive Behaviour Therapy
  - Success Through Personal Challenges
  - Kick the Nic
  - Conflict Resolution/Anger Management
  - Social Choices
  - Relationships
  - Violence Prevention Program for Teens
  - Women's Issues
  - Men's Issues
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites:

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues

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School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites: None
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  

- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits:

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites:
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 25-30

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

Life Skills 10A, 10B and 10C are specialty courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program.

Additional Information:

The Life Skills program incorporates a series of mini-courses in the following:
- Cognitive Behaviour Therapy
- Success through Personal Challenges
- "Kick the Nic"
- Conflict Resolution/Anger Management
- Social choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Boston Bar Elem-Secondary

Course Name: Our Life Cycle: Sto:lo and Nlaka

Course Code: YOLC 11

Category: Other

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

Our Life Cycle 11 course has been developed in order to add relevance and meaning for First Nation/Aboriginal learners. Students will explore cultural teachings and learning through concentration on seasonal activities and ceremony. With understanding of seasonal activities, students will plan and take part in events that apply their developing skills and knowledge and transmit their cultural identity to the broader community. The School District recognizes that school curriculum has to be consciously addressed in order to create culturally inclusive learning environments for Aboriginal children. The development of this course addresses, in part, the need for more culturally relevant and meaningful credit opportunities for students.

Learning Resources:

- Community resources
- Developed curriculum (Seabird and Chehalis)
- Local curriculum project - Powerpoints (cedar/identity)
- 9000 Years of History in the Land of the River People
- I am Sto:lo

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School District 78

Status: approved

School Name: District Alternate Secondary Program
Course Name: English Language Development 10
Course Code: YELDV 10
Category: Health and Human Services

Grade Level of Course:  ✔ 10  ☐ 11  ☐ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: October 14, 2008

Prerequisites:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition  Levels 1 & 2
Azar Grammar Series  Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries

Course Synopsis:

This course is designed for students whose first language is other than English, English language skill is at the beginner level in speaking, listening, reading, and writing, and knowledge of Canadian culture is at a rudimentary level.

The course is designed to move students from a beginner level of functioning to a low intermediate level of reading, writing, listening, and speaking so they can interact with greater confidence in common academic and social settings. Students will be able to apply an increasing variety of communications strategies in English. Students will be able to read, write, speak about and listen to information in English such that they can communicate about their basic needs in relation to the English language, Canadian culture, and their academic and daily living requirements. Additionally, learning assistance will be provided through sheltered content-based instruction during each unit of study.

Learning Resources:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition  Levels 1 & 2
Azar Grammar Series Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries

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School District 78

Status: approved

School Name: District Alternate Secondary Program

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:

- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: District Alternate Secondary Program

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites:

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: District Alternate Secondary Program

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites: None
School District 78

Status: approved

School Name: District Alternate Secondary Program

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women’s Issues
- Men’s Issues
School District 78

Status: approved

School Name: District Alternate Secondary Program

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites: www.bcsta.org
School District 78

Status: approved

School Name: District Alternate Secondary Program

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 25-30

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

Life Skills 10A, 10B and 10C are specialty courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program.

Additional Information:

The Life Skills program incorporates a series of mini-courses in the following:
- Cognitive Behaviour Therapy
- Success through Personal Challenges
- "Kick the Nic"
- Conflict Resolution/Anger Management
- Social choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Hope Alternate Re Entry Program

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 14, 2008

Prerequisites:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition Levels 1 & 2
Azar Grammar Series Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries

Course Synopsis:

This course is designed for students whose first language is other than English, English language skill is at the beginner level in speaking, listening, reading, and writing, and knowledge of Canadian culture is at a rudimentary level.

The course is designed to move students from a beginner level of functioning to a low intermediate level of reading, writing, listening, and speaking so they can interact with greater confidence in common academic and social settings. Students will be able to apply an increasing variety of communications strategies in English. Students will be able to read, write, speak about and listen to information in English such that they can communicate about their basic needs in relation to the English language, Canadian culture, and their academic and daily living requirements. Additionally, learning assistance will be provided through sheltered content-based instruction during each unit of study.

Learning Resources:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition Levels 1 & 2
Azar Grammar Series Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries
School District 78

Status: approved

School Name: Hope Alternate Re Entry Program

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:  
- Cognitive Behaviour Therapy  
- Success Through Personal Challenges  
- Kick the Nic  
- Conflict Resolution/Anger Management  
- Social Choices  
- Relationships  
- Violence Prevention Program for Teens  
- Women's Issues  
- Men's Issues
School District 78

Status: approved

School Name: Hope Alternate Re Entry Program

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☐️ 11 ☐️ 12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites: None
School District 78

Status: approved

School Name: Hope Alternate Re Entry Program

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites:

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Hope Alternate Re Entry Program

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course: 10

Number of Course Credits: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Hope Alternate Re Entry Program

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites:  

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School District 78

Status: approved

School Name: Hope Alternate Re Entry Program

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 25-30

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

Life Skills 10A, 10B and 10C are specialty courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program.

Additional Information:

The Life Skills program incorporates a series of mini-courses in the following:
- Cognitive Behaviour Therapy
- Success through Personal Challenges
- "Kick the Nic"
- Conflict Resolution/Anger Management
- Social choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Advanced Backcountry Experiences 12

Course Code: YABE 12

Category: Fitness and Recreation

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 12, 2006

Prerequisites: Introduction to Advanced Backcountry Experiences 11. Students are required to submit an application

Course Synopsis:

This course has been developed to support and encourage students in their skill and knowledge development in leading backcountry experiences as well as preparation for careers in outdoor recreation. Students will have the opportunity to apply their knowledge and skills relating to expedition logistics and group dynamics during a multi-day backcountry experience. As well, students will continue to build key industry credentials, gain specific work experience, and prepare for further education and employment.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Basic Backcountry Experiences 10

Course Code: YBBE 10

Category: Fitness and Recreation

Grade Level of Course:  

   X 10  

   11  12

Number of Course Credits: 1

Number of Hours of instruction: 40

Date Approved: December 12, 2006

Prerequisites: Students are required to submit an application form prior to entering the program. The students will

Course Synopsis:

This course is designed to expose students to a multi-day backcountry experience. Students will begin to understand the knowledge, skills, and attributes necessary to participate in successful recreational and adventure educational activities. The course combines classroom instructional preparation and a backcountry experience to give students a foundation of basic knowledge and skills to use in more advanced outdoor courses.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Education for Peace

Course Code: YEDP 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: January 23, 2007

Prerequisites: Education for Peace 11

Course Synopsis:

This unique course has been developed to continue with students’ in-depth exploration of more of the concepts that will help to develop them to create a culture of peace, a culture of healing, and a culture of excellence. These concepts build on the concepts introduced in the Education for Peace 11 course and include the Nature of Power, Authority and Leadership for Peace, Conflict-Free Conflict Resolution, the Nature and Dynamics of Violence, and Creating a Culture of Healing. Once students are equipped with the knowledge and skills presented, students will consult with school and/or community leaders to create a plan for applying them within the school and/or community.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Education for Peace

Course Code: YEDP 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 1

Number of Hours of instruction: 40

Date Approved: January 23, 2007

Prerequisites: None

Course Synopsis:

This course is designed to introduce students to the overall principles and practices of Education for Peace through a written dialogue on peace entitled: "Peace Moves". Students will be guided through each of the 4 parts of Peace Moves while exploring the concepts and principles discussed throughout the book.

Unit 1: Part I: Is Peace Possible?
Unit 2: Part II: A Search for Peace
Unit 3: Part III: How to Create Peace
Unit 4: Part IV: Action for Peace
Course Synopsis:

This unique course has been developed to provide students with an in-depth exploration of some of the concepts that will help to develop them to create a culture of peace. These concepts include unity and diversity, worldview, human nature, the development of human civilization and humanity's transition to a civilization of peace. Once students are equipped with the knowledge and skills presented, students will consult with school and/or community leaders to create a plan for applying them within the school and/or community.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Health and Human Services

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: October 14, 2008

Prerequisites:

Course Synopsis:

This course is designed for students whose first language is other than English, English language skill is at the beginner level in speaking, listening, reading, and writing, and knowledge of Canadian culture is at a rudimentary level.

The course is designed to move students from a beginner level of functioning to a low intermediate level of reading, writing, listening, and speaking so they can interact with greater confidence in common academic and social settings. Students will be able to apply an increasing variety of communications strategies in English. Students will be able to read, write, speak about and listen to information in English such that they can communicate about their basic needs in relation to the English language, Canadian culture, and their academic and daily living requirements. Additionally, learning assistance will be provided through sheltered content-based instruction during each unit of study.

Learning Resources:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition  Levels 1 & 2
Azar Grammar Series  Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Exercise Science

Course Code: YESC

Category: Health and Human Services

Grade Level of Course:  
- 10
- 11  
- 12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: May 27, 2008

Prerequisites: PE 10

Course Synopsis:

The aim of Exercise Science 11 and 12 is to provide students with the understanding and skills to function as an athletic trainer at a high school sporting level.

Learning Resources:

School District 78

Status: approved

School Name: Hope Secondary

Course Name: Exercise Science

Course Code: YESC 12

Category: Health and Human Services

Grade Level of Course: 10 11 x12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: May 27, 2008

Prerequisites: Successful completion of Exercise Science 11

Course Synopsis:

Exercise Science 12 continues studies in the understanding of the human body as it relates to sport and the idea of sport injury prevention and management. This course is a continuation from Exercise Science 11 and provides students with the understanding and skills to function as an athletic trainer at a high school sporting level.

Learning Resources:

Foundations of Sport and Exercise Psychology - 4th Edition
School District 78

Status: approved
School Name: Hope Secondary
Course Name: Exercise Science
Course Code: YESC 11
Category: Health and Human Services
Grade Level of Course:  
10  
11  
12
Number of Course Credits: 2
Number of Hours of instruction:
Date Approved: May 27, 2008
Prerequisites: PE 10

Course Synopsis:
The aim of Exercise Science 11 is to provide students with the understanding and skills to function as an athletic trainer at a high school sporting level.

Learning Resources:
Foundations of Sport and Exercise Psychology - 4th Edition

Additional Information:
Sport is an important part of Canadian society. In 1998, 34%, or 8.3 million people aged 15 and over participated in at least 1 sport. Sport continues to be a focus for universities and colleges throughout British Columbia. Sport organized at the provincial, club, and community level will continue to flourish. The role of the sport professional (coaches, athletic trainers, sport psychologists) will be an area of growth in our society.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Introduction to Advanced Backcountry Experiences 1

Course Code: YIABE 11

Category: Fitness and Recreation

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 12, 2006

Prerequisites: Basic Backcountry Experiences 10. Students are required to submit an application form prior to enter

Course Synopsis:

This course is intended to introduce students to the fundamentals of leading backcountry experiences and to prepare for a career in the outdoor recreation and adventure education industry. Students will have the opportunity to learn basic skills necessary to conduct a safe and successful wilderness experience for others. The basics of navigation, pre-trip planning, safety, group dynamics, personalities, motivational strategies, and problem solving will be explored. Students will then have the opportunity to practice their developing skills on a multi-day backcountry experience.
Leadership at Hope Secondary is intended to be a four year program where students can build on leadership skills learned each year. Students will be encouraged to complete all four years of the program however individual requests to start at different grade levels will be considered.

Leadership classes will be held outside of the regular school timetable. The class will normally take place at 7:30 a.m. three or four mornings per week. Students will also receive both class credits and work experience credit for the extra service hours they complete outside of their regular class schedule. The early morning class allows all students to consider the Leadership Program option as there is no possibility of a conflict with another course.

Students will complete an application process for each year of the Leadership Program. The process will include a series of steps including (but not exclusive to) an application form, an interview and references from teachers. Preference will be given to previous Leadership students, however students will need to re-apply each year.

School District 78

Status: approved

School Name: Hope Secondary

Course Name: Leadership 10 / 11 / 12

Course Code: YLEAD 10 / 11 / 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 23, 2004

Prerequisites: Leadership 10 and/or Leadership 11 must be successfully completed before credit will be given for Le

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, time management, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Learning Resources:

Videos
Resource Books
Conference Material
CASAA Newsletters (Canadian Association of Student Activity Advisors)
BCASAA Newsletters/Website (BC Association of Student Activity Advisors)
Various Conferences (Local, Provincial, National)
Internet
NASSP (National Association of Secondary School Principals)
Authentic Documents (magazines, newspapers, etc.)
CIRA (Canadian Intramural Recreation Association)
Journals and Periodicals

Additional Information:

Leadership at Hope Secondary is intended to be a four year program where students can build on leadership skills learned each year. Students will be encouraged to complete all four years of the program however individual requests to start at different grade levels will be considered.

Leadership classes will be held outside of the regular school timetable. The class will normally take place at 7:30 a.m. three or four mornings per week. Students will also receive both class credits and work experience credit for the extra service hours they complete outside of their regular class schedule. The early morning class allows all students to consider the Leadership Program option as there is no possibility of a conflict with another course.

Students will complete an application process for each year of the Leadership Program. The process will include a series of steps including (but not exclusive to) an application form, an interview and references from teachers. Preference will be given to previous Leadership students, however students will need to re-apply each year.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course: 10

Number of Course Credits: 60 and 120

Date Approved: April 10, 2007

Prerequisites:

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites: None
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  
[:X] 10  [: ] 11  [: ] 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
  - Cognitive Behaviour Therapy
  - Success Through Personal Challenges
  - Kick the Nic
  - Conflict Resolution/Anger Management
  - Social Choices
  - Relationships
  - Violence Prevention Program for Teens
  - Women's Issues
  - Men's Issues
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits:

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites:
The Life Skills program incorporates a series of mini-courses in the following:

- Cognitive Behaviour Therapy
- Success through Personal Challenges
- "Kick the Nic"
- Conflict Resolution/Anger Management
- Social choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues

Additional Information:

The Life Skills program incorporates a series of mini-courses in the following:

School District 78

Status: approved
School Name: Hope Secondary
Course Name: Life Skills 10A
Course Code: YLIFE 10A
Category: Health and Human Services
Grade Level of Course: [x] 10 [ ] 11 [ ] 12
Number of Course Credits: 2
Number of Hours of instruction: 25-30
Date Approved: April 10, 2007
Prerequisites: None

Course Synopsis:

Life Skills 10A, 10B and 10C are specialty courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Link Crew 11

Course Code: YLKC 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: No formal pre-requisites, but teacher recommendation or student self-nomination is desirable

Course Synopsis:

This course has been developed to support and encourage peer mentoring to incoming Grade 8 students; it will encourage senior students to explore the richness and diversity of various cultures and strengthen the morale/relationships among students. As a culmination, students will reflect on their new and existing relationships through the various planned group events and contact they undergo throughout the school year with their assigned Grade 8 groups. Learning outcomes for the course are grouped under the curriculum organizers: personal and social responsibility, social and cultural issues, analysis, and creation. Students are given the opportunity for self and peer assessment in each of the nine units.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Link Crew 12

Course Code: YLKC 12

Category: Liberal Arts and Humanities

Grade Level of Course:  
10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: No formal prerequisites, but teacher recommendation or student self-nomination is desirable

Course Synopsis:

This course has been developed to support and encourage peer mentoring to incoming grade 8 students; it will encourage senior students to explore the richness and diversity of various cultures and strengthen the morale/relationships among students. As a culmination, students will reflect on their new and existing relationships through the various planned group events and contact they undergo throughout the school year with their assigned grade 8 groups. Learning outcomes for the course are grouped under the curriculum organizers: personal and social responsibility, social and cultural issues, analysis, and creation. Students are given the opportunity for self and peer assessment in each of the nine units.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Our Life Cycle: Sto:lo and Nlaka

Course Code: YOLC 11

Category: Other

Grade Level of Course:  
- 10
- X 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 10, 2007

Prerequisites: None

**Course Synopsis:**

Our Life Cycle 11 course has been developed in order to add relevance and meaning for First Nation/Aboriginal learners. Students will explore cultural teachings and learning through concentration on seasonal activities and ceremony. With understanding of seasonal activities, students will plan and take part in events that apply their developing skills and knowledge and transmit their cultural identity to the broader community. The School District recognizes that school curriculum has to be consciously addressed in order to create culturally inclusive learning environments for Aboriginal children. The development of this course addresses, in part, the need for more culturally relevant and meaningful credit opportunities for students.

**Learning Resources:**

- Community resources
- Developed curriculum (Seabird and Chehalis)
- Local curriculum project - Powerpoints (cedar/identity)
- 9000 Years of History in the Land of the River People
- I am Sto:lo
Outdoor Pursuits is intended as an introductory course for students in grade 10. The design of the course was largely based on the schools locations. Hope is situated close to so many marvelous examples of ecosystems with unique opportunities for learning and recreation. This includes forested areas that can be accessed within the time frame of a single 75 minute block. It is a distinct advantage to be able to spend so much time observing plants and collecting samples and thus the extra time spent on ethnobotany.

The wilderness excursions include a late September hike to a high elevation lake and a January winter camp. Both require significant planning. Students get an opportunity to experience the rewards of planning well and immediate feedback when things go poorly. In any event, it always ends up with new cooperative solutions to keep the outings as enjoyable as possible.
Outdoor Pursuits is intended as an introductory course for students in grades 10 – 12. The design of the course was largely based on the school’s locations. Hope is situated close to so many marvelous examples of ecosystems with unique opportunities for learning and recreation. This includes forested areas that can be accessed within the time frame of a single 75 minute block. It is a distinct advantage to be able to spend so much time observing plants and collecting samples and thus the extra time spent on ethnobotany.

The wilderness excursions include a late September hike to a high elevation lake and a January winter camp. Both require significant planning. Students get an opportunity to experience the rewards of planning well and immediate feedback when things go poorly. In any event, it always ends up with new cooperative solutions to keep the outings as enjoyable as possible.

Course Synopsis:
Outdoor Pursuits 11 builds upon the foundation set out in Outdoor Pursuits 10. Like courses in First-aid and Mathematics, skills and knowledge are better instilled in the participants when they are revisited. This ensures that students will function with a higher level of compliance, when dealing with safety and survival issues in wilderness areas. For that reason, students who are serious about venturing into the outdoors, are encouraged to take both OP 10 and OP 11. Students taking this course, after successfully completing OP 10, are expected to take a leadership role.

Learning Resources:
Printed Materials (locally developed)
Videos
Plant Identification Books
Animal Identification Books
Internet
Authentic Documents
Assorted Science Texts

Additional Information:
Outdoor Pursuits is intended as an introductory course for students in grades 10 – 12. The design of the course was largely based on the school’s locations. Hope is situated close to so many marvelous examples of ecosystems with unique opportunities for learning and recreation. This includes forested areas that can be accessed within the time frame of a single 75 minute block. It is a distinct advantage to be able to spend so much time observing plants and collecting samples and thus the extra time spent on ethnobotany.

The wilderness excursions include a late September hike to a high elevation lake and a January winter camp. Both require significant planning. Students get an opportunity to experience the rewards of planning well and immediate feedback when things go poorly. In any event, it always ends up with new cooperative solutions to keep the outings as enjoyable as possible.
In order to effectively carry out the program, it is important that classes be assigned classroom, activity/fitness room and gym times consistent with regular physical education classes. The course is quite flexible and should meld nicely with existing programs, as long as the equipment and facilities are not over booked.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: April 26, 2005

Prerequisites: English 10

Course Synopsis:

Psychology 11 is a semester-long course that is available to students in Grades 11 and 12. It is modelled after Simon Fraser University's Psychology 100, and is one of two courses intended to prepare learners for success in writing the Advance Placement Psychology Examination for post-secondary credit. Seven individual units are covered:

1. What is Psychology?
2. Research Methods (students will design and conduct 2 research projects)
3. Biological Basis of Behaviour
4. Sensation and Perception
5. Basic Principles of Learning
6. Developmental Psychology
7. Theories of Personality

Learning Resources:

- Understanding Psychology (by Kasschau)
- Additional readings
- Instructor’s guides
- Videotaped lessons
- CD-Rom exercises and demonstrations
- Guest speakers, who are professionals in mental health, law enforcement, and social work.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Teacher Assistant 11

Course Code: YTA

Category: Business and Applied Business

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: Cinoketuib if Grade 10, satisfactory completion of application form, approval of supervising teacher
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Teacher Assistant 12

Course Code: YTA 12

Category: Business and Applied Business

Grade Level of Course: 

☑ 10 
☐ 11  
☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 26, 2005

Prerequisites: Completion of Grade 11, Satisfactory completion of application form, approval of supervising teacher

Course Synopsis:

“To teach is to learn twice” --- J. Joubert---

Teacher Assistant 12 is designed to complement Ministry-authorized work experience courses by allowing students the opportunity to work in their home school with other students in a leadership capacity and to develop skills transferable to a variety of occupations and experiences. This course will also support students interested in the helping professions. In this course students will, under the direct supervision of a teacher, assist in the classroom in a variety of ways that include peer tutoring students; completing teaching tasks such as photocopying, attendance, etc.; and mentoring students.
School District 78

Status: approved

School Name: Hope Secondary

Course Name: Trades Discovery 10A

Course Code: YTD 10A

Category: Trades and Technology

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: August 28, 2007

Prerequisites: None

Course Synopsis:

Trades Discovery A is designed as an introduction to multiple trades through a project-based course at the grade 10 level. Disciplines of exploration will include Carpentry/Framing, Residential Electrical Wiring, Residential Plumbing, Residential HVAC/Sheet Metal, Cabinetry/Joinery, Finish Carpentry, Drywall/Interior Finishing, Roofing/Exterior Finishing. Through a partnership with Britco Manufacturing in Agassiz, B.C., students at Hope Secondary School will get the opportunity to manufacture a Britco structure at HSS. Guidance and mentorship will be provided by Britco trades people and facilitated by Hope Secondary School staff. Relevant field trips and plant visits will be scheduled throughout the year to reinforce learning outcomes.

Additional Information:

This course is the first of a 3 part series: Trades Discovery A,B,C will be introduced over three years and each level will become the prerequisite for the next course in sequence.
School District 78

Status: approved

School Name: McCaffrey Alternate

Course Name: English Language Development 10

Course Code: YELDV 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  October 14, 2008

Prerequisites:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition  Levels 1 & 2
Azar Grammar Series  Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries

Course Synopsis:

This course is designed for students whose first language is other than English, English language skill is at the beginner level in speaking, listening, reading, and writing, and knowledge of Canadian culture is at a rudimentary level.

The course is designed to move students from a beginner level of functioning to a low intermediate level of reading, writing, listening, and speaking so they can interact with greater confidence in common academic and social settings. Students will be able to apply an increasing variety of communications strategies in English. Students will be able to read, write, speak about and listen to information in English such that they can communicate about their basic needs in relation to the English language, Canadian culture, and their academic and daily living requirements. Additionally, learning assistance will be provided through sheltered content-based instruction during each unit of study.

Learning Resources:

Rosetta Stone Level 1 & 2
Side-by-Side 3rd Edition  Levels 1 & 2
Azar Grammar Series  Basics & Fundamentals
Content-based Instruction
Web-based and library resources
Bilingual picture dictionaries
School District 78

Status: approved

School Name: McCaffrey Alternate

Course Name: Life Skills 10A

Course Code: YLIFE 10A

Category: Health and Human Services

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: McCaffrey Alternate

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  

☑ 10  ☐ 11  ☐ 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites:

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
  Cognitive Behaviour Therapy
  Success Through Personal Challenges
  Kick the Nic
  Conflict Resolution/Anger Management
  Social Choices
  Relationships
  Violence Prevention Program for Teens
  Women's Issues
  Men's Issues
School District 78

Status: approved

School Name: McCaffrey Alternate

Course Name: Life Skills 10B

Course Code: YLIFE 10B

Category: Health and Human Services

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 2

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites: None
School District 78

Status: approved

School Name: McCaffrey Alternate

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits:

Number of Hours of instruction: 60 and 120

Date Approved: April 10, 2007

Prerequisites: None

Course Synopsis:

This is one of a series of specialty mini-courses created for students who are addressing their social, emotional, and behavioural concerns as part of their school program. The students would be primarily, but not restricted to, those in Intensive and Moderate Behaviour categories and would most likely be registered in the Alternate Program.

Course subjects:
- Cognitive Behaviour Therapy
- Success Through Personal Challenges
- Kick the Nic
- Conflict Resolution/Anger Management
- Social Choices
- Relationships
- Violence Prevention Program for Teens
- Women's Issues
- Men's Issues
School District 78

Status: approved

School Name: McCaffrey Alternate

Course Name: Life Skills 10C

Course Code: YLIFE 10C

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits:

Number of Hours of instruction:

Date Approved: April 10, 2007

Prerequisites:

www.bcsta.org
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Adventure Tourism & Coastal Ecosystems 11

Course Code: YATCE 11

Category: Science and Applied Sciences

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This exciting new course, open to students in grades 11 and 12, is for anyone interested in the environment and outdoor recreation/tourism. Students will study three different ecosystems: Coastal Forest, Intertidal, and Freshwater. They will learn principles of ecology, and natural history of plant and animal species found within each ecosystem.

Students will explore local and global environmental issues, and suggest solutions for these problems. Finally, students will be introduced to the principles of adventure tourism, and will develop key skills necessary to get a job in this field. Students will also be given the opportunity to learn sea kayaking and will be introduced to a local kayak outfitter.

This course combines academic science, field exploration and technical skills necessary to succeed in environmental studies or to gain employment in the adventure tourism industry.

Students will be required to pay a course fee to cover field trip expenses, and must be available one weekend for an introduction to sea kayaking.

Learning Resources:

Will include, but not be limited to:

Books

· Understanding Basic Ecological Concepts, Audrey Tomera, Weston Walch Publisher
· Environmental Science Activities Kit, Michael Roa, Wiley Canada, 2002
· Protected Areas: Preserving Our Future, BC Parks, 2002

Other Resources:

· Visit to local kayak operator, with an introductory kayak workshop
· Field trips to local areas representative of each ecosystem studied
· Navigation charts and topographic maps, compasses, tide and current tables, parallel rulers, dividers
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: Art course at the Grade 11 level recommended

Course Synopsis:

Art Careers 12 – is a general art course with an emphasis on building a portfolio for presentation to future Art Schools, University Art Programs or employers. The thrust of the course is looking at the multitudes of possible careers in art and doing representative projects in each major area. All work would be developed and presented in the most professional manner possible to create the highest quality of portfolio possible.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Art Foods 11

Course Code: YFRT 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: none

Course Synopsis:

Food preparation and presentation is not just a trade, but an art that appeals to all our senses, especially taste, smell and sight! This practical course offers students the opportunity to study and demonstrate all of the techniques associated with Food Art.

Learning Resources:
May include, but not limited to:

A. Print Materials
- Glorious Garnishes, Sterling, 1993
- Finger Good and Party Snacks, Acropolis, 1995
- Garnishes Made Easy, Fairfax, 1994
- Finger Food, Woman’s Weekly Cookbooks, ACP Publishing 2002
- La Technique – Wallaby, 1976
- Art Principles in Clothing, MacMillan, 1972
- Napkin Folding and Place Cards for Festive Tables – Sterling, 1989
- Great Napkin Folding and Table Setting, Sterling 1990
- Food for Today, Clenco – McGraw Hill, 2000
- Assorted food magazines

B. Video Resources:
- Healthful Entertaining – International Video Network
- The Easy Napkin Folding Video – C&L productions
- Etiquette, Manners and Rituals with Food – Classroom video productions
- Tempting Appetizers – International Video Network
- Etiquette – I Can’t Even Spell It! – Esk Publishing Group
- Knife Skills: Vegetable Skills – Advanced Education Media Acquisition Centre
- Food Network

C. Electronic Resources: (This is only a place to start so please add others that you like.)
- www.canadianliving.ca
- www.finecooking.com
- www.marthastewart.com
- http://www.exploratorium.edu/exploring/exploring—chocolate/
Presently, there is an interest by all partners to begin the process of securing B.C. College of Teachers approval for a Developmental Standard Teaching Certificate to teach the Hul'qumi'num language.

**Additional Information:**

School District 79

**Status:** approved

**School Name:** Chemainus Secondary

**Course Name:** Beginning Hul'qumi'num 11

**Course Code:** YBHQ 11

**Category:** Other

**Grade Level of Course:** 10 11 12

**Number of Course Credits:** 4

**Number of Hours of instruction:** 120

**Date Approved:** February 15, 2006

**Prerequisites:** None

**Course Synopsis:**

This introductory course allows for students to enter the Hul'qumi'num language pathway. The students will cover the introductory curriculum which leads to Hul'qumi'num 11. The emphasis in this course is on the following: language use contexts, language quality and language functions.

**Learning Resources:**

From September 2002 to present, the partners at the provincial level in Hul'qumi'num Language Project have been in the process of developing an Integrated Resource Package (IRP) for the Hul'qumi'num Language K-12 for submission to the Ministry of Education. In the District, Hul'qumi'num resources include but are not limited to the following:

- Lahal Kit
- Basic Hul'qumi'num grammar
- Cowichan puppets (kit)
- Hul'qumi'num word list
- Hwulmuhw food
- Cowichan stories, plays
- Legends of Cowichan
- Place names of Cowichan
- Hul'qumi'num Alphabet
- Classroom Vocabulary
- Beginning Hul'qumi'num
- Quw'utsun Syuw'entst (old)
- Q'ushin'tul (old)

**Additional Information:**

Presently, there is an interest by all partners to begin the process of securing B.C. College of Teachers approval for a Developmental Standard Teaching Certificate to teach the Hul'qumi'num language.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Broadcasting 11

Course Code: YBRC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ □ □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course provides an introduction into the world of television broadcast production. Many areas of production will be covered including camera operations, storyboarding/scripting, audio, lighting, hosting, interviewing, directing, historical and ethical issues.

Learning Resources:

will include but not be limited to:
* Camera, sound, video editing equipment manuals
* Visits to professional broadcast studio/shows
* Professional seminars and workshops
* Articles, resources regarding broadcasting available on the internet
* Books:
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Students enrolled in this course must have the permission of their counsellor/ administration before

Course Synopsis:

This course will allow students to explore a variety of work options in order to develop the necessary transferable skills to prepare them for future employment.

Learning Resources:

may include but is not limited to the following:

· Workers' Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
· BC workinfo.net for youth www.workinfo.net.bc.ca/youth
· Canada prospects webzinewww.canadaprospects.com
· Job Futures www.jobfutures.com
· What's Key in Labour market Information www.whatskey.org
· Surfing for Work www.surfingforwork.com
· Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
· Career Cruising Program Careercruising.com
· Career Centre Resources for Job Seeking & Job Keeping
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC WorkInfonet for youth www.workinfonet.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising Program www.careercruising.com
- Life Choices Series by Judith Campbell
This is a new course based in part on the numerous climate change resource kits produced in recent years. The subject matter of this course is evolving and more resources are becoming available. The course will require some fine tuning as it evolves.

The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.

Additional Information:

This is a new course based in part on the numerous climate change resource kits produced in recent years. The subject matter of this course is evolving and more resources are becoming available. The course will require some fine tuning as it evolves.

The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.

School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Climatology and the Environment 11

Course Code: YCMEN 11

Category: Science and Applied Sciences

Grade Level of Course:   10   X 11   12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the issue of climate change. Students will gain awareness and understanding of global weather and climate patterns, causes of climate change, regional and global impacts and responses to climate change.

The purpose of the course is to provide an overview of climate change/global warming issue, from its discovery to its potential effects on Canada and other countries. Social and scientific methods will be applied throughout the units and students will develop a basis of understanding essential to future environmental studies (geography, geology, meteorology, biology, etc.).

Learning Resources:

Will include but not be limited to:
• Articles, resources and data available on the internet
• Fact sheets and information available from Pembina Climate Change Awareness and Education Action Kit

Videos:
• Turning Down the Heat, Pembina Institute.

Books
• Climate Change Poster Series. Government of Canada.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Computer Graphics 11

Course Code: YCG 11

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through Graphic Design using computers and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic Graphic Design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. They learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them. They will be expected to develop an appreciation of Graphic Design and how it is used to communicate ideas, information, and opinions. They will recognize that it is an extensive and dominant force influencing and shaping the social economic condition of our lives.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Computer Graphics 12

Course Code: YCG 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites:  

Computer Graphics 11

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through graphic design using computers and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic graphic design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. Students will learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Costuming, Make-up and Hairstyling for Theatre and

Course Code: YCMHS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February 15, 2006

Prerequisites:  

Textiles 10 recommended

Course Synopsis:

This course is an introduction to the principles of garment construction, make-up and hairstyling as they apply to costumes for the stage and film. As well, students will study the history of garments, make-up and hairstyles. This course will provide students with practical experience by working on student productions throughout.

Learning Resources:

May include but not limited to:

“A Concise History of Costume” by James Laver
“Clothing, Fashion, Fabrics and Construction” by Jeanette Weber
“The Costume Technicians Handbook” by Rosemary Ingham and Liz Covey
“From the Neck Up” by Denise Dreher
“The Magic Garment” by Rebecca Cunningham
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Creative Textile Arts 10

Course Code: YCTA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites:

Course Synopsis:

Students are introduced to Textile Arts and Design, production processes, and principles and elements of design. Through exploration of various techniques studied, students gain knowledge and inspiration through completion of individual projects.

This course has been developed to support and encourage students to explore traditional and contemporary art and craft techniques using fiber. Students will explore areas of textile arts: including but not limited to macramé, weaving, crochet and stitchery batik, applique, quilting, dyeing and embellishment of fabric.

Learning outcomes are grouped under the following curriculum organizers:

1. Image development and design strategies
2. Context
3. Visual elements and principles and design as applied to textiles
4. Materials, technologies and processes

The approach supports skill development and encourages pride in creating well crafted work.

Individual creativity is fostered and students will apply aesthetics and art criticism when creating their projects. Students will refine and extend their understanding and appreciation of the crafts as expressive arts.

Length of time on each unit is recommended only, however, if a group of students shows a deeper interest in a specific unit, then time allotments could be adjusted but the total hours for the course should remain the same. The time devoted to each learning outcome is determined by the teacher; however several outcomes can be addressed simultaneously.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Culinary Arts 10

Course Code: YCUA 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  ☑️  10   ☐  11   ☐  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

The objective of this course is to provide students with an introduction to professional cooking in a commercial kitchen. Student will work with a variety of products and will learn how to process them accordingly. They will learn practical skills that can be used at home and in the work place. The majority of the course content will be based on practical performance and the development of hand to eye skills as well as learning to use time efficiently. Achievement of learning outcomes will be demonstrated by the ability to work effectively with all equipment and tools that are used in the teaching kitchen.

Learning Resources:

Will include, but not be limited to -
Textbook : On Cooking, Sarah R Labensky, Wayne Gisslen Inc 2003
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Dance 11A

Course Code: YD 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

  - [ ] 10
  - [x] 11
  - [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.

Learning Resources:

May include but not limited to:

Articles and resources available over the internet.
Guest Artists
Mirault, Don, Lifts for Kids, Partner Work for Young Dancers, Video
Professional seminars, workshops and performances
Roe, Cathy, Lifts and Partnering, Video
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Dance 12A

Course Code: YD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 

11 

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: DIGITAL MEDIA 11

Course Code: YDGM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 1

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This introductory course will focus primarily on digital photography and multi –media for communication and art. Although this course incorporates many of the compositional and technical aspects of traditional photography it makes extensive use of computers and digital technology. This course has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. Students will make digital photographs and multi-media presentations. They will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:

- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines

www.bcsta.org
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: DIGITAL MEDIA 12

Course Code: YDGM 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- 10
- 11
- X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: DIGITAL MEDIA 11 RECOMMENDED

Course Synopsis:

This course is a continuation of Digital Photography and Multi Media 11 and has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. The course will focus on color and motion photography and how they can be used presentations for art and communication. Students will make digital photographs and multi-media presentations. Students will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:
- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved
School Name: Chemainus Secondary
Course Name: Dining Room Server 10
Course Code: YDRS 10
Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- 10
- 11
- 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 4, 2004
Prerequisites: None

Course Synopsis:

This is a beginner’s course designed to give an introduction to dining room and customer service. Included in this course is the history and evolution of food service with a special emphasis on the cultural and social place in society that service holds.

The objective of this course is to provide students with useable, practical skills that will prepare them to be a part of the work force. There will be some written work but the majority of the course is based on their practical performance and hand to eye skills, as well as timing. A dress code is also stressed to adhere to professional standards. A measurement that a student has met the learning outcomes is evident by their ability to provide accurate and attentive service to the customer.

Learning Resources:

Will include, but not be limited to -
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ESL Learning Strategies 10

Course Code: YESLS 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

**Course Synopsis:**

ESL Learning Strategies 10 is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation.

This course addresses the strategies needed to read, research and write successfully in English at the Grade 10 level.

The course will include an introduction to reading strategies, research skills, and writing activities necessary for academic success.

**Learning Resources:**

Will include, but not be limited to -

- Internet
- Library resources
- Understanding and Using English Grammar - Betty Azar
- Fundamentals of English Grammar - Betty Azar
- Academic Writing Skills - Ranka Curcin
- Academic Reading Skills - Ranka Curcin
- Inside Writing: A Writer’s Workbook - William Salomone
- Making the Grade - David Wood
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ESL LEARNING STRATEGIES 11

Course Code: YESLS 11

Category: Other

Grade Level of Course:  
- 10  
- 11  
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 11 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ESL LEARNING STRATEGIES 12

Course Code: YESLS 12

Category: Choose a Category

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: FASHION DESIGN 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis:

Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship and career opportunities.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: FASHION DESIGN 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship, post secondary education and career opportunities.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.

School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Film Making 10

Course Code: YFMK 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10, 11, 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film. Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focussed film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
- Camera, sound, video editing equipment manuals,
- Visits to professional production houses, film and television sets,
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Film Making 11

Course Code: YFMK 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
- Camera, sound, video editing equipment manuals
- Visits to professional production houses, film and television sets
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film. Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

**Learning Resources:**

- Camera, sound, video editing equipment manuals
- Visits to professional production houses, film and television sets
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest

**Additional Information:**

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive year, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include, but not be limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by: Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: First Nations Art 11

Course Code: YFNA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture.
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- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries.

Use Internet and Library resources to explore First Nations art and culture.

Course Synopsis:
This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:
Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by – Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:
Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries.

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: FIRST NATIONS LEADERSHIP 11

Course Code: YFNL 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 2, 2004

Prerequisites: NONE

Course Synopsis:

This course has been developed to allow students an opportunity to explore and develop their personal leadership skills while enhancing critical literacy skills. This course looks at five key areas of leadership: personal leadership, group leadership, traditional leadership, modern leadership and future leadership. Students will actively participate in a variety of projects allowing them to be leaders and positively influence younger students as well as their peers. Students will develop skills in goal setting, teamwork, leadership, reading, writing, speaking and listening. First Nations students possess experiential cultural knowledge that needs to be fostered, enriched and shared.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: FIRST NATIONS TECHNOLOGY 11

Course Code: YFNT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: WOODWORK OR METALWORK 10 RECOMMENDED

Course Synopsis:

An introductory course designed to explore the technologies specific to Native Art and its production.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: FIRST NATIONS TECHNOLOGY 12

Course Code: YFNT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: FIRST NATIONS TECHNOLOGY 11 OR CONSTRUCTION 11 RECOMMENDED

Course Synopsis:

A course designed to explore the technologies specific to Native Art and its production, and the machine processes involved in their production.
School District 79

Status: approved
School Name: Chemainus Secondary
Course Name: FORENSIC SCIENCE 11
Course Code: YFSC 11
Category: Science and Applied Sciences

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: December 6, 2006
Prerequisites: SCIENCE 10 & PRINCIPLES OF MATH 10 RECOMMENDED

Course Synopsis:

Forensic Science or Crime Scene Reconstruction is the use of scientific method, physical evidence, deductive reasoning and their interrelationships to gain knowledge of the events leading to the commission of a crime. Forensic Science 11 is a course that focuses on giving students a chance to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, archeology, anthropology, law, medicine, and professional/technical writing. This course will expose students to current forensic science methods as well as discussing past practices and reasons for advancements in technology. This course will include a series of inquiry labs, discussion of case studies, field trips and guest speakers, internet research and practical labs that will allow students to strengthen skills of observation, interpretation, reasoning, and formal presentation. The students in this course will be required to design and carry out scientific investigations.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Ground Search and Rescue 11

Course Code: YGSAR 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 3, 2004

Prerequisites: None

Course Synopsis:

This Ground Search and Rescue (GSAR) course has been designed as the entry level standard for ground and inland water search and rescue within the Province of British Columbia. Students completing training cannot receive full membership status until they reach the age of 19.

Topics in this course range from basic survival skills to team oriented searches. Students will gain practical experience in compass use, map reading, basic tracking and other relevant skills that allow them to help in an emergency backwoods situation. They will be given the opportunity to meet and work with a team of practicing GSAR members in a mock search overnight activity. Students will develop insight into the typical responses of lost persons and the resulting trauma of family and friends.

Finally, this course emphasizes team building skills and teamwork in order to maintain a clear, calm perspective in physically and emotionally demanding situations. Students are expected to achieve a mastery level (70%) on all written and practical assessments. All students are expected to pay a course fee of $30.00 and must provide their own footwear and appropriate outdoor clothing. Fieldwork will occur in the forests near the school, on school fields and on field trips. ALL STUDENTS must complete the overnight activity to receive full credit for this course.
Learning Resources:

May include but not limited to -
- GSAR Manual
- GSAR Instructor Guide and Manual
- Take a practical course on wilderness survival like the following: Basic Wilderness Survival (Mors Kochanski, Prof, Uof A)

The following books have proved valuable in this course:
4. 98.6 Degrees: The Art of Keeping Your Ass Alive, Cody Lundin, Gibbs Smith Publishing
7. The SAS Handbook of Living Off the Land, Chris McNab, Amber Books LTD
8. Outdoor Safety and Survival, Judi Lees, Greystone Books
12. Our Favourite Hikes in the Lake Cowichan Area, John and Georgie Clark, Rick Nott, Community Economic Adjustment Committee

Videos:
- Bearsafe (BC Min of Env)
- Northern Wilderness Survival (Kochanski)
- Lost in the Wilderness
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: INTRO TO SCREEN & STAGE WRITING 10

Course Code: YISSW 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Introduction to Writing for the Stage and Screen 10 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Italian Foods 10

Course Code: YITFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: Home Economics 9 recommended

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses.

This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking.

In addition, students will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated.

Students will be completing labs on each of the elements of a traditional Italian meal: antipasti, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods.

The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.

Learning Resources:

Will include but not limited to:
- A variety of cookbooks highlighting Italian cuisine, available at most public and secondary school libraries.
- Video series called Avventura available at www.avventuratv.ca
- Food Safe videos
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ITALIAN FOODS 11

Course Code: YITFD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses. This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking. In addition, they will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated. Students will be completing labs on each of the elements of a traditional Italian meal: antipasto, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods. The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.
School District 79

Status: approved
School Name: Chemainus Secondary
Course Name: Keyboarding 11
Course Code: YKB 11
Category: Business and Applied Business
Grade Level of Course:  

10  
   11  
   12  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 2, 2005
Prerequisites: none

Course Synopsis:
The purpose of this course is to develop keyboarding proficiency as a personal life skill and as a foundation for career development.

Learning Resources:
May include but not limited to:

   Skillbuilding, Building Speed & Accuracy on the Keyboard, Eide, Rieck, Klemin McGraw-Hill
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 10 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. In the Grade 10 level of leadership students will be expected to operate events in the school and in the community. The focus areas for grade 10 students during school and community events will be communication skills, positive self-esteem and self-image, investigating personal strengths and weaknesses and developing as an effective group member.

Learning Resources:

May include but not limited to the following:
- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 11 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands-on, minds-on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues with core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 11 level of leadership, students will be expected to demonstrate skills by managing school and community events. The focus areas of development for grade 11 students during school and community events will be effective leadership skills, planning personal growth, problem solving and conflict resolution skills.

Learning Resources:

May include but not limited to:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 12 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. Participation in class activities and volunteering time in the school/community is essential to achieving the course goals. This course is offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues and summarizes the core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 12 level of leadership, students will be expected to organize school or community events. The focus areas of development for grade 12 students during school and community events will be effective leadership skills, time management principles, planning for success and conflict resolution styles.

Learning Resources:

My include but not limited to the following:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: LEARNING STRATEGIES 10

Course Code: YLS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

[x] 10  

[ ] 11  

[ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

• Fully understand their learning disability;
• Receive remediation of academic skills in areas of concern for the ld student as reflected in their psycho-educational assessment;
• Become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners;
• Receive instruction in strategies to assist general learning in the regular classroom;
• Receive instruction in assisted technology – cowriter, kurzweil, inspirations;
• Receive instruction in organizational/time management strategies;
• Receive classroom support for academic interventions/ adaptations as outlined in the individual education plan (extra time required to finish tests, reader, scribe, computer with spell check);
• Work both independently and cooperatively with all staff, peer tutors, students, teaching assistants;
• Receive testing required to support adjudication;
• Have their Individual Education Plan administered effectively and completely.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: LEARNING STRATEGIES 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10  [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:
• fully understand their learning disability
• recognize their unique learning style and how to “tap” into it
• become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: MATERIAL PRODUCTS TECHNOLOGY 11

Course Code: YMPT 11

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An exploratory hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: MATERIALS PRODUCTS TECHNOLOGY 12

Course Code: YMPT 12

Category: Trades and Technology

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PREVIOUS SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An advanced hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available and with work experience options in the field of your choice for course credit, when available. Students will learn very valuable marketable skills.

This course is designed to provide opportunities to design and build more advanced and challenging projects than those attempted in grade eleven. Products that are more intricate, aesthetic, precise, complicated and valuable.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ONSTAGE 11

Course Code: YOS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [  ]  11 [X]  12  [  ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 2, 2005

Prerequisites:  NONE

Course Synopsis:

On Stage 11 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. The course is taught in both school time and in extra-curricular time. Public evening performances take place.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: ONSTAGE 12

Course Code: YOS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: NONE

Course Synopsis:

On Stage 12 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. These disciplines are integrated in On Stage 12. Public performance is a culminating activity of this course.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School.

Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Will include, but not be limited to -
- Peer Counselling Journal - prepared by Janice Rose
- The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
- Cool Solutions - by Deb Hale and Marion McCristal
- Student Workbook To Accompany The Peer Counselling Start Kit Workbook - by Gail Roberts
- Let’s Live - BC Council For Families
- Kids Helping Kids - Trevor Cole
- Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley
- Choices - by Vancouver Crisis Center
- The Skilled Helper: A Systematic - Approach by Gerard Egan
- 100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
- Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  

-  

- 11  

- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Peer Counselling Journal - prepared by Janice Rose  
The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders  
Cool Solutions - by Deb Hale and Marion McCristal  
Student Workbook To Accompany The Peer Counselling Starter Kit - by Gail Roberts  
Let’s Live - BC Council For Families  
Kids Helping Kids - Trevor Cole  
Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley  
Choices - by Vancouver Crisis Center  
The Skilled Helper: A Systematic Approach - by Gerard Egan  
100 Ways to Enhance Self-concept -  by Jack Canfield and Harold C. Wells

Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PEER COUNSELLING 12

Course Code: YPCOU 12

Category: Health and Human Services

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, productive thinking skills, reading strategies.

Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring

Learning Resources:

Will include, but not be limited to:
A Guide for Student Tutors - Patricia Koskinen & Robert Wilson

Kids Helping Kids - Trevor Cole

Classroom - Jack Canfield & Harold Wells

Effective Helping - Gerard Egan
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PEER TUTORING 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

 Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  
[ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies.

Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PERSONAL FITNESS & LIFESTYLES 11

Course Code: YPFTL 11

Category: Fitness and Recreation

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PE 10 RECOMMENDED

Course Synopsis:

This Physical Education course is primarily targeted to those students who wish to understand the components of fitness and how those can be integrated into a healthy and active lifestyle. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. This course will also provide an opportunity for students to develop leadership skills as well as experience a variety of activities that they could integrate into their current and future lifestyle. The goal of this course is to give students the knowledge and practical understanding of how to live a healthy lifestyle.
School District 79

Status: approved

School Name: Chemainus Secondary
Course Name: PERSONAL FITNESS & LIFESTYLES 12
Course Code: YPFTL 12
Category: Fitness and Recreation
Grade Level of Course:  
  □ 10  □ 11  X 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved:    February 15, 2006
Prerequisites:   PERSONAL FITNESS & LIFESTYLES 11 RECOMMENDED

Course Synopsis:

This Physical Education course is targeted to those students who wish to understand the components of fitness, how those can be integrated into healthy lifestyles, demonstrating the fitness components to others. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. Along with this, students will branch into the local community by organizing activities for community groups or for local elementary schools. In addition, students will analyze not only their own nutritional habits but critically examine the role and influence of the media on personal choices.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: none

Course Synopsis:

This is a beginners’ course designed to give each student a good foundation into black and white photography using the 35 mm camera format.

The course will include an introduction to the history of the development of photography, as well as the evolution of the camera. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques.

The objective of this course is to awaken and nurture the students’ visual communication skills by a variety of photographic techniques culminating in a portfolio of fine photographs.

Students will be required to do some written assignments related to photography. In order to measure the students’ knowledge and understanding of photography, quizzes and tests will have to be written culminating in a final exam.

Equipment will be available to the students, but it is to the student’s advantage to own a 35 mm single lens reflex camera.

Learning Resources:

Will include, but not be limited to-

· Dark room equipment
· SLR cameras
· Articles and information journals concerning photography.
· Film and print paper.
· Samples of previous successfully completed assignments.

Books

School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PHOTOGRAPHY 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 0 11 0 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: PHOTOGRAPHY 11 OR EXPERIENCE IN DARKROOM AND CAMERA WORK STRONGLY RECOMMENDED

Course Synopsis:

This is an intermediate to advanced course designed to give each student the opportunity to acquire skills which may lead to a lifelong hobby or to a career in photography. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques. The objective of this course is to enhance and refine skills and to provide new perspectives in photography, both as an art form and as a technical instrument. Students will be required to do some written assignments related to photography. Studio equipment will be provided, but it is expected that each student provide their own 35mm camera.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PSYCHOLOGY 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February 2, 2005

Prerequisites:  

NONE

Course Synopsis:

An introductory course to the scientific field of psychology and the study of human behavior.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: PSYCHOLOGY 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 3, 2004

Prerequisites: NONE

Course Synopsis:

Psychology 12 provides students with a basic understanding of human behavior and social relationships. An in-depth exploration of the past present and future of the psychological field is also studied.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: SCRIPT AND SCREEN WRITING 11

Course Code: YSSW 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Script and Screen Writing 11 course has been developed to further allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will produce scripts will be produced in various genres, including but not limited to drama, animation, and stage. The students will (a) learn work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience that will be essential for them in their future success in the film industry.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: SCRIPT AND SCREEN WRITING 12

Course Code: YSSW 12

Category: Liberal Arts and Humanities

Grade Level of Course: ☑10 ☑11 ☒12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

Script and Screen Writing 12 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Yearbook Journalism 11

Course Code: YYBJ 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2006

Prerequisites: None

Course Synopsis:

Yearbook Journalism 11 provides the opportunity to produce an historical snapshot of the school year through the production of a school yearbook.
School District 79

Status: approved

School Name: Chemainus Secondary

Course Name: Yearbook Journalism 12

Course Code: YYBJ 12

Category: Liberal Arts and Humanities

Grade Level of Course:  10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 2, 2005

Prerequisites:  Yearbook Journalism 11 suggested

Course Synopsis:

Yearbook Journalism 12 provides the opportunity for students to build on the skills that they developed in Yearbook Journalism 11 and to take a leadership role in the production of a school yearbook.
Course Synopsis:

This exciting new course, open to students in grades 11 and 12, is for anyone interested in the environment and outdoor recreation/tourism. Students will study three different ecosystems: Coastal Forest, Intertidal, and Freshwater. They will learn principles of ecology, and natural history of plant and animal species found within each ecosystem.

Students will explore local and global environmental issues, and suggest solutions for these problems. Finally, students will be introduced to the principles of adventure tourism, and will develop key skills necessary to get a job in this field. Students will also be given the opportunity to learn sea kayaking and will be introduced to a local kayak outfitter.

This course combines academic science, field exploration and technical skills necessary to succeed in environmental studies or to gain employment in the adventure tourism industry.

Students will be required to pay a course fee to cover field trip expenses, and must be available one weekend for an introduction to sea kayaking.

Learning Resources:

Will include, but not be limited to:

Books
- Understanding Basic Ecological Concepts, Audrey Tomera, Weston Walch Publisher
- Environmental Science Activities Kit, Michael Roa, Wiley Canada, 2002
- Protected Areas: Preserving Our Future, BC Parks, 2002

Other Resources:
- Visit to local kayak operator, with an introductory kayak workshop
- Field trips to local areas representative of each ecosystem studied
- Navigation charts and topographic maps, compasses, tide and current tables, parallel rulers, dividers
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Art course at the Grade 11 level recommended

**Course Synopsis:**

Art Careers 12 – is a general art course with an emphasis on building a portfolio for presentation to future Art Schools, University Art Programs or employers. The thrust of the course is looking at the multitudes of possible careers in art and doing representative projects in each major area. All work would be developed and presented in the most professional manner possible to create the highest quality of portfolio possible.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Art Foods 11

Course Code: YFRT 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

X 11

[]12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: none

Course Synopsis:

Food preparation and presentation is not just a trade, but an art that appeals to all our senses, especially taste, smell and sight! This practical course offers students the opportunity to study and demonstrate all of the techniques associated with Food Art.

Learning Resources:
May include, but not limited to:
A. Print Materials
- Glorious Garnishes, Sterling, 1993
- Finger Good and Party Snacks, Acropolis, 1995
- Garnishes Made Easy, Fairfax, 1994
- Finger Food, Woman’s Weekly Cookbooks, ACP Publishing 2002
- La Technique – Wallaby, 1976
- Art Principles in Clothing, MacMillan, 1972
- Napkin Folding and Place Cards for Festive Tables – Sterling, 1989
- Great Napkin Folding and Table Setting, Sterling 1990
- Food for Today, Clenco – McGraw Hill, 2000
- Assorted food magazines

B. Video Resources:
- Healthful Entertaining – International Video Network
- The Easy Napkin Folding Video – C&L productions
- Etiquette, Manners and Rituals with Food – Classroom video productions
- Tempting Appetizers – International Video Network
- Etiquette – I Can’t Even Spell It! – Esk Publishing Group
- Knife Skills: Vegetable Skills – Advanced Education Media Acquisition Centre
- Food Network

C. Electronic Resources: (This is only a place to start so please add others that you like.)
- www.canadianliving.ca
- www.finecooking.com
- www.marthastewebart.com
- http://www.exploratorium.edu/exploring/exploring—chocolate/
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Broadcasting 11

Course Code: YBRC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course provides an introduction into the world of television broadcast production. Many areas of production will be covered including camera operations, storyboarding/scripting, audio, lighting, hosting, interviewing, directing, historical and ethical issues.

Learning Resources:

will include but not be limited to:
* Camera, sound, video editing equipment manuals
* Visits to professional broadcast studio/shows
* Professional seminars and workshops
* Articles, resources regarding broadcasting available on the internet
* Books:
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC Workinfonet for youth www.workinfonet.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising Program www.careercruising.com
- Life Choices Series by Judith Campbell
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC Workinfonet for youth www.workinfonet.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising Program www.careercruising.com
- Life Choices Series by Judith Campbell

www.bcsta.org
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Climatology and the Environment 11

Course Code: YCMEN 11

Category: Science and Applied Sciences

Grade Level of Course:  

• 10
• 11 [X]
• 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the issue of climate change. Students will gain awareness and understanding of global weather and climate patterns, causes of climate change, regional and global impacts and responses to climate change.

The purpose of the course is to provide an overview of climate change/global warming issue, from its discovery to its potential effects on Canada and other countries. Social and scientific methods will be applied throughout the units and students will develop a basis of understanding essential to future environmental studies (geography, geology, meteorology, biology, etc.).

Learning Resources:

Will include but not be limited to:
• Articles, resources and data available on the internet
• Fact sheets and information available from Pembina Climate Change Awareness and Education Action Kit

Videos:
• Turning Down the Heat, Pembina Institute.

Books
• Climate Change Poster Series. Government of Canada.

Additional Information:

This is a new course based in part on the numerous climate change resource kits produced in recent years. The subject matter of this course is evolving and more resources are becoming available. The course will require some fine tuning as it evolves.

The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Computer Graphics 11

Course Code: YCG 11

Category: Trades and Technology

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:
This course has been developed to help students explore the range of personal and social expression through Graphic Design using computers and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic Graphic Design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. They learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them. They will be expected to develop an appreciation of Graphic Design and how it is used to communicate ideas, information, and opinions. They will recognize that it is an extensive and dominant force influencing and shaping the social economic condition of our lives.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre
Course Name: Computer Graphics 12
Course Code: YCG 12
Category: Trades and Technology

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 2, 2005
Prerequisites: Computer Graphics 11

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through graphic design using computers and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic graphic design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. Students will learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines

www.bcsta.org
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Costuming, Make-up and Hairstyling for Theatre and

Course Code: YCMHS 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Textiles 10 recommended

Course Synopsis:

This course is an introduction to the principles of garment construction, make-up and hairstyling as they apply to costumes for the stage and film. As well, students will study the history of garments, make-up and hairstyles. This course will provide students with practical experience by working on student productions throughout.

Learning Resources:

May include but not limited to:

“A Concise History of Costume” by James Laver
“Clothing, Fashion, Fabrics and Construction” by Jeanette Weber
“The Costume Technicians Handbook” by Rosemary Ingham and Liz Covey
“From the Neck Up” by Denise Dreher
“The Magic Garment” by Rebecca Cunningham
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre
Course Name: Creative Textile Arts 10
Course Code: YCTA 10
Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites:

Course Synopsis:

Students are introduced to Textile Arts and Design, production processes, and principles and elements of design. Through exploration of various techniques studied, students gain knowledge and inspiration through completion of individual projects.

This course has been developed to support and encourage students to explore traditional and contemporary art and craft techniques using fiber. Students will explore areas of textile arts: including but not limited to macramé, weaving, crochet and stitchery batik, applique, quilting, dyeing and embellishment of fabric.

Learning outcomes are grouped under the following curriculum organizers:
1. Image development and design strategies
2. Context
3. Visual elements and principles and design as applied to textiles
4. Materials, technologies and processes

The approach supports skill development and encourages pride in creating well crafted work.

Individual creativity is fostered and students will apply aesthetics and art criticism when creating their projects. Students will refine and extend their understanding and appreciation of the crafts as expressive arts.

Length of time on each unit is recommended only, however, if a group of students shows a deeper interest in a specific unit, then time allotments could be adjusted but the total hours for the course should remain the same. The time devoted to each learning outcome is determined by the teacher; however several outcomes can be addressed simultaneously.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Culinary Arts 10

Course Code: YCUA 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

The objective of this course is to provide students with an introduction to professional cooking in a commercial kitchen. Student will work with a variety of products and will learn how to process them accordingly. They will learn practical skills that can be used at home and in the work place. The majority of the course content will be based on practical performance and the development of hand to eye skills as well as learning to use time efficiently. Achievement of learning outcomes will be demonstrated by the ability to work effectively with all equipment and tools that are used in the teaching kitchen.

Learning Resources:

Will include, but not be limited to -

Textbook : On Cooking, Sarah R Labensky, Wayne Gisslen Inc 2003
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Dance 11A

Course Code: YD 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.

Learning Resources:

May include but not limited to:

- Articles and resources available over the internet.
- Guest Artists
- Mirault, Don, Lifts for Kids, Partner Work for Young Dancers, Video
- Professional seminars, workshops and performances
- Roe, Cathy, Lifts and Partnering, Video
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Dance 12A

Course Code: YD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: DIGITAL MEDIA 11

Course Code: YDGM 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [x] 11 [ ] 12

Number of Course Credits: 1

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This introductory course will focus primarily on digital photography and multi-media for communication and art. Although this course incorporates many of the compositional and technical aspects of traditional photography it makes extensive use of computers and digital technology. This course has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. Students will make digital photographs and multi-media presentations. They will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:

- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: DIGITAL MEDIA 12

Course Code: YDGM 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: DIGITAL MEDIA 11 RECOMMENDED

Course Synopsis:

This course is a continuation of Digital Photography and Multi Media 11 and has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. The course will focus on color and motion photography and how they can be used presentations for art and communication. Students will make digital photographs and multi-media presentations. Students will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:

- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Dining Room Server 10

Course Code: YDRS 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This is a beginner’s course designed to give an introduction to dining room and customer service. Included in this course is the history and evolution of food service with a special emphasis on the cultural and social place in society that service holds.

The objective of this course is to provide students with useable, practical skills that will prepare them to be a part of the work force. There will be some written work but the majority of the course is based on their practical performance and hand to eye skills, as well as timing. A dress code is also stressed to adhere to professional standards. A measurement that a student has met the learning outcomes is evident by their ability to provide accurate and attentive service to the customer.

Learning Resources:

Will include, but not be limited to -
## School Distriict 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: ESL Learning Strategies 10

Course Code: YESLS 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

### Course Synopsis:

ESL Learning Strategies 10 is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation.

This course addresses the strategies needed to read, research and write successfully in English at the Grade 10 level.

The course will include an introduction to reading strategies, research skills, and writing activities necessary for academic success.

### Learning Resources:

Will include, but not be limited to -

- Internet
- Library resources
- Understanding and Using English Grammar - Betty Azar
- Fundamentals of English Grammar - Betty Azar
- Academic Writing Skills - Ranka Curcin
- Academic Reading Skills - Ranka Curcin
- Inside Writing: A Writer’s Workbook - William Salomone
- Making the Grade - David Wood
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: ESL LEARNING STRATEGIES 11

Course Code: YESLS 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 11 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: ESL LEARNING STRATEGIES 12

Course Code: YESLS 12

Category: Choose a Category

Grade Level of Course: ☑️ 10   ☑️ 11   ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: FASHION DESIGN 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [X]  11  [ ]  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 2, 2005

Prerequisites:  NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship and career opportunities.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: FASHION DESIGN 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship, post secondary education and career opportunities.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.

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**Additional Information:**

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.

**School District 79**

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Film Making 11

Course Code: YFMK 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

**Course Synopsis:**

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

**Learning Resources:**

Will include but not be limited to:
- Camera, sound, video editing equipment manuals
- Visits to professional production houses, film and television sets
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest

**Additional Information:**

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
· Camera, sound, video editing equipment manuals
· Visits to professional production houses, film and television sets
· Professional seminars and workshops
· Articles, resources regarding filmmaking available on the internet

Books:
· The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
· Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
**School District 79**

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

**Course Synopsis:**

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive year, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own

**Learning Resources:**

Will include, but not be limited to:

Books:
- *Learning by Designing – Volume 1 and 2 – Jim Gilbert*
- *Karin Clark*
- *Books by: Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library*

**Additional Information:**

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre
Course Name: First Nations Art 11
Course Code: YFNA 11
Category: Fine Arts, Design, and Media
Grade Level of Course: 10  11  12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: March 3, 2004
Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: First Nations Art 12

Course Code: YFNA 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

**Course Synopsis:**

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

**Learning Resources:**

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by – Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

**Additional Information:**

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries.

Use Internet and Library resources to explore First Nations art and culture.
**School District 79**

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: FIRST NATIONS LEADERSHIP 11

Course Code: YFNL 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 2, 2004

Prerequisites: NONE

**Course Synopsis:**

This course has been developed to allow students an opportunity to explore and develop their personal leadership skills while enhancing critical literacy skills. This course looks at five key areas of leadership: personal leadership, group leadership, traditional leadership, modern leadership and future leadership. Students will actively participate in a variety of projects allowing them to be leaders and positively influence younger students as well as their peers. Students will develop skills in goal setting, teamwork, leadership, reading, writing, speaking and listening. First Nations students possess experiential cultural knowledge that needs to be fostered, enriched and shared.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: FIRST NATIONS TECHNOLOGY 11

Course Code: YFNT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 2, 2005

Prerequisites:  WOODWORK OR METALWORK 10 RECOMMENDED

Course Synopsis:

An introductory course designed to explore the technologies specific to Native Art and its production.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: FIRST NATIONS TECHNOLOGY 12

Course Code: YFNT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February 2, 2005

Prerequisites:  

FIRST NATIONS TECHNOLOGY 11 OR CONSTRUCTION 11 RECOMMENDED

Course Synopsis:

A course designed to explore the technologies specific to Native Art and its production, and the machine processes involved in their production.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: FORENSIC SCIENCE 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: SCIENCE 10 & PRINCIPLES OF MATH 10 RECOMMENDED

Course Synopsis:

Forensic Science or Crime Scene Reconstruction is the use of scientific method, physical evidence, deductive reasoning and their interrelationships to gain knowledge of the events leading to the commission of a crime. Forensic Science 11 is a course that focuses on giving students a chance to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, archeology, anthropology, law, medicine, and professional/technical writing. This course will expose students to current forensic science methods as well as discussing past practices and reasons for advancements in technology. This course will include a series of inquiry labs, discussion of case studies, field trips and guest speakers, internet research and practical labs that will allow students to strengthen skills of observation, interpretation, reasoning, and formal presentation. The students in this course will be required to design and carry out scientific investigations.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: INTRO TO SCREEN & STAGE WRITING 10

Course Code: YISSW 10

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Introduction to Writing for the Stage and Screen 10 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
**School District 79**

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Italian Foods 10

Course Code: YITFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 4, 2004

Prerequisites: Home Economics 9 recommended

**Course Synopsis:**

This is a course designed for students who may or may not have had previous foods courses.

This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking.

In addition, students will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated.

Students will be completing labs on each of the elements of a traditional Italian meal: antipasti, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods.

The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.

**Learning Resources:**

Will include but not limited to:
- A variety of cookbooks highlighting Italian cuisine, available at most public and secondary school libraries.
- Video series called Avventura available at www.avventuratv.ca
- Food Safe videos
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: ITALIAN FOODS 11

Course Code: YITFD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses. This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking. In addition, they will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated. Students will be completing labs on each of the elements of a traditional Italian meal: antipasto, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods. The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course: ☑ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 10 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. In the Grade 10 level of leadership students will be expected to operate events in the school and in the community. The focus areas for grade 10 students during school and community events will be communication skills, positive self-esteem and self-image, investigating personal strengths and weaknesses and developing as an effective group member.

Learning Resources:

May include but not limited to the following:
-The Seven Habits of Highly Effective Teens. Covey, Sean
-Growing the Distance. Clemmer, Jim
-Life Strategies for Teens. McGraw, Jay
-All Together Now. Ukens, Lorraine
-Working Together. Ukens, Lorraine
-Activities that Teach. Jackson, Tom
-More Activities that Teach. Jackson, Tom
-Team Building through Physical Challenges. D.R. Glover and D.W. Midura
-The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
-Catch them Being Good. DiCicco, Tony
-The Leadership Challenge. Kouzes and Posner
-Videos (eg ‘Pay It Forward’)
-CASAA Newsletters/Website
-BCASAA Newsletters/Website

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School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 11 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course maybe offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues with core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 11 level of leadership, students will be expected to demonstrate skills by managing school and community events. The focus areas of development for grade 11 students during school and community events will be effective leadership skills, planning personal growth, problem solving and conflict resolution skills.

Learning Resources:

May include but not limited to:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 12 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. Participation in class activities and volunteering time in the school/community is essential to achieving the course goals. This course is offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues and summarizes the core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 12 level of leadership, students will be expected to organize school or community events. The focus areas of development for grade 12 students during school and community events will be effective leadership skills, time management principles, planning for success and conflict resolution styles.

Learning Resources:

My include but not limited to the following:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
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- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: LEARNING STRATEGIES 10

Course Code: YLS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

- Fully understand their learning disability;
- Receive remediation of academic skills in areas of concern for the ld student as reflected in their psycho-educational assessment ;
- Become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners;
- Receive instruction in strategies to assist general learning in the regular classroom;
- Receive instruction in assisted technology – cowriter, kurzweil, inspirations;
- Receive instruction in organizational/time management strategies;
- Receive classroom support for academic interventions/ adaptations as outlined in the individual education plan (extra time required to finish tests, reader, scribe, computer with spell check);
- Work both independently and cooperatively with all staff, peer tutors, students, teaching assistants;
- Receive testing required to support adjudication;
- Have their Individual Education Plan administered effectively and completely.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: LEARNING STRATEGIES 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

Course Synopsis:
This course has been developed to provide an opportunity for students in the Learning Disabled population to:
• fully understand their learning disability
• recognize their unique learning style and how to “tap” into it
• become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: MATERIAL PRODUCTS TECHNOLOGY 11

Course Code: YMPT 11

Category: Trades and Technology

Grade Level of Course: ☑️ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An exploratory hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: MATERIALS PRODUCTS TECHNOLOGY 12

Course Code: YMPT 12

Category: Trades and Technology

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PREVIOUS SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An advanced hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available and with work experience options in the field of your choice for course credit, when available. Students will learn very valuable marketable skills.

This course is designed to provide opportunities to design and build more advanced and challenging projects than those attempted in grade eleven. Products that are more intricate, aesthetic, precise, complicated and valuable.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.

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School Name: Cowichan Adult Learning Centre
Course Name: ON YOUR OWN FOODS
Course Code: YYOFD 10
Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10, 11, 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 2, 2005
Prerequisites: NONE

Course Synopsis:
In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: ONSTAGE 11

Course Code: YOS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  ☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

On Stage 11 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. The course is taught in both school time and in extra-curricular time. Public evening performances take place.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: ONSTAGE 12

Course Code: YOS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10
- 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: NONE

Course Synopsis:

On Stage 12 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. These disciplines are integrated in On Stage 12. Public performance is a culminating activity of this course.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Health and Human Services

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School.

Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Will include, but not be limited to -
- Peer Counselling Journal - prepared by Janice Rose
- The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
- Cool Solutions - by Deb Hale and Marion McCristal
- Student Workbook To Accompany The Peer Counselling Start Kit Workbook - by Gail Roberts
- Let's Live - BC Council For Families
- Kids Helping Kids - Trevor Cole
- Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley
- Choices - by Vancouver Crisis Center
- The Skilled Helper: A Systematic - Approach by Gerard Egan
- 100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
- Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: None

Course Synopsis:
Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:
Peer Counselling Journal - prepared by Janice Rose
The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
Cool Solutions - by Deb Hale and Marion McCristal
Student Workbook To Accompany The
Peer Counselling Start Kit Workbook - by Gail Roberts
Let’s Live - BC Council For Families
Kids Helping Kids - Trevor Cole
Young Women, Young Men Changing- by Jean Fraser, Mary Kirchner, Laurel Whatley
Choices- by Vancouver Crisis Center
The Skilled Helper: A Systematic Approach - by Gerard Egan
100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PEER COUNSELLING 12

Course Code: YPCOU 12

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10
- [ ] 11
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, productive thinking skills, reading strategies.

Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring

Learning Resources:

Will include, but not be limited to:
A Guide for Student Tutors - Patricia Koskinen & Robert Wilson

Kids Helping Kids - Trevor Cole

Classroom - Jack Canfield & Harold Wells

Effective Helping - Gerard Egan
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PEER TUTORING 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

| 10 | X | 11 | 12 |

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PERSONAL FITNESS & LIFESTYLES 11

Course Code: YPFTL 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PE 10 RECOMMENDED

Course Synopsis:

This Physical Education course is primarily targeted to those students who wish to understand the components of fitness and how those can be integrated into a healthy and active lifestyle. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. This course will also provide an opportunity for students to develop leadership skills as well as experience a variety of activities that they could integrate into their current and future lifestyle. The goal of this course is to give students the knowledge and practical understanding of how to live a healthy lifestyle.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PERSONAL FITNESS & LIFESTYLES 12

Course Code: YPFTL 12

Category: Fitness and Recreation

Grade Level of Course:  [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PERSONAL FITNESS & LIFESTYLES 11 RECOMMENDED

Course Synopsis:

This Physical Education course is targeted to those students who wish to understand the components of fitness, how those can be integrated into healthy lifestyles, demonstrating the fitness components to others. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. Along with this, students will branch into the local community by organizing activities for community groups or for local elementary schools. In addition, students will analyze not only their own nutritional habits but critically examine the role and influence of the media on personal choices.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: none

Course Synopsis:

This is a beginners’ course designed to give each student a good foundation into black and white photography using the 35 mm camera format.

The course will include an introduction to the history of the development of photography, as well as the evolution of the camera. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques.

The objective of this course is to awaken and nurture the students’ visual communication skills by a variety of photographic techniques culminating in a portfolio of fine photographs.

Students will be required to do some written assignments related to photography. In order to measure the students' knowledge and understanding of photography, quizzes and tests will have to be written culminating in a final exam.

Equipment will be available to the students, but it is to the student’s advantage to own a 35 mm single lens reflex camera.

Learning Resources:

Will include, but not be limited to-
- Dark room equipment
- SLR cameras
- Articles and information journals concerning photography.
- Film and print paper.
- Samples of previous successfully completed assignments.

Books
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PHOTOGRAPHY 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: PHOTOGRAPHY 11 OR EXPERIENCE IN DARKROOM AND CAMERA WORK STRONGLY RECOMMENDED

Course Synopsis:

This is an intermediate to advanced course designed to give each student the opportunity to acquire skills which may lead to a lifelong hobby or to a career in photography. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques. The objective of this course is to enhance and refine skills and to provide new perspectives in photography, both as an art form and as a technical instrument. Students will be required to do some written assignments related to photography. Studio equipment will be provided, but it is expected that each student provide their own 35mm camera.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PSYCHOLOGY 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

Prerequisites:  

Course Synopsis:

An introductory course to the scientific field of psychology and the study of human behavior.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: PSYCHOLOGY 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: November 3, 2004

Prerequisites: NONE

Course Synopsis:

Psychology 12 provides students with a basic understanding of human behavior and social relationships. An in-depth exploration of the past present and future of the psychological field is also studied.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: SCRIPT AND SCREEN WRITING 11

Course Code: YSSW 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Script and Screen Writing 11 course has been developed to further allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will produce scripts will be produced in various genres, including but not limited to drama, animation, and stage. The students will (a) learn work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience that will be essential for them in their future success in the film industry.
School District 79

Status: approved

School Name: Cowichan Adult Learning Centre

Course Name: SCRIPT AND SCREEN WRITING 12

Course Code: YSSW 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

[ ] 10  

[ ] 11  

[ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

Script and Screen Writing 12 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Adventure Tourism & Coastal Ecosystems 11

Course Code: YATCE 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This exciting new course, open to students in grades 11 and 12, is for anyone interested in the environment and outdoor recreation/tourism. Students will study three different ecosystems: Coastal Forest, Intertidal, and Freshwater. They will learn principles of ecology, and natural history of plant and animal species found within each ecosystem.

Students will explore local and global environmental issues, and suggest solutions for these problems. Finally, students will be introduced to the principles of adventure tourism, and will develop key skills necessary to get a job in this field. Students will also be given the opportunity to learn sea kayaking and will be introduced to a local kayak outfitter.

This course combines academic science, field exploration and technical skills necessary to succeed in environmental studies or to gain employment in the adventure tourism industry.

Students will be required to pay a course fee to cover field trip expenses, and must be available one weekend for an introduction to sea kayaking.

Learning Resources:

Will include, but not be limited to:

Books
- Understanding Basic Ecological Concepts, Audrey Tomera, Weston Walch Publisher
- Environmental Science Activities Kit, Michael Roa, Wiley Canada, 2002
- Protected Areas: Preserving Our Future, BC Parks, 2002

Other Resources:
- Visit to local kayak operator, with an introductory kayak workshop
- Field trips to local areas representative of each ecosystem studied
- Navigation charts and topographic maps, compasses, tide and current tables, parallel rulers, dividers

www.bcsta.org
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Art course at the Grade 11 level recommended

Course Synopsis:

Art Careers 12 – is a general art course with an emphasis on building a portfolio for presentation to future Art Schools, University Art Programs or employers. The thrust of the course is looking at the multitudes of possible careers in art and doing representative projects in each major area. All work would be developed and presented in the most professional manner possible to create the highest quality of portfolio possible.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Art Foods 11

Course Code: YFRT 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: none

Course Synopsis:

Food preparation and presentation is not just a trade, but an art that appeals to all our senses, especially taste, smell and sight! This practical course offers students the opportunity to study and demonstrate all of the techniques associated with Food Art.

Learning Resources:
May include, but not limited to:

A. Print Materials
- Glorious Garnishes, Sterling, 1993
- Finger Good and Party Snacks, Acropolis, 1995
- Garnishes Made Easy, Fairfax, 1994
- Finger Food, Woman’s Weekly Cookbooks, ACP Publishing 2002
- La Technique – Wallaby, 1976
- Art Principles in Clothing, MacMillan, 1972
- Napkin Folding and Place Cards for Festive Tables – Sterling, 1989
- Great Napkin Folding and Table Setting, Sterling 1990
- Food for Today, Clenco – McGraw Hill, 2000
- Assorted food magazines

B. Video Resources:
- Healthful Entertaining – International Video Network
- The Easy Napkin Folding Video – C&L productions
- Etiquette, Manners and Rituals with Food – Classroom video productions
- Tempting Appetizers – International Video Network
- Etiquette – I Can’t Even Spell It! – Esk Publishing Group
- Knife Skills: Vegetable Skills – Advanced Education Media Acquisition Centre
- Food Network

C. Electronic Resources:  (This is only a place to start so please add others that you like.)
- www.canadianliving.ca
- www.finecooking.com
- www.marthastewar.com
- http://www.exploratorium.edu/exploring/ exploring—chocolate/
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Broadcasting 11

Course Code: YBRC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course provides an introduction into the world of television broadcast production. Many areas of production will be covered including camera operations, storyboarding/scripting, audio, lighting, hosting, interviewing, directing, historical and ethical issues.

Learning Resources:

will include but not be limited to:

* Camera, sound, video editing equipment manuals
* Visits to professional broadcast studio/shows
* Professional seminars and workshops
* Articles, resources regarding broadcasting available on the internet
* Books:

www.bcsta.org
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Students enrolled in this course must have the permission of their counsellor/ administration before

Course Synopsis:

This course will allow students to explore a variety of work options in order to develop the necessary transferable skills to prepare them for future employment.

Learning Resources:

may include but is not limited to the following:

· Workers' Compensation Board (WCB) & WHIMIS at work
· BC workinfo at youth
· Canada prospects webzin at
· Job Future at
· What's Key in Labour market Information at
· Surfing for Work at
· Conference Board of Canada Employability Skills +2000 Profile at
· Career Cruising Program at
· Career Centre Resources for Job Seeking & Job Keeping
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC Workinfonet for youth www.workinfonet.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising Program www.careercruising.com
- Life Choices Series by Judith Campbell
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
-Workers’ Compensation Board (WCB) & WHIMIS at workwww.worksafebc.com
-BC Workinfonet for youthwww.workinfonet.bc.ca/youth
-Job Futureswww.jobfutures.com
-What’s Key in Labour market Informationwww.whatskey.org
-Surfing for Workwww.surfingforwork.com
-Career Centre Resources for Job Seeking & Job Keeping
-Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
-Career Cruising ProgramCareercruising.com
-Life Choices Series by Judith Campbell
This is a new course based in part on the numerous climate change resource kits produced in recent years. The subject matter of this course is evolving and more resources are becoming available. The course will require some fine tuning as it evolves.

The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.

School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Climatology and the Environment 11

Course Code: YCMEN 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the issue of climate change. Students will gain awareness and understanding of global weather and climate patterns, causes of climate change, regional and global impacts and responses to climate change.

The purpose of the course is to provide an overview of climate change/global warming issue, from its discovery to its potential effects on Canada and other countries. Social and scientific methods will be applied throughout the units and students will develop a basis of understanding essential to future environmental studies (geography, geology, meteorology, biology, etc.).

Learning Resources:

Will include but not be limited to:

• Articles, resources and data available on the internet
• Fact sheets and information available from Pembina Climate Change Awareness and Education Action Kit

Videos:

• Turning Down the Heat, Pembina Institute.

Books

• Climate Change Poster Series. Government of Canada.

Additional Information:

This is a new course based in part on the numerous climate change resource kits produced in recent years. The subject matter of this course is evolving and more resources are becoming available. The course will require some fine tuning as it evolves.

The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Computer Graphics 11

Course Code: YCG 11

Category: Trades and Technology

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

**Course Synopsis:**

This course has been developed to help students explore the range of personal and social expression through Graphic Design using computers and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic Graphic Design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. They learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them. They will be expected to develop an appreciation of Graphic Design and how it is used to communicate ideas, information, and opinions. They will recognize that it is an extensive and dominant force influencing and shaping the social economic condition of our lives.

**Learning Resources:**

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Computer Graphics 12

Course Code: YCG 12

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Computer Graphics 11

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through graphic design using computers and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic graphic design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. Students will learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Costuming, Make-up and Hairstyling for Theatre and

Course Code: YCMHS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Textiles 10 recommended

Course Synopsis:

This course is an introduction to the principles of garment construction, make-up and hairstyling as they apply to costumes for the stage and film. As well, students will study the history of garments, make-up and hairstyles. This course will provide students with practical experience by working on student productions throughout.

Learning Resources:

May include but not limited to:

“A Concise History of Costume” by James Laver
“Clothing, Fashion, Fabrics and Construction” by Jeanette Weber
“The Costume Technicians Handbook” by Rosemary Ingham and Liz Covey
“From the Neck Up” by Denise Dreher
“The Magic Garment” by Rebecca Cunningham
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Creative Textile Arts 10

Course Code: YCTA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites:

Course Synopsis:

Students are introduced to Textile Arts and Design, production processes, and principles and elements of design. Through exploration of various techniques studied, students gain knowledge and inspiration through completion of individual projects.

This course has been developed to support and encourage students to explore traditional and contemporary art and craft techniques using fiber. Students will explore areas of textile arts: including but not limited to macramé, weaving, crochet and stitchery batik, applique, quilting, dyeing and embellishment of fabric.

Learning outcomes are grouped under the following curriculum organizers:
1. Image development and design strategies
2. Context
3. Visual elements and principles and design as applied to textiles
4. Materials, technologies and processes

The approach supports skill development and encourages pride in creating well crafted work.

Individual creativity is fostered and students will apply aesthetics and art criticism when creating their projects. Students will refine and extend their understanding and appreciation of the crafts as expressive arts.

Length of time on each unit is recommended only, however, if a group of students shows a deeper interest in a specific unit, then time allotments could be adjusted but the total hours for the course should remain the same. The time devoted to each learning outcome is determined by the teacher; however several outcomes can be addressed simultaneously.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Culinary Arts 10

Course Code: YCUA 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: [ ] 10 [ ] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

The objective of this course is to provide students with an introduction to professional cooking in a commercial kitchen. Student will work with a variety of products and will learn how to process them accordingly. They will learn practical skills that can be used at home and in the work place. The majority of the course content will be based on practical performance and the development of hand to eye skills as well as learning to use time efficiently. Achievement of learning outcomes will be demonstrated by the ability to work effectively with all equipment and tools that are used in the teaching kitchen.

Learning Resources:

Will include, but not be limited to -
Textbook : On Cooking, Sarah R Labensky, Wayne Gisslen Inc 2003
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Dance 11A

Course Code: YD 11A

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:
This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.

Learning Resources:
May include but not limited to:
Articles and resources available over the internet.
Guest Artists
Miraullt, Don, Lifts for Kids, Partner Work for Young Dancers, Video
Professional seminars, workshops and performances
Roe, Cathy, Lifts and Partnering, Video
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Dance 12A

Course Code: YD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: DIGITAL MEDIA 11

Course Code: YDGM 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 1

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This introductory course will focus primarily on digital photography and multi-media for communication and art. Although this course incorporates many of the compositional and technical aspects of traditional photography it makes extensive use of computers and digital technology. This course has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. Students will make digital photographs and multi-media presentations. They will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:

-cameras, computers, video editing equipment and materials
-visits to photographic studios and visits from professional photographers and personnel in related fields
-professional seminars and workshops
-Internet sources, related articles and sites
-videos and multi-media related presentations
-books and magazines
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: DIGITAL MEDIA 12

Course Code: YDGM 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: DIGITAL MEDIA 11 RECOMMENDED

Course Synopsis:

This course is a continuation of Digital Photography and Multi Media 11 and has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. The course will focus on color and motion photography and how they can be used presentations for art and communication. Students will make digital photographs and multi-media presentations. Students will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:
- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Dining Room Server 10

Course Code: YDRS 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This is a beginner’s course designed to give an introduction to dining room and customer service. Included in this course is the history and evolution of food service with a special emphasis on the cultural and social place in society that service holds.

The objective of this course is to provide students with useable, practical skills that will prepare them to be a part of the work force. There will be some written work but the majority of the course is based on their practical performance and hand to eye skills, as well as timing. A dress code is also stressed to adhere to professional standards. A measurement that a student has met the learning outcomes is evident by their ability to provide accurate and attentive service to the customer.

Learning Resources:

Will include, but not be limited to -
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ESL Learning Strategies 10

Course Code: YESLS 10

Category: Other

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

Course Synopsis:

ESL Learning Strategies 10 is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation.

This course addresses the strategies needed to read, research and write successfully in English at the Grade 10 level.

The course will include an introduction to reading strategies, research skills, and writing activities necessary for academic success.

Learning Resources:

Will include, but not be limited to -

- Internet
- Library resources
- Understanding and Using English Grammar - Betty Azar
- Fundamentals of English Grammar - Betty Azar
- Academic Writing Skills - Ranka Curcin
- Academic Reading Skills - Ranka Curcin
- Inside Writing: A Writer’s Workbook - William Salomone
- Making the Grade - David Wood
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ESL LEARNING STRATEGIES 11

Course Code: YESLS 11

Category: Other

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 11 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ESL LEARNING STRATEGIES 12

Course Code: YESLS 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: FASHION DESIGN 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship and career opportunities.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: FASHION DESIGN 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship, post secondary education and career opportunities.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.

**Course Synopsis:**
This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film. Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focussed film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

**Learning Resources:**
Will include but not be limited to:
- Camera, sound, video editing equipment manuals,
- Visits to professional production houses, film and television sets,
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest

**Additional Information:**
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Film Making 11

Course Code: YFMK 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
- Camera, sound, video editing equipment manuals
- Visits to professional production houses, film and television sets
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
School District 79

Status: approved

School Name: Cowichan Secondary
Course Name: First Nations Art 10
Course Code: YFNA 10
Category: Fine Arts, Design, and Media
Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 4, 2004
Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive year, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own

Learning Resources:

Will include, but not be limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by: Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture
School District 79

Status: approved

School Name: Cowichan Secondary
Course Name: First Nations Art 11
Course Code: YFNA 11
Category: Fine Arts, Design, and Media
Grade Level of Course: ☒ 10  ☒ 11  ☒ 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: March 3, 2004
Prerequisites: None

Course Synopsis:
This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:
Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:
Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved
School Name: Cowichan Secondary
Course Name: First Nations Art 12
Course Code: YFNA 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  ◐ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 3, 2004
Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by – Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries.

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: FIRST NATIONS LEADERSHIP 11

Course Code: YFNL 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 2, 2004

Prerequisites: NONE

Course Synopsis:

This course has been developed to allow students an opportunity to explore and develop their personal leadership skills while enhancing critical literacy skills. This course looks at five key areas of leadership: personal leadership, group leadership, traditional leadership, modern leadership and future leadership. Students will actively participate in a variety of projects allowing them to be leaders and positively influence younger students as well as their peers. Students will develop skills in goal setting, teamwork, leadership, reading, writing, speaking and listening. First Nations students possess experiential cultural knowledge that needs to be fostered, enriched and shared.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: FIRST NATIONS TECHNOLOGY 11

Course Code: YFNT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: WOODWORK OR METALWORK 10 RECOMMENDED

Course Synopsis:

An introductory course designed to explore the technologies specific to Native Art and its production.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: FIRST NATIONS TECHNOLOGY 12

Course Code: YFNT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: FIRST NATIONS TECHNOLOGY 11 OR CONSTRUCTION 11 RECOMMENDED

Course Synopsis:

A course designed to explore the technologies specific to Native Art and its production, and the machine processes involved in their production.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: FORENSIC SCIENCE 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course: □ 10  ☒ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: SCIENCE 10 & PRINCIPLES OF MATH 10 RECOMMENDED

Course Synopsis:

Forensic Science or Crime Scene Reconstruction is the use of scientific method, physical evidence, deductive reasoning and their interrelationships to gain knowledge of the events leading to the commission of a crime. Forensic Science 11 is a course that focuses on giving students a chance to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, archeology, anthropology, law, medicine, and professional/technical writing.

This course will expose students to current forensic science methods as well as discussing past practices and reasons for advancements in technology. This course will include a series of inquiry labs, discussion of case studies, field trips and guest speakers, internet research and practical labs that will allow students to strengthen skills of observation, interpretation, reasoning, and formal presentation. The students in this course will be required to design and carry out scientific investigations.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Ground Search and Rescue 11

Course Code: YGSAR 11

Category: Other

Grade Level of Course: 10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 3, 2004

Prerequisites: None

Course Synopsis:

This Ground Search and Rescue (GSAR) course has been designed as the entry level standard for ground and inland water search and rescue within the Province of British Columbia. Students completing training cannot receive full membership status until they reach the age of 19.

Topics in this course range from basic survival skills to team oriented searches. Students will gain practical experience in compass use, map reading, basic tracking and other relevant skills that allow them to help in an emergency backwoods situation. They will be given the opportunity to meet and work with a team of practicing GSAR members in a mock search overnight activity. Students will develop insight into the typical responses of lost persons and the resulting trauma of family and friends.

Finally, this course emphasizes team building skills and teamwork in order to maintain a clear, calm perspective in physically and emotionally demanding situations. Students are expected to achieve a mastery level (70%) on all written and practical assessments. All students are expected to pay a course fee of $30.00 and must provide their own footwear and appropriate outdoor clothing. Fieldwork will occur in the forests near the school, on school fields and on field trips. ALL STUDENTS must complete the overnight activity to receive full credit for this course.
May include but not limited to -
- GSAR Manual
- GSAR Instructor Guide and Manual
- Take a practical course on wilderness survival like the following: Basic Wilderness Survival (Mors Kochanski, Prof, Uof A)

The following books have proved valuable in this course:
4. 98.6 Degrees: The Art of Keeping Your Ass Alive, Cody Lundin, Gibbs Smith Publishing
7. The SAS Handbook of Living Off the Land, Chris McNab, Amber Books LTD
8. Outdoor Safety and Survival, Judi Lees, Greystone Books
12. Our Favourite Hikes in the Lake Cowichan Area, John and Georgie Clark, Rick Nott, Community Economic Adjustment Committee

Videos:
- Bearsafe (BC Min of Env)
- Northern Wilderness Survival (Kochanski)
- Lost in the Wilderness
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: INTRO TO SCREEN & STAGE WRITING 10

Course Code: YISSW 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Introduction to Writing for the Stage and Screen 10 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Italian Foods 10

Course Code: YITFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:

- [ ] 10
- [X] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 4, 2004

Prerequisites:

- Home Economics 9 recommended

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses.

This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking.

In addition, students will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated.

Students will be completing labs on each of the elements of a traditional Italian meal: antipasti, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods.

The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.

Learning Resources:

Will include but not limited to:

- A variety of cookbooks highlighting Italian cuisine, available at most public and secondary school libraries.
- Video series called Avventura available at www.avventuratv.ca
- Food Safe videos
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ITALIAN FOODS 11

Course Code: YITFD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses. This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking. In addition, they will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated. Students will be completing labs on each of the elements of a traditional Italian meal: antipasto, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods. The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to develop keyboarding proficiency as a personal life skill and as a foundation for career development.

Learning Resources:

May include but not limited to:

        Skillbuilding, Building Speed & Accuracy on the Keyboard, Eide, Rieck, Klemin McGraw-Hill
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
- February 2, 2005

Prerequisites:  
- none

**Course Synopsis:**

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 10 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. In the Grade 10 level of leadership students will be expected to operate events in the school and in the community. The focus areas for grade 10 students during school and community events will be communication skills, positive self-esteem and self-image, investigating personal strengths and weaknesses and developing as an effective group member.

**Learning Resources:**

May include but not limited to the following:
- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner

Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 11 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course maybe offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues with core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 11 level of leadership, students will be expected to demonstrate skills by managing school and community events. The focus areas of development for grade 11 students during school and community events will be effective leadership skills, planning personal growth, problem solving and conflict resolution skills.

Learning Resources:

May include but not limited to:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 12 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. Participation in class activities and volunteering time in the school/community is essential to achieving the course goals. This course is offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues and summarizes the core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 12 level of leadership, students will be expected to organize school or community events. The focus areas of development for grade 12 students during school and community events will be effective leadership skills, time management principles, planning for success and conflict resolution styles.

Learning Resources:

My include but not limited to the following:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: LEARNING STRATEGIES 10

Course Code: YLS 10

Category: Liberal Arts and Humanities

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

• Fully understand their learning disability;
• Receive remediation of academic skills in areas of concern for the ld student as reflected in their psycho-educational assessment;
• Become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners;
• Receive instruction in strategies to assist general learning in the regular classroom;
• Receive instruction in assisted technology – cowriter, kurzweil, inspirations;
• Receive instruction in organizational/time management strategies;
• Receive classroom support for academic interventions/ adaptations as outlined in the individual education plan (extra time required to finish tests, reader, scribe, computer with spell check);
• Work both independently and cooperatively with all staff, peer tutors, students, teaching assistants;
• Receive testing required to support adjudication;
• Have their Individual Education Plan administered effectively and completely.

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School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: LEARNING STRATEGIES 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  □  

11  □

12  □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites:  

LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

• fully understand their learning disability
• recognize their unique learning style and how to “tap” into it
• become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners
**School District 79**

Status: approved

School Name: Cowichan Secondary

Course Name: MATERIAL PRODUCTS TECHNOLOGY 11

Course Code: YMPT 11

Category: Trades and Technology

Grade Level of Course: ☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: SHOP EXPERIENCE IS HIGHLY RECOMMENDED

**Course Synopsis:**

An exploratory hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: MATERIALS PRODUCTS TECHNOLOGY 12

Course Code: YMPT 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
February 15, 2006

Prerequisites:  
PREVIOUS SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An advanced hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available and with work experience options in the field of your choice for course credit, when available. Students will learn very valuable marketable skills.

This course is designed to provide opportunities to design and build more advanced and challenging projects than those attempted in grade eleven. Products that are more intricate, aesthetic, precise, complicated and valuable.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 2, 2005

Prerequisites:  NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ONSTAGE 11

Course Code: YOS 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

On Stage 11 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. The course is taught in both school time and in extra-curricular time. Public evening performances take place.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: ONSTAGE 12

Course Code: YOS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  [ ]  11  [ ]  12  [x]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  December 6, 2006

Prerequisites:  NONE

Course Synopsis:

On Stage 12 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. These disciplines are integrated in On Stage 12. Public performance is a culminating activity of this course.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Health and Human Services

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School.

Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Will include, but not be limited to:
- Peer Counselling Journal - prepared by Janice Rose
- The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
- Cool Solutions - by Deb Hale and Marion McCristal
- Student Workbook To Accompany The Peer Counselling Start Kit Workbook - by Gail Roberts
- Let’s Live - BC Council For Families
- Kids Helping Kids - Trevor Cole
- Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley
- Choices - by Vancouver Crisis Center
- The Skilled Helper: A Systematic - Approach by Gerard Egan
- 100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
- Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Peer Counselling Journal - prepared by Janice Rose
The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
Cool Solutions - by Deb Hale and Marion McCristal
Student Workbook To Accompany The
Peer Counselling Start Kit Workbook - by Gail Roberts
Let's Live - BC Council For Families
Kids Helping Kids - Trevor Cole
Young Women, Young Men Changing- by Jean Fraser, Mary Kirchner, Laurel Whatley
Choices- by Vancouver Crisis Center
The Skilled Helper: A Systematic Approach - by Gerard Egan
100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PEER COUNSELLING 12

Course Code: YPCOU 12

Category: Health and Human Services

Grade Level of Course: 

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  
  
  10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, productive thinking skills, reading strategies.

Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings: 1) on site in the classroom teaching concepts in groups settings 2) one-on-one individual tutoring

Learning Resources:

Will include, but not be limited to:
A Guide for Student Tutors - Patricia Koskinen & Robert Wilson

Kids Helping Kids - Trevor Cole

Classroom - Jack Canfield & Harold Wells

Effective Helping - Gerard Egan
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PEER TUTORING 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring

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School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies.

Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PERSONAL FITNESS & LIFESTYLES 11

Course Code: YPFTL 11

Category: Fitness and Recreation

Grade Level of Course: [ ] 10  [x] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PE 10 RECOMMENDED

Course Synopsis:

This Physical Education course is primarily targeted to those students who wish to understand the components of fitness and how those can be integrated into a healthy and active lifestyle. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. This course will also provide an opportunity for students to develop leadership skills as well as experience a variety of activities that they could integrate into their current and future lifestyle. The goal of this course is to give students the knowledge and practical understanding of how to live a healthy lifestyle.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PERSONAL FITNESS & LIFESTYLES 12

Course Code: YPFTL 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PERSONAL FITNESS & LIFESTYLES 11 RECOMMENDED

Course Synopsis:

This Physical Education course is targeted to those students who wish to understand the components of fitness, how those can be integrated into healthy lifestyles, demonstrating the fitness components to others. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. Along with this, students will branch into the local community by organizing activities for community groups or for local elementary schools. In addition, students will analyze not only their own nutritional habits but critically examine the role and influence of the media on personal choices.
**School District 79**

Status: approved

School Name: Cowichan Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- 10
- 11 ✗
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: none

**Course Synopsis:**

This is a beginners’ course designed to give each student a good foundation into black and white photography using the 35 mm camera format.

The course will include an introduction to the history of the development of photography, as well as the evolution of the camera. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques.

The objective of this course is to awaken and nurture the students’ visual communication skills by a variety of photographic techniques culminating in a portfolio of fine photographs.

Students will be required to do some written assignments related to photography. In order to measure the students’ knowledge and understanding of photography, quizzes and tests will have to be written culminating in a final exam.

Equipment will be available to the students, but it is to the student’s advantage to own a 35 mm single lens reflex camera.

**Learning Resources:**

Will include, but not be limited to-

- Dark room equipment
- SLR cameras
- Articles and information journals concerning photography.
- Film and print paper.
- Samples of previous successfully completed assignments.

**Books**

School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PHOTOGRAPHY 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
February 2, 2005

Prerequisites:  
PHOTOGRAPHY 11 OR EXPERIENCE IN DARKROOM AND CAMERA WORK STRONGLY RECOMMENDED

Course Synopsis:

This is an intermediate to advanced course designed to give each student the opportunity to acquire skills which may lead to a lifelong hobby or to a career in photography. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques. The objective of this course is to enhance and refine skills and to provide new perspectives in photography, both as an art form and as a technical instrument. Students will be required to do some written assignments related to photography. Studio equipment will be provided, but it is expected that each student provide their own 35mm camera.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PSYCHOLOGY 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

An introductory course to the scientific field of psychology and the study of human behavior.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: PSYCHOLOGY 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 3, 2004

Prerequisites: NONE

Course Synopsis:

Psychology 12 provides students with a basic understanding of human behavior and social relationships. An in-depth exploration of the past present and future of the psychological field is also studied.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: SCRIPT AND SCREEN WRITING 11

Course Code: YSSW 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Script and Screen Writing 11 course has been developed to further allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will produce scripts will be produced in various genres, including but not limited to drama, animation, and stage. The students will (a) learn work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience that will be essential for them in their future success in the film industry.
School District 79

Status: approved

School Name: Cowichan Secondary

Course Name: SCRIPT AND SCREEN WRITING 12

Course Code: YSSW 12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

Script and Screen Writing 12 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
**School District 79**

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Adventure Tourism & Coastal Ecosystems 11

Course Code: YATCE 11

Category: Science and Applied Sciences

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

**Course Synopsis:**

This exciting new course, open to students in grades 11 and 12, is for anyone interested in the environment and outdoor recreation/tourism. Students will study three different ecosystems: Coastal Forest, Intertidal, and Freshwater. They will learn principles of ecology, and natural history of plant and animal species found within each ecosystem.

Students will explore local and global environmental issues, and suggest solutions for these problems. Finally, students will be introduced to the principles of adventure tourism, and will develop key skills necessary to get a job in this field. Students will also be given the opportunity to learn sea kayaking and will be introduced to a local kayak outfitter.

This course combines academic science, field exploration and technical skills necessary to succeed in environmental studies or to gain employment in the adventure tourism industry.

Students will be required to pay a course fee to cover field trip expenses, and must be available one weekend for an introduction to sea kayaking.

**Learning Resources:**

Will include, but not be limited to:

Books
- Understanding Basic Ecological Concepts, Audrey Tomera, Weston Walch Publisher
- Environmental Science Activities Kit, Michael Roa, Wiley Canada, 2002
- Protected Areas: Preserving Our Future, BC Parks, 2002

Other Resources:
- Visit to local kayak operator, with an introductory kayak workshop
- Field trips to local areas representative of each ecosystem studied
- Navigation charts and topographic maps, compasses, tide and current tables, parallel rulers, dividers
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Art course at the Grade 11 level recommended

Course Synopsis:

Art Careers 12 – is a general art course with an emphasis on building a portfolio for presentation to future Art Schools, University Art Programs or employers. The thrust of the course is looking at the multitudes of possible careers in art and doing representative projects in each major area. All work would be developed and presented in the most professional manner possible to create the highest quality of portfolio possible.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Art Foods 11

Course Code: YFRT 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: none

Course Synopsis:

Food preparation and presentation is not just a trade, but an art that appeals to all our senses, especially taste, smell and sight! This practical course offers students the opportunity to study and demonstrate all of the techniques associated with Food Art.

Learning Resources:
May include, but not limited to:

A. Print Materials
- Glorious Garnishes, Sterling, 1993
- Finger Good and Party Snacks, Acropolis, 1995
- Garnishes Made Easy, Fairfax, 1994
- Finger Food, Woman’s Weekly Cookbooks, ACP Publishing 2002
- La Technique – Wallaby, 1976
- Art Principles in Clothing, MacMillan, 1972
- Napkin Folding and Place Cards for Festive Tables – Sterling, 1989
- Great Napkin Folding and Table Setting, Sterling 1990
- Food for Today, Clenco – McGraw Hill, 2000
- Assorted food magazines

B. Video Resources:
- Healthful Entertaining – International Video Network
- The Easy Napkin Folding Video – C&L productions
- Etiquette, Manners and Rituals with Food – Classroom video productions
- Tempting Appetizers – International Video Network
- Etiquette – I Can’t Even Spell It! – Esk Publishing Group
- Knife Skills: Vegetable Skills – Advanced Education Media Acquisition Centre
- Food Network

C. Electronic Resources: (This is only a place to start so please add others that you like.)
- www.canadianliving.ca
- www.finecooking.com
- www.marthastewreart.com
- http://www.exploratorium.edu/exploring/ exploring—chocolate/
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Broadcasting 11

Course Code: YBRC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️10 ☑️11 ☑️12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course provides an introduction into the world of television broadcast production. Many areas of production will be covered including camera operations, storyboarding/scripting, audio, lighting, hosting, interviewing, directing, historical and ethical issues.

Learning Resources:

will include but not be limited to:

* Camera, sound, video editing equipment manuals
* Visits to professional broadcast studio/shows
* Professional seminars and workshops
* Articles, resources regarding broadcasting available on the internet
* Books:
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Students enrolled in this course must have the permission of their counsellor/ administration before

Course Synopsis:

This course will allow students to explore a variety of work options in order to develop the necessary transferable skills to prepare them for future employment.

Learning Resources:

may include but is not limited to the following:

-Workers’ Compensation Board (WCB) & WHIMIS at workwww.worksafebc.com
-BC workinfo.net for youthwww.workinfo.net.bc.ca/youth
-Canada prospects webzinewww.canadapropects.com
-Job Futureswww.jobfutures.com
-What’s Key in Labour market Informationwww.whatskey.org
-Surfing for Workwww.surfingforwork.com
-Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
-Career Cruising Program Careercruising.com
-Career Centre Resources for Job Seeking & Job Keeping
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course:  

10  

X 11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC WorkinfoNet for youth www.workinfoNet.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising ProgramCareercruising.com
- Life Choices Series by Judith Campbell
Course Synopsis:
The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:
Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC Workinfonet for youth www.workinfonet.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising Program Careercruising.com
- Life Choices Series by Judith Campbell
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Climatology and the Environment 11

Course Code: YCMEN 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the issue of climate change. Students will gain awareness and understanding of global weather and climate patterns, causes of climate change, regional and global impacts and responses to climate change.

The purpose of the course is to provide an overview of climate change/global warming issue, from its discovery to its potential effects on Canada and other countries. Social and scientific methods will be applied throughout the units and students will develop a basis of understanding essential to future environmental studies (geography, geology, meteorology, biology, etc.).

Learning Resources:

Will include but not be limited to:
•Articles, resources and data available on the internet
•Fact sheets and information available from Pembina Climate Change Awareness and Education Action Kit

Videos:
•Turning Down the Heat, Pembina Institute.

Books
•Climate Change Poster Series. Government of Canada.

Additional Information:

This is a new course based in part on the numerous climate change resource kits produced in recent years. The subject matter of this course is evolving and more resources are becoming available. The course will require some fine tuning as it evolves.

The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Computer Graphics 11

Course Code: YCG 11

Category: Trades and Technology

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through Graphic Design using computers and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic Graphic Design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. They learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them. They will be expected to develop an appreciation of Graphic Design and how it is used to communicate ideas, information, and opinions. They will recognize that it is an extensive and dominant force influencing and shaping the social economic condition of our lives.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Computer Graphics 12

Course Code: YCG 12

Category: Trades and Technology

Grade Level of Course: [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Computer Graphics 11

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through graphic design using computers and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic graphic design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. Students will learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Costuming, Make-up and Hairstyling for Theatre and

Course Code: YCMHS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
  
  10  
  X 11  
  12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Textiles 10 recommended

Course Synopsis:

This course is an introduction to the principles of garment construction, make-up and hairstyling as they apply to costumes for the stage and film. As well, students will study the history of garments, make-up and hairstyles. This course will provide students with practical experience by working on student productions throughout.

Learning Resources:

May include but not limited to:

“A Concise History of Costume” by James Laver
“Clothing, Fashion, Fabrics and Construction” by Jeanette Weber
“The Costume Technicians Handbook” by Rosemary Ingham and Liz Covey
“From the Neck Up” by Denise Dreher
“The Magic Garment” by Rebecca Cunningham
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Creative Textile Arts 10

Course Code: YCTA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites:

Course Synopsis:

Students are introduced to Textile Arts and Design, production processes, and principles and elements of design. Through exploration of various techniques studied, students gain knowledge and inspiration through completion of individual projects.

This course has been developed to support and encourage students to explore traditional and contemporary art and craft techniques using fiber. Students will explore areas of textile arts: including but not limited to macramé, weaving, crochet and stitchery batik, applique, quilting, dyeing and embellishment of fabric.

Learning outcomes are grouped under the following curriculum organizers:
1. Image development and design strategies
2. Context
3. Visual elements and principles and design as applied to textiles
4. Materials, technologies and processes
The approach supports skill development and encourages pride in creating well crafted work.

Individual creativity is fostered and students will apply aesthetics and art criticism when creating their projects. Students will refine and extend their understanding and appreciation of the crafts as expressive arts.

Length of time on each unit is recommended only, however, if a group of students shows a deeper interest in a specific unit, then time allotments could be adjusted but the total hours for the course should remain the same. The time devoted to each learning outcome is determined by the teacher; however several outcomes can be addressed simultaneously.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Culinary Arts 10

Course Code: YCUA 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

The objective of this course is to provide students with an introduction to professional cooking in a commercial kitchen. Student will work with a variety of products and will learn how to process them accordingly. They will learn practical skills that can be used at home and in the work place. The majority of the course content will be based on practical performance and the development of hand to eye skills as well as learning to use time efficiently. Achievement of learning outcomes will be demonstrated by the ability to work effectively with all equipment and tools that are used in the teaching kitchen.

Learning Resources:

Will include, but not be limited to -
Textbook : On Cooking, Sarah R Labensky, Wayne Gisslen Inc 2003
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Dance 11A

Course Code: YD 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.

Learning Resources:

May include but not limited to:

Articles and resources available over the internet.
Guest Artists
Mirault, Don, Lifts for Kids, Partner Work for Young Dancers, Video
Professional seminars, workshops and performances
Roe, Cathy, Lifts and Partnering, Video
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Dance 12A

Course Code: YD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: DIGITAL MEDIA 11

Course Code: YDGM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  10  X 11  12

Number of Course Credits: 1

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This introductory course will focus primarily on digital photography and multi-media for communication and art. Although this course incorporates many of the compositional and technical aspects of traditional photography it makes extensive use of computers and digital technology. This course has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. Students will make digital photographs and multi-media presentations. They will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:

- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: DIGITAL MEDIA 12

Course Code: YDGM 12

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: DIGITAL MEDIA 11 RECOMMENDED

Course Synopsis:

This course is a continuation of Digital Photography and Multi Media 11 and has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. The course will focus on color and motion photography and how they can be used presentations for art and communication. Students will make digital photographs and multi-media presentations. Students will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:
- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Dining Room Server 10

Course Code: YDRS 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  [x] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This is a beginner’s course designed to give an introduction to dining room and customer service. Included in this course is the history and evolution of food service with a special emphasis on the cultural and social place in society that service holds.

The objective of this course is to provide students with useable, practical skills that will prepare them to be a part of the work force. There will be some written work but the majority of the course is based on their practical performance and hand to eye skills, as well as timing. A dress code is also stressed to adhere to professional standards. A measurement that a student has met the learning outcomes is evident by their ability to provide accurate and attentive service to the customer.

Learning Resources:

Will include, but not be limited to -
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ESL Learning Strategies 10

Course Code: YESLS 10

Category: Other

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

Course Synopsis:

ESL Learning Strategies 10 is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation.

This course addresses the strategies needed to read, research and write successfully in English at the Grade 10 level.

The course will include an introduction to reading strategies, research skills, and writing activities necessary for academic success.

Learning Resources:

Will include, but not be limited to -
- Internet
- Library resources
- Understanding and Using English Grammar - Betty Azar
- Fundamentals of English Grammar - Betty Azar
- Academic Writing Skills - Ranka Curcin
- Academic Reading Skills - Ranka Curcin
- Inside Writing: A Writer’s Workbook - William Salomone
- Making the Grade - David Wood
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ESL LEARNING STRATEGIES 11

Course Code: YESLS 11

Category: Other

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 11 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ESL LEARNING STRATEGIES 12

Course Code: YESLS 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: FASHION DESIGN 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 ☐ 11 ☒ 12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship and career opportunities
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: FASHION DESIGN 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship, post secondary education and career opportunities.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Film Making 10

Course Code: YFMK 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
0  10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film. Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focussed film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
- Camera, sound, video editing equipment manuals,
- Visits to professional production houses, film and television sets,
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Film Making 12

Course Code: YFMK 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:

· Camera, sound, video editing equipment manuals
· Visits to professional production houses, film and television sets
· Professional seminars and workshops
· Articles, resources regarding filmmaking available on the internet

Books:

· The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
· Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
**School District 79**

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

**Course Synopsis:**

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive year, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

**Learning Resources:**

Will include, but not be limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by: Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library

**Additional Information:**

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture

www.bcsta.org
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: First Nations Art 11

Course Code: YFNA 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10  
- 11  
- 12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: First Nations Art 12

Course Code: YFNA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
  - Learning by Designing – Volume 1 and 2 – Jim Gilbert
  - Karin Clark
  - Books by – Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
  · The Simon Charlie Society
  · Cowichan Band’s Heritage Centre
  · Provincial Museum
  · The Internet and Libraries.

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: FIRST NATIONS LEADERSHIP 11

Course Code: YFNL 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 2, 2004

Prerequisites: NONE

Course Synopsis:

This course has been developed to allow students an opportunity to explore and develop their personal leadership skills while enhancing critical literacy skills. This course looks at five key areas of leadership: personal leadership, group leadership, traditional leadership, modern leadership and future leadership. Students will actively participate in a variety of projects allowing them to be leaders and positively influence younger students as well as their peers. Students will develop skills in goal setting, teamwork, leadership, reading, writing, speaking and listening. First Nations students possess experiential cultural knowledge that needs to be fostered, enriched and shared.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: FIRST NATIONS TECHNOLOGY 11

Course Code: YFNT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites:  

WOODWORK OR METALWORK 10 RECOMMENDED

Course Synopsis:

An introductory course designed to explore the technologies specific to Native Art and its production.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: FIRST NATIONS TECHNOLOGY 12

Course Code: YFNT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: FIRST NATIONS TECHNOLOGY 11 OR CONSTRUCTION 11 RECOMMENDED

Course Synopsis:

A course designed to explore the technologies specific to Native Art and its production, and the machine processes involved in their production.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: FORENSIC SCIENCE 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: SCIENCE 10 & PRINCIPLES OF MATH 10 RECOMMENDED

Course Synopsis:

Forensic Science or Crime Scene Reconstruction is the use of scientific method, physical evidence, deductive reasoning and their interrelationships to gain knowledge of the events leading to the commission of a crime. Forensic Science 11 is a course that focuses on giving students a chance to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, archeology, anthropology, law, medicine, and professional/technical writing. This course will expose students to current forensic science methods as well a discussing past practices and reasons for advancements in technology. This course will include a series of inquiry labs, discussion of case studies, field trips and guest speakers, internet research and practical labs that will allow students to strengthen skills of observation, interpretation, reasoning, and formal presentation. The students in this course will be required to design and carry out scientific investigations.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: INTRO TO SCREEN & STAGE WRITING 10

Course Code: YISSW 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

10 ☑  11 ☐  12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Introduction to Writing for the Stage and Screen 10 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Italian Foods 10

Course Code: YITFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: Home Economics 9 recommended

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses.

This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking.

In addition, students will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated.

Students will be completing labs on each of the elements of a traditional Italian meal: antipasti, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods.

The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.

Learning Resources:

Will include but not limited to:
- A variety of cookbooks highlighting Italian cuisine, available at most public and secondary school libraries.
- Video series called Avventura available at www.avventuratv.ca
- Food Safe videos
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ITALIAN FOODS 11

Course Code: YITFD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses. This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking. In addition, they will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated. Students will be completing labs on each of the elements of a traditional Italian meal: antipasto, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods. The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course: [ ] 10 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:
The purpose of this course is to develop keyboarding proficiency as a personal life skill and as a foundation for career development.

Learning Resources:
May include but not limited to:

- Skillbuilding, Building Speed & Accuracy on the Keyboard, Eide, Rieck, Klemin, McGraw-Hill
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

Prerequisites:  none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 10 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means.

This course may be offered as a class outside the main timetables, as well as individual time spent volunteering, planning, organizing and executing activities and events. In the Grade 10 level of leadership students will be expected to operate events in the school and in the community. The focus areas for grade 10 students during school and community events will be communication skills, positive self-esteem and self-image, investigating personal strengths and weaknesses and developing as an effective group member.

Learning Resources:

May include but not limited to the following:
- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website

www.bcsta.org
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 11 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues with core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 11 level of leadership, students will be expected to demonstrate skills by managing school and community events. The focus areas of development for grade 11 students during school and community events will be effective leadership skills, planning personal growth, problem solving and conflict resolution skills.

Learning Resources:

May include but not limited to:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 12 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means.

Participation in class activities and volunteering time in the school/community is essential to achieving the course goals. This course is offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues and summarizes the core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 12 level of leadership, students will be expected to organize school or community events. The focus areas of development for grade 12 students during school and community events will be effective leadership skills, time management principles, planning for success and conflict resolution styles.

Learning Resources:

My include but not limited to the following:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Uken, Lorraine
- Working Together. Uken, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: LEARNING STRATEGIES 10

Course Code: YLS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites:  

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

• Fully understand their learning disability;
• Receive remediation of academic skills in areas of concern for the ld student as reflected in their psycho-educational assessment;
• Become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners;
• Receive instruction in strategies to assist general learning in the regular classroom;
• Receive instruction in assisted technology – cowriter, kurzweil, inspirations;
• Receive instruction in organizational/time management strategies;
• Receive classroom support for academic interventions/ adaptations as outlined in the individual education plan (extra time required to finish tests, reader, scribe, computer with spell check);
• Work both independently and cooperatively with all staff, peer tutors, students, teaching assistants;
• Receive testing required to support adjudication;
• Have their Individual Education Plan administered effectively and completely.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: LEARNING STRATEGIES 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

Course Synopsis:
This course has been developed to provide an opportunity for students in the Learning Disabled population to:
• fully understand their learning disability
• recognize their unique learning style and how to “tap” into it
• become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: MATERIAL PRODUCTS TECHNOLOGY 11

Course Code: YMPT 11

Category: Trades and Technology

Grade Level of Course:  

10 [ ] 11 [X] 12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites:  

SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An exploratory hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: MATERIALS PRODUCTS TECHNOLOGY 12

Course Code: YMPT 12

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   February 15, 2006

Prerequisites:   PREVIOUS SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An advanced hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available and with work experience options in the field of your choice for course credit, when available. Students will learn very valuable marketable skills.

This course is designed to provide opportunities to design and build more advanced and challenging projects than those attempted in grade eleven. Products that are more intricate, aesthetic, precise, complicated and valuable.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
10 □  11 □  12 □

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ONSTAGE 11

Course Code: YOS 11

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [x] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

On Stage 11 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. The course is taught in both school time and in extra-curricular time. Public evening performances take place.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: ONSTAGE 12

Course Code: YOS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10
11
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: NONE

Course Synopsis:

On Stage 12 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. These disciplines are integrated in On Stage 12. Public performance is a culminating activity of this course.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Health and Human Services

Grade Level of Course:  
× 10  
☐ 11  
☐ 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School.

Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Will include, but not be limited to -
- Peer Counselling Journal - prepared by Janice Rose
- The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
- Cool Solutions - by Deb Hale and Marion McCristal
- Student Workbook To Accompany The Peer Counselling Start Kit Workbook - by Gail Roberts
- Let's Live - BC Council For Families
- Kids Helping Kids - Trevor Cole
- Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley
- Choices - by Vancouver Crisis Center
- The Skilled Helper: A Systematic - Approach by Gerard Egan
- 100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
- Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: December 15, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Peer Counselling Journal - prepared by Janice Rose
The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
Cool Solutions - by Deb Hale and Marion McCristal
Student Workbook To Accompany The
Peer Counselling Start Kit Workbook - by Gail Roberts
Let’s Live - BC Council For Families
Kids Helping Kids - Trevor Cole
Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley
Choices - by Vancouver Crisis Center
The Skilled Helper: A Systematic Approach - by Gerard Egan
100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

School Name: Cowichan Valley Open Learning Co-op

Course Name: PEER COUNSELLING 12

Course Code: YPCOU 12

Category: Health and Human Services

Grade Level of Course: [ ] 10  [ ] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

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School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  ☒ 10  ☐ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, productive thinking skills, reading strategies.

Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring

Learning Resources:

Will include, but not be limited to:
A Guide for Student Tutors - Patricia Koskinen & Robert Wilson

Kids Helping Kids - Trevor Cole

Classroom - Jack Canfield & Harold Wells

Effective Helping - Gerard Egan
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PEER TUTORING 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: ☑ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PERSONAL FITNESS & LIFESTYLES 11

Course Code: YPFTL 11

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PE 10 RECOMMENDED

Course Synopsis:

This Physical Education course is primarily targeted to those students who wish to understand the components of fitness and how those can be integrated into a healthy and active lifestyle. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. This course will also provide an opportunity for students to develop leadership skills as well as experience a variety of activities that they could integrate into their current and future lifestyle. The goal of this course is to give students the knowledge and practical understanding of how to live a healthy lifestyle.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PERSONAL FITNESS & LIFESTYLES 12

Course Code: YPFTL 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PERSONAL FITNESS & LIFESTYLES 11 RECOMMENDED

Course Synopsis:

This Physical Education course is targeted to those students who wish to understand the components of fitness, how those can be integrated into healthy lifestyles, demonstrating the fitness components to others. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. Along with this, students will branch into the local community by organizing activities for community groups or for local elementary schools. In addition, students will analyze not only their own nutritional habits but critically examine the role and influence of the media on personal choices.
School District 79

School Name: Cowichan Valley Open Learning Co-op
Course Name: Photography 11
Course Code: YPHOT 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12  

Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: February 4, 2004
Prerequisites: none

Course Synopsis:

This is a beginners’ course designed to give each student a good foundation into black and white photography using the 35 mm camera format.

The course will include an introduction to the history of the development of photography, as well as the evolution of the camera. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques.

The objective of this course is to awaken and nurture the students’ visual communication skills by a variety of photographic techniques culminating in a portfolio of fine photographs.

Students will be required to do some written assignments related to photography. In order to measure the students’ knowledge and understanding of photography, quizzes and tests will have to be written culminating in a final exam.

Equipment will be available to the students, but it is to the student’s advantage to own a 35 mm single lens reflex camera.

Learning Resources:

Will include, but not be limited to-
- Dark room equipment
- SLR cameras
- Articles and information journals concerning photography.
- Film and print paper.
- Samples of previous successfully completed assignments.

Books
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PHOTOGRAPHY 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: PHOTOGRAPHY 11 OR EXPERIENCE IN DARKROOM AND CAMERA WORK STRONGLY RECOMMENDED

Course Synopsis:

This is an intermediate to advanced course designed to give each student the opportunity to acquire skills which may lead to a lifelong hobby or to a career in photography. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques. The objective of this course is to enhance and refine skills and to provide new perspectives in photography, both as an art form and as a technical instrument. Students will be required to do some written assignments related to photography. Studio equipment will be provided, but it is expected that each student provide their own 35mm camera.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PSYCHOLOGY 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

An introductory course to the scientific field of psychology and the study of human behavior.

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School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: PSYCHOLOGY 12

Course Code: YPSY 12

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 3, 2004

Prerequisites: NONE

Course Synopsis:

Psychology 12 provides students with a basic understanding of human behavior and social relationships. An in-depth exploration of the past present and future of the psychological field is also studied.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: SCRIPT AND SCREEN WRITING 11

Course Code: YSSW 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Script and Screen Writing 11 course has been developed to further allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screenwriting techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of usable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will produce scripts will be produced in various genres, including but not limited to drama, animation, and stage. The students will (a) learn work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience that will be essential for them in their future success in the film industry.
School District 79

Status: approved

School Name: Cowichan Valley Open Learning Co-op

Course Name: SCRIPT AND SCREEN WRITING 12

Course Code: YSSW 12

Category: Liberal Arts and Humanities

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

Script and Screen Writing 12 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Adventure Tourism & Coastal Ecosystems 11

Course Code: YATCE 11

Category: Science and Applied Sciences

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This exciting new course, open to students in grades 11 and 12, is for anyone interested in the environment and outdoor recreation/tourism. Students will study three different ecosystems: Coastal Forest, Intertidal, and Freshwater. They will learn principles of ecology, and natural history of plant and animal species found within each ecosystem.

Students will explore local and global environmental issues, and suggest solutions for these problems. Finally, students will be introduced to the principles of adventure tourism, and will develop key skills necessary to get a job in this field. Students will also be given the opportunity to learn sea kayaking and will be introduced to a local kayak outfitter.

This course combines academic science, field exploration and technical skills necessary to succeed in environmental studies or to gain employment in the adventure tourism industry.

Students will be required to pay a course fee to cover field trip expenses, and must be available one weekend for an introduction to sea kayaking.

Learning Resources:

Will include, but not be limited to:

Books
- Understanding Basic Ecological Concepts, Audrey Tomera, Weston Walch Publisher
- Environmental Science Activities Kit, Michael Roa, Wiley Canada, 2002
- Protected Areas: Preserving Our Future, BC Parks, 2002

Other Resources:
- Visit to local kayak operator, with an introductory kayak workshop
- Field trips to local areas representative of each ecosystem studied
- Navigation charts and topographic maps, compasses, tide and current tables, parallel rulers, dividers

www.bcsta.org
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Art courses at the Grade 11 level recommended

Course Synopsis:

Art Careers 12 – is a general art course with an emphasis on building a portfolio for presentation to future Art Schools, University Art Programs or employers. The thrust of the course is looking at the multitudes of possible careers in art and doing representative projects in each major area. All work would be developed and presented in the most professional manner possible to create the highest quality of portfolio possible.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Art Foods 11

Course Code: YFRT 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: none

Course Synopsis:

Food preparation and presentation is not just a trade, but an art that appeals to all our senses, especially taste, smell and sight! This practical course offers students the opportunity to study and demonstrate all of the techniques associated with Food Art.

Learning Resources:
May include, but not limited to:

A. Print Materials
- Glorious Garnishes, Sterling, 1993
- Finger Good and Party Snacks, Acropolis, 1995
- Garnishes Made Easy, Fairfax, 1994
- Finger Food, Woman’s Weekly Cookbooks, ACP Publishing 2002
- La Technique – Wallaby, 1976
- Art Principles in Clothing, MacMillan, 1972
- Napkin Folding and Place Cards for Festive Tables – Sterling, 1989
- Great Napkin Folding and Table Setting, Sterling 1990
- Food for Today, Clenco – Mcgraw Hill, 2000
- Assorted food magazines

B. Video Resources:
- Healthful Entertaining – International Video Network
- The Easy Napkin Folding Video – C&L productions
- Etiquette, Manners and Rituals with Food – Classroom video productions
- Tempting Appetizers – International Video Network
- Etiquette – I Can’t Even Spell It! – Esk Publishing Group
- Knife Skills: Vegetable Skills – Advanced Education Media Acquisition Centre
- Food Network

C. Electronic Resources: (This is only a place to start so please add others that you like.)
- www.canadianliving.ca
- www.finecooking.com
- www.marthastewart.com
- http://www.exploratorium.edu/exploring/ exploring—chocolate/
Presently, there is an interest by all partners to begin the process of securing B.C. College of Teachers approval for a Developmental Standard Teaching Certificate to teach the Hul'qumi'num language.

Additional Information:

School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Beginning H

Course Code: ybhq 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved:  February 15, 2006

Prerequisites:  None

Course Synopsis:

This introductory course allows for students to enter the Hul’qumi’num language pathway. The students will cover the introductory curriculum which leads to Hul’qumi’num 11. The emphasis in this course is on the following: language use contexts, language quality and language functions.

Learning Resources:

From September 2002 to present, the partners at the provincial level in Hul’qumi’num Language Project have been in the process of developing an Integrated Resource Package (IRP) for the Hul’qumi’num Language K-12 for submission to the Ministry of Education. In the District, Hul’qumi’num resources include but are not limited to the following:

- Lahal Kit
- Basic Hul’qumi’num grammar
- Cowichan puppets (kit)
- Hul’qumi’num word list
- Hwulmuhw food
- Cowichan stories, plays
- Legends of Cowichan
- Place names of Cowichan
- Hul'qumi'num Alphabet
- Classroom Vocabulary
- Beginning Hul'qumi'num
- Quw'utsun Syuw'entst (old)
- Q’ushin’tul (old)

Additional Information:

Presently, there is an interest by all partners to begin the process of securing B.C. College of Teachers approval for a Developmental Standard Teaching Certificate to teach the Hul’qumi’num language.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Broadcasting 11

Course Code: YBRC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course provides an introduction into the world of television broadcast production. Many areas of production will be covered including camera operations, storyboarding/scripting, audio, lighting, hosting, interviewing, directing, historical and ethical issues.

Learning Resources:

will include but not be limited to:
* Camera, sound, video editing equipment manuals
* Visits to professional broadcast studio/shows
* Professional seminars and workshops
* Articles, resources regarding broadcasting available on the internet
* Books:
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Students enrolled in this course must have the permission of their counsellor/ administration before

Course Synopsis:

This course will allow students to explore a variety of work options in order to develop the necessary transferable skills to prepare them for future employment.

Learning Resources:

may include but is not limited to the following:

- Workers’ Compensation Board (WCB) & WHIMIS at workwww.worksafebc.com
- BC workinfo.net for youthwww.workinfo.net.bc.ca/youth
- Canada prospects webzinewww.canadaprospect.com
- Job Futureswww.jobfutures.com
- What’s Key in Labour market Informationwww.whatskey.org
- Surfing for Workwww.surfingforwork.com
- Conference Board of Canada Employability Skills +2000 Profilewww.conferenceboard.ca
- Career Cruising ProgramCareercruising.com
- Career Centre Resources for Job Seeking & Job Keeping
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC Workinfo.net for youth www.workinfo.net.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising Program Careercruising.com
- Life Choices Series by Judith Campbell
The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Computer Graphics 11

Course Code: YCG 11

Category: Trades and Technology

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through Graphic Design using computers and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic Graphic Design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. They learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them. They will be expected to develop an appreciation of Graphic Design and how it is used to communicate ideas, information, and opinions. They will recognize that it is an extensive and dominant force influencing and shaping the social economic condition of our lives.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Computer Graphics 12

Course Code: YCG 12

Category: Trades and Technology

Grade Level of Course:  10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Computer Graphics 11

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through graphic design using computers and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic graphic design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. Students will learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Costuming, Make-up and Hairstyling for Theatre and

Course Code: YCMHS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Textiles 10 recommended

Course Synopsis:

This course is an introduction to the principles of garment construction, make-up and hairstyling as they apply to costumes for the stage and film. As well, students will study the history of garments, make-up and hairstyles. This course will provide students with practical experience by working on student productions throughout.

Learning Resources:

May include but not limited to:

“A Concise History of Costume” by James Laver
“Clothing, Fashion, Fabrics and Construction” by Jeanette Weber
“The Costume Technicians Handbook” by Rosemary Ingham and Liz Covey
“From the Neck Up” by Denise Dreher
“The Magic Garment” by Rebecca Cunningham
School District 79

Status: approved

School Name: Frances Kelsey Secondary
Course Name: Creative Textile Arts 10
Course Code: YCTA 10
Category: Fine Arts, Design, and Media

Grade Level of Course:  

			

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 4, 2004
Prerequisites:

Course Synopsis:

Students are introduced to Textile Arts and Design, production processes, and principles and elements of design. Through exploration of various techniques studied, students gain knowledge and inspiration through completion of individual projects.

This course has been developed to support and encourage students to explore traditional and contemporary art and craft techniques using fiber. Students will explore areas of textile arts: including but not limited to macramé, weaving, crochet and stitchery batik, applique, quilting, dyeing and embellishment of fabric.

Learning outcomes are grouped under the following curriculum organizers:
1. Image development and design strategies
2. Context
3. Visual elements and principles and design as applied to textiles
4. Materials, technologies and processes

The approach supports skill development and encourages pride in creating well crafted work.

Individual creativity is fostered and students will apply aesthetics and art criticism when creating their projects. Students will refine and extend their understanding and appreciation of the crafts as expressive arts.

Length of time on each unit is recommended only, however, if a group of students shows a deeper interest in a specific unit, then time allotments could be adjusted but the total hours for the course should remain the same. The time devoted to each learning outcome is determined by the teacher; however several outcomes can be addressed simultaneously.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Culinary Arts 10

Course Code: YCUA 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

The objective of this course is to provide students with an introduction to professional cooking in a commercial kitchen. Student will work with a variety of products and will learn how to process them accordingly. They will learn practical skills that can be used at home and in the work place. The majority of the course content will be based on practical performance and the development of hand to eye skills as well as learning to use time efficiently. Achievement of learning outcomes will be demonstrated by the ability to work effectively with all equipment and tools that are used in the teaching kitchen.

Learning Resources:

Will include, but not be limited to -
Textbook: On Cooking, Sarah R Labensky, Wayne Gisslen Inc 2003
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Dance 11A

Course Code: YD 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:
This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.

Learning Resources:
May include but not limited to:
Articles and resources available over the internet.
Guest Artists
Mirault, Don, Lifts for Kids, Partner Work for Young Dancers, Video
Professional seminars, workshops and performances
Roe, Cathy, Lifts and Partnering, Video
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Dance 12A

Course Code: YD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course:  

[ ] 10  

[x] 11  

[ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: DIGITAL MEDIA 11

Course Code: YDGM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 1

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This introductory course will focus primarily on digital photography and multi-media for communication and art. Although this course incorporates many of the compositional and technical aspects of traditional photography it makes extensive use of computers and digital technology. This course has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. Students will make digital photographs and multi-media presentations. They will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:

- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: DIGITAL MEDIA 12

Course Code: YDGM 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☑ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: DIGITAL MEDIA 11 RECOMMENDED

Course Synopsis:

This course is a continuation of Digital Photography and Multi Media 11 and has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. The course will focus on color and motion photography and how they can be used presentations for art and communication. Students will make digital photographs and multi-media presentations. Students will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:
- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Dining Room Server 10

Course Code: YDRS 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  February 4, 2004

Prerequisites:  None

Course Synopsis:

This is a beginner’s course designed to give an introduction to dining room and customer service. Included in this course is the history and evolution of food service with a special emphasis on the cultural and social place in society that service holds.

The objective of this course is to provide students with useable, practical skills that will prepare them to be a part of the work force. There will be some written work but the majority of the course is based on their practical performance and hand to eye skills, as well as timing. A dress code is also stressed to adhere to professional standards. A measurement that a student has met the learning outcomes is evident by their ability to provide accurate and attentive service to the customer.

Learning Resources:

Will include, but not be limited to -

School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: ESL Learning Strategies 10

Course Code: YESLS 10

Category: Other

Grade Level of Course: [X] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

**Course Synopsis:**

ESL Learning Strategies 10 is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation.

This course addresses the strategies needed to read, research and write successfully in English at the Grade 10 level.

The course will include an introduction to reading strategies, research skills, and writing activities necessary for academic success.

**Learning Resources:**

Will include, but not be limited to -
- Internet
- Library resources
- Understanding and Using English Grammar - Betty Azar
- Fundamentals of English Grammar - Betty Azar
- Academic Writing Skills - Ranka Curcin
- Academic Reading Skills - Ranka Curcin
- Inside Writing: A Writer’s Workbook - William Salomone
- Making the Grade - David Wood
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: ESL LEARNING STRATEGIES 11

Course Code: YESLS 11

Category: Other

Grade Level of Course:  

10   X 11   12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 11 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: ESL LEARNING STRATEGIES 12

Course Code: YESLS 12

Category: Choose a Category

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: FASHION DESIGN 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- 10
- X 11
- 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship and career opportunities.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: FASHION DESIGN 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship, post secondary education and career opportunities.
This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film. Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
• Camera, sound, video editing equipment manuals,
• Visits to professional production houses, film and television sets,
• Professional seminars and workshops
• Articles, resources regarding filmmaking available on the internet

Books:
• The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
• Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Film Making 11

Course Code: YFMK 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
· Camera, sound, video editing equipment manuals
· Visits to professional production houses, film and television sets
· Professional seminars and workshops
· Articles, resources regarding filmmaking available on the internet

Books:
· The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
· Reel West Digest

Additional Information:

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Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

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Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: First Nations Art 10

Course Code: YFNA 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive year, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include, but not be limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by: Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture
School District 79

Status: approved

School Name: Frances Kelsey Secondary
Course Name: First Nations Art 11
Course Code: YFNA 11
Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 3, 2004
Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
· The Simon Charlie Society
· Cowichan Band’s Heritage Centre
· Provincial Museum
· The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: First Nations Art 12

Course Code: YFNA 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- 10
- 11
- X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by – Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries.

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: FIRST NATIONS LEADERSHIP 11

Course Code: YFNL 11

Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10 ☑ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 2, 2004

Prerequisites: NONE

Course Synopsis:

This course has been developed to allow students an opportunity to explore and develop their personal leadership skills while enhancing critical literacy skills. This course looks at five key areas of leadership: personal leadership, group leadership, traditional leadership, modern leadership and future leadership. Students will actively participate in a variety of projects allowing them to be leaders and positively influence younger students as well as their peers. Students will develop skills in goal setting, teamwork, leadership, reading, writing, speaking and listening. First Nations students possess experiential cultural knowledge that needs to be fostered, enriched and shared.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: FIRST NATIONS TECHNOLOGY 11

Course Code: YFNT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: WOODWORK OR METALWORK 10 RECOMMENDED

Course Synopsis:

An introductory course designed to explore the technologies specific to Native Art and its production.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: FIRST NATIONS TECHNOLOGY 12

Course Code: YFNT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10 [ ]  
11 [ ]  
12 [X]  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: FIRST NATIONS TECHNOLOGY 11 OR CONSTRUCTION 11 RECOMMENDED

Course Synopsis:

A course designed to explore the technologies specific to Native Art and its production, and the machine processes involved in their production.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: FORENSIC SCIENCE 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites:  SCIENCE 10 & PRINCIPLES OF MATH 10 RECOMMENDED

Course Synopsis:

Forensic Science or Crime Scene Reconstruction is the use of scientific method, physical evidence, deductive reasoning and their interrelationships to gain knowledge of the events leading to the commission of a crime. Forensic Science 11 is a course that focuses on giving students a chance to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, archeology, anthropology, law, medicine, and professional/technical writing. This course will expose students to current forensic science methods as well a discussing past practices and reasons for advancements in technology. This course will include a series of inquiry labs, discussion of case studies, field trips and guest speakers, internet research and practical labs that will allow students to strengthen skills of observation, interpretation, reasoning, and formal presentation. The students in this course will be required to design and carry out scientific investigations.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: INTRO TO SCREEN & STAGE WRITING 10

Course Code: YISSW 10

Category: Liberal Arts and Humanities

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Introduction to Writing for the Stage and Screen 10 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Frances Kelsey Secondary
Course Name: Italian Foods 10
Course Code: YITFD 10
Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 4, 2004
Prerequisites: Home Economics 9 recommended

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses.

This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking.

In addition, students will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated.

Students will be completing labs on each of the elements of a traditional Italian meal: antipasti, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods.

The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.

Learning Resources:

Will include but not limited to:
· A variety of cookbooks highlighting Italian cuisine, available at most public and secondary school libraries.
· Video series called Avventura available at www.avventuratv.ca
· Food Safe videos
**School District 79**

Status: approved

School Name: Frances Kelsey Secondary

Course Name: ITALIAN FOODS 11

Course Code: YITFD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  
- [X] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

**Course Synopsis:**

This is a course designed for students who may or may not have had previous foods courses. This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking. In addition, they will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated. Students will be completing labs on each of the elements of a traditional Italian meal: antipasto, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods. The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course:  

10  X 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to develop keyboarding proficiency as a personal life skill and as a foundation for career development.

Learning Resources:

May include but not limited to:

   Skillbuilding, Building Speed & Accuracy on the Keyboard, Eide, Rieck, Klemin McGraw-Hill
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course:  
10 [x]  11 [ ]  12 [ ]

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 10 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. In the Grade 10 level of leadership students will be expected to operate events in the school and in the community. The focus areas for grade 10 students during school and community events will be communication skills, positive self-esteem and self-image, investigating personal strengths and weaknesses and developing as an effective group member.

Learning Resources:

May include but not limited to the following:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 11 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues with core units or themes of study which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 11 level of leadership, students will be expected to demonstrate skills by managing school and community events. The focus areas of development for grade 11 students during school and community events will be effective leadership skills, planning personal growth, problem solving and conflict resolution skills.

Learning Resources:

May include but not limited to:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 12 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. Participation in class activities and volunteering time in the school/community is essential to achieving the course goals. This course is offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues and summarizes the core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 12 level of leadership, students will be expected to organize school or community events. The focus areas of development for grade 12 students during school and community events will be effective leadership skills, time management principles, planning for success and conflict resolution styles.

Learning Resources:

My include but not limited to the following:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Uken, Lorraine
- Working Together. Uken, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website

www.bcsta.org
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: LEARNING STRATEGIES 10

Course Code: YLS 10

Category: Liberal Arts and Humanities

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:

• Fully understand their learning disability;
• Receive remediation of academic skills in areas of concern for the ld student as reflected in their psycho-educational assessment;
• Become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners;
• Receive instruction in strategies to assist general learning in the regular classroom;
• Receive instruction in assisted technology – cowriter, kurzweil, inspirations;
• Receive instruction in organizational/time management strategies;
• Receive classroom support for academic interventions/ adaptations as outlined in the individual education plan (extra time required to finish tests, reader, scribe, computer with spell check);
• Work both independently and cooperatively with all staff, peer tutors, students, teaching assistants;
• Receive testing required to support adjudication;
• Have their Individual Education Plan administered effectively and completely.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: LEARNING STRATEGIES 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:
• fully understand their learning disability
• recognize their unique learning style and how to “tap” into it
• become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: MATERIAL PRODUCTS TECHNOLOGY 11

Course Code: YMPT 11

Category: Trades and Technology

Grade Level of Course:  
   ☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An exploratory hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: MATERIALS PRODUCTS TECHNOLOGY 12

Course Code: YMPT 12

Category: Trades and Technology

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PREVIOUS SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An advanced hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available and with work experience options in the field of your choice for course credit, when available. Students will learn very valuable marketable skills.

This course is designed to provide opportunities to design and build more advanced and challenging projects than those attempted in grade eleven. Products that are more intricate, aesthetic, precise, complicated and valuable.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

Prerequisites:  

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.

www.bcsta.org
School District 79

Status: approved

School Name: Frances Kelsey Secondary
Course Name: ONSTAGE 11
Course Code: YOS 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  

10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 2, 2005
Prerequisites: NONE

Course Synopsis:

On Stage 11 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. The course is taught in both school time and in extra-curricular time. Public evening performances take place.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: ONSTAGE 12

Course Code: YOS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: NONE

Course Synopsis:

On Stage 12 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. These disciplines are integrated in On Stage 12. Public performance is a culminating activity of this course.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School.

Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Will include, but not be limited to -
- Peer Counselling Journal - prepared by Janice Rose
- The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
- Cool Solutions - by Deb Hale and Marion McCristal
- Student Workbook To Accompany The Peer Counselling Start Kit Workbook - by Gail Roberts
- Let’s Live - BC Council For Families
- Kids Helping Kids - Trevor Cole
- Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley
- Choices - by Vancouver Crisis Center
- The Skilled Helper: A Systematic - Approach by Gerard Egan
- 100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
- Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Peer Counselling Journal - prepared by Janice Rose
The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
Cool Solutions - by Deb Hale and Marion McCristal
Student Workbook To Accompany The
Peer Counselling Start Kit Workbook - by Gail Roberts
Let's Live - BC Council For Families
Kids Helping Kids - Trevor Cole
Young Women, Young Men Changing- by Jean Fraser, Mary Kirchner, Laurel Whatley
Choices- by Vancouver Crisis Center
The Skilled Helper: A Systematic Approach - by Gerard Egan
100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PEER COUNSELLING 12

Course Code: YPCOU 12

Category: Health and Human Services

Grade Level of Course:  [ ] 10  [ ] 11  [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, productive thinking skills, reading strategies.

Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring

Learning Resources:

Will include, but not be limited to:
A Guide for Student Tutors - Patricia Koskinen & Robert Wilson

Kids Helping Kids - Trevor Cole

Classroom - Jack Canfield & Harold Wells

Effective Helping - Gerard Egan
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PEER TUTORING 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: [ ] 10  [X] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  ☒ 10  ☒ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. 
Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PERSONAL FITNESS & LIFESTYLES 11

Course Code: YPFTL 11

Category: Fitness and Recreation

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PE 10 RECOMMENDED

Course Synopsis:

This Physical Education course is primarily targeted to those students who wish to understand the components of fitness and how those can be integrated into a healthy and active lifestyle. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. This course will also provide an opportunity for students to develop leadership skills as well as experience a variety of activities that they could integrate into their current and future lifestyle. The goal of this course is to give students the knowledge and practical understanding of how to live a healthy lifestyle.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PERSONAL FITNESS & LIFESTYLES 12

Course Code: YPFTL 12

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 15, 2006

Prerequisites: PERSONAL FITNESS & LIFESTYLES 11 RECOMMENDED

Course Synopsis:

This Physical Education course is targeted to those students who wish to understand the components of fitness, how those can be integrated into healthy lifestyles, demonstrating the fitness components to others. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. Along with this, students will branch into the local community by organizing activities for community groups or for local elementary schools. In addition, students will analyze not only their own nutritional habits but critically examine the role and influence of the media on personal choices.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: none

Course Synopsis:

This is a beginners’ course designed to give each student a good foundation into black and white photography using the 35 mm camera format.

The course will include an introduction to the history of the development of photography, as well as the evolution of the camera. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques.

The objective of this course is to awaken and nurture the students’ visual communication skills by a variety of photographic techniques culminating in a portfolio of fine photographs.

Students will be required to do some written assignments related to photography. In order to measure the students’ knowledge and understanding of photography, quizzes and tests will have to be written culminating in a final exam.

Equipment will be available to the students, but it is to the student’s advantage to own a 35 mm single lens reflex camera.

Learning Resources:

Will include, but not be limited to:
- Dark room equipment
- SLR cameras
- Articles and information journals concerning photography.
- Film and print paper.
- Samples of previous successfully completed assignments.

Books
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PHOTOGRAPHY 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

- [ ] 10
- [ ] 11
- [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: PHOTOGRAPHY 11 OR EXPERIENCE IN DARKROOM AND CAMERA WORK STRONGLY RECOMMENDED

Course Synopsis:

This is an intermediate to advanced course designed to give each student the opportunity to acquire skills which may lead to a lifelong hobby or to a career in photography. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques. The objective of this course is to enhance and refine skills and to provide new perspectives in photography, both as an art form and as a technical instrument. Students will be required to do some written assignments related to photography. Studio equipment will be provided, but it is expected that each student provide their own 35mm camera.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: PSYCHOLOGY 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

An introductory course to the scientific field of psychology and the study of human behavior.
School District 79

Status: approved

School Name: Frances Kelsey Secondary
Course Name: PSYCHOLOGY 12
Course Code: YPSY 12
Category: Liberal Arts and Humanities

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: November 3, 2004
Prerequisites: NONE

Course Synopsis:
Psychology 12 provides students with a basic understanding of human behavior and social relationships. An in-depth exploration of the past present and future of the psychological field is also studied.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: SCRIPT AND SCREEN WRITING 11

Course Code: YSSW 11

Category: Liberal Arts and Humanities

Grade Level of Course:  
☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Script and Screen Writing 11 course has been developed to further allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will produce scripts will be produced in various genres, including but not limited to drama, animation, and stage. The students will (a) learn work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience that will be essential for them in their future success in the film industry.
School District 79

Status: approved

School Name: Frances Kelsey Secondary

Course Name: SCRIPT AND SCREEN WRITING 12

Course Code: YSSW 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

Script and Screen Writing 12 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Adventure Tourism & Coastal Ecosystems 11

Course Code: YATCE 11

Category: Science and Applied Sciences

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This exciting new course, open to students in grades 11 and 12, is for anyone interested in the environment and outdoor recreation/tourism. Students will study three different ecosystems: Coastal Forest, Intertidal, and Freshwater. They will learn principles of ecology, and natural history of plant and animal species found within each ecosystem.

Students will explore local and global environmental issues, and suggest solutions for these problems. Finally, students will be introduced to the principles of adventure tourism, and will develop key skills necessary to get a job in this field. Students will also be given the opportunity to learn sea kayaking and will be introduced to a local kayak outfitter.

This course combines academic science, field exploration and technical skills necessary to succeed in environmental studies or to gain employment in the adventure tourism industry.

Students will be required to pay a course fee to cover field trip expenses, and must be available one weekend for an introduction to sea kayaking.

Learning Resources:

Will include, but not be limited to:

Books
- Understanding Basic Ecological Concepts, Audrey Tomera, Weston Walch Publisher
- Environmental Science Activities Kit, Michael Roa, Wiley Canada, 2002
- Protected Areas: Preserving Our Future, BC Parks, 2002

Other Resources:
- Visit to local kayak operator, with an introductory kayak workshop
- Field trips to local areas representative of each ecosystem studied
- Navigation charts and topographic maps, compasses, tide and current tables, parallel rulers, dividers

www.bcsta.org
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Art Careers 12

Course Code: YARC 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10 □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Art course at the Grade 11 level recommended

Course Synopsis:

Art Careers 12 – is a general art course with an emphasis on building a portfolio for presentation to future Art Schools, University Art Programs or employers. The thrust of the course is looking at the multitudes of possible careers in art and doing representative projects in each major area. All work would be developed and presented in the most professional manner possible to create the highest quality of portfolio possible.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Art Foods 11

Course Code: YFRT 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  ☑️ 10  ☑️ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: none

Course Synopsis:

Food preparation and presentation is not just a trade, but an art that appeals to all our senses, especially taste, smell and sight! This practical course offers students the opportunity to study and demonstrate all of the techniques associated with Food Art.

Learning Resources:
May include, but not limited to:

A. Print Materials
- Glorious Garnishes, Sterling, 1993
- Finger Good and Party Snacks, Acropolis, 1995
- Garnishes Made Easy, Fairfax, 1994
- Finger Food, Woman’s Weekly Cookbooks, ACP Publishing 2002
- La Technique – Wallaby, 1976
- Art Principles in Clothing, MacMillan, 1972
- Napkin Folding and Place Cards for Festive Tables – Sterling, 1989
- Great Napkin Folding and Table Setting, Sterling 1990
- Food for Today, Clenco – McGraw Hill, 2000
- Assorted food magazines

B. Video Resources:
- Healthful Entertaining – International Video Network
- The Easy Napkin Folding Video – C&L productions
- Etiquette, Manners and Rituals with Food – Classroom video productions
- Tempting Appetizers – International Video Network
- Etiquette – I Can’t Even Spell It! – Esk Publishing Group
- Knife Skills: Vegetable Skills – Advanced Education Media Acquisition Centre
- Food Network

C. Electronic Resources: (This is only a place to start so please add others that you like.)
- www.canadianliving.ca
- www.finecooking.com
- www.marthastewarteart.com
- http://www.exploratorium.edu/exploring/ exploring—chocolate/
Presently, there is an interest by all partners to begin the process of securing B.C. College of Teachers approval for a Developmental Standard Teaching Certificate to teach the Hul'qumi'num language.

Additional Information:

School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Beginning Hul’qumi’num 11

Course Code: YBHQ 11

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

This introductory course allows for students to enter the Hul’qumi’num language pathway. The students will cover the introductory curriculum which leads to Hul’qumi’num 11. The emphasis in this course is on the following: language use contexts, language quality and language functions.

Learning Resources:

From September 2002 to present, the partners at the provincial level in Hul’qumi’num Language Project have been in the process of developing an Integrated Resource Package (IRP) for the Hul’qumi’num Language K-12 for submission to the Ministry of Education. In the District, Hul’qumi’num resources include but are not limited to the following:

Lahal Kit
Basic Hul’qumi’num grammar
Cowichan puppets (kit)
Hul’qumi’num word list
Hwulmuhw food
Cowichan stories, plays
Legends of Cowichan
Place names of Cowichan
Hul’qumi’num’ Alphabet
Classroom Vocabulary
Beginning Hul’qumi’num
Quw’utsun Syuw’entst (old)
Q’ushin’tul (old)

Additional Information:

Presently, there is an interest by all partners to begin the process of securing B.C. College of Teachers approval for a Developmental Standard Teaching Certificate to teach the Hul’qumi’num language.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Broadcasting 11

Course Code: YBRC 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  
☐ 11  
☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course provides an introduction into the world of television broadcast production. Many areas of production will be covered including camera operations, storyboarding/scripting, audio, lighting, hosting, interviewing, directing, historical and ethical issues.

Learning Resources:

will include but not be limited to:

* Camera, sound, video editing equipment manuals
* Visits to professional broadcast studio/shows
* Professional seminars and workshops
* Articles, resources regarding broadcasting available on the internet
* Books:
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Career Exploration 11

Course Code: YCE 11

Category: Other

Grade Level of Course: 

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Students enrolled in this course must have the permission of their counsellor/ administration before

Course Synopsis:

This course will allow students to explore a variety of work options in order to develop the necessary transferable skills to prepare them for future employment.

Learning Resources:

may include but is not limited to the following:

-Workers' Compensation Board (WCB) & WHIMIS at workwww.worksafebc.com
-BC workinfo net for youthwww.workinfo net.bc.ca/youth
-Canada prospects webzinewww.canadaprospects.com
-Job Futureswww.jobfutures.com
-What's Key in Labour market Informationwww.whatskey.org
-Surfing for Workwww.surfingforwork.com
-Conference Board of Canada Employability Skills +2000 Profilewww.confere nceboard.ca
-Career Cruising ProgramCareercruising.com
-Career Centre Resources for Job Seeking & Job Keeping
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Career Pathways 11

Course Code: YCAPW 11

Category: Other

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: None

Course Synopsis:

The purpose of this course is to provide students with the opportunity to explore different career choices. Students will develop a variety of skills that will explore the eight focus areas set out by the Ministry of Education: Business and Applied Business; Fine Arts, Design and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality and Foods; Trades and Technology. Students will then have the opportunity to choose one of the focus areas to explore as their career pathway. Students will develop the following skills: job-seeking, job-keeping, organization, goal-setting, time-management, public speaking and technological skills.

Learning Resources:

Will include but is not limited to:
- Workers’ Compensation Board (WCB) & WHIMIS at work www.worksafebc.com
- BC WorkinfoNet for youth www.workinfoNet.bc.ca/youth
- Job Futures www.jobfutures.com
- What’s Key in Labour market Information www.whatskey.org
- Surfing for Work www.surfingforwork.com
- Career Centre Resources for Job Seeking & Job Keeping
- Conference Board of Canada Employability Skills +2000 Profile www.conferenceboard.ca
- Career Cruising Program Careercruising.com
- Life Choices Series by Judith Campbell
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Climatology and the Environment 11

Course Code: YCMEN 11

Category: Science and Applied Sciences

Grade Level of Course: ☒ 10 ☒ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the issue of climate change. Students will gain awareness and understanding of global weather and climate patterns, causes of climate change, regional and global impacts and responses to climate change.

The purpose of the course is to provide an overview of climate change/global warming issue, from its discovery to its potential effects on Canada and other countries. Social and scientific methods will be applied throughout the units and students will develop a basis of understanding essential to future environmental studies (geography, geology, meteorology, biology, etc.).

Learning Resources:

Will include but not be limited to:

• Articles, resources and data available on the internet
• Fact sheets and information available from Pembina Climate Change Awareness and Education Action Kit

Videos:

• Turning Down the Heat, Pembina Institute.

Books

• Climate Change Poster Series. Government of Canada.

Additional Information:

This is a new course based in part on the numerous climate change resource kits produced in recent years. The subject matter of this course is evolving and more resources are becoming available. The course will require some fine tuning as it evolves.

The essence of the course is to provide students the opportunity to examine a topic which will have impacts on their personal and future professional lives.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Computer Graphics 11

Course Code: YCG 11

Category: Trades and Technology

Grade Level of Course:  
- [ ] 10  
- [X] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through Graphic Design using computers and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic Graphic Design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. They learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them. They will be expected to develop an appreciation of Graphic Design and how it is used to communicate ideas, information, and opinions. They will recognize that it is an extensive and dominant force influencing and shaping the social economic condition of our lives.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Computer Graphics 12

Course Code: YCG 12

Category: Trades and Technology

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: Computer Graphics 11

Course Synopsis:

This course has been developed to help students explore the range of personal and social expression through graphic design using computers and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic graphic design, composition and visual communication skills and how to apply them to different output or presentation forms: internet, slide shows, advertising, historical documentation, publishing, exhibitions, and more. Students will use computers extensively to create graphic illustrations, photographs, typography, and symbolism for publishing, multi-media presentations, and other methods of communication. Students will learn some basic marketing techniques, be aware of marketing strategies and how they affect a target audience and make critical, informed responses to them.

Learning Resources:

Will include but not limited to:

- computers, graphic design software, video editing equipment and materials
- visits to print shops and graphic design studios and visits from professional designers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines

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School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Costuming, Make-up and Hairstyling for Theatre and

Course Code: YCMHS 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  x 11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: Textiles 10 recommended

Course Synopsis:

This course is an introduction to the principles of garment construction, make-up and hairstyling as they apply to costumes for the stage and film. As well, students will study the history of garments, make-up and hairstyles. This course will provide students with practical experience by working on student productions throughout.

Learning Resources:

May include but not limited to:

“A Concise History of Costume” by James Laver
“Clothing, Fashion, Fabrics and Construction” by Jeanette Weber
“The Costume Technicians Handbook” by Rosemary Ingham and Liz Covey
“From the Neck Up” by Denise Dreher
“The Magic Garment” by Rebecca Cunningham
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Creative Textile Arts 10

Course Code: YCTA 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites:

Course Synopsis:

Students are introduced to Textile Arts and Design, production processes, and principles and elements of design. Through exploration of various techniques studied, students gain knowledge and inspiration through completion of individual projects.

This course has been developed to support and encourage students to explore traditional and contemporary art and craft techniques using fiber. Students will explore areas of textile arts: including but not limited to macramé, weaving, crochet and stitchery, batik, applique, quilting, dyeing and embellishment of fabric.

Learning outcomes are grouped under the following curriculum organizers:
1.Image development and design strategies
2.Context
3.Visual elements and principles and design as applied to textiles
4.Materials, technologies and processes

The approach supports skill development and encourages pride in creating well crafted work.

Individual creativity is fostered and students will apply aesthetics and art criticism when creating their projects. Students will refine and extend their understanding and appreciation of the crafts as expressive arts.

Length of time on each unit is recommended only, however, if a group of students shows a deeper interest in a specific unit, then time allotments could be adjusted but the total hours for the course should remain the same. The time devoted to each learning outcome is determined by the teacher; however several outcomes can be addressed simultaneously.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Culinary Arts 10

Course Code: YCUA 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

The objective of this course is to provide students with an introduction to professional cooking in a commercial kitchen. Student will work with a variety of products and will learn how to process them accordingly. They will learn practical skills that can be used at home and in the work place. The majority of the course content will be based on practical performance and the development of hand to eye skills as well as learning to use time efficiently. Achievement of learning outcomes will be demonstrated by the ability to work effectively with all equipment and tools that are used in the teaching kitchen.

Learning Resources:

Will include, but not be limited to -
Textbook: On Cooking, Sarah R Labensky, Wayne Gisslen Inc 2003
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Dance 11A

Course Code: YD 11A

Category: Fine Arts, Design, and Media

Grade Level of Course:  
☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.

Learning Resources:

May include but not limited to:
Articles and resources available over the internet.
Guest Artists
Mirault, Don, Lifts for Kids, Partner Work for Young Dancers, Video
Professional seminars, workshops and performances
Roe, Cathy, Lifts and Partnering, Video
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Dance 12A

Course Code: YD 12A

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☑️ 11 ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered through partner work in dance. Students will be given the opportunity to develop skills and strength, dance technique and vocabulary, trust and confidence through movement training, choreography and performance.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: DIGITAL MEDIA 11

Course Code: YDGM 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  ✔ 10  ❌ 11  ❌ 12

Number of Course Credits: 1

Number of Hours of Instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This introductory course will focus primarily on digital photography and multi–media for communication and art. Although this course incorporates many of the compositional and technical aspects of traditional photography it makes extensive use of computers and digital technology. This course has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. They will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn basic photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. Students will make digital photographs and multi-media presentations. They will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:

- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines

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School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: DIGITAL MEDIA 12

Course Code: YDGM 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: DIGITAL MEDIA 11 RECOMMENDED

Course Synopsis:

This course is a continuation of Digital Photography and Multi Media 11 and has been developed to help students explore the range of personal and social expression through digital photography and multi-media as a communication tool and art form. Students will be able to investigate the diverse opportunities and possibilities for related careers and interests. Students will learn photographic and compositional skills and learn how to apply them to different output or presentation forms: internet, slide shows, home videos, advertising, historical documentation, publishing, galley exhibitions, and more. The course will focus on color and motion photography and how they can be used presentations for art and communication. Students will make digital photographs and multi-media presentations. Students will be expected to develop an appreciation of photography and multi-media works and respond to them critically in an informed and responsible manner.

Learning Resources:

Will include but not limited to:
- cameras, computers, video editing equipment and materials
- visits to photographic studios and visits from professional photographers and personnel in related fields
- professional seminars and workshops
- Internet sources, related articles and sites
- videos and multi-media related presentations
- books and magazines
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Dining Room Server 10

Course Code: YDRS 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This is a beginner’s course designed to give an introduction to dining room and customer service. Included in this course is the history and evolution of food service with a special emphasis on the cultural and social place in society that service holds.

The objective of this course is to provide students with useable, practical skills that will prepare them to be a part of the work force. There will be some written work but the majority of the course is based on their practical performance and hand to eye skills, as well as timing. A dress code is also stressed to adhere to professional standards. A measurement that a student has met the learning outcomes is evident by their ability to provide accurate and attentive service to the customer.

Learning Resources:

Will include, but not be limited to -

School District 79

Status: approved

School Name: Lake Cowichan Secondary
Course Name: ESL Learning Strategies 10
Course Code: YESLS 10
Category: Other
Grade Level of Course:  
☐ 10  ☑ 11  ☑ 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 3, 2004
Prerequisites: None

Course Synopsis:

ESL Learning Strategies 10 is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation.

This course addresses the strategies needed to read, research and write successfully in English at the Grade 10 level.

The course will include an introduction to reading strategies, research skills, and writing activities necessary for academic success.

Learning Resources:

Will include, but not be limited to -
- Internet
- Library resources
- Understanding and Using English Grammar - Betty Azar
- Fundamentals of English Grammar - Betty Azar
- Academic Writing Skills - Ranka Curcin
- Academic Reading Skills - Ranka Curcin
- Inside Writing: A Writer’s Workbook - William Salomone
- Making the Grade - David Wood
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: ESL LEARNING STRATEGIES 11

Course Code: YESLS 11

Category: Other

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 11 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: ESL LEARNING STRATEGIES 12

Course Code: YESLS 12

Category: Choose a Category

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: FASHION DESIGN 11

Course Code: YFASD 11

Category: Fine Arts, Design, and Media

Grade Level of Course:   □ 10   □ 11   □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   February 2, 2005

Prerequisites:   NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship and career opportunities.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: FASHION DESIGN 12

Course Code: YFASD 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10  [X] 11  [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Course Synopsis: Students are introduced to the business and design of the fashion industry. This course explores all aspects of the fashion industry: elements and principles of design, textile science, technology and design, ready to wear, haute couture, merchandising, retailing, entrepreneurship, post secondary education and career opportunities.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.

School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Film Making 10

Course Code: YFMK 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  

   □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film. Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focussed film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
· Camera, sound, video editing equipment manuals,
· Visits to professional production houses, film and television sets,
· Professional seminars and workshops
· Articles, resources regarding filmmaking available on the internet

Books:
· The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
· Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.

School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Film Making 11

Course Code: YFMK 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

Learning Resources:

Will include but not be limited to:
· Camera, sound, video editing equipment manuals
· Visits to professional production houses, film and television sets
· Professional seminars and workshops
· Articles, resources regarding filmmaking available on the internet

Books:
· The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
· Reel West Digest

Additional Information:

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
This course has been developed to allow students to explore the range of personal and social expression offered by the medium of film.

Students will develop individual skills in the key film production elements of sound, lights, camera, film editing and post-production, screen writing and acting, and will, through their participation in the production of a course focused film, learn the various functions of a motion picture crew and the work habits essential to future success in the film industry.

**Learning Resources:**

Will include but not be limited to:
- Camera, sound, video editing equipment manuals
- Visits to professional production houses, film and television sets
- Professional seminars and workshops
- Articles, resources regarding filmmaking available on the internet

Books:
- The Movies – A Short History, Mast and Kawin, ISBN 0-205-19670-5, Allyn and Bacon
- Reel West Digest

**Additional Information:**

This is a new course that will inevitably require some fine-tuning as it evolves. The essence of it is to provide a hands-on experiential opportunity for the students to work with experienced staff and industry professionals to create real movies and to develop their own sense of cinematic style.
School District 79

Status: approved

School Name: Lake Cowichan Secondary
Course Name: First Nations Art 10
Course Code: YFNA 10
Category: Fine Arts, Design, and Media
Grade Level of Course: 10
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: February 4, 2004
Prerequisites: None

Course Synopsis:
This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive year, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own

Learning Resources:
Will include, but not be limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by: Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library

Additional Information:
Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture
School District 79

Status: approved

School Name: Lake Cowichan Secondary
Course Name: First Nations Art 11
Course Code: YFNA 11
Category: Fine Arts, Design, and Media
Grade Level of Course: 10 11 12
Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: March 3, 2004
Prerequisites: None

Course Synopsis:
This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:
Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:
Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: First Nations Art 12

Course Code: YFNA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 3, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to reflect the integrated view of the world held by traditional First Nations cultures. This balance of physical, emotional, mental and spiritual values exists in the material world of stories, crests, house posts, photographs, baskets, blankets, ceremonial objects and paintings.

Using wood as a primary medium, students are encouraged to explore and create carvings reflecting the enduring values and beliefs of First Nations cultures.

Students will be guided and encouraged in skill development and tool use toward mastery of three-dimensional wood sculpture. With each progressive level, students are expected to evolve and transform their skill and knowledge of West Coast Native Art forms, all with the goal of tolerance and understanding of cultures different from their own.

Learning Resources:

Will include but not limited to:

Books:
- Learning by Designing – Volume 1 and 2 – Jim Gilbert
- Karin Clark
- Books by – Bill Reid, Robert Davidson, and other compilations of West Coast Native Art, in the classroom library.

Additional Information:

Visitation to the following is recommended:
- The Simon Charlie Society
- Cowichan Band’s Heritage Centre
- Provincial Museum
- The Internet and Libraries.

Use Internet and Library resources to explore First Nations art and culture.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: FIRST NATIONS LEADERSHIP 11

Course Code: YFNL 11

Category: Liberal Arts and Humanities

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:       June 2, 2004

Prerequisites:       NONE

Course Synopsis:

This course has been developed to allow students an opportunity to explore and develop their personal leadership skills while enhancing critical literacy skills. This course looks at five key areas of leadership: personal leadership, group leadership, traditional leadership, modern leadership and future leadership. Students will actively participate in a variety of projects allowing them to be leaders and positively influence younger students as well as their peers. Students will develop skills in goal setting, teamwork, leadership, reading, writing, speaking and listening. First Nations students possess experiential cultural knowledge that needs to be fostered, enriched and shared.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: FIRST NATIONS TECHNOLOGY 11

Course Code: YFNT 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  X 11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: WOODWORK OR METALWORK 10 RECOMMENDED

Course Synopsis:

An introductory course designed to explore the technologies specific to Native Art and its production.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: FIRST NATIONS TECHNOLOGY 12

Course Code: YFNT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: FIRST NATIONS TECHNOLOGY 11 OR CONSTRUCTION 11 RECOMMENDED

Course Synopsis:

A course designed to explore the technologies specific to Native Art and its production, and the machine processes involved in their production.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: FORENSIC SCIENCE 11

Course Code: YFSC 11

Category: Science and Applied Sciences

Grade Level of Course:  
- [ ] 10
- [x] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: SCIENCE 10 & PRINCIPLES OF MATH 10 RECOMMENDED

Course Synopsis:

Forensic Science or Crime Scene Reconstruction is the use of scientific method, physical evidence, deductive reasoning and their interrelationships to gain knowledge of the events leading to the commission of a crime. Forensic Science 11 is a course that focuses on giving students a chance to gain and apply knowledge from the areas of history, math, biology, chemistry, physics, earth science, archeology, anthropology, law, medicine, and professional/technical writing.

This course will expose students to current forensic science methods as well as discussing past practices and reasons for advancements in technology. This course will include a series of inquiry labs, discussion of case studies, field trips and guest speakers, internet research and practical labs that will allow students to strengthen skills of observation, interpretation, reasoning, and formal presentation. The students in this course will be required to design and carry out scientific investigations.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Ground Search and Rescue 11

Course Code: YGSAR 11

Category: Other

Grade Level of Course: □ 10  □ 11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: November 3, 2004

Prerequisites: None

Course Synopsis:

This Ground Search and Rescue (GSAR) course has been designed as the entry level standard for ground and inland water search and rescue within the Province of British Columbia. Students completing training cannot receive full membership status until they reach the age of 19.

Topics in this course range from basic survival skills to team oriented searches. Students will gain practical experience in compass use, map reading, basic tracking and other relevant skills that allow them to help in an emergency backwoods situation. They will be given the opportunity to meet and work with a team of practicing GSAR members in a mock search overnight activity. Students will develop insight into the typical responses of lost persons and the resulting trauma of family and friends.

Finally, this course emphasizes team building skills and teamwork in order to maintain a clear, calm perspective in physically and emotionally demanding situations. Students are expected to achieve a mastery level (70%) on all written and practical assessments. All students are expected to pay a course fee of $30.00 and must provide their own footwear and appropriate outdoor clothing. Fieldwork will occur in the forests near the school, on school fields and on field trips. ALL STUDENTS must complete the overnight activity to receive full credit for this course.
Learning Resources:

May include but not limited to -
- GSAR Manual
- GSAR Instructor Guide and Manual
- Take a practical course on wilderness survival like the following: Basic Wilderness Survival (Mors Kochanski, Prof, Uof A)

The following books have proved valuable in this course:
4. 98.6 Degrees: The Art of Keeping Your Ass Alive, Cody Lundin, Gibbs Smith Publishing
7. The SAS Handbook of Living Off the Land, Chris McNab, Amber Books LTD
8. Outdoor Safety and Survival, Judi Lees, Greystone Books
12. Our Favourite Hikes in the Lake Cowichan Area, John and Georgie Clark, Rick Nott, Community Economic Adjustment Committee

Videos:
- Bearsafe (BC Min of Env)
- Northern Wilderness Survival (Kochanski)
- Lost in the Wilderness
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: INTRO TO SCREEN & STAGE WRITING 10

Course Code: YISSW 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Introduction to Writing for the Stage and Screen 10 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Italian Foods 10

Course Code: YITFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: Home Economics 9 recommended

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses.

This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking.

In addition, students will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated.

Students will be completing labs on each of the elements of a traditional Italian meal: antipasti, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods.

The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.

Learning Resources:

Will include but not limited to:
- A variety of cookbooks highlighting Italian cuisine, available at most public and secondary school libraries.
- Video series called Avventura available at www.avventuratv.ca
- Food Safe videos
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: ITALIAN FOODS 11

Course Code: YITFD 11

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  ☒ 10  ☒ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

This is a course designed for students who may or may not have had previous foods courses. This course will include both theory and practical components. After completing a required safety unit, students will be introduced to classic ingredients used in Italian cooking. In addition, they will explore the geography of Italy and how this has historically affected regional cooking. Modern and locally available substitutions for classic ingredients are also investigated. Students will be completing labs on each of the elements of a traditional Italian meal: antipasto, pasta, gnocchi, risotto, polenta, soups, meat, poultry, vegetables, salads, breads, pizzas, focaccia, desserts and holiday foods. The objective of this course is to inspire students to develop an appreciation for cooking and an interest in other cultures, while developing basic cooking skills within the context of a nutritionally sound diet.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Leadership 10

Course Code: YLEAD 10

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 10 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course may be offered a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. In the Grade 10 level of leadership students will be expected to operate events in the school and in the community. The focus areas for grade 10 students during school and community events will be communication skills, positive self-esteem and self-image, investigating personal strengths and weaknesses and developing as an effective group member.

Learning Resources:

May include but not limited to the following:
- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Leadership 11

Course Code: YLEAD 11

Category: Other

Grade Level of Course: 10 ✔ 11 ❌ 12 ❌

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 11 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. This course maybe offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues with core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 11 level of leadership, students will be expected to demonstrate skills by managing school and community events. The focus areas of development for grade 11 students during school and community events will be effective leadership skills, planning personal growth, problem solving and conflict resolution skills.

Learning Resources:

May include but not limited to:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website

www.bcsta.org
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [X] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: none

Course Synopsis:

The purpose of this course is to provide students with the opportunity to understand and appreciate the nature of leadership and being a group member, as well as the values and benefits of being of service to others. Leadership 12 is designed to give students an awareness of social and civic responsibility and an understanding of effective leadership styles and methods. It is based on the concept that leadership can be developed through a variety of service opportunities. An essential part of this class is active hands on, minds on experiential learning. Students will develop lifelong skills in the areas of organizing, self-image, goal-setting, time management, public speaking, school and community service, public relations, communication skills, conflict resolution and mediation skills by using basic psychology, decision making, team building and an understanding of various leadership styles. Students will develop these skills in and outside of the classroom through theoretical and practical means. Participation in class activities and volunteering time in the school/community is essential to achieving the course goals. This course is offered as a class outside the main timetable as well as individual time spent volunteering, planning, organizing and executing activities and events. This course continues and summarizes the core units or themes of study, which increase in depth and have higher expectations at each grade of leadership from grade 10 – 12. In the grade 12 level of leadership, students will be expected to organize school or community events. The focus areas of development for grade 12 students during school and community events will be effective leadership skills, time management principles, planning for success and conflict resolution styles.

Learning Resources:

My include but not limited to the following:

- The Seven Habits of Highly Effective Teens. Covey, Sean
- Growing the Distance. Clemmer, Jim
- Life Strategies for Teens. McGraw, Jay
- All Together Now. Ukens, Lorraine
- Working Together. Ukens, Lorraine
- Activities that Teach. Jackson, Tom
- More Activities that Teach. Jackson, Tom
- Team Building through Physical Challenges. D.R. Glover and D.W. Midura
- The Speaker’s Handbook. Sprague, Jo and Douglas Stuart
- Catch them Being Good. DiCicco, Tony
- The Leadership Challenge. Kouzes and Posner
- Videos (eg ‘Pay It Forward’)
- CASAA Newsletters/Website
- BCASAA Newsletters/Website
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: LEARNING STRATEGIES 10

Course Code: YLS 10

Category: Liberal Arts and Humanities

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

This course has been developed to provide an opportunity for students in the Learning Disabled population to:
• Fully understand their learning disability;
• Receive remediation of academic skills in areas of concern for the ld student as reflected in their psycho-educational assessment;
• Become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners;
• Receive instruction in strategies to assist general learning in the regular classroom;
• Receive instruction in assisted technology – cowriter, kurzweil, inspirations;
• Receive instruction in organizational/time management strategies;
• Receive classroom support for academic interventions/ adaptations as outlined in the individual education plan (extra time required to finish tests, reader, scribe, computer with spell check);
• Work both independently and cooperatively with all staff, peer tutors, students, teaching assistants;
• Receive testing required to support adjudication;
• Have their Individual Education Plan administered effectively and completely.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: LEARNING STRATEGIES 11

Course Code: YLS 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: LEARNING RESOURCE STUDENT AS IDENTIFIED BY THE SCHOOL/STUDENT SUPPORT SERVICES

Course Synopsis:

Course Synopsis:
This course has been developed to provide an opportunity for students in the Learning Disabled population to:
• fully understand their learning disability
• recognize their unique learning style and how to “tap” into it
• become self-advocates with the knowledge and understanding of their learning disability to become successful, independent learners
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: MATERIAL PRODUCTS TECHNOLOGY 11

Course Code: YMPT 11

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An exploratory hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: MATERIALS PRODUCTS TECHNOLOGY 12

Course Code: YMPT 12

Category: Trades and Technology

Grade Level of Course:  

10 

11 

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PREVIOUS SHOP EXPERIENCE IS HIGHLY RECOMMENDED

Course Synopsis:

An advanced hands-on course on how materials are processed into products using tools that are common to both home and the workplace, with opportunities to explore the career options available and with work experience options in the field of your choice for course credit, when available. Students will learn very valuable marketable skills.

This course is designed to provide opportunities to design and build more advanced and challenging projects than those attempted in grade eleven. Products that are more intricate, aesthetic, precise, complicated and valuable.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course: 

- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: ON YOUR OWN FOODS

Course Code: YYOFD 10

Category: Tourism, Hospitality, and Foods

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

In this course students explore what it will be like to be responsible for their own nutritional needs once they are “on their own.” Students begin with a unit that covers kitchen safety and sanitation. They explore how to set up a kitchen with basic equipment and supplies with emphasis on budgeting. Recipe terms and vocabulary are introduced and practiced throughout the course. The practical component of the course (lab work) focuses on simple meals that can be prepared quickly, with minimal equipment and inexpensive ingredients that are easily obtained.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: ONSTAGE 11

Course Code: YOS 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

On Stage 11 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. The course is taught in both school time and in extra-curricular time. Public evening performances take place.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: ONSTAGE 12

Course Code: YOS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  
☐ 10  ☐ 11  ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 6, 2006

Prerequisites: NONE

Course Synopsis:

On Stage 12 is designed to provide students with an enrichment to and development of their courses in drama, dance, and music. These disciplines are integrated in On Stage 12. Public performance is a culminating activity of this course.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Peer Counselling 10

Course Code: YPCOU 10

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School.

Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Will include, but not be limited to -
- Peer Counselling Journal - prepared by Janice Rose
- The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
- Cool Solutions - by Deb Hale and Marion McCristal
- Student Workbook To Accompany The Peer Counselling Start Kit Workbook - by Gail Roberts
- Let's Live - BC Council For Families
- Kids Helping Kids - Trevor Cole
- Young Women, Young Men Changing - by Jean Fraser, Mary Kirchner, Laurel Whatley
- Choices - by Vancouver Crisis Center
- The Skilled Helper: A Systematic - Approach by Gerard Egan
- 100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
- Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: None

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.

Learning Resources:

Peer Counselling Journal - prepared by Janice Rose
The Peer Counselling Starter Kit - by Rey A. Carr & Greg Saunders
Cool Solutions - by Deb Hale and Marion McCristal
Student Workbook To Accompany The
Peer Counselling Start Kit Workbook - by Gail Roberts
Let's Live - BC Council For Families
Kids Helping Kids - Trevor Cole
Young Women, Young Men Changing- by Jean Fraser, Mary Kirchner, Laurel Whatley
Choices- by Vancouver Crisis Center
The Skilled Helper: A Systematic Approach - by Gerard Egan
100 Ways to Enhance Self-concept - by Jack Canfield and Harold C. Wells
Connecting Kids: Exploring Diversity - by Linda Hill
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PEER COUNSELLING 12

Course Code: YPCOU 12

Category: Health and Human Services

Grade Level of Course: □ 10  □ 11  □□ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a Secondary School. Students will learn to identify a problem, help others understand the essence of a problem and help others with the solution process by seeking information and strategies.
**School District 79**

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Peer Tutoring 10

Course Code: YPTU 10

Category: Health and Human Services

Grade Level of Course:  

- [x] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: None

**Course Synopsis:**

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, productive thinking skills, reading strategies.

Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring

**Learning Resources:**

Will include, but not be limited to:
A Guide for Student Tutors - Patricia Koskinen & Robert Wilson

Kids Helping Kids - Trevor Cole

Classroom - Jack Canfield & Harold Wells

Effective Helping - Gerard Egan
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PEER TUTORING 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course: ☑ 10 ☑ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutoring requires a serious commitment as the challenge is immense. Tutors may work in two settings:

1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course: ☒ 10 ☐ 11 ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PEER TUTORING 12

Course Code: YPTU 12

Category: Health and Human Services

Grade Level of Course:  

10  
11  
12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: NONE

Course Synopsis:

Peer Tutoring is designed to challenge students who are motivated, cooperative and skilled. Tutors are responsible for helping others to learn. In the process, tutors learn theory, which may include, but not limited to: study habits, learning styles, communication skills, memory techniques, thinking skills, reading strategies. Tutors may work in two settings:
1) on site in the classroom teaching concepts in groups settings
2) one-on-one individual tutoring
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PERSONAL FITNESS & LIFESTYLES 11

Course Code: YPFTL 11

Category: Fitness and Recreation

Grade Level of Course:  ☑️ 10  ☑️ 11  ☐️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:   February 15, 2006

Prerequisites:   PE 10 RECOMMENDED

Course Synopsis:

This Physical Education course is primarily targeted to those students who wish to understand the components of fitness and how those can be integrated into a healthy and active lifestyle. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. This course will also provide an opportunity for students to develop leadership skills as well as experience a variety of activities that they could integrate into their current and future lifestyle. The goal of this course is to give students the knowledge and practical understanding of how to live a healthy lifestyle.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PERSONAL FITNESS & LIFESTYLES 12

Course Code: YPFTL 12

Category: Fitness and Recreation

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 15, 2006

Prerequisites: PERSONAL FITNESS & LIFESTYLES 11 RECOMMENDED

Course Synopsis:

This Physical Education course is targeted to those students who wish to understand the components of fitness, how those can be integrated into healthy lifestyles, demonstrating the fitness components to others. Through regular training sessions at a local fitness facility, students will gain a practical understanding of the benefits of a balanced fitness plan. Along with this, students will branch into the local community by organizing activities for community groups or for local elementary schools. In addition, students will analyze not only their own nutritional habits but critically examine the role and influence of the media on personal choices.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: Photography 11

Course Code: YPHOT 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☒ 10 ☒ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 4, 2004

Prerequisites: none

Course Synopsis:

This is a beginners’ course designed to give each student a good foundation into black and white photography using the 35 mm camera format.

The course will include an introduction to the history of the development of photography, as well as the evolution of the camera. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques.

The objective of this course is to awaken and nurture the students’ visual communication skills by a variety of photographic techniques culminating in a portfolio of fine photographs.

Students will be required to do some written assignments related to photography. In order to measure the students' knowledge and understanding of photography, quizzes and tests will have to be written culminating in a final exam.

Equipment will be available to the students, but it is to the student’s advantage to own a 35 mm single lens reflex camera.

Learning Resources:

Will include, but not be limited to-
· Dark room equipment
· SLR cameras
· Articles and information journals concerning photography.
· Film and print paper.
· Samples of previous successfully completed assignments.

Books
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PHOTOGRAPHY 12

Course Code: YPHOT 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: February 2, 2005

Prerequisites: PHOTOGRAPHY 11 OR EXPERIENCE IN DARKROOM AND CAMERA WORK STRONGLY RECOMMENDED

Course Synopsis:

This is an intermediate to advanced course designed to give each student the opportunity to acquire skills which may lead to a lifelong hobby or to a career in photography. Students will be operating cameras and enlargers, composing photographs, developing negatives, printing photographs, and learning display techniques. The objective of this course is to enhance and refine skills and to provide new perspectives in photography, both as an art form and as a technical instrument. Students will be required to do some written assignments related to photography. Studio equipment will be provided, but it is expected that each student provide their own 35mm camera.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: PSYCHOLOGY 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10

11

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February 2, 2005

Prerequisites: NONE

Course Synopsis:

An introductory course to the scientific field of psychology and the study of human behavior.
School District 79

Status: approved
School Name: Lake Cowichan Secondary
Course Name: PSYCHOLOGY 12
Course Code: YPSY 12
Category: Liberal Arts and Humanities

Grade Level of Course:  ☑️ 10  ☑️ 11  ☑️ 12
Number of Course Credits: 4
Number of Hours of Instruction: 120
Date Approved: November 3, 2004
Prerequisites: NONE

Course Synopsis:

Psychology 12 provides students with a basic understanding of human behavior and social relationships. An in-depth exploration of the past, present, and future of the psychological field is also studied.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: SCRIPT AND SCREEN WRITING 11

Course Code: YSSW 11

Category: Liberal Arts and Humanities

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

The Script and Screen Writing 11 course has been developed to further allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will produce scripts will be produced in various genres, including but not limited to drama, animation, and stage. The students will (a) learn work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience that will be essential for them in their future success in the film industry.
School District 79

Status: approved

School Name: Lake Cowichan Secondary

Course Name: SCRIPT AND SCREEN WRITING 12

Course Code: YSSW 12

Category: Liberal Arts and Humanities

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: December 15, 2004

Prerequisites: NONE

Course Synopsis:

Script and Screen Writing 12 course has been developed to allow students to explore the range of personal and social expression offered by the medium of writing for the screen and/or writing for the stage. Students will develop individual skills in the key writing production elements of: effective narrative (both formalistic and realistic), character and plot development, genre and tone, original and adaptive script and screen writing techniques. Students will learn, through their participation in the production of course-focused scripts for the screen and/or the stage (a) how to format a variety of useable scripts, including from original material and from adapted material, (b) how to adapt the script through the stages of development needed for the writing to function in a motion picture. The students will develop scripts for use in various stage and screen genres. The students will (a) learn professional work habits (b) compile a portfolio of work, and (c) gain invaluable hands-on experience and contacts that will be essential for them in their future careers.
School District 82

Status: approved

School Name: Bear Valley School

Course Name: Outdoor Education 10

Course Code: YOE 10

Category: Fitness and Recreation

Grade Level of Course:  

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 6, 2005

Prerequisites: none

Course Synopsis:

Offered to help students with the skills and knowledge needed to make use of the extensive wilderness recreation opportunities in the Stewart area; will focus on self propelled outdoors activities and is designed to be offered in the spring semester, depending on number of students enrolled.

Learning Resources:

Camping and Wilderness Survival: The Ultimate Outdoors Book, Paul Tawrell, Shelburne, Vermont, 1996

Additional Information:

Supplies Required: topographical maps, compasses, backpacking and camping equipment. Course is presented in four instructional units: Outdoors Essentials, Camp Craft, Bear Awareness, Wilderness Travel and a practical camping and backpacking unit involving one or more overnight camping trips in local wilderness areas.
Required equipment: Backpacking equipment, avalanche beacons, snowshoes, cross country skis.
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Ballhockey/Superfit 11

Course Code: YBHSF 11

Category: Fitness and Recreation

Grade Level of Course:  ☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Students will enhance and learn activity specific skills and knowledge. The course involves the development of a personalized overall fitness plan, taking into account life long fitness habits and sport specific training. Physical conditioning will include working the three energy systems of the body: cardiovascular, weight training and cross country training activities.

Learning Resources:

Book: Strength Training, Frederick Delavier
Training Charts

Additional Information:

Instruction Component: visual demonstration
classroom discussion
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Community Leadership 11

Course Code: YCML 11

Category: Other

Grade Level of Course: □ 10 □ 11 □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 21, 2005

Prerequisites: none

Course Synopsis:

Focuses on the theoretical and practical application of community involvement. Students will be encouraged to explore the components of community service in an experiential way. Will enhance and teach specific skills related to contributing to the numerous levels or communities.

Learning Resources:

Covey, Sean. The 7 Habitas of Highly Effective Teens Simon & Schuster, 1998
Kielburger, Marc & Craig. Take Action: A guide to Active Citizenship Thomson Nelson, 2002
Kielburger, Mar & Craig. Take More Action! Thomson Nelson, 2004

Additional Information:

Overview Unit 1: Students will explore what community service and leadership looks like and what they can contribute to their immediate communities.

Overview Unit 2: Students will learn about their roles within the various communities.
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Computer Studies 11

Course Code: YCPS 11

Category: Trades and Technology

Grade Level of Course:   ☑️ 10 ☑️ 11   ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Curriculum will be based partially on modules taken from the old INT 11, but modified to reflect more closely the interest and needs of Caledonia students.

Learning Resources:

Internet research resources
LAN workstations on which students may install software
MS Windows 98 and/or XP
MS Office 97 or higher
Misc. software packages installed on network

Additional Information:

Will provide opportunities for mature, knowledgeable, self motivated learners to work independently on personal projects of interest.
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: First Nations Art 12

Course Code: YFNA 12

Category: Fine Arts, Design, and Media

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Focus on traditional native art of the Northwest Coast. Students will experience a focused and in-depth study of a particular visual expression; will engage in the study of personal image development and style; will work towards understanding context, develop knowledge and skills in relation to materials, processes and technologies; will work with the design elements to create personal imagery and demonstrate an informed appreciation of a number of decorative objects in First Nation art.

Learning Resources:

Looking at Indian Art of the Northwest Coast, Hiliary Stewart
First Nations Education Center, Terrace, personal and Role Model Program
Caledonia Senior Secondary Library, Terrace
Terrace Public Library
First Nations Education Centre Library, Terrace

Additional Information:

Selections are made and developed based on the availability of materials, budget, and Role Models available for instruction. Drawing and painting can be accomplished on paper, canvas, and masonite. Carving projects can include rattles, bowls, figures, canoes and miniature totem poles.
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Interdisciplinary Studies 11

Course Code: YIDS 11

Category: Other

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

May 5, 2004

Prerequisites:  

none

Course Synopsis:

Psychology: examines basic concepts including personality, emotional and behavioural disorders
Sociology I: examines basic ideas including what is a group, culture, social values and communication
Sociology II: examines several topics in Sociology including education, criminology and women in society

Learning Resources:

People in Perspective, Sproule, Wayne, Prentice-Hall 1988
Psychology, Warman, Camille, McGraw-Hill 1999
People in Society, Kanson, Kenneth, Rinehart and Winston 1988
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Mastering School & Parenting 10

Course Code: YMSP 10

Category: Other

Grade Level of Course:  

[ ] 10  [ ] 11  [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: Pregnant students

Course Synopsis:

Support and encourage pregnant students and teenage parents to reflect upon functional life skills; become familiar with the network of community support.

Learning Resources:

Individuals in the community who have agreed to participate and assist in the delivery of the course content

Texts, videos/DVDs available from the PACES library

Access to the supermarket

Additional Information:

It is expected that students will become a better parent. Areas of study include developing a sense of trust, communication, building a child's self-esteem, healthy outlets for stress, teaching children to respect others.
It is expected that students will become a better parent. Areas of study include developing a sense of trust, communication, building a child's self-esteem, healthy outlets for stress, teaching children to respect others.

Course Synopsis:
Support and encourage pregnant students and teenage parents to reflect upon functional life skills; become familiar with the network of community support.

Learning Resources:
Individuals in the community who have agreed to participate and assist in the delivery of the course content
Texts, videos/DVDs available from the PACES library
Access to the supermarket

Additional Information:
It is expected that students will become a better parent. Areas of study include developing a sense of trust, communication, building a child's self-esteem, healthy outlets for stress, teaching children to respect others.
Support and encourage pregnant students and teenage parents to reflect upon functional life skills; become familiar with the network of community support.

Learning Resources:

Individuals in the community who have agreed to participate and assist in the delivery of the course content
Texts, videos/DVDs available from the PACES library
Access to the supermarket

Additional Information:

It is expected that students will become a better parent. Areas of study include developing a sense of trust, communication, building a child's self-esteem, healthy outlets for stress, teaching children to respect others.
Course emphasizes commitment, self-discipline, teamwork, and theatre skills. Students have the opportunity to work diligently and intensely as individuals and in groups of various sizes on a large project that reaches fruition and is presented to the public. They become a part of something larger than themselves.
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Musical Theatre 12

Course Code: YMUTH 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

☐ 10  ☐ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 6, 2005

Prerequisites: Musical Theatre 11 or Fine Arts Applied Skills 11

Course Synopsis:

A course for students who are already veterans of the high school musical experience. Students will further develop their skills and abilities in personal theatre performance, the production process, teamwork and leadership, character and scene analysis, evaluation and creation of scripts and reflection on self and society.

Learning Resources:

Effective organization and communication are essential; rehearsal space and a performance venue are necessary. Required equipment and materials include scripts, vocal books, orchestra parts, sets, props, costumes, make-up, lighting and sound.
School District 82

Status: approved

School Name: Caledonia Sr Secondary
Course Name: Photography 11
Course Code: YPHOT 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 6, 2005
Prerequisites: none

Course Synopsis:

Introduce students to photography containing four main ingredients: basic principals of 35 mm camera operation and black and white darkroom processes; compositional and critique skills, photographic history and contemporary uses of photography
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Recreation/Fitness Physical Education 11

Course Code: YRFPE 11

Category: Fitness and Recreation

Grade Level of Course: 10 ☐ 11 ☑ 12 ☐

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

**Course Synopsis:**

Involves the development of a personalized overall fitness plan. Will take into account life long fitness habits and sport specific training. Physical conditioning will include working the three energy systems of the body. Students must be prepared for cardiovascular, weight training and cross training activities. Personal goal setting will be stressed.

**Learning Resources:**

Charts and book from BH/SF Section.

A weight room/finess training facility and access to community recreation facilities (bowling, golf etc.)

**Additional Information:**

Studies regarding the health of Canadian children have shown a continuing decline in the physical and mental well being of youth. This course has been developed to help address these concerns and to foster an appreciation for recreation, fitness and healthy, life-long living habits.
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Teacher Assistant 11

Course Code: YTA 11

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [X] 11 [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Students may help a teacher for the period of a semester and receive 4 credits. Approval by the participating teacher is required. See a Counsellor or Administrator for details.

Learning Resources:

Text reading in the methodology of teaching and classroom management

A.V. equipment operations manuals and instruction
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Yearbook 11

Course Code: YYB 11

Category: Choose a Category

Grade Level of Course:  

- ☒ 10
- ☒ 11
- ☒ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2005

Prerequisites: Gr. 11 none, Gr. 12 - Yearbook 11

**Course Synopsis:**

This course has two main focuses: required computer applications and completion of school yearbook. The first focus is to learn Adobe PageMaker and PhotoShop, page layout and graphic design; proper use of a scanner and digital cameras; second focus will be on photojournalistic writing styles, editing and page submissions.
School District 82

Status: approved

School Name: Caledonia Sr Secondary

Course Name: Yearbook 12

Course Code: YYB 12

Category: Choose a Category

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2005

Prerequisites:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Prerequisites: Gr. 11 none, Gr. 12 - Yearbook 11

Course Synopsis:

This course has two main focuses: required computer applications and completion of school yearbook. The first focus is to learn Adobe PageMaker and PhotoShop, page layout and graphic design; proper use of a scanner and digital cameras; second focus will be on photojournalistic writing styles, editing and page submissions.
School District 82

Status: approved

School Name: Hazelton Secondary
Course Name: Fine Art Woodworking 11
Course Code: YFAW 11
Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [x] 11  
- [ ] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 6, 2005
Prerequisites: none

Course Synopsis:

Students will begin with a base of knowledge of the basic tools, machines and operations of woodworking and will then explore some of the areas in the field of artistic woodworking such as perfect sanding, wood finishing, relief carving, lathe turning, and model building.

Learning Resources:

Periodicals: Fine Woodworking Monthly, Taunton Press

Additional Information:

For the perfect sanding project, students will grade the projects and the class consensus along with a teacher evaluation, will work together for a final mark. Having students grade this early project has the added benefit of having them reinforcing their ‘seeing’ of wood. At all times, evaluation will be used to encourage and offer constructive criticism to the students.
School District 82

Status: approved

School Name: Hazelton Secondary

Course Name: Guitar 11

Course Code: YGUIT 11

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 6, 2005

Prerequisites: Guitar 8 or permission of teacher

Course Synopsis:

Designed for students who have studied guitar before but need to review basic guitar technique. This is a continuation of the Guitar 8 course, with more emphasis on different styles of music, soloing, improvisation, theory and listening. It will focus on basic chord skills, strumming and finger-picking technique, note reading, and tabulature reading. A variety of musical styles will be studied including classical, latin, blues and rock as well as music from different cultures.
School District 82

Status: approved

School Name: Hazelton Secondary

Course Name: Musical Theatre 10

Course Code: YMUTH 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [x] 10
- [ ] 11
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 6, 2005

Prerequisites: none

Course Synopsis:

To support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. Learning outcomes for the course are grouped under the curriculum organizers: Building Community (opening the Theatre Company), Pre-Production, Production and Post-Production (Reflection and Closing the Theatre Company).

Learning Resources:

Various excerpts from Broadway and other musicals (songs, scenes and monologues; full scripts, lyrics and musical score of an established Musical for performance (Changes every year)

Additional Information:

Special facilities required for the course: rehearsal space.
School District 82

Status: approved

School Name: Hazelton Secondary

Course Name: Northwest Coast Art & Design 10

Course Code: YNCAD 10

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Students have a very positive interest in a course which is culturally specific and which allows them entry into the mysterious "how to" world of unravelling the secret as to the methods involved in designing, painting and carving clan symbols and legends. It is a hands-on course in which students will develop the skills of understanding the fundamentals of the Northwest Coast art system as well as being involved with designing, tracing, painting, carving, finishing and marketing an array of projects common to the Northwest coast idiom.

Learning Resources:

-

Additional Information:

Supplies required: art room, band saw, carving knives, paper, paint, wood and finishing materials.
Peer Counselling is a powerful and effective way to supplement and enhance student support and services. It offers the opportunity for students to learn and develop a range of interpersonal and communication skills which can be used to assist peers who face personal challenges and problems.

School District 82

Status: approved

School Name: Hazelton Secondary

Course Name: Peer Counselling 11

Course Code: YPCOU 11

Category: Health and Human Services

Grade Level of Course:  

☐ 10  ☑ 11  ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 6, 2004

Prerequisites: none

Course Synopsis:

Students will be involved in activities that will help them develop the communication skills necessary when working with people using role-play, readings, self-assessment, discussion and video. Students will develop skills in communication, assertiveness and conflict resolution.

Learning Resources:

Peer Counselling Starter Kit, University of Victoria, Victoria, BC 1980 - Carr, R. & Saunders
Student Workbook to Accompany the Peer Counselling Starter Kit, University of Victoria, Victoria, BC 1987 - Roberts, G.
Peer Power: Books 1 and 2, Accelerated Development Inc., Munice Indiana, 1994 - Tindall, Judith

Additional Information:

Peer Counselling is a powerful and effective way to supplement and enhance student support and services. It offers the opportunity for students to learn and develop a range of interpersonal and communication skills which can be used to assist peers who face personal challenges and problems.
This course is an excellent opportunity for students to share skills and knowledge with other students who will benefit from their assistance. Peer Tutoring has proven to be of great value to students, teachers, and to the school as a whole.

School District 82

Status: approved

School Name: Hazelton Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 6, 2005

Prerequisites: Recommendation by sponsor teacher, complete a successful interview with teh counsellor, be a grade 1

Course Synopsis:

Prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will develop a social responsibility while acquiring skills and knowledge in the areas of tutoring and coaching strategies, motivation, leadership, communication, interpersonal relations, learning styles, and teaching strategies.

Learning Resources:

Peer Power (Book one)- Judith A Tindall, PHD
Kids Helping Kids - Trevor Cole
The 7 Habits of Highly Effective Teens - Sean Covey
Building Moral Intelligence: Seven Essential Virtues That Teach Kids to do Right Things - Michelle Borba
Employability Skills 2000+ - The Conference Board of Canada

Additional Information:

This course is an excellent opportunity for students to share skills and knowledge with other students who will benefit from their assistance. Peer Tutoring has proven to be of great value to students, teachers, and to the school as a whole.
School District 82

Status: approved

School Name: Hazelton Secondary

Course Name: Psychology 11

Course Code: YPSY 11

Category: Liberal Arts and Humanities

Grade Level of Course:  

10  

11  [X]  

12  

Number of Course Credits: 4

Number of Hours of Instruction: 120

Date Approved: May 5, 2004

Prerequisites: Science 10

Course Synopsis:

Designed to introduce students to the Psychological Science and it's core topics, specifically: cognitive, biological, developmental, social and abnormal psychology. The students will also gain knowledge in the area of scientific reasoning and critical thinking and will leave the course with a better understanding of human relations and developed people skills. Finally, the students will explore the value of Psychology.

Learning Resources:

Diagnostic and Statistical Manual of Mental Disorders Fourth Edition, American Psychiatric Association, 1994
Various internet websites
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: Child Development 11

Course Code: YCHD 11

Category: Health and Human Services

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Introduce the students to the physical, emotional and intellectual development during the pre-natal, newborn, toddler, pre-school and school age stages of child development.

Learning Resources:


Videos:  A Child Grows: The First Year, Learning Seed, 1993
Baby Basics, T. Berry Brazelton, M.D.
Baby Time Series: Baby Talk, PPD Distribution 2002
Birth Defects, Films for the Humanities, Inc.
Five and Six Year Olds, Learning Seed, 2002
How boys and girls differ, Learning Seed 2002
Living the Life of A Toddler, The School Co., 1990
Preschoolers: How Three & Four-Year-Olds Develop, Learning Seed, 1996
The Spanking Controversy, Learning Seed, 2000
Toddlers, The 2nd year of Life, Learning Seed, 1992
Where Did I Come From, LCA New World Company, 2003
Baby Think It Over Infant Simulators

Additional Information:

Equipment required:

- television
- VCR and DVD
- Overhead Projector
- Computerized baby - optional
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: Connections 10

Course Code: YCON 10

Category: Other

Grade Level of Course: 10

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Offered to students because their behaviour in normal class settings sufficiently impairs their ability to achieve success. Connections block provides quiet, reduced stimulation environment where students can go to get assistance with their assignments. Scheduled time will be used to enhance literacy skills, enhance numeracy skills, compile personal reflections and explore several aspects of social responsibility.

Learning Resources:

Success Maker and Solo computer instruction
The Prepare Curriculum: Teaching Prosocial Competencies, Ann Vernon
The Passport Program: A Journey Through Emotional, Social, Cognitive, and Self Development, Arnold Goldstein
What Works When: A Handbook of Individual Counselling Techniques, Ann Vernon
Live Lessons: For Young Adolescents: An Advisory Guide for Teachers
BC Math Workbook Series: Irwin Publishing
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: First Nations Art & Design 10

Course Code: YFNAR 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
10  
11  
12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Students will be able to recognize and analyze traditional First Nations art forms. They will work with the design elements to create personal imagery and demonstrate an informed appreciation of a variety of functional and decorative objects in traditional First Nations arts and craft.

Learning Resources:

Looking at Indian Art of the Northwest Coast, Hiliary Stewart
The Transforming Image - Painted Arts of Northwest Coast First Nations, Bill McLennan and Karen Duffer
Tales of Kitamaat, Albert Robinson
Understanding Northwest Coast Art - A Guide to Crests, Beings and Symbols, Cheryl Shearer
Kwakiutl Art - Audrey Hawthorn
Teacher examples collection
First Nations Resource Center and the personnel
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: First Nations Art & Design 11

Course Code: YFNAR 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 5, 2004

Prerequisites:  First Nations Design 10

Course Synopsis:

To offer continuing study in the arts and crafts of the Northwest Coast First Nations with emphasis on the production, exploration and representation of authentic and original First Nations designs. This predominantly studio course allows the student to apply their skills and understandings and develop their personal images.

Learning Resources:

Looking at Indian Art of the Northwest Coast, Hiliary Stewart
The Transforming Image - Painted Arts of Northwest Coast First Nations, Bill McLennan and Karen Duffer
Tales of Kitamaat, Albert Robinson
Understanding Northwest Coast Art - A Guide to Crests, Beings and Symbols, Cheryl Shearer
Kwakiutl Art - Audrey Hawthorne
Teacher examples collection
First Nations Resource Centre and the personnel

Additional Information:

Projects are selected and developed based on the availability of materials, funding issues, role models, resources and oral contributions of the Haisla and Tsimshian Elders, Artists and Artisans.
School District 82

Status: approved

School Name: Mount Elizabeth Secondary
Course Name: First Nations Art & Design 12
Course Code: YFNAR 12
Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 5, 2004
Prerequisites: First Nations Design 12, 11

Course Synopsis:
Provide opportunities for the highly motivated student of First Nations design to pursue and engage in a focused and in-depth study of visual expression areas. Students will engage in the study of personal image development, develop a personal style, context and the development of knowledge and skills in relation to materials, process and technologies. They will work with the design elements to create personal imagery and demonstrate an informed appreciation of a variety of functional and decorative objects in traditional First Nations arts and crafts.

Learning Resources:
Looking at Indian Art of the Northwest Coast, Hiliary Stewart
The Transforming Image - Painted Arts of Northwest Coast First Nations, Bill McLennan and Karen Duffer
Tales of Kitamaat, Albert Robinson
Understanding Northwest Coast Art - A Guide to Crests, Beings and Symbols, Cheryl Shearer
Kwakiutl Art - Audrey Hawthorn
Teacher examples collection
First Nations Resource Center and the personnel
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: Keyboarding 11

Course Code: YKB 11

Category: Business and Applied Business

Grade Level of Course: □ 10  □ 11  □ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites:

Course Synopsis:

To participate and make informed decisions in today’s world, a citizen requires technological and information literacy skills that include the ability to gather, process, and manipulate data. These skills are now as essential as traditional numeracy and literacy.

This course offers students an Introduction to basic business and personal computer and typing skills. Speed development.
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: Keyboarding/Graphic Arts 11

Course Code: YKGBA 11

Category: Choose a Category

Grade Level of Course:  □ 10  □ 11  ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Designed for students who wish to learn or improve their existing keyboarding skills and explore the basic principals of graphic design. Basic keyboarding techniques and speed development will be emphasized; standard formatting of common business documents will be taught; basic concepts of graphic design will be introduced and a variety of activities provided to apply the principles studied.

Learning Resources:

Glencoe Keyboarding with Computer Applications
Teacher references: Looking Good in Print, fifth edition
Microsoft Publisher 2000 for Dummies
An Introduction Desktop Publishing
Business Desktop Publishing Applications
The Non-Designers’ Design Book
The Do's and Don'ts of Desktop Design
Graphics and Page Layout

Additional Information:

Continuation of the program hinges on maintenance and upgrading of the computer lab facilities.

www.bcsta.org
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: Musical Theatre 11

Course Code: YMUTH 11

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2004

Prerequisites: None

Course Synopsis:

This course has been developed to support, encourage and create a lifelong passion for the performing arts through the medium of Musical Theatre. As the first of two courses in Musical Theatre offered at Mount Elizabeth Secondary School (M.E.S.S.), students begin to develop their skills for performance with high expectations, performance exposure and leadership building requirements. Students learn the value of developing community, to triumph over diversity, and a lifelong confidence in performance skills as they gain knowledge of the three strands of musical theatre: vocals, movement and acting.

In the culmination of all Musical Theatre courses students will produce a professional level Broadway-style musical for the school, community and the city of Kitimat. Learning Outcomes for the course are grouped under the curriculum organizers: Building Community (Opening the Theatre Company), Pre-Production, Production and Post- Production (Reflection and Closing the Theatre Company).

Students are expected to meet instructor expectations including written, audio and video recordings of student work such as character analysis, dance tape and song recordings for analysis and further direction. These examples of student work act as motivating tools for movement, line and song deadlines for differing stages of the rehearsal process. Students are also given the opportunity for self and peer assessment in each of the four units. The approach supports student ownership and pride in performance as well as providing various skill sets and new approaches to thinking and learning.

At the grade 11 level, students are exposed to introductory level acting method but are still granted opportunities for leadership and solo performance within the framework of a Musical. This also encourages meaningful methods of collecting, interpreting and presenting a variety of perspectives on significant issues pertaining to the journey towards the production and the reflective process after its completion.
School District 82

Status: approved

School Name: Mount Elizabeth Secondary
Course Name: Musical Theatre 12
Course Code: YMUTH 12
Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4
Number of Hours of instruction: 120
Date Approved: May 6, 2005

Prerequisites: Musical Theatre 11 or Fine Arts Applied Skills 11

Course Synopsis:
A course for students who are already veterans of the high school musical experience. Students will further develop their skills and abilities in personal theatre performance, the production process, teamwork and leadership, character and scene analysis, evaluation and creation of scripts and reflection on self and society.

Learning Resources:
Effective organization and communication are essential; rehearsal space and a performance venue are necessary. Required equipment and materials include scripts, vocal books, orchestra parts, sets, props, costumes, make-up, lighting and sound.
School District 82

Status: approved

School Name: Mount Elizabeth Secondary

Course Name: Textiles Arts & Crafts 11

Course Code: YTAC 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☑️ 10  ☑️ 11  ☑️ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

To help students understand the basics of good design as applied to the design and production of arts and crafts. Special emphasis is given to the meaning of lines, colors, textures, shapes, rhythm, balance, proportion and emphasis when completing written assignments and designing and producing artistic creations.

Learning Resources:

Internet
Magazines
"How to Do" books
Colouring books
Samples of finished crafts

Additional Information:

Students are responsible for the cost of supplies used in this course.
School District 82

Status: approved

School Name: Parkside Secondary

Course Name: First Nations Carving & Design 11

Course Code: YFNCD 11

Category: Fine Arts, Design, and Media

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Developed to teach carving skills, encourage safe work habits and to expand the student's understanding of First Nations culture through various carving projects. Students will work on individual as well as group projects.

Learning Resources:

Shared learnings: Integrated BC Aboriginal content: BC Ministry of Education
Gaxsoo Canoes: Cross Curricular Unit: SD 54
Northwest Indian Designs; Wilson
Visions of the North: Native Art of the Northwest Coast; McQuiston
Wood Samples: Joe Murphy
Carving Totem Poles and Masks; Ridgewater
Native Peoples of the Northwest: A Traveller's Guide to Land, Art and Culture; Halliday
From the Wolf and Bear: Three Northern Artists; Bevan, Jackson, McNeil
First Nations Role Models/Artists
School District 82

Status: approved

School Name: Skeena Junior Secondary

Course Name: First Nations Art & Design 10

Course Code: YFNAR 10

Category: Fine Arts, Design, and Media

Grade Level of Course:  
- [X] 10  
- [ ] 11  
- [ ] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  May 5, 2004

Prerequisites: none

Course Synopsis:

Students will be able to recognize and analyze traditional First Nations art forms. They will work with the design elements to create personal imagery and demonstrate an informed appreciation of a variety of functional and decorative objects in traditional First Nations arts and craft.

Learning Resources:

Looking at Indian Art of the Northwest Coast, Hiliary Stewart
The Transforming Image - Painted Arts of Northwest Coast First Nations, Bill McLennan and Karen Duffer
Tales of Kitamaat, Albert Robinson
Understanding Northwest Coast Art - A Guide to Crests, Beings and Symbols, Cheryl Shearer
Kwakiutl Art - Audrey Hawthorn
Teacher examples collection
First Nations Resource Center and the personnel
School District 82

Status: approved

School Name: Skeena Junior Secondary

Course Name: Foundation Skills 10

Course Code: YFSK 10

Category: Choose a Category

Grade Level of Course: ☒ 10 ☐ 11 ☐ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 6, 2005

Prerequisites: Recommendation of School-Based Team

Course Synopsis:

For student to gain further competency in reading, writing, organization, study skills and learning strategies which carry over to other curricular areas. Students will have greater understanding of their personal strengths and needs as learners and the ability to self advocate in order to achieve success.

Learning Resources:

"Be a Better Reader" Literacy Program
   Level C
"Jerry Johns Reading & Learning Strategies for Middle and High School Student"
"Reading 44"
"Anita Archer Study Skills"
other related commercial and teacher created material
School District 82

Status: approved

School Name: Skeena Junior Secondary

Course Name: Peer Counselling & Leadership 10

Course Code: YPCLD 10

Category: Fine Arts, Design, and Media

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May 5, 2004

Prerequisites: none

Course Synopsis:

Prepare students to become effective leaders within their school community; to learn and utilize the basics in counselling and communication, to assist peers and to develop a more acute understanding of themselves and others. Through topics and intervention strategies discussed, students will be better prepared for crisis intervention; through mentorship the peer counsellors become role models for the younger student population. The skills and knowledge the students will acquire will begin the process by which they may become better citizens in the future.

Learning Resources:

TERM I
Peer Counselling: Empowering Youth - Capilano Community Services Society
Peer Helping: A Training Manual - Greg Brigman and Barbara Earley
The Peer Counselling Starter Kit: Student Workbook - Gail Roberts U.Vic.
100 Ways to Enhance Self-concept in the Classroom
Energizers and Icebreakers - Elizabeth Sabrinsky Foster Ed. D.
More Energizers and Icebreakers - Elizabeth S. Foster-Harrison
Energize - Carol Apacki
Warm Ups & Wind Downs: 101 Activities for Moving and Motivating Groups - Sandra Peyser Hazouri and Miriam Smith McLaughlin

TERM II
Let's Live - A School Based Suicide Awareness and Intervention Program
Conflict Resolution and Mediation for Peer Helpers - Don L. Sorenson Ph.D.
Peer Mediation Conflict Resolution in Schools - Fred Schrumpf, Donna Crawford, H. Chu
Ice Beyond Cool - CBC Production
Patrick's Story - National Film Board
Working it out at Madison - J. Weston Walch
Energizers and Icebreakers - Elizabeth Sabrinsky Foster Ed.D.
More Energizers and Icebreakers - Elizabeth S. Foster-Harrison
Energize - Carol Apacki
Warm Ups & Wind Downs: 101 Activities for Moving and Motivating Groups - Sandra Peyser Hazouri and Miriam Smith McLaughlin

GUEST SPEAKERS
Northwest Addictions
Ksan House Society - Sexual Assault Centre
Ministry of Children and Family Development
Hospice Society

www.bcsta.org
**Additional Information:**

30% of term based on tests and assignments
50% of term based on instructor/peer counselling skills video evaluations
20% of term based on student participation
Course Synopsis:
This is an exciting and innovative program for students wishing to pursue a career in medicine, health and wellness or sports related occupations. The course will focus on how your body is structured and functions. It covers nutrition and healthy diets, exercise management, injury prevention and rehabilitation. First Aid and CPR certificates will be obtainable. Students will probably be able to obtain preferential enrollment into university and college programs after completing this course. This course will provide the opportunity to gather portfolio evidence in Health and Human Services and Science and Applied Science.

Learning Resources:
- Textbook: Structure and Function of the Body by Thibodeau & Patton,
- Videos, Internet, Guest speakers.

Additional Information:
Students have opportunities to attend various health related spotlight sessions, and field trips to colleges, medical labs and health centres.
The 100 hours of work experience is most valuable to gain knowledge of the workplace and make contacts in the community for an additional 4 credits.
Articulation agreements with local colleges have recognized the value of this course.
Course Synopsis:
This is an exciting and innovative program for students wishing to pursue a career in medicine, health and wellness or sports related occupations. The course will focus on how your body is structured and functions. It covers nutrition and healthy diets, exercise management, injury prevention and rehabilitation. First Aid and CPR certificates will be obtainable. Students will probably be able to obtain preferential enrollment into university and college programs after completing this course. This course will provide the opportunity to gather portfolio evidence in Health and Human Services and Science and Applied Science.

Learning Resources:
- Textbook: Structure and Function of the Body by Thibodeau & Patton,
- Videos, Internet, Guest speakers.

Additional Information:
Students have opportunities to attend various health related spotlight sessions, and field trips to colleges, medical labs and health centres. The 100 hours of work experience is most valuable to gain knowledge of the workplace and make contacts in the community for an additional 4 credits. Articulation agreements with local colleges have recognized the value of this course.
School District 83

Status: approved

School Name: Pleasant Valley Secondary

Course Name: Advanced Studio Art 12

Course Code: YASA 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  

11

X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 12, 2005

Prerequisites: permission of teacher

Course Synopsis:

Open to mature students by permission of the instructor. Students build a digital and hard copy portfolio, building on strengths, identifying and shoring up weaknesses. Assistance with meeting post secondary portfolio requirements is provided. This course puts together the former Directed Studies 12 and Art Careers 12 as well as brings in any younger students that are more advanced, mature or both.

Learning Resources:

The Annotated Mona Lisa by Carol Strickland, Art in your World by Brommer/Horn, Library, Internet
School District 83

Status: approved

School Name: Pleasant Valley Secondary

Course Name: Jazz Studies 12

Course Code: YJZS 12

Category: Fine Arts, Design, and Media

Grade Level of Course:  

10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  April 12, 2005

Prerequisites: permission of teacher

Course Synopsis:

Jazz Studies is an opportunity for student led performing groups to work towards increasingly professional standards of performance and organization. Groups will have regular rehearsals and be expected to prepare for, plan, book and perform at occasions and venues appropriate to their genre. The teacher will support these activities with guidance, instruction, facilities, and equipment as necessary. Jazz Studies 12 is the senior year in Jazz Studies, and intended for Grade 12 students prepared to undertake leadership roles. Student groups interested in taking this course will meet with the music teacher before enrolling to ensure its suitability for their group.

Learning Resources:

Sheet music, fake books, internet access, recordings, theory texts as required
School District 83

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: Athletic Leadership 11

Course Code: YALE 11

Category: Fitness and Recreation

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 12, 2005

Prerequisites: PE 10

**Course Synopsis:**

Athletic Leadership 11 is a course designed to provide highly motivated students with an opportunity to enhance their leadership and organizational skills while working within the Salmon Arm Secondary Athletic Program. Students will be part of a Student Athletic Department that will work closely with coaches and student/athletes to provide positive athletic opportunities for SAS students. They will be responsible for developing programs to support coaches and teams and to promote student/athlete recognition. All Athletic Leadership students will undertake minor officials tasks to support athletic competition in several sports. The course will be offered outside of the regular timetable on a yearlong basis. Students will be required to have a high degree of self-motivation as a great deal of the course work will be in self-directed activities. Because successful applicants to the course will be required to participate in activities outside of the regular school day they may need to make alternate arrangements for transportation home.
**Athletic Leadership 12** has added a certification requirement that will further enhance the students’ ability to take on leadership roles in athletics and to work towards career goals in sports.

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**School District 83**

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: Athletic Leadership 12

Course Code: YALE 12

Category: Fitness and Recreation

Grade Level of Course:  
- [ ] 10  
- [ ] 11  
- [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  
April 11, 2006

Prerequisites:  
YALE 11

**Course Synopsis:**

Athletic Leadership 12 is designed to allow students, who have completed Athletic Leadership 11, to continue to enhance their leadership and organizational skills while working with the Salmon Arm Secondary Athletic Program and local community sport programs. Students will continue to work closely with coaches and student/athletes to provide positive athletic opportunities for athletes in their local communities. They will continue to develop programs to support coaches and teams and to promote student/athlete recognition. Athletic Leadership 12 students will also be required to achieve certification in coaching, officiating or athletic training and assume roles as sport coaches, sport officials or athletic trainers for teams in their local communities. The course will be offered outside of the regular timetable on a yearlong basis. Students will be required to have a high degree of self-motivation, as a great deal of the course work will be in self-directed activities. Because successful applicants to the course will be required to participate in activities outside of the regular school day, they may need to make alternate arrangements for transportation home.

**Additional Information:**

Athletic Leadership 12 has added a certification requirement that will further enhance the students’ ability to take on leadership roles in athletics and to work towards career goals in sports.
School District 83

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: Autobody 11A

Course Code: YAB11A

Category: Trades and Technology

Grade Level of Course: 

10

11 [X]

12

Number of Course Credits: 4 Credits

Number of Hours of instruction: 120 Hours

Date Approved: April 12, 2005

Prerequisites: None

Course Synopsis:

Students taking Autobody 11 will learn basic skills in autobody repair. They will learn safe work practices, use of hand tools, metal straightening, abrasives, use of fillers, finish sanding and surface preparation, M.I.G. welding, and vehicle detailing. Student will learn these skills through theoretical work, still building exercises and live customer vehicles. The fundamental skills learned in Autobody 11 will enable students to carry on into Autobody 12.

Learning Resources:

Autobody Repairing and Refinishing – Toboldt Richardson Kopf, Gauthier (text)
Various training manuals and videos
MSDS sheets
School District 83

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: Autobody 11B

Course Code: YAB11B

Category: Trades and Technology

Grade Level of Course:  

Number of Course Credits: 4 Credits

Number of Hours of instruction: 120 Hours

Date Approved: April 12, 2005

Prerequisites:  Autobody 11A

Course Synopsis:

Students taking Autobody 11 will learn basic skills in autobody repair. They will learn safe work practices, use of hand tools, metal straightening, abrasives, use of fillers, finish sanding and surface preparation, M.I.G. welding, and vehicle detailing. Student will learn these skills through theoretical work, still building exercises and live customer vehicles. The fundamental skills learned in Autobody 11 will enable students to carry on into Autobody 12.

Learning Resources:

Autobody Repairing and Refinishing – Toboldt Richardson Kopf, Gauthier (text)
Various training manuals and videos
MSDS sheets
School District 83

School Name: Salmon Arm Senior Secondary
Course Name: Autobody 12B
Course Code: YAB 12B
Category: Trades and Technology

Grade Level of Course: [ ] 10  [ ] 11  [x] 12
Number of Course Credits: 8
Number of Hours of instruction: 240
Date Approved: April 12, 2005
Prerequisites: Autobody 11

Course Synopsis:
Students taking Autobody 12 will build on the skills learned in Autobody 11 as well as covering paint and refinishing. They will learn safe work practices, use of undercoats and paint products, repairing of plastics, advanced welding techniques, as well as carrying on a leadership role within the shop as expected by a paint/refinisher within the trade. Students will learn these skills through theoretical work, skill building exercise and live customer vehicles.

Learning Resources:
- Autobody Repairing and Refinishing – Toboldt Richardson Kopf, Gauthier (text)
- Various training manuals and videos
- MSDS sheets
School District 83

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: AVID 11A

Course Code: YAVID 11A

Category: Liberal Arts and Humanities

Grade Level of Course: 

Number of Course Credits: 2

Number of Hours of instruction: 100 Hours

Date Approved: April 11, 2006

Prerequisites: Application and interview

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, Avid Tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:

- WICR-R strategies (Writing, Inquiry, Collaboration and Reading),
- Developing skills that support Academic Success (eg. Organizational skills, Note-taking and Study skills, Test-taking skills, Collaborative learning and study skills, Communication and Presentation skills, Research skills),
- Acquiring information about post-secondary opportunities

www.bcsta.org
AVID Program Implementation Essentials are the principles that define and guide the implementation of the AVID Program. All 11 Essentials must be addressed.

1. SELECTION
AVID student selection must focus on students in the middle who have untapped academic potential and would benefit from AVID support to improve their achievement and begin post-secondary preparation.

2. PARTICIPATION
AVID program participants, both students and staff, must choose to participate.

3. SCHEDULING
The school must be committed to full implementation of the AVID Program, with the AVID elective class available within the regular academic school day.

4. RIGOR
AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for post-secondary enrollment.

5. WRITING
A strong, relevant writing curriculum must provide the basis for instruction in the AVID elective class.

6. INQUIRY
Inquiry must be used as a basis for instruction in the AVID class.

7. COLLABORATION
Collaboration must be used as a basis for instruction in the AVID classroom.

8. TUTORIALS
A sufficient number of trained tutors must be available in the AVID class to facilitate student access to rigorous curricula.

9. DATA
AVID school/districts must provide program implementation and student progress data. These will be monitored through the AVID Data System, with results analyzed to inform the AVID certification process.

10. RESOURCES
The school or district must identify resources for program costs; agree to implement AVID Program Implementation Essentials; and work toward participation in annual AVID certification. Commitment to ongoing participation in AVID staff development is also required.

11. SCHOOL SITE TEAM
An active, interdisciplinary site team must collaborate on issues of student access to, and success in, rigorous post-secondary preparatory courses.

Additional Information:
www.bcsta.org
School District 83

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: AVID 11B/Planning 10

Course Code: YAVID11B

Category: Liberal Arts and Humanities

Grade Level of Course:  ☐ 10  ☒ 11  ☐ 12

Number of Course Credits: 4 Credits

Number of Hours of instruction: 100 Hours

Date Approved: April 11, 2006

Prerequisites: AVID 11A/Planning 10

Course Synopsis:

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, Avid Tutorials and AVID motivational activities. The curriculum component of the AVID elective focuses on:
- WICR-R strategies (Writing, Inquiry, Collaboration and Reading),
- Developing skills that support Academic Success (eg. Organizational skills, Note-taking and Study skills, Test-taking skills, Collaborative learning and study skills, Communication and Presentation skills, Research skills)
- Acquiring information about post-secondary opportunities

Additional Information:
AVID Program Implementation Essentials are the principles that define and guide the implementation of the AVID Program. All 11 Essentials must be addressed.

1. SELECTION
AVID student selection must focus on students in the middle who have untapped academic potential and would benefit from AVID support to improve their achievement and begin post-secondary preparation.

2. PARTICIPATION
AVID program participants, both students and staff, must choose to participate.

3. SCHEDULING
The school must be committed to full implementation of the AVID Program, with the AVID elective class available within the regular academic school day.

4. RIGOR
AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for post-secondary enrollment.

5. WRITING
A strong, relevant writing curriculum must provide the basis for instruction in the AVID elective class.

6. INQUIRY
Inquiry must be used as a basis for instruction in the AVID class.

7. COLLABORATION
Collaboration must be used as a basis for instruction in the AVID classroom.

8. TUTORIALS
A sufficient number of trained tutors must be available in the AVID class to facilitate student access to rigorous curricula.

9. DATA
AVID school/districts must provide program implementation and student progress data. These will be monitored through the AVID Data System, with results analyzed to inform the AVID certification process.

10. RESOURCES
The school or district must identify resources for program costs; agree to implement AVID Program Implementation Essentials; and work toward participation in annual AVID certification. Commitment to on-going participation in AVID staff development is also required.

11. SCHOOL SITE TEAM
An active, interdisciplinary site team must collaborate on issues of student access to, and success in, rigorous post-secondary preparatory courses.
The mission of AVID is to ensure that students, and most especially the students in the academic middle, will be adequately prepared to enter post-secondary educational programs when they graduate from high school. Students in the academic middle are often under-achieving. With support, encouragement, and individual determination, they can acquire the skills and knowledge that are necessary for academic success.

**School District 83**

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: AVID 12

Course Code: YAVID12

Category: Liberal Arts and Humanities

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4 Credits

Number of Hours of instruction: 100 Hours

Date Approved: May 13, 2008

Prerequisites: Application and Interview

**Course Synopsis:**

The AVID elective encompasses the key elements that promote academic success and ensure successful preparation for post-secondary opportunities. A typical week in the AVID elective is split into three main components – AVID curriculum content, AVID Tutorials, and AVID maintenance and motivational activities.

The curriculum component of the AVID elective focuses on:

- WIC-R strategies (Writing, Inquiry, Collaboration and Reading)
- Developing skills that support academic success (eg. organizational skills, note-taking and study skills, test-taking skills, collaborative learning and study skills, communication and presentation skills, and research skills)
- Acquiring information about post-secondary opportunities

**Learning Resources:**

AVID library, AVID Publications, Videos
Implementing and Managing the AVID Program
College and Careers
Strategies for Success
Site Teams
Tutorials

**Additional Information:**

The mission of AVID is to ensure that students, and most especially the students in the academic middle, will be adequately prepared to enter post-secondary educational programs when they graduate from high school. Students in the academic middle are often under-achieving. With support, encouragement, and individual determination, they can acquire the skills and knowledge that are necessary for academic success.
This course has been offered at Salmon Arm Senior Secondary as a locally developed course for the past seven years. During that time, we have also been able to offer the course to groups of students with similar fitness goals (such as athletes) and at a variety of time periods during the day (AM – before the regular school timetable begins, PM – after the regular school timetable is completed and during the regular school timetable). The course provides an alternative to the regular Physical Education 11/12 courses for students who no longer desire a skill-related activity course, but wish to be involved in a stronger concentration of health-related activities.
School District 83

Status: approved

School Name: Salmon Arm Senior Secondary

Course Name: Horticulture 12

Course Code: YHORT 12

Category: Science and Applied Sciences

Grade Level of Course: 10  11  12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April 12, 2005

Prerequisites: Horticulture 11

Course Synopsis:

Horticulture 11. Students taking Horticulture 12 will continue with and expand their knowledge about horticulture. As with Horticulture 11, the focus of the program will be a ‘hands on’ approach to learn about plants. Students will grow an expanded and more challenging selection of plants, first in the classroom and moving into the greenhouse as weather permits. Students will be required to identify between forty and fifty additional plants, along with those learned in Horticulture 11. Students in Horticulture 12 are responsible for pruning the trees and shrubs located on the SASS grounds.

Learning Resources:

•Readers Digest Illustrated Guide to Gardening in Canada
•Sunset Introduction to Basic Gardening
•The Gardeners Handbook – An Integrated Approach to Insect and Disease Control
•Byland’s Guide to Hardy Plants
•Byland’s Perennial Guide
•Stokes Seed Catalogue
•Various magazine articles and Internet sites
•Videos
School District 85

Status: approved

School Name: North Island Secondary

Course Name: Learning Strategies 10

Course Code: YLS 10

Category: Other

Grade Level of Course:  

10  

11  

12  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved:  

February, 2006  

Prerequisites: School Based Referral

Course Synopsis:

This course is a teacher directed program in which students participate in a support program designed to teach and reinforce skills necessary to be a successful student. The course is spiral in nature and is often dependent on the blending of subject area material with the strategies being reinforced and taught. The student will be expected to engage in individual/small/group whole class activities and discussions and complete assignments which pertain directly to the content covered in the Learning Strategies course as defined in the learning outcomes section.
Course Synopsis:

Learning Strategies 12 is intended to develop mastery in the usage of learning strategies for students who are experiencing difficulties in subject areas and who require ongoing reinforcement and support in their learning behaviours. Grade 12 students will be expected to show a degree of mastery with binder organization, planner use and homework completion as well as starting to focus more on personal goal setting. It is expected that a learning journal will be kept.

This course is a teacher-directed program in which students participate in a support program designed to teach and reinforce skills necessary to be a successful student. The course is spiral in nature and is often dependent on the blending of subject area material with the strategies being reinforced and taught. The students will be expected to engage in individual/small group/ whole class activities and discussions, and complete assignments that pertain directly to the content covered in the “Learning Strategies” course as defined in the learning outcomes section.

Learning Resources:

Advanced Skills for Schools Success (by Anita Archer)
North Island Secondary School Agenda
Inspirations, Successmaker, Kurweil and other software

Additional Information:

Students in this course will be encouraged to organize the materials for the other courses they are enrolled in. This will include any homework assignments, project work, or external credit courses in which they may be taking.
School District 85

Status: approved

School Name: Port Hardy Secondary

Course Name: Cultural Tourism 12

Course Code: YCUTO 12

Category: Other

Grade Level of Course:  
10  
11  
X 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June, 2006

Prerequisites: none

Course Synopsis:

This course is designed to expose students to the wonders of travel while emphasizing the interaction with and respect for indigenous cultures. Students will be expected to demonstrate mature and appropriate attitudes and behaviors during all phases of the course. Students will be involved in activities outside of the timetable planning and fund raising for the trip, as well as learning about the language, culture and history of the countries to be visited. Some of the fund raising activities in which the students participate will contribute to the school and community. Port Hardy Secondary teaching staff will be accompanying the students to the countries visited, ensuring a connection between the sites visited and subjects studied in the classroom. Along with the teachers, there will be an experienced, professional multi-lingual Tour Escort who will accompany the travelers throughout their tour, providing full-time guidance and assistance.

Learning Resources:

Department Of Foreign Affairs: Information and Assistance for Canadians Abroad http://www.voyage.gc.ca/CanadianPassportWeb/index_e.asp

Packing advice for your trip. What to bring, what not to bring, and how to keep your valuables and yourself safe: http://www.ricksteves.com/store/learnmore/gear.htm

Tips on how to dress & feel good on long flights: http://cms.lufthansa.com/flightinfo/index_e.asp

Whether it’s about fear of flying, jet lag or travel sickness – stop worrying! We have helpful tips for you on how you can enjoy the experience of flight with no problems: http://cms.lufthansa.com/flightinfo/index_e.asp

Lufthansa’s, carry-on baggage & new security measures: http://cms.lufthansa.com/flightinfo/index_e.asp

Electronic Devices and usage on airplane flights. (This is “United Airs” site but the same rules apply to Air Canada.): http://www.ual.com/page/article/0,1360,1036,00.html

Transport Canada Regulations regarding carry-on luggage and luggage going into the baggage compartment under the plane: http://www.tc.gc.ca/CivilAviation/commerce/DangerousGoods/regoverview/passlugg/menu.htm

Vancouver International Airport flight arrival and departure information: http://www.yvr.ca/flightinfo/index_e.asp


Currency Conversion: http://www.xe.net/ucc/

Pictures & information pertaining to Euro coins and banknotes: http://www.stuurdclarkesrome.com/euro.html

Before you know it: Learning German and Italian phrases http://www.byki.com/

Library Resources about the history, culture, art, music, etc. of the countries visited.

www.bcsta.org
Additional Information:

Additional Information Students will be able to use this experience and these activities as part of their Graduation Portfolio under the Arts & Design, Community Involvement and Responsibility and Information Technology categories.
**Course Synopsis:**

First Nations Leadership 10 is an introductory course to the development of leadership skills.

First Nations Leadership is a program for First Nations Students who need to improve their communication skills in the areas of speaking, listening, reading and writing. They will have the opportunity to enrich the development of oral language skills, to build self confidence, and to improve reading and writing skills.

The students will work on these skills by working of a variety of projects. These include: reading to elementary school students, reading and discussing novels with First Nations Content, responding to First Nations Art, participating in workshops and open houses for students and parents, participating in activities such as the Mini feast for elementary students, planning and participating a field trip to visit college and university First Nations Programs and organizing fundraising activities for the major field trip to Victoria to see the post-secondary institutions.

**Learning Resources:**

Learning Resources:
• Novels – high interest Low-Vocab novels
• Assessment test
• Field trip to Alert Bay
• Digital camera
• Access to computers
• Portfolio materials
The course would be open to all First Nations students and accessed in two ways. Students can volunteer to take the course or teachers can refer students. They would then be given a language skills assessment to see if they have specific language skills that need development. This would be an English Skills Development (ESD) course. The leadership activities are the vehicle used to maintain interest and encourage personal growth.

**School District 85**

Status: approved

School Name: Port Hardy Secondary

Course Name: First Nations Leadership 11

Course Code: YFNL 11

Category: Other

Grade Level of Course: ☑ 10 ☑ 11 ☑ 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 22, 2004

Prerequisites: none

**Course Synopsis:**

First Nations Leadership 11 is an introductory course to the development of leadership skills.

First Nations Leadership is a program for First Nations Students who need to improve their communication skills in the areas of speaking, listening, reading and writing. They will have the opportunity to enrich the development of oral language skills, to build self confidence, and to improve reading and writing skills.

The students will work on these skills by working of a variety of projects. These include: reading to elementary school students, reading and discussing novels with First Nations Content, responding to First Nations Art, participating in workshops and open houses for students and parents, participating in activities such at the Mini Feast for elementary students, participating in a field trip to visit college and university First Nations Programs and participating in fundraising activities for the major field trip to Victoria to see the post-secondary institutions.

**Learning Resources:**

- Novels – high interest Low-Vocab novels
- Assessment test
- Field trip to Alert Bay
- Digital camera
- Access to computers
- Portfolio materials

**Additional Information:**

The course would be open to all First Nations students and accessed in two ways. Students can volunteer to take the course or teachers can refer students. They would then be given a language skills assessment to see if they have specific language skills that need development. This would be an English Skills Development (ESD) course. The leadership activities are the vehicle used to maintain interest and encourage personal growth.

www.bcsta.org
School District 85

Status: approved

School Name: Port Hardy Secondary

Course Name: First Nations Leadership 12

Course Code: YFNL 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 22, 2004

Prerequisites: none

Course Synopsis:

First Nations Leadership 12 is course that provides students an opportunity to develop their leadership skills. Students at the Grade 12 level will be expected to plan a major leadership project for students in the school or community.

First Nations Leadership is a program for First Nations Students who need to improve their communication skills in the areas of speaking, listening, reading and writing. They will have the opportunity to enrich the development of oral language skills, to build self confidence, and to improve reading and writing skills.

The students will work on these skills by working of a variety of projects. These include: reading to elementary school students, reading and discussing novels with First Nations Content, leading literature circles in discussion, planning a leadership project for students in the school or community, planning and participating a field trip to visit college and university First Nations Programs, organizing fundraising activities for the major field trip to Victoria to see the post-secondary institutions, planning the presentation of their Graduation Portfolio, participating in Dry Grad planning and fundraising.

Learning Resources:

• Novels – high interest Low-Vocab novels
• Assessment test
• Field trip to Alert Bay
• Digital camera
• Access to computers
• Portfolio materials

Additional Information:

The course would be open to all First Nations students and accessed in two ways. Students can volunteer to take the course or teachers can refer students. They would then be given a language skills assessment to see if they have specific language skills that need development. This would be an English Skills Development (ESD) course. The leadership activities are the vehicle used to maintain interest and encourage personal growth.
School District 85

Status: approved

School Name: Port Hardy Secondary

Course Name: Journalism 12

Course Code: YJOU 12

Category: Other

Grade Level of Course: 10 11 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: June 9, 2005

Prerequisites: none, but Journalism 10 or 11 is recommended

Course Synopsis:

Journalism 12 provides the opportunity for students to build on the skills that they developed in Journalism 10 and 11 and to take a leadership role in the production of The Wailer and Carpe Diem, the school yearbook.

This course is designed to teach students the elements of desktop publishing for the production and writing of a school paper and yearbook. Students will improve their writing, layout, photography and other journalism related skills. Therefore, they will be better prepared for careers in journalism and related fields.

Learning Resources:

Resources: may include but are not limited to the following

Teachers Manual for Springboard To Journalism, Helen Smith, Copyright 1992 Columbia Scholastic Press Association

Death by Cheeseburger, High School Journalism in the 1990s and Beyond, Alice Bonner, Copyright 1994 The Freedom Forum

Scholastic Newspaper Fundamentals, Helen F. Smith, Copyright 1997 Columbia Scholastic Press Association


Scholastic Yearbook Fundamentals 3rd Edition, Martha Akers, Paul Ender, Laura Schaub, Copyright 1999 Columbia Scholastic Press Association

Springboard to Journalism, Helen F. Smith, Copyright 1991 Columbia Scholastic Press Advisors Association

Additional Information:

Special Training, Facilities or Equipment Required:

• Mac Lab access with PageMaker, Photoshop, Word, Adobe Acrobat Professional
• Digital cameras and/or 35 mm cameras with photo scanners
School District 85

Status: approved

School Name: Port Hardy Secondary

Course Name: Leadership 12

Course Code: YLEAD 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2006

Prerequisites: none

Course Synopsis:

Leadership 12 is run outside of the timetable. Students and advisors meet once a week during their lunch hour. Most activities are organized before and after school. Because of this, many students start accruing hours beginning in Grade 9 and finishing the requirements in Grade 12. The course is designed to allow students to develop their sense of social responsibility both within the school and the community. Students will have the opportunity to develop their self image, goal setting, decision making, managing their time, communication skills, public speaking, public relations and conflict resolution. The course will allow students the opportunity to add documentation to their graduation portfolios.
School District 85

Status: approved

School Name: Port Hardy Secondary

Course Name: Learning Strategies 12

Course Code: YLS 12

Category: Other

Grade Level of Course:  

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: March 22, 2004

Prerequisites:

Learning Strategies 12 is intended to develop mastery in the usage of learning strategies for students who are experiencing difficulties in subject areas and who require ongoing reinforcement and support in their learning behaviours. Grade 12 students will be expected to show a degree of mastery with binder organization, planner use and homework completion as well as starting to focus more on personal goal setting. It is expected that a learning journal will be kept.

This course is a teacher-directed program in which students participate in a support program designed to teach and reinforce skills necessary to be a successful student. The course is spiral in nature and is often dependent on the blending of subject area material with the strategies being reinforced and taught. The students will be expected to engage in individual/small group/whole class activities and discussions, and complete assignments that pertain directly to the content covered in the “Learning Strategies” course as defined in the learning outcomes section.

Learning Resources:

Advanced Skills for Schools Success (by Anita Archer)
North Island Secondary School Agenda
Inspirations, Successmaker, Kurweil and other software

Additional Information:

Students in this course will be encouraged to organize the materials for the other courses they are enrolled in. This will include any homework assignments, project work, or external credit courses in which they may be taking.
School District 85

Status: approved

School Name: Port Hardy Secondary

Course Name: Peer Tutoring 11

Course Code: YPTU 11

Category: Other

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: May, 2006

Prerequisites: Teacher Recommendation

Course Synopsis:

By the end of the Peer Tutoring course, a student will have gained knowledge and skills to teaching and learning. This course motivates and prepares students to help fellow students and to develop their own interpersonal skills. Students will be placed in an appropriate setting based on their skills and interests to assist a teacher. Five days a week peer tutors will be involved in tutoring individuals or small groups or assisting the teacher in other ways. Peer tutors will keep a daily journal to keep track of their daily activities. Diverse placement are available to the peer tutor ranging from electives, to academics to special settings such as the Special Education Program or the Learning Assistance Centre. Students will develop skills and knowledge in factors effecting school success, communication, conflict management, interpersonal relationships, leadership and work experience. These skills will be practiced in students' peer tutoring situations.
School District 85

Status: approved

School Name: Port Hardy Secondary

Course Name: Peer Tutoring 12

Course Code: YPTU 12

Category: Other

Grade Level of Course: [ ] 10 [ ] 11 [x] 12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: May, 2006

Prerequisites: Peer Tutoring 11 & Teacher Recommendation

Course Synopsis:

By the end of the Peer Tutoring 12 course, a student will develop a further understanding of learning disabilities that impact student learning and achievement. Students will continue to help and motivate fellow students and to develop their own interpersonal skills. It is expected that students will pursue more complex challenges and build upon previous experiences in Peer Tutoring 11. PT12 students will be distinguished by being placed in an environment that enhances their focus area choice. Students will continue to develop and understand the purpose and need for effective communications skills, the variety of teaching and learning styles that people exhibit and the effectiveness of supporting others. Five days a week peer tutors will be involved in tutoring individuals or small groups or assisting the teacher in other ways. PTs will keep a daily journal to keep track of their daily activities. Diverse placements are available to PTs ranging from electives, to academics to special settings such as the Special Education Program or the Learning Assistance Centre. In PT12, students will further develop skills and knowledge of factors affecting school success.
School District 87

Status: approved

School Name: Dease Lake School

Course Name: Yearbook 12

Course Code: YYB 12

Category: Fine Arts, Design, and Media

Grade Level of Course: 10  11  X 12

Number of Course Credits: 4

Number of Hours of instruction: 100

Date Approved: June 1, 2004

Prerequisites: None

Course Synopsis:

This course has been developed so that students will be able to identify, compare and contrast images of given subjects through the development of a school yearbook. Students learn the use of various cameras, printers, computers, scanners and editing equipment as they follow the steps in creating a yearbook for the school in which they attend.

As a conclusion for their work, the students will have a visual, hands-on result in the form of a book in which to present to the school and community. Learning outcomes for the course can be seen in the curriculum organizers: Layout and Design, Photography, Editing and Technology.

Learning Resources:

-Photography and editing equipment operations manuals
-Previous school yearbooks as well as yearbook samples from printing companies
-Sample books with various bindings and construction methods
-Articles and information about yearbook production on the Internet
-Book: The Step-by-Step Guide to Photography
### Course Synopsis:

Ce cours vise à développer chez l’élève les compétences nécessaires à l’organisation de sorties en plein air sécuritaires et agréables. Le format de leçons par vidéoconférences et de liens Internet avec l’enseignant exige une grande autonomie de la part des élèves. Le désir d’améliorer sa forme physique et de travailler en équipe est essentiel. L’élève développera sa compréhension théorique du plein air pour en arriver à une pratique plus structurée et sécuritaire.

### Learning Resources:


### Additional Information:

<table>
<thead>
<tr>
<th>Unit/Topic</th>
<th>Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Principes de base du conditionnement physique</td>
<td>12 heures</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Alimentation sportive</td>
<td>5 heures</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Éthique et sécurité en forêt</td>
<td>8 heures</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Techniques de canot-camping et de sauvetage (sortie de trois jours)</td>
<td>32 heures</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Cartes topographiques, boussole et ARVA</td>
<td>4 heures</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Sécurité en montagne en hiver</td>
<td>12 heures</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Camping d’hiver (sortie de trois jours)</td>
<td>32 heures</td>
</tr>
</tbody>
</table>

Total Hours: 105 heures
Prérequis :
• La recommandation par 2 membres du personnel ou un membre de l'administration ou un conseiller
• L'élève est mature et responsable et respecte les autres
• L'élève souhaite travailler avec tous les élèves
• L'élève souhaite communiquer et interagir avec les autres


Course Synopsis:

Le programme aide-camarade donne à l’élève l’occasion d’aider ses camarades avec leurs études dans le contexte de la salle de classe. L’élève est surveillé, évalué et dirigé par un enseignant responsable. L’élève qui réussit le programme reçoit deux ou quatre crédits en compétences pratiques. L’aide-camarade est une ressource inestimable et joue un rôle essentiel dans le processus d’apprentissage.

Additional Information:

Prérequis :
• La recommandation par 2 membres du personnel ou un membre de l’administration ou un conseiller
• L’élève est mature et responsable et respecte les autres
• L’élève souhaite travailler avec tous les élèves
• L’élève souhaite communiquer et interagir avec les autres

Formation spécialisée, locaux ou équipement requis : Aucun

Résumé du cours : Le programme Aide camarade du conseil scolaire N° 67 donne à l’élève l’occasion d’aider ses camarades avec leurs études dans le contexte de la salle de classe. L’aide camarade travaille avec un âge en particulier ou facilite les activités en petits groupes. L’aide camarade est surveillé, dirigé et évalué par l’enseignant responsable (ou plusieurs, selon le cas). Le programme prépare et encourage l’élève à faire preuve de leadership et à aider les personnes dont les besoins sont divers. L’élève pourra développer sa responsabilité communautaire tout en rehaussant sa compétence en matière de communication, de relations interpersonnelles, de leadership et de travail en équipe. L’élève apprendra à apprécier, valoriser et accepter la dignité qui revient à chaque personne – une valeur qu’il conservera tout au long de sa vie. L’aide camarade recevra deux crédits pour 60 heures ou quatre crédits pour avoir réussi 120 heures de travail.

Raison d’être : L’aide camarade contribuera à l’apprentissage en appuyant la présentation du cours dispensé en salle de classe. L’aide camarade sera assigné à un domaine d’enseignement selon ses compétences et son intérêt pour cette matière et selon la disponibilité. Le rôle d’aide camarade est intégré au processus d’apprentissage dans nos trois écoles secondaires et représente une ressource inestimable. Dans ce cours, l’élève pourra acquérir les connaissances de base en matière d’apprentissage et de théories de gestion du comportement appropriées au rôle d’aide camarade.

Structure du programme :

Unité / ThèmeProgramme aide camarade : Temps alloué :
1 Orientation au programme : 10 heures
2 Classement : 2 heures
31ère session 12 / 27 heures
42e session 12 / 27 heures
53e session 12 / 27 heures
64e session 12 / 27 heures
Total 60 / 120 heures

Aide camarade 10/11/12
Description générale :

Le programme aide camarade donne à l’élève l’occasion d’aider ses camarades avec leurs études dans le contexte de la salle de classe. L’élève est surveillé, évalué et dirigé par un enseignant responsable. L’élève qui réussit le programme reçoit deux ou quatre crédits en compétences pratiques. L’aide camarade est une ressource inestimable et joue un rôle essentiel dans le processus d’apprentissage.

Attentes : L’aide camarade doit
• être assidu et arriver à l’heure
• être bien préparé
• participer au meilleur de sa compétence
• assister à toutes les réunions et séminaires tenus à l’heure du dîner
• travailler de près avec l’enseignant responsable afin d’apporter son soutien à l’apprentissage
• respecter tous les élèves et enseignants

Clés du succès : La liste qui suit contient quelques-uns des comportements et qualités que l’aide camarade doit démontrer et rehausser :
• Faire preuve de conduite exemplaire
• Aider d’abord – camaraderie ensuite
• Utiliser une gestuelle positive – Les actes en disent plus que les mots.
• Encourager, faire de nombreux compliments
• Apprendre les noms des élèves et les utiliser
• Montrer un intérêt sincère
• S’appliquer à compléter la tâche
• Laisser passer les comportements inacceptables
• Tirer profit des compétences et de l’expérience de l’enseignant responsable
• Manifester son enthousiasme envers l’apprentissage
• Être juste et cohérent dans ses rapports avec les élèves
• Ne jamais se moquer d’un apprenant. Éviter le sarcasme.
• Tenter de ne pas associer le comportement à la personne

Évaluation :
• L’enseignant responsable offrira de vive voix et à intervalles régulières ses commentaires à l’aide camarade.
• Au cours de chaque session, l’aide camarade fera par écrit une autoévaluation qu’il discutera avec l’enseignant responsable.
• Au cours de chaque session, l’enseignant responsable fera par écrit une évaluation de l’aide camarade. Une copie de l’évaluation sera jointe au bulletin de l’élève.

Soutien : Si un élève a ou une inquiétude ou un problème qui ne peut être résolu avec l’enseignant responsable, il est prié de consulter l’enseignant au secrétariat aussitôt que possible et nous l’aiderons à résoudre la question.

Composante pédagogique :
• Enseignement direct
• Enseignement indirect
• Enseignement interactif
• Étude individuelle
• Observation d’un modèle
• Expérience pratique
• Travail en équipe

L’évaluation comprend les aspects formatifs et sommatifs :
• Observation par l’enseignant

www.bcsta.org
Autoévaluation
Évaluation par d'autres enseignants
Séminaires d'élèves
Journal de bord de l'élève
Présentations et démonstrations.

Composantes de l’évaluation :
• Participation (domaine affectif)
• Acquisition de compétences (domaine psychomoteur)
• acquisition de connaissances (domaine cognitif)

Ressources d’apprentissage :

Information supplémentaire :
• Programme d'études – aide camarade 2004/2005

Aide camarade 10e, 11e, et 12e années
Évaluation par l’enseignant responsable :

<table>
<thead>
<tr>
<th>Élève : _______________________________</th>
<th>Année d'études : __________________________</th>
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<tbody>
<tr>
<td>Enseignant responsable : ______________</td>
<td>Groupe : _________________________________</td>
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<td>Session : ____________________________</td>
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Assiduité et ponctualité : _____/20
Commentaires:______________________________________________________________________________

Obligance et bonne volonté : _____/10
Commentaires:______________________________________________________________________________

Compétence / Acquisition de connaissances : _____/10
Commentaires:______________________________________________________________________________

Débrouillardise / Initiative : _____/10
Commentaires:______________________________________________________________________________

Gestion du matériel et des ressources : _____/10
Commentaires:______________________________________________________________________________

Rapports avec les élèves : _____/20
Commentaires:______________________________________________________________________________

Communication avec l’enseignant : _____/20
Commentaires:______________________________________________________________________________

www.bcsta.org
Total _____/100

Signature de l’enseignant: ___________________________ Date: ___________________________

Aide camarade 10e, 11e, et 12e années
Autoévaluation par l’aide camarade:

Élève: ___________________________ Année d’études: ___________________________

Enseignant responsable: ___________________________ Groupe: ___________________________

Session: _______

Consignes pour l’aide camarade : Remplis le formulaire d’évaluation au stylo et discutes-en avec l’enseignant responsable dans la semaine qui précède la fin de la session. Rappelle à ton enseignant qu’il (elle) doit remplir l’évaluation de l’enseignant au verso, et envoyer le formulaire à _________ avant le _______

Assiduité et ponctualité: _____/20

Commentaires:________________________________________________________________________
_________________________________________________________________________________

Obligance et bonne volonté: _____/10

Commentaires:________________________________________________________________________
_________________________________________________________________________________

Compétence / Acquisition de connaissances: _____/10

Commentaires:________________________________________________________________________
_________________________________________________________________________________

Débrouillardise / Initiative: _____/10

Commentaires:________________________________________________________________________
_________________________________________________________________________________

Gestion du matériel et des ressources: _____/10

Commentaires:________________________________________________________________________
_________________________________________________________________________________

Rapport avec les élèves: _____/20

Commentaires:________________________________________________________________________
_________________________________________________________________________________

Communication avec l’enseignant: _____/20

Commentaires:________________________________________________________________________
_________________________________________________________________________________

Total _______/100

Signature de l’aide camarade: ___________________________ Date: ___________________________
Additional Information:

Renseignements supplémentaires

Prérequis :
(Profil de l’élève)

• Recommandé par deux membres du personnel et/ou du service de soutien aux élèves.
• Mature, responsable, respecte les autres
• Souhaite ou s’intéresse à travailler avec les élèves qui ont des besoins particuliers
• Compétent en communication et interaction avec tous

Raison d’être :

Ce cours vise à promouvoir la responsabilité sociale en aidant les élèves à apprécier, valoriser et accepter la dignité accordée à tous.

• Développer l’habileté à travailler et à interagir avec des élèves qui manifestent des besoins variés
• Développer les qualités de leadership
• Acquérir des compétences en communication
• Acquérir des compétences en matière de relations interpersonnelles : les créer et les entretenir
• Acquérir les connaissances fondamentales au sujet de l’apprentissage et de la gestion des comportements dans le contexte de la salle de classe
Attentes :
60 % - compétence en leadership
• Travailler de façon autonome et en collaborant avec les élèves sous la direction de l’enseignant titulaire, ou de l’enseignant responsable du service de soutien aux élèves
• Faire preuve de flexibilité et d’adaptation dans son appui au processus d’apprentissage
• Rehausser sa compréhension du contenu du cours par l’enseignement aux pairs
• Décrire en quoi ses qualités personnelles et connaissances s’appliquent au contexte de l’enseignement aux pairs

20 % - Soutien à l’apprentissage
• Avec l’aide d’un responsable, appliquer des stratégies afin d’approfondir les concepts présentés par l’enseignant
• Donner le bon exemple en présence des élèves
• Étudier les principes de résolution de conflits
• Apporter son appui et son encouragement aux démarches de l’enseignant

10 % - Compétence en matière de responsabilité sociale
• Faire preuve d’efficacité dans le travail en équipe avec l’enseignant et le personnel
• Identifier le besoin d’apprécier et de valoriser toutes les personnes

10 % - composante formative

L’élève pourra profiter d’une gamme d’expériences formatives afin de développer des stratégies dans le but d’aider les élèves à apprendre et à établir des objectifs d’apprentissage. Il restera à déterminer la façon dont ces stratégies seront mises en pratique.

Composante évaluative

L’évaluation de l’élève est basée sur la mesure où l’élève a accompli les objectifs prescrits. L’évaluation est continue et inclut une évaluation par l’élève et l’enseignant des aspects suivants :

• Habileté à travailler et interagir avec des élèves qui ont des besoins particuliers
• Leadership
• Communication efficace
• Habileté à former et entretenir des relations
• Connaissance des théories de l’apprentissage et de la gestion du comportement dans le contexte de la salle de classe

Les méthodes d’évaluation peuvent inclure :

• Observation par l’enseignant
• Rapports des autres enseignants ou des parents
• Barèmes d’évaluation

L’évaluation quotidienne ou hebdomadaire du rendement pourrait inclure :

• Les tâches quotidiennes
• L’utilisation manifeste des compétences et des stratégies
• La manifestation des atouts et des besoins personnels
Prérequis :
• La recommandation par 2 membres du personnel ou un membre de l'administration ou un conseiller

Résumé du cours : Le programme Aide camarade du conseil scolaire N° 67 donne à l’élève l’occasion d’aider ses camarades avec leurs études dans le contexte de la salle de classe. L’aide camarade travaille avec un élève en particulier ou facilite les activités en petits groupes. L’aide camarade est surveillé, dirigé et évalué par l’enseignant responsable (ou plusieurs, selon le cas). Le programme prépare et encourage l’élève à faire preuve de leadership et à aider les personnes dont les besoins sont divers. L’élève pourra développer sa responsabilité communautaire tout en rehaussant sa compétence en matière de communication, de relations interpersonnelles, de leadership et de travail en équipe. L’élève apprendra à apprécier, valoriser et accepter la dignité qui revient à chaque personne – une valeur qu’il conservera tout au long de sa vie. L’aide camarade recevra deux crédits pour 60 heures ou quatre crédits pour avoir réussi 120 heures de travail.

Raison d’être : L’aide camarade contribuera à l’apprentissage en appuyant la présentation du cours dispensé en salle de classe. L’aide camarade sera assigné à un domaine d’enseignement selon ses compétences et son intérêt pour cette matière et selon la disponibilité. Le rôle d’aide camarade est intégré au processus d’apprentissage dans nos trois écoles secondaires et représente une ressource inestimable. Dans ce cours, l’élève pourra acquérir les connaissances de base en matière d’apprentissage et de théories de gestion du comportement appropriées au rôle d’aide camarade.

Structure du programme :

Unité / ThèmeProgramme aide camarade :Temps alloué :
1Orientation au programme	 10 heures
2Classement	   2 heures
Aide camarade 10/11/12
Description générale :

Le programme aide camarade donne à l’élève l’occasion d’aider ses camarades avec leurs études dans le contexte de la salle de classe. L’élève est surveillé, évalué et dirigé par un enseignant responsable. L'élève qui réussit le programme reçoit deux ou quatre crédits en compétences pratiques. L’aide camarade est une ressource inestimable et joue un rôle essentiel dans le processus d'apprentissage.

Attentes : L’aide camarade doit
• être assidu et arriver à l’heure
• être bien préparé
• participer au meilleur de sa compétence
• assister à toutes les réunions et séminaires tenus à l'heure du dîner
• travailler de près avec l'enseignant responsable afin d’apporter son soutien à l’apprentissage
• respecter tous les élèves et enseignants

Clés du succès : La liste qui suit contient quelques-uns des comportements et qualités que l’aide camarade doit démontrer et rehausser :
• Faire preuve de conduite exemplaire
• Aider d'abord – camaraderie ensuite
• Utiliser une gestuelle positive – Les actes en disent plus que les mots.
• Encourager, faire de nombreux compliments
• Apprendre les noms des élèves et les utiliser
• Montrer un intérêt sincère
• S’appliquer à compléter la tâche
• Laisser passer les comportements inacceptables
• Tirer profit des compétences et de l’expérience de l’enseignant responsable
• Manifester son enthousiasme envers l’apprentissage
• Être juste et cohérent dans ses rapports avec les élèves
• Ne jamais se moquer d’un apprenant. Éviter le sarcasme.
• Tenter de ne pas associer le comportement à la personne

Évaluation :
• L’enseignant responsable offrira de vive voix et à intervalles régulières ses commentaires à l’aide camarade.
• Au cours de chaque session, l’aide camarade fera par écrit une autoévaluation qu’il discutera avec l’enseignant responsable.
• Au cours de chaque session, l’enseignant responsable fera par écrit une évaluation de l’aide camarade. Une copie de l’évaluation sera jointe au bulletin de l’élève.

Soutien : Si un élève a ou une inquiétude ou un problème qui ne peut être résolu avec l’enseignant responsable, il est prié de consulter l’enseignant au secrétariat aussitôt que possible et nous l’aiderons à résoudre la question.

Composante pédagogique :
• Enseignement direct
• Enseignement indirect
• Enseignement interactif
• Étude individuelle
• Observation d’un modèle
• Expérience pratique
• Travail en équipe

L’évaluation comprend les aspects formatifs et sommatifs :
• Observation par l’enseignant
Autoévaluation
Évaluation par d'autres enseignants
Séminaires d'élèves
Journal de bord de l'élève
Présentations et démonstrations.

Composantes de l'évaluation :
- Participation (domaine affectif)
- Acquisition de compétences (domaine psychomoteur)
- Acquisition de connaissances (domaine cognitif)

Ressources d'apprentissage :

Information supplémentaire :
- Programme d'études – aide camarade 2004/2005

Aide camarade 10e, 11e, et 12e années
Évaluation par l'enseignant responsable :

Élève : ________________________________ Année d'études : ________________________________

Enseignant responsable : ______________________ Groupe : ________________________________

Session : ______

Consignes pour l'enseignant responsable : Veuillez remplir le formulaire d'évaluation au stylo et en discuter avec l'élève dans la semaine qui précède la fin de la session. Remarque : L'aide camarade doit remplir une autoévaluation avant de vous la rendre (voir au verso). Soumettez l'évaluation à __________________________ avant le ______________________. Vous pouvez conserver une copie pour vos dossiers. Une copie de cette évaluation sera jointe au bulletin de notes de l'élève.

Assiduité et ponctualité : ______/20
Commentaires:_________________________________________________________________________
_________________________________________________________________________________

Obligance et bonne volonté : ______/10
Commentaires:_________________________________________________________________________
_________________________________________________________________________________

Compétence / Acquisition de connaissances : ______/10
Commentaires:_________________________________________________________________________
_________________________________________________________________________________

Débrouillardise / Initiative: ______/10
Commentaires:_________________________________________________________________________
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Gestion du matériel et des ressources : ______/10
Commentaires:_________________________________________________________________________
_________________________________________________________________________________

Rapports avec les élèves : ______/20
Commentaires:_________________________________________________________________________
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Communication avec l'enseignant : ______/20
Commentaires:_________________________________________________________________________
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</tbody>
</table>

Total ______ /100

Signature de l’aide camarade : ___________________ Date : ___________________
Renseignements supplémentaires

Prérequis :
(Profil de l’élève)

• Récommandé par deux membres du personnel et/ou du service de soutien aux élèves.
• Mature, responsable, respecte les autres
• Souhaite ou s’intéresse à travailler avec les élèves qui ont des besoins particuliers
• Compétent en communication et interaction avec tous

Raison d’être :

Ce cours vise à promouvoir la responsabilité sociale en aidant les élèves à apprécier, valoriser et accepter la dignité accordée à tous.

• Développer l’habileté à travailler et à interagir avec des élèves qui manifestent des besoins variés
• Développer les qualités de leadership
• Acquérir des compétences en communication
• Acquérir des compétences en matière de relations interpersonnelles : les créer et les entretenir
• Acquérir les connaissances fondamentales au sujet de l’apprentissage et de la gestion des comportements dans le contexte de la salle de classe

Course Synopsis:

Ce cours prépare et motive les élèves à faire preuve de leadership et à aider les individus dont les besoins se manifestent de toutes sortes de façons. Les élèves appliqueront ces compétences dans le contexte de la salle de classe. Les élèves travailleront sous la direction d’un enseignant titulaire qui les aidera dans toute une gamme d’activités formatives. Ils deviendront responsables envers la société tout en acquérant et développant leurs compétences en matière de communication, de responsabilité, de prise de décision, de styles d’apprentissage, de relations interpersonnelles, de leadership et de travail en équipe.

Les élèves aide-enseignants apprendront la valeur et la complexité de la diversité sociale tout en appréciant l’importance de l’apprentissage à vie et de l’aide apportée au prochain.

Additional Information:

Renseignements supplémentaires

Prérequis :
(Profil de l’élève)

• Recommandé par deux membres du personnel et/ou du service de soutien aux élèves.
• Mature, responsable, respecte les autres
• Souhaite ou s’intéresse à travailler avec les élèves qui ont des besoins particuliers
• Compétent en communication et interaction avec tous

Raison d’être :

Ce cours vise à promouvoir la responsabilité sociale en aidant les élèves à apprécier, valoriser et accepter la dignité accordée à tous.

• Développer l’habileté à travailler et à interagir avec des élèves qui manifestent des besoins variés
• Développer les qualités de leadership
• Acquérir des compétences en communication
• Acquérir des compétences en matière de relations interpersonnelles : les créer et les entretenir
• Acquérir les connaissances fondamentales au sujet de l’apprentissage et de la gestion des comportements dans le contexte de la salle de classe
Attentes :
60 % - compétence en leadership
• Travailler de façon autonome et en collaborant avec les élèves sous la direction de l’enseignant titulaire, ou de l’enseignant responsable du service de soutien aux élèves
• Faire preuve de flexibilité et d’adaptation dans son appui au processus d’apprentissage
• Rehausser sa compréhension du contenu du cours par l’enseignement aux pairs
• Décrire en quoi ses qualités personnelles et connaissances s’appliquent au contexte de l’enseignement aux pairs

20 % - Soutien à l’apprentissage
• Avec l’aide d’un responsable, appliquer des stratégies afin d’approfondir les concepts présentés par l’enseignant
• Donner le bon exemple en présence des élèves
• Étudier les principes de résolution de conflits
• Apporter son appui et son encouragement aux démarches de l’enseignant

10 % - Compétence en matière de responsabilité sociale
• Faire preuve d’efficacité dans le travail en équipe avec l’enseignant et le personnel
• Identifier le besoin d’apprécier et de valoriser toutes les personnes

10 % - composante formative
L’élève pourra profiter d’une gamme d’expériences formatives afin de développer des stratégies dans le but d’aider les élèves à apprendre et à établir des objectifs d’apprentissage. Il restera à déterminer la façon dont ces stratégies seront mises en pratique.

Composante évaluative
L’évaluation de l’élève est basée sur la mesure où l’élève a accompli les objectifs prescrits. L’évaluation est continue et inclut une évaluation par l’élève et l’enseignant des aspects suivants :

• Habillement à travailler et interagir avec des élèves qui ont des besoins particuliers
• Leadership
• Communication efficace
• Habillement à former et entretenir des relations
• Connaissance des théories de l’apprentissage et de la gestion du comportement dans le contexte de la salle de classe

Les méthodes d’évaluation peuvent inclure :

• Observation par l’enseignant
• Rapports des autres enseignants ou des parents
• Barèmes d’évaluation

L’évaluation quotidienne ou hebdomadaire du rendement pourrait inclure :

• Les tâches quotidiennes
• L’utilisation manifeste des compétences et des stratégies
• La manifestation des atouts et des besoins personnels
School District 93

Status: approved

School Name: Gabrielle-Roy

Course Name: ESL 12

Course Code: YESL 12

Category: Choose a Category

Grade Level of Course:  

10  

11  

12

Number of Course Credits: 4

Number of Hours of instruction: 120

Date Approved: April, 2005

Prerequisites:

Course Synopsis:

This course has been developed to enable students whose first language is not English to earn the necessary credits towards high school graduation. It provides students with the opportunity to study literary and informational communications. Students will study a novel and, as a culmination, will complete a Research Project assessing their skills in listening, speaking, reading and writing. Learning outcomes for the course are grouped under the curriculum organizers: Comprehend and Respond, Communicate Ideas and Information and Self and Society. The approach supports student language development and encourages different written and visual forms of literary interpretations.
School District 93

Status: approved

School Name: L'ecole Victor Brodeur

Course Name: Nature et photographie 11

Course Code: YFPHO 11

Category: Fine Arts, Design, and Media

Grade Level of Course: ☐ 10 ☒ 11 ☐ 12

Number of Course Credits: 2

Number of Hours of instruction: 60

Date Approved: April, 2005

Prerequisites:

Course Synopsis:

À la fin de ce cours l’élève aura :

- expérimenté les richesses et la diversité du milieu naturel de la province ;
- expérimenté la base des techniques photographiques (argentique et numérique) ;
- expérimenté le vocabulaire du monde photographique ;
- utilisé adéquatement une caméra argentique ou numérique ;
- visité un certains nombres d’écosystèmes de la province ;
- découvert l’implication sociale du photographe ;
- présenté ses œuvres au sein d’une exposition ;
- démontré son appréciation du monde naturel ;
- expérimenté le plein air en situation photographique ;
- été évalué dans son développement selon les points suivants : création, analyse, technologie et ses implications socioculturelles.