

# LANGLEY SECONDARY SCHOOL COURSE PLANNING GUIDE GRADES 9 - 12



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*Imagine, Engage, Act: Nothing Without Effort*

# Welcome to LANGLEY SECONDARY SCHOOL

Course planning is an extremely important step in the determination of a student's future. The administration, counsellors, and staff urge you and your parents to examine the contents of this publication very closely.

## ***Choose wisely and carefully!***

*As is discovered each year by some students, late changes may not be possible due to a class being already full or in conflict with other courses.*

*Again, now is the time of year when the counsellors are available for educational counselling. Now is your best opportunity to plan, select, and receive the courses you need.*

## PROCESS FOR COURSE SELECTION

- February:** A Parent Meeting and Grade Assemblies will be held to talk about course planning and explain the process. Counsellors will conduct on-line course planning in the learning commons.
- March:** All completed, signed course-planning sheets need to have been returned.
- March – June:** Course request change forms available in the Counselling Office.
- June:** Preliminary timetables will be distributed to students.

IN LATE AUGUST, OUR COUNSELLORS WILL BE BUSY PROGRAMMING THE STUDENTS WHO HAVE MOVED INTO OUR CATCHMENT AREA DURING THE SUMMER MONTHS.

**ONLY LIMITED TIMETABLE CHANGES ARE POSSIBLE AT THIS TIME.**

*Remember: A student's best opportunity to be placed in the courses they request and/or need occurs in the spring at course planning time, prior to the timetable being created.*

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# **CERTIFICATE OF GRADUATION - 2023 GRADUATION PROGRAM REQUIREMENTS**

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

To graduate, you will require 80 credits total – with a minimum of 16 at the Grade 12 level, and 28 elective course credits. 52 credits are required from the following:

<b><u>REQUIRED COURSES</u></b>	<b><u>CREDITS</u></b>
• Two Career Education Courses (CLE 10, CLC 12)	8 credits total
• Physical and Health Education 10	4 credits
• Science 10	4 credits
• Science 11 or 12	4 credits
• Social Studies 10	4 credits
• Social Studies 11 or 12	4 credits
• A Math 10	4 credits
• A Math 11 or 12	4 credits
• A Language Arts 10, 11 & 12	12 credits
• An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12	4 credits
• An Indigenous focused course	4 credits

**In addition, students on the 2023 Graduation Program must also complete the three Graduation Assessments:**

- Numeracy Assessment 10, Literacy Assessment 10 and 12

**Students on the 2023 Graduation Program will be required to meet the career education graduation requirement with this course combination:**

- Career Life Education/Career Life Connections + Capstone

**All students working toward a B.C. Certificate of Graduation (“Dogwood Diploma”), in English or French, must successfully complete at least 4 credits (one course) in Indigenous-focused coursework. The following courses can be used to meet the graduation requirement of at least 4 credits of Indigenous-focused coursework:**

- B.C. First Peoples 12
- Contemporary Indigenous Studies 12
- English First Peoples 10
- English First Peoples 11
- English First Peoples 12

# **EXTERNAL COURSES**

**An External Course is an organized set of learning activities developed and/or offered outside the British Columbia school system that has been Ministry-authorized and set out in the Graduation Requirements Order.**

## **Important Facts About External Courses**

- Some external courses meet Foundation Studies (Fine Arts or Applied Skills), while others meet Selected Studies (elective) Graduation Program requirements.
- At the Grade 12 level, they count towards the eligible Grade 12 Graduation Program requirements.
- The date the credential was earned can be earlier than the session date when the credit is reported (i.e. Age 14 or 15 credentials qualify).
- Schools have a choice in assigning a percentage and letter grade or Transfer Standing “TS”.
- All students who have successfully completed an approved External Course are entitled to credit.

## **External Courses**

**Advanced Placement and International Baccalaureate** – Assists post-secondary transitions and advanced placement. Check specific university and college calendars for more information.

**Post-Secondary** – Advanced Basic Education, American Sign Language, Asian Studies, Calculus, Fine Arts, BC First Nations Language/Linguistics/Studies, Horticulture, Business Statistics, Psychology, Sociology, or Women’s Studies.

**Music** – BC Conservatory of Music, Conservatory Canada, Royal Conservatory of Music, Victoria Conservatory of Music, or Trinity College: London.

**Dance** – Royal Academy of Dancing, Imperial Society of Teachers of Dancing, or British Association of Teachers of Dancing.

**Drama, Speech and Effective Communications** – Trinity College: London.

**Languages** – External Assessments and Certificates.

**Sport** – Athletic, Coach, or Official.

**Youth Development** – Cadets, 4-H, Guides, or Scouts.

**Industrial and Occupational** – Tourism, Wood Products, Lifesaving, Water Safety, First Aid, Computer Certification, Driver Education, or Flight Training.

For more information about External Courses and others that may have been recently added please contact the Counselling Office or take a look at the Ministry of Education web site:

<https://curriculum.gov.bc.ca/>

# **EQUIVALENCY AND CHALLENGE CREDIT**

## **Equivalency Credit**

Course equivalency is the process of receiving credit based on documentation that the student achieved the learning outcomes for an approved Grade 11 or Grade 12 course from an alternative program or at an outside institution. Students who feel they may qualify for equivalency credit should meet with a counsellor to have their situation reviewed.

## **Challenge Credit**

A student who feels that they can meet the learning outcomes of a Grade 10, 11 or 12 course offered within Langley School District #35 through prior learning may apply to challenge that course. The student must be able to provide compelling evidence that they will succeed in the challenge and be able to demonstrate that they has met the learning outcomes of the course. They must also obtain at least a 50% grade/score in the challenge course assessment.

# LSS Study Block Contract

## Grade 12 Students

- Students who have earned 60 or more credits PRIOR to entering grade 12, are eligible to request a Study Block.
- Students requesting an additional Study Block MUST meet the following criteria:
  - Be enrolled in 4 or more academic courses in grade 12  
(*ex. English Language Arts, Social Studies, Sciences, Mathematics, Language*)
  - Will be graduating with 88 or more credits
- Study Blocks in the same semester must back each other (*ex. blocks AB or CD*)\*
- If a student does not make good use of their Study Block time, the Study Block may be rescinded.

*\* There must be communication with parent/guardian by a counsellor/administrator to discuss half day attendance before approval.*

## Grade 11 Students

Grade 11 students are encouraged to be actively involved in eight courses. Grade 11 students do NOT qualify for a Study Block. In extenuating circumstances, the administration may place a Grade 11 student in a custodial Study Block with a class.

## Expectations of Study Blocks

- Students are NOT to be in hallways or outside of the building on school property.
- Students are allowed off the school property with parent/guardian permission.
- Students are expected to use their Study block productively.
- Students MAY be assigned to the Learning Commons for a Study Block, where they MUST sign in.
- Students MUST report to the Teacher Librarian in the evacuation area, during an emergency evacuation.

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_

I understand the expectations of a Study Block.

Student's signature: \_\_\_\_\_

If my application is successful, please drop the following course from my schedule: \_\_\_\_\_

My child has permission to have a Study Block in his/her/their timetable. I understand the expectations of the Study Block.

My child has permission to leave the school property during his/her/their Study Block: Yes \_\_\_\_ No \_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Counsellor notes on graduation/credit check:

Administrator Signature: \_\_\_\_\_ Counsellor Signature: \_\_\_\_\_

# LANGLEY SECONDARY SPORTS ACADEMIES

## Grades 9-12 students



### Open to All Students Grades 9-12

- The Sports Academies at Langley Secondary are unique programs in which diverse students train together with the common purpose of improving their individual and team skills in a specific sport. Students have the opportunity to participate in a class that allows them to follow their passions. The programs are open to all students at all skill levels. Students work with LSS staff and outside professional coaches. There are fees attached to all academies.
- The **Hockey Academy** offers students the ability to work on their on ice individual skills such as skating, passing, shooting and positioning. The Hockey academy also has an off-ice component where students work on agility, stick handling, nutrition, video-analysis, strength and conditioning. There are approximately 45 on-ice sessions per semester.
- The **Baseball and Softball Academies** offer students the ability to develop their individual skills such as hitting, pitching, throwing, baserunning, situations and positional training. The Baseball and Softball Academies also work on agility, nutrition, sport psychology, video analysis, strength and conditioning. These academies are double blocked for one semester.
- The **Soccer Academy** at LSS offers soccer-specific courses for students in grades 9-12. On the field, students focus on technical development and principles of play (Brazilian, Portuguese and Canadian methodology is used). In the classroom or gym, students will experience instruction in agility, nutrition, strength training, sport philosophy and game model, goal setting, time management, leadership skills, sports psychology, video analysis and laws of the game.

For more information, please go to [lssbaseballacademy.com](http://lssbaseballacademy.com) or contact the following staff

#### **Baseball, Softball and Hockey**

Mr. Troy Bannister

[tbannister@sd35.bc.ca](mailto:tbannister@sd35.bc.ca)

604 534 4171

#### **Soccer**

Mr. Aaron Rowe

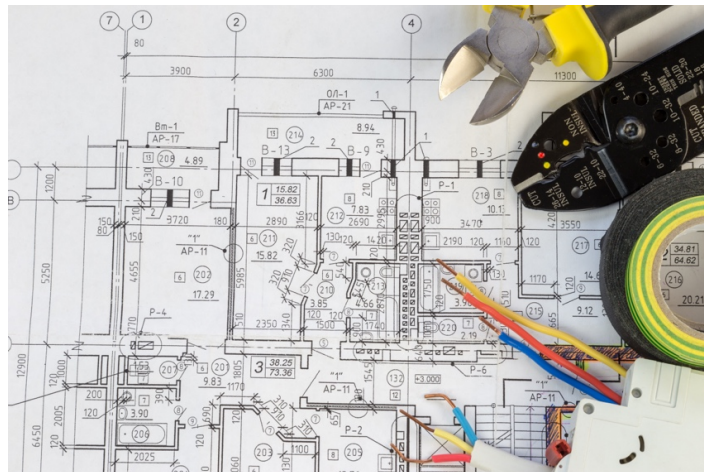
[arowe@sd35.bc.ca](mailto:arowe@sd35.bc.ca)

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# Trades Intensive Program



The trades intensive program is a full year course that is split into two levels. Trades level 1 (grade 9) and level 2 (grade 10). The goal of the program is to enrol students who demonstrate a high interest in the field of trades and introduce them to a wide variety of skills and knowledge. The course incorporates solo and group-based projects that will provide the students the opportunity to demonstrate their understanding by designing, building, and working as a team to identify different solutions. Participants will be introduced to units such as: Home Electrical, Plumbing, Piping, Framing, Woodwork, Power Mechanics, Drafting, Surveying, and many more. School District #35 offers several Youth Train in Trades programs which provide the opportunity for students to enrol in a red seal program while attending high school. This is a great opportunity for students to pursue after they have completed the trades intensive program here at LSS.



### This program is recommended for students who:

- Prefer a hands-on learning environments
- Strive on projects and teamwork
- Have above average attendance and work ethic

For more information, please contact Mr. Nield at [mniel@sd35.bc.ca](mailto:mniel@sd35.bc.ca)

# AVID PROGRAM

## AVID – Advancement Via Individual Determination

AVID is an elective class for students with dreams of attending a post-secondary institution. As a four year post-secondary preparatory program, students are expected to enroll each year from grades 9 to 12. However, students are welcome to apply at any grade level.



A sense of community develops within the AVID elective, as students are encouraged to achieve their best through the support of their AVID teacher and peers. Focus will be given to understanding the opportunities and requirements of college and university, and how to apply and gain acceptance. Field trips to these institutions and featured representative speakers will be a part of the AVID experience

AVID is a support system for students and NOT a study block. Within AVID students learn:

- To think critically
- To communicate effectively
- To work collaboratively
- To organize efficiently
- To set personal and academic goals



Students must formally apply for and be interviewed for the AVID program.

Students entering grade 9 who would like to be in the AVID program must:

- complete an application form, which is available from a counsellor
- choose Grade 9 AVID 9 ([XAT--00--AV9 \(application to XLDC09\)](#)) as an elective

Students entering grade 10, 11 or 12 who are not currently in the AVID program, but would like to be in the program must:

- Complete an application form, which is available from a counsellor
- Choose:
  - [Grade 10 - XAT--00--AV0 \(application to MCLE-10AV\)](#)
  - [Grade 11 - XAT--00--AV1 \(application to MIDS-1A\)](#)
  - [Grade 12 - XAT--00--AV2 \(application to MCLC-12AV\)](#)
- AVID replaces CLE 10 and CLC 12 (you receive credit for these through AVID)

Acceptance into the AVID program will be determined by a committee of teachers and will be based on the quality of the student's application, previous achievement and attendance, personal circumstances and the interview. Interviews will take place and decisions will be made by May or June of each year.



## 2025 -2026 Youth Train in Trades



### What

- Programs for students to complete [SkilledTradesBC](#) technical trades training
- Students can train to become a(n): Automotive Service Technician, Carpenter, Electrician, Hairstylist, Landscape Horticulturalist, Plumber, Professional Cook or Welder

### Why

- Learn skills and gain experience
- Earn high school and post-secondary credits at the same time
- Pay no tuition (for eligible high school students)

### Who

- Be in grade 10-11 to apply (or grade 12 for Hairstylist only)
- Intention to graduate
- Genuine interest in the trade
- Commitment to learning the skills, knowledge and attitudes required to do well in the field

### When

- Most programs begin February 2026
  - Professional Cook 1 begins September 2025
- Programs are full-time for 1 or 2 semesters

### Where

- Location depends on the program, see program pages for more information

### How

- Contact your school's [Career Advisor](#) for more information and/or to apply
- Visit [careered.sd35.bc.ca/youthtrain](http://careered.sd35.bc.ca/youthtrain)





## 2025 - 2026 Work and Volunteer Experience (WAVE)

### What

- Get placed with employers/organizations to job shadow and/or perform the duties of an entry level employee
- Build skills for your resume to make you more employable
- Gain experience and transferable skills in the workplace

### Why

- Complete course credits outside of a school in almost any industry/occupation
- Get paid or gain volunteer experience while earning school graduation credits
- Allows you to take more than eight courses in a school year, does not impact your current school schedule
- Create a strong pathway into the workplace while building references and work networks

### Who

- Be in grades 10-12 to apply

### When

- Complete work after school, weekends during school breaks (winter, summer, spring)

### Where

- Work at your employer's place(s) of business for 80 hours; and on your WAVE school assignments at home

### How

- Register during course selection or see your school's WAVE teacher, [Career Advisor](#) or counsellor for more info
- Visit website for more info [careered.sd35.bc.ca/wave](http://careered.sd35.bc.ca/wave)





## 2025 - 2026 Youth Work in Trades

### What

- SkilledTradesBC's [Youth Work in Trades](#) program allows students to start an apprenticeship while they are still in high school. They can earn graduation credits while logging work-based training hours

### Why

- Earn up to 16 elective credits towards graduation (equals 4 courses)
- Acquire skills employers want and get a head start on your career
- Use 480 paid work hours towards your apprenticeship
- Have a seamless transition from school to work
- Become potentially eligible for a \$1000 Youth Work in Trades Scholarship

### Who

- Be 15-19 years old
- Be working or have worked in a SkilledTradesBC regulated trade
- Register at anytime during the school year

### Where

- Work at your employer's place(s) of business and on school assignments at home

### How

- See your school's [Career Advisor](#)
- Visit [careered.sd35.bc.ca/youthwork](http://careered.sd35.bc.ca/youthwork)





## 2025 - 2026 Academic Dual Credit – Early Childhood Education

### **What**

- Students can earn post-secondary credits towards a university program
- Students complete course requirement to become an Early Childhood Education Assistant and earn post-secondary credits towards the Early Childhood Education Certificate

### **Why**

- Learn skills and gain experience
- Earn high school and post-secondary credits at the same time
- Pay no tuition (for eligible high school students)

### **Who**

- Be in grade 11 to apply
- Intention to graduate
- Genuine interest in pursuing post-secondary education
- Commitment to learning the skills, knowledge and attitudes required to do well in the field

### **When**

- ECE program starts in September 2025

### **Where**

- Location depends on the program, see program pages for more information

### **How**

- Contact your school's [Career Advisor](#) for more information and/or to apply



## 2025 - 2026 Academic Dual Credit – Introduction to Health Science

### **What**

- Students can earn post-secondary credits

### **Why**

- Learn about health science from a variety of perspectives
- Gain knowledge of post-secondary expectations
- Increase communication and interpersonal relations
- Earn high school and post-secondary credits at the same time
- Pay no tuition (for eligible high school students)

### **Who**

- Be in grade 11 to apply
- Require this course as part of an intention to pursue a career in health care/health science with a focus on nursing

### **When**

- July-August 2025

### **Where**

- Kwantlen Polytechnic University, Langley Campus

### **How**

- Contact your school's [Career Advisor](#) for more information and/or to apply



## 2025 - 2026 Academic Dual Credit – Biomedical and Health Science

### **What**

- Students can earn post-secondary credits

### **Why**

- Experience a full-time university semester while still in high school
- Take first year biology, English and psychology courses
- Increase communication and interpersonal relations
- Earn high school (16 credits) and post-secondary credits (14 credits)
- Pay no tuition (for eligible high school students)

### **Who**

- Be in grade 11 to apply
- Must have all graduation requirements and program prerequisites completed by end of first semester in your grade 12 year

### **When**

- Feb – June 2026

### **Where**

- Kwantlen Polytechnic University, Surrey Campus

### **How**

- Contact your school's [Career Advisor](#) for more information and/or to apply

## **International Students' Program (ISP)**

The world has become a global village and we are now living in a global community. Teaching our students how to interact interdependently and how to get along with people from different cultures is of paramount importance.

The mission of the International Student Program at Langley Secondary School is to promote cross-cultural understanding among students, staff, and parents. To support cultural diversity, we invited students from various countries to pursue high school education at Langley Secondary School. This gives local students an opportunity to interact and work interdependently with people from different backgrounds at school.

When international students attend Langley Secondary School, they are offered a variety of opportunities to acquire English language skills, to learn about Canadian culture, to get a Canadian graduation diploma, and to learn to get along with students who are from different cultures. ELL courses are provided to help international students build academic language skills, and when they are ready, students take regular classes to acquire academic knowledge and to integrate with Canadian students.

# FOCUS Program

## Who is this program for?

The Focus Program is an alternative school initiative tailored for students in grades 10-12 who may face challenges in meeting grade-level expectations across multiple core subjects. This program is designed to address not only academic struggles but also the potential impact of mental health. Geared towards students who may have faced difficulties in earlier grades or experienced periods of absence from school, the Focus Program strives to provide additional support by connecting students to resources both within and outside the school environment. Participants in the program have the unique opportunity to complete their core courses with personalized adaptations to accommodate their needs and progress. Graduates from the Focus Program are recognized as Langley Secondary School graduates, highlighting the program's commitment to inclusivity. The learning environment within the Focus Program is characterized by its safety, positivity, and enrichment, aligning with the British Columbia Curriculum standards. The program distinguishes itself by offering small group settings with individualized attention, self-paced learning opportunities, and flexibility in programming.

## Courses Offered:

- English 10 Options
- English First Peoples 11
- English Studies 12
- Creative Writing 12
- Social Studies 10
- Social Justice 12
- Science 10
- Earth Science 11
- Physical Geography 12
- PHE 10
- Art Studio 12
- Workplace Math 10
- Workplace Math 11
- Career Life Connections 12

## How is the program set up?

Students enrolled in the program spend two blocks out of the four each day in the FOCUS classroom throughout the academic year. Students undertake their core academic courses within the FOCUS program but participate in elective courses through Langley Secondary. Additionally, the program provides some elective options for students who need further adjustments to their school schedule. The coursework is self-paced, allowing students the flexibility to complete their courses either one at a time in a semester-like format (one block per subject) or on a year-long schedule.

### **What kind of support is available to students?**

There are two teachers in the FOCUS Program; one Science/Math teacher and one Socials/English teacher, as well as an SEA who supports students both with their academics and connects them to outside supports such as the Langley Foundry. Students are given adaptations based on their individual needs, as well as individualized, direct instruction. Course materials are laid out in organized modules that allow students to work at their own pace.

### **How can my child become a part of the FOCUS Program?**

For a student to apply for FOCUS, their parent/guardian must first obtain an application form available at the front office of the school or the school counseling center. The application will include information about the student's academic history, and information about what supports the student has had in the past. Once the application is complete, submit it to the Vice-Principal in charge of the program, who will handle the processing of your application. After submitting the form, you will be scheduled for an intake meeting with the Focus teachers. This meeting is an essential step in the application process, as it allows the teachers to understand your needs and goals, ensuring an educational experience in the Focus program.

# LSS COURSE OFFERINGS



# APPLIED SKILLS

Grade 9 students are required to take one Fine Art and one Applied Skill class. There are several courses that meet the requirements of both a Fine Art and an Applied Skill credit; students can therefore take any of the following combinations:

- One Fine Art & One Applied Skill
- One Fine Art & One Applied Skill/Fine Art
- One Applied Skill & Applied Skill/Fine Art
- Two Applied Skill/Fine Art

Fine Arts	Applied Skills	Applied Skills/ Fine Art
<ul style="list-style-type: none"> <li>• Visual Art</li> <li>• Dance</li> <li>• Drama</li> <li>• Jazz Band</li> <li>• Concert Band</li> <li>• Concert Choir</li> <li>• Vocal Jazz</li> <li>• Guitar</li> </ul>	<ul style="list-style-type: none"> <li>• Foods &amp; Nutrition</li> <li>• Textiles</li> <li>• Woodwork</li> <li>• Drafting and Design</li> <li>• Electronics</li> <li>• Mechanics</li> <li>• Metal Work</li> <li>• Information Technology</li> <li>• Programming</li> <li>• Business Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Photography / Yearbook</li> <li>• Film &amp; Television Production</li> <li>• Media Design</li> <li>• Digital Media Development</li> <li>• Metal Art</li> <li>• Tourism</li> </ul>

## CONSTRUCTION

### **TECHNOLOGY EDUCATION 09: WOODWORK (MADW-09)**

Students will learn about types of wood and the various ways that wood can be machined, glued and fastened to make a variety of projects. The lathe, band saw, jointer, and planer are a few of the machines that will be studied and used to make projects. Self-guided work (your own design), bench work and working from a drawing will all be emphasized in the assigned projects. Once the mandatory projects are completed the students are encouraged to use their new skills to construct a project or projects of their own choice. The latter is limited by imagination, ability and time.

### **TECHNOLOGY EDUCATION 10: WOODWORK (MWWK-10)**

This course builds on the knowledge and skills learned in the Woodwork 09 course but may be taken with no previous woodworking experience. All grade 10 students are welcome to enroll even if they did not take TE09WW. The table saw, radial arm saw and mortiser are a few of the machines that will be studied and then utilized in the making of projects. Precision milling with machines, working to set measurements and creating one's own design will all be the focus of the assigned projects. Upon the completion of the mandatory projects, students will be encouraged to use their new skills on projects of their choice. The limiting factors for this course are imagination, ability and class time.

### **TECHNOLOGY EDUCATION 11: WOODWORK (MWWK-11)**

This course focuses on simple design and construction of woodwork projects. Learning includes generating drawings, preparing materials, use of hand tools and stationary power equipment, problem-solving techniques, and finishing methods. Students will learn different joinery techniques and will use different types of equipment in the process. Some of the equipment used in this class will include the following, table saw, jointer, planer, bandsaw, drill press, and lathe.

### **TECHNOLOGY EDUCATION 12: WOODWORK (MWWK-12)**

This course focuses on advanced design and techniques in plan development, selection of materials, and joinery techniques. The course will expand on a student's knowledge from previous courses taken and will include tool servicing, purpose and application of finish, and various woodwork procedures and processes. In this course, students will have the opportunity to design and create a project from the ground up.

## **FURNITURE AND CABINETRY 12**

### **(MTFAC12)**

#### **Prerequisite: MCJ--11**

This course introduces specialized design and methods in the construction of furniture and cabinetry. Learning includes standard sizing for specific applications, traditional decorative techniques, and use of non-wood and reclaimed materials. Students also explore career opportunities and interpersonal and consultations skills related to client interactions.

## **TECHNOLOGY PEER TUTOR**

This course is intended to enable students to develop attitudes, skills and knowledge that enhance self-esteem, prepare them for the world of work, and foster social responsibility. This course is available to grade 11 & 12 students who excel in one or more of the Technology Education subjects. Those students wishing to participate in the program must obtain the consent of a teacher sponsor. Letter grades and final course standing will be based on teacher evaluation and student self-evaluation.

## **THEATRE PRODUCTION 11 (MDRTP11E) (CONSTRUCTION ASPECT)**

This is an introductory course to give students the opportunity to study the technical and managerial aspects of theatre, including design, lighting, sound, set construction, scenic painting, costumes, makeup and props. Students will also learn the basics of theatre management, including budgeting, ticketing, house management and stage management. Students taking this course should be able to work independently. Many of the projects in this course are directly related to the theatre production undertaken by the school. Students are required to spend some hours working outside of the class on extra-curricular productions.

## **THEATRE PRODUCTION 12: TECHNICAL THEATRE (MDRTP12E) (CONSTRUCTION ASPECT)**

This course is designed to provide opportunities for students to develop the artistic abilities and technical skills required in theatre production. Students will develop skills in design, lighting, sound, set construction, scenic painting, costumes, makeup and props. Students must be prepared to apply these skills to actual theatre productions. Students will also be required to understand the theoretical applications behind these practical applications. Students taking this course should show leadership and be able to work independently.

## **ELECTRONICS**

### **TECHNOLOGY EDUCATION 09: ELECTRONICS & ROBOTICS (MADER09)**

This course will give students an introduction to basic electronics principles through both practical and hands-on projects. Students will learn to design and build circuits, identify components and construct cases. Concepts in robotics will be discussed, planned and built. This course is a fun way to learn about some of the electronic components we see and use every day. Projects will include the Super Siren, Happy Face Blinker, Big Snoopy Spy Circuit and Tickle Stick.

### **TECHNOLOGY EDUCATION 10: ELECTRONICS & ROBOTICS (MTEAR10)**

Students will expand on their understanding of components and learn various methods for creating circuit boards. This course will give students an opportunity to repair or dissect commercial electronics in order to better understand how circuits work. Projects will include small Amplifiers, Intrusion Alarms and Circuit Repair.

### **ELECTRONICS 11 (MTELE11) Recommended: MADER09 or MTEAR10**

Designing and building working circuits is the main focus of this course. Students will expand their knowledge of electronic theory and components while building fun hands-on projects. In this course students will build a DC Power Supply that will be used to power future projects such as Submarines, Robots, Amplifiers and other PIC programmable circuits.

### **ELECTRONICS 12 (MTELE12) Prerequisite: MTELE11**

In this course students will learn how to create their own circuit designs using EZ-Route, which they will then build and use. Students develop an understanding of what makes a sophisticated electronic circuit function and will learn to use IC chips. Also, students will focus on motor control in order to create projects that can react and respond to various environments. Projects in this course will include remote operated Submersible Vehicles and Robotic Design.

### **TECHNOLOGY PEER TUTOR**

This course is intended to enable students to develop attitudes, skills and knowledge that enhance self-esteem, prepare them for the world of work, and foster social responsibility. This course is available to grade 11 & 12 students who excel in one or more of the Technology Education subjects. Those students wishing to participate in the program must obtain the consent of a teacher sponsor. Letter grades and final course standing will be based on teacher evaluation and student self-evaluation.

## **MECHANICS**

### **AUTOMOTIVE TECHNOLOGY 11 (MTAUT11)**

This is an introductory course, which concentrates on the basic maintenance of the automobile. This course is designed to give the students an overview of the principles of ownership, operation, and maintenance of the automobile. The automotive Technology 11 program would be especially beneficial to students interested in cost savings by doing servicing and minor repairs on his/her own vehicle. The course content includes engine basics, routine servicing, lubrication systems, cooling systems, ignition systems, and charging systems. Demonstrations, hands on experience, and theory will give the students competency in dealing with mechanical problems as well as help students become knowledgeable consumers in dealing with the automobile marketplace. Evaluation is 70% practical and 30% theory, assignments, and tests.

### **AUTOMOTIVE TECHNOLOGY 12 (MTAUT12) Prerequisite: MTAUT11**

This course is designed to be a continuation of the senior mechanics program. Building on information and skills obtained in Automotive Technology 11, the student will undergo a more in-depth study of a number of major automobile systems. Systems covered are: engine systems, transmission systems, fuel systems, ignition systems, drive train, suspension, tires, and brake systems. Evaluation is 70% practical and 30% theory, assignments, and tests.

## **AUTOMOTIVE TECHNOLOGY 12 - ENGINE AND DRIVETRAIN 12 (MTEAD12)**

### **Prerequisite: MTAUT11 & MTAUT12**

This course is designed to be a continuation of the senior mechanics program. Building on the information and skills obtained in Automotive Technology 11 & 12, students will undergo a more in-depth study of the engine and drivetrain components and systems. Components and systems included are, engine configurations, engine systems of different fuel types, transaxles, manual and automatic transmissions, drivelines, differentials, and suspension and alignment, engine electronics, and engine data retrieval. Evaluation is 70% practical and 30% theory, assignments, and tests.

### **TECHNOLOGY PEER TUTOR**

This course is intended to enable students to develop attitudes, skills and knowledge that enhance self-esteem, prepare them for the world of work, and foster social responsibility. This course is available to grade 11 & 12 students who excel in one or more of the Technology Education subjects. Those students wishing to participate in the program must obtain the consent of a teacher sponsor. Letter grades and final course standing will be based on teacher evaluation and student self-evaluation.

## **METAL**

### **TECHNOLOGY EDUCATION 09: ART METAL (MADGE09)**

Art Metal is a course that involves the use of metal as an art form. This course is designed for creative students that have not taken metal work before and have no previous experience. Students create and design their own projects using the basic processes involved in a "junior" level. These include creating metal sculpture using forge techniques and a MIG welder, different types of jewelry including using silver and brass, learning how to create glass beads, using cold fastening to make keychains and copper roses and how to make an aluminum casting from creating styrofoam molds. Students can finish the projects using a wide variety of painting, etching and polishing.

### **TECHNOLOGY EDUCATION 10, 11, 12: ART METAL (MTAMJ12)**

This class is available to all students regardless of previous courses taken. "Junior" level projects will be the same as those outlined in Art Metal 9. "Senior" level projects will include using the same processes but making much more complicated projects. Projects are still created and designed by students but will be expected to be more complex and more refined than Junior projects.

### **TECHNOLOGY EDUCATION 09: METALWORK (MADM-09)**

Students will learn several processes in this Junior level of Metalwork. These will consist of aluminum casting, MIG welding, cold fastening, lathe work and forging metal. The projects will be designed by the students to develop creativity and planning. Students are allowed time to complete their projects to the level of complexity they choose. Once mandatory projects are completed, students have the ability to choose from many other projects and processes including jewelry and glass bead making, brass and silver rings, and the different types of welding and machining.

### **TECHNOLOGY EDUCATION 10, 11, 12: METALWORK (MTMET10/ MTMET11/ MTMET12)**

This course is available to all students. "Junior" students will complete the mandatory projects as outlined in Metalwork 9. "Senior" students who have completed the mandatory projects will have the choice to work on many other processes. These will include more complex projects done in jewelry and glass bead and figurine making, aluminum casting, forging, lathe, milling (including CNC) and other types of machining. Students can also focus on learning MIG, SMAW, OAW and TIG welding and doing preparation theory for going on to taking Welding at the post-secondary level.

## **MACHINING AND WELDING 12 (MTMAW12)**

Prerequisite: MMFM-11 OR MTMET11

This course is meant for students who have taken Metalwork before and want to increase their skill set in this area. We focus on machining and welding processes and techniques in industry. Learning includes precise measurement, making and reading plans, and use of computer-aided design and manufacturing equipment. Students and the instructor may also explore career opportunities and possible apprenticeship positions in the student's field of study.

## **TECHNOLOGY PEER TUTOR**

This course is intended to enable students to develop attitudes, skills and knowledge that enhance self-esteem, prepare them for the world of work, and foster social responsibility. This course is available to grade 11 & 12 students who excel in one or more of the Technology Education subjects. Those students wishing to participate in the program must obtain the consent of a teacher sponsor. Letter grades and final course standing will be based on teacher evaluation and student self-evaluation.

## **TOURISM 11 (MTRM-11)**

Tourism 11 /12 represents a comprehensive introduction to a fast-paced, rapidly changing, and extremely diversified industry. Core elements of the program are therefore designed to encourage students to apply, and refine, a wide range of attitudes, skills, and knowledge. The inclusion of Tourism Essentials provides students with both transferable skills and employability skills and a foundation for workplace training in any of the five sectors of the tourism industry.

## **POWER TECHNOLOGY 10 (MTPOW10)**

This course focuses on the human discovery and use of alternate energy sources that provide us with transportation and home comfort. It will involve teamwork, problem solving, basic mechanics as well as individual assignments. Students will study the principles of 2 and 4 stroke engines to provide a basis for Automotive Technology 11.

## **HOME ECONOMICS**

### **CHILD DEVELOPMENT AND CAREGIVING 12 (MCDAC12)**

**Open to grade 11 and 12 students**

Welcome to a course designed to get you thinking about your possible future life. If your future plans involve having children and/or moving out on your own this is the course for you. Be prepared to learn all about pregnancy, childbirth, childcare and development, as well as the opportunity to take an electronic baby home for the weekend to experience the realities of parenthood. You will also learn valuable life skills, such as information about renting and owning, the cost of living on your own and with a family. Students enrolling in this course should be aware that daily class discussions, group projects and oral presentations are an integral part of this course.

### **FOODS AND NUTRITION 10 (MFOOD10)**

Open to grade 9 and 10 students

"I'm hungry, what can I eat?" Learn how to prepare quick, tasty snacks and healthy meals that you'll enjoy eating. (They'll get rave reviews from your friends and family too). As we learn about different topics, you will be using creative and critical thinking skills, making personal and social connections and communicating your ideas with each other, in a variety of ways.

### **FOODS AND NUTRITION 11 (MFOOD11)**

Open to all grade 11 and 12 students, as well as grade 10 students who have taken Foods and Nutrition 10.  
Prerequisite: none for grade 11/12 students, MFDN10 for grade 10 students

This course focuses on meal design and preparation, recipe modification, and food systems and security. Learning includes exploration of First Peoples food guides, Canadian food labelling guidelines, and how food promotion and marketing practices impact diverse groups of people. You'll have multiple opportunities for hands on learning as you prepare a variety of dishes.

### **INTRODUCTORY FOODS AND NUTRITION 12 (MFOOD12-I)**

Open to all grade 12 students, with no prerequisite

"Oh no, I'm moving out soon and I don't know my way around the kitchen!" This course has been designed for grade 12 students who have not taken Foods 11 but would like to learn how to prepare nutritious and creative meals. Once you've completed this course, you will feel comfortable enough to prepare culinary delights for yourself and friends.

### **ADVANCED FOODS AND NUTRITION 12 (MSPSF12)**

Prerequisite: Foods 11/12 Intro

Students must have a background in foods and be able to work independently.

This course is for food enthusiasts who are eager to improve their food preparation skills and who are willing to accept a challenge in the kitchen. Students will be given the opportunity to plan meals and choose their own recipes. A culinary tour of the world's finest foods is always popular, as well as the opportunity to explore new and exciting entertaining ideas. Learning also includes food justice topics, indigenous food sovereignty of peoples around the world, and future career opportunities in food services and production.

### **TEXTILES 9 (MADT-09)**

#### **Open to grade 9 students**

This is a beginner sewing course and is open to anyone who's interested in sewing and crafting! We will work on acquiring knitting, hand sewing and machine sewing skills that by the end of the semester will have you sewing with confidence. We will be producing a variety of items, such as knitted scarves, bags, craft products and a skirt or pants. Open to both boys and girls!

### **TEXTILES 10 (MTXT-10)**

#### **Open to grade 10 students**

The major focus of this course involves acquiring essential machine and hand sewing skills that will allow students to sew with confidence. We will be producing a variety of items, such as knitted scarves, bags, craft products and a skirt or pants. Open to both boys and girls!

### **TEXTILES 11 (MTXT-11)**

Do you want to learn to sew?

Do you have experience and want to expand your sewing skills?

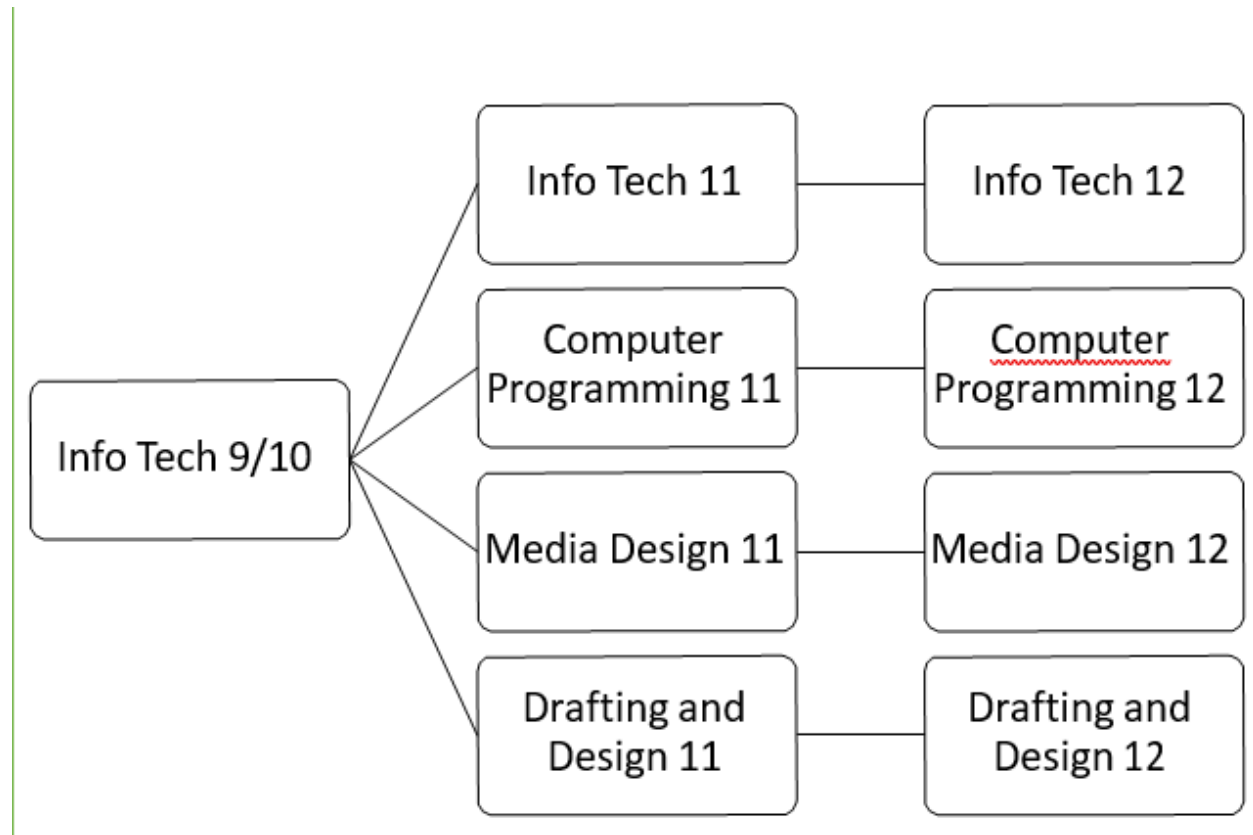
This course is designed to appeal to different skill levels. Start with a basic top or the intricacies of a tailored shirt; after that, you're free to explore and expand your talents with a variety of fabrics, techniques and projects. As well as, a variety of smaller projects as well as some crafting and knitting projects.

### **TEXTILES 12 (MTXT-12)**

Textiles 12 is designed to appeal to students of all sewing abilities. You'll start the year off building your skills, learning about fashion, and how to apply design principles to create garments that flatter you. Once you've expanded your skills with a class project, you'll go on to create garments using a variety of fabrics and techniques. As well as, a variety of smaller projects as well as some crafting and knitting projects.



## COMPUTERS



The Computer Studies Department offers a wide range of choices for the student to help prepare them for their digital futures. The Department strives to keep up-to-date with the ever-changing role that technology plays in our lives.

There are Four main streams offered:

1. **Media Design-** Provides students with a foundation in manipulating and creating 2D and 3D graphics. Programs utilized will include Photoshop, Illustrator, and Animate.
2. **Information Systems-** Is a fast-moving course that teaches students how to use a variety of programs and the fundamental skills for computers. This will include Microsoft applications, photoshop, Autodesk programs, and unity.
3. **Computer Programming-** Using HTML5 and C-Sharp, students will learn how to create attractive web pages, games, and applications. In addition, the scripting language of the web, JavaScript, will be used to add interactivity and improve the functionality of web pages and to develop web apps.
4. **Drafting and Design-** This course will give students an introduction to the basic engineering principles of structures, as well as drafting and design. Students will learn Mechanical and Architectural drafting methods. Projects will include designing homes and 3D modeling custom items

## **INFORMATION TECHNOLOGY – COMPUTER STUDIES 9/10 (MADIT09) / (MCSTU10)**

This course introduces students to the four streams of computer studies at LSS. This fast-moving course teaches students how to use Word and Excel effectively, create exciting presentations using PowerPoint and Prezi, design 3D architectural models with Sketchup and Inventor, create animations in Adobe Animate and Blender, edit and modify pictures and other graphics using Photoshop and Illustrator, and use visual programming to design games with Scratch and Unity. Students are highly encouraged to take this course before taking the other courses.

## **MEDIA DESIGN 10 (MMEDD10)**

This course focuses on using the computer to design and modify both 2D images and Animations using Photoshop, Illustrator and Animate. A variety of projects will be undertaken including manipulating photos, drawing, animating and producing original art.

## **MEDIA DESIGN 11 (MMEDD11)**

This course focuses on using the computer to design and modify both 2D images and Animations using Photoshop, Illustrator and Animate. A variety of projects will be undertaken including manipulating photos, drawing, animating and producing original art.

## **MEDIA DESIGN 12 (MMEDD12)**

Students will continue building on their skills learned in Media Design 11. More advanced Photoshop techniques will be introduced along with further development that can lead to certification by the district in Adobe products.

## **DIGITAL MEDIA DEVELOPMENT 12 (MDMD-12)**

This course focuses on design with 2D, 3D, audio, and video digital media tools and techniques, including methods and principles of 3D graphic design and desktop video production.

## **COMPUTER INFORMATION SYSTEMS 11 (MCINF11)**

Is a fast-moving course that teaches students how to use a variety of programs and the fundamental skills for computers. This will include Microsoft applications, photoshop, Autodesk programs, and unity. This course also focuses on evaluation and implementation practices related to computer hardware, software, and networks.

## **COMPUTER INFORMATION SYSTEMS 12 (MCINF12)**

Students will continue building on their skills learned in Computers Information Systems 11. More advanced techniques will be introduced along with further development of hardware knowledge.

## **COMPUTER PROGRAMMING 11 (MCMPR11)**

Students will be able to experience Computer Programming through 2 streams, either learning through Web and application design or Game Development! Using HTML5 and C-Sharp, students will learn how to create attractive web pages, games, and applications. In addition, the scripting language of the web, JavaScript, will be used to add interactivity and improve the functionality of web pages and to develop web apps. Students will also learn the theory of effective level design and the tools used to develop levels are taught using the Unity and Scratch.

## **COMPUTER PROGRAMMING 12 (MCMPR12)**

Students will continue to build upon the skills learned in Computer Programming 12 by learning server side scripting (PHP) that allows for dynamically created web pages. Students will also improve their programming skills by developing web apps and apps for Android, iOS and WP8. Students will also further their understanding of Unity by incorporating special effects, using Kismet scripting and Matinee programming.

### **DRAFTING AND DESIGN 09 (MADD-09)**

This course will give students an introduction to the basic engineering principles of structures, as well as drafting and design. Students will learn Mechanical and Architectural drafting methods. Projects will include designing homes and 3D modeling custom items. Students will customize and print their own cellphone holder as one of their projects. Students will have the opportunity to 3D print any of their 3D models. Software used in this course will include AutoCAD and Sketchup.

### **DRAFTING AND DESIGN 10 (MTDRF10)**

This course will build on Mechanical and Architectural drafting skills. Students will work with AutoCAD, and will be introduced to Inventor Pro to create highly detailed drawings and 3D models. Students will create working drawings which they will use to build scale models of their designs (which will be 3D printed). This course is ideal for any student that has an interest in learning more about drafting and design.

### **DRAFTING AND DESIGN 11 (MTDRF11)**

This course will build on Mechanical and Architectural drafting skills. Students will work with AutoCAD, and will be introduced to Inventor Pro to create highly detailed drawings and 3D models. Students will create working drawings which they will use to build scale models of their designs (which will be 3D printed). This course is ideal for any student that has an interest in learning more about drafting and design.

### **DRAFTING AND DESIGN 12 (MTDRF12)**

Designs and drawings will become more involved in Drafting and Design 12. Areas of focus will expand to include mechanical drawing and logo design as well as animation. The students will gain a broad base of skills upon which they may find useful after graduation. This course is ideal for any student considering a career in Engineering, Drafting, or Construction. Project will be student focused toward the individual student's area of interest in this course. Software used in this course will include AutoCAD, Inventor Pro (3D modeling), and Revit (advanced home design). Scale models will be printed on the 3D printer.

### **BUSINESS COMPUTER APPLICATIONS 12 (MBCA-12)**

Are you looking to go into Business school after graduating? An introduction to business computer applications and their integration within other business application suites may be a great precursor for any students looking into going into Business! Focus includes business communication tools and protocol, publication and presentation tools and techniques, business writing, and preparing digital and print media. Learning explores using Microsoft Office and Adobe Suite. Completion of course could lead to certification in Microsoft applications if successful on exams.

# **ENGLISH**

## **Courses and Strands Offered:**

### **ENGLISH 09 (MEN--09)**

This course is designed for students to explore stories and other texts, which are socially, culturally and historically constructed, and make connections to others and to the world. Students will critically think and inquire about what they hear, read, and view. **Students develop their writing skills with focus on structure, clarity and creative expression.**

### **ENGLISH 10**

Prerequisite: MEN09

**Students will complete the two following 2 Credit modules within their English 10 class:**

#### **Literary Studies 10 (2 credits) (MLTST10)**

Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

#### **Composition 10 (2 credits) (MCMPS10)**

Composition is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

### **English First Peoples 11**

Prerequisite: English 10

EFP Literary Studies + Writing 11 is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

### **English 12 – Students must take English Studies 12 or English First Peoples 12 to graduate**

Prerequisite – Any English 11 stream choice

### **ENGLISH STUDIES 12 (4 credits) (MENST12)**

English Studies 12 is a comprehensive Language Arts course designed for all students that includes essential disciplinary learning at the Graduation level. It represents the culmination of all that has been learned throughout English Language Arts K-11. The course builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses and provides students with opportunities to: - refine their ability to communicate effectively in

a variety of contexts and to achieve their personal and career goals, - think critically and creatively about the uses of language, - explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews, - deepen their understanding of themselves and others in a changing world, - gain insight into the diverse factors that shape identity, - appreciate the importance of self-representation through text, - contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples, - expand their understanding of what it means to be educated Canadian and global citizens.

### **ENGLISH FIRST PEOPLES 12 (MELSL12)**

English First Peoples 12 builds upon and extends students' previous learning experiences in ELA and EFP 1 and 11 courses. The course is grounded in the First Peoples' Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples' oral and written literature and visual texts in a range of media. The course focusses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices (i.e., historical or contemporary texts created by or with First Peoples). In EFP 12, all students - examine texts grounded in a diversity of First Peoples' cultures, including local First Nations or Métis communities, - extend their capacity to communicate effectively in a variety of contexts, - think critically and creatively about the uses of language, - deepen their understanding of themselves and others in a changing world, - gain insight into the diverse factors that have shaped and continue to shape their own identities, - appreciate the importance of self-representation through authentic First Peoples' text, - contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples, - expand their understandings of what it means to be educated Canadian and global citizens.

### **CREATIVE WRITING 12 (4 credits) (MCTWR12)**

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. Students will refine their ability to write in complex, controlled styles with effectiveness and impact.

# **ENGLISH LANGUAGE LEARNING (ELL)**

English Language Learning students are those whose primary language(s), or language(s) of the home, is/are other than English or the student speaks a variation of English that differs significantly from the broader Canadian society and in school. These students may require additional services in order to develop their individual potential within Langley Secondary School's academic and elective course curriculums. Students who receive ELL assistance are, by definition, not ready to meet some of the expectations set out in the English Language Arts Integrated Resource Package for their grade level.

The goal of the LSS program is to enable such students to achieve academic fluency and support them within classes in their English language skills. A second language learner who has achieved academic fluency and is taking courses at grade level will be evaluated with Ministry of Education's learning outcomes; however may continue to receive additional ELL support.

Students registering at Langley Secondary School will be tested within the ELL Department to determine the level of ELL support/courses the student should be placed in/ or receive. Some students will require ELL classes; some will have pull-out services with an ELL specialist teacher, while others will have the assistance of an Educational Assistant.

## **BASIC COMMUNICATION SKILLS FOR ELL LEARNERS (XAT—00---BC0) - 4 credit course**

This course is designed for students who have limited English and are not able to integrate into academic courses or will need expectations modified. It introduces ELL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It introduces strategies needed to read research and write successfully in Standard English.

## **SD35 STRATEGIES FOR ACADEMIC SUCCESS 10 (YESFL0B) – 4 credit course**

This course will enable students to improve their reading (and writing) skills, using both fiction and non-fiction texts. Students will read books based on their own reading ability, while learning strategies on how to become active and more competent readers. Reading strategies include making connections, asking questions, visualizing, drawing inferences, determining importance, analyzing, synthesizing and monitoring comprehension.

## **SD35 INTRODUCTION TO ACADEMIC LANGUAGE 10 (YESFL0C) – 4 credit course**

**This course will build on the learning of ELL LITERACY 1.** The continued goal will be to have students improve their reading (and writing) skills, using both fiction and non-fiction texts. Students will read books based on their own reading ability, while learning strategies on how to become active and more competent readers. Reading strategies include making connections, asking questions, visualizing, drawing inferences, determining importance, analyzing, synthesizing and monitoring comprehension.

## **ENGLISH LANGUAGE DEVELOPMENT 10 (YESFL0D) - 4 credit course**

This course is designed to introduce ELL 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. Students demonstrate English language proficiency in oral, visual, and simple written forms. Students identify and compare their own customs to Canadian culture and customs.

## **ENGLISH LANGUAGE DEVELOPMENT 11 (YESFL1A) - 4 credit course**

This course is designed to extend the exploration of ELL 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 practice 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.

# FINE ARTS

Grade 9 students are required to take one Fine Art and one Applied Skill class. There are several courses that meet the requirements of both a Fine Art and an Applied Skill credit; students can therefore take any of the following combinations:

- One Fine Art & One Applied Skill
- One Fine Art & One Applied Skill/Fine Art
- One Applied Skill & Applied Skill/Fine Art
- Two Applied Skill/Fine Art

## Fine Arts and Applied Skills Courses

### FINE ARTS COURSES:

- Ceramic and Sculpture 3D 11 or 12
- Art Studio 10, 11, or 12
- Visual Arts 9
- Photography 10/11/12
- Graphic Arts 12
- Dance Foundations 9, 10, 11 or 12
- Dance Technique & Performance 10, 11 or 12
- Dance Company 11 or 12
- Dance Choreography 11 or 12
- Drama 9 & 10 General
- Theatre Production 11
- Theatre Production: Theatre Management 12
- Theatre Production: Technical Theatre 9-12
- Video Production 9 & 10
- Film & Television 11 or 12
- Concert Band 10, 11 or 12
- Concert Band 9-12 Off Timetable
- Jazz Band 10, 11 or 12
- Concert Choir 10, 11 or 12
- Concert Choir 10, 11 or 12
- Vocal Jazz 10, 11 or 12
- Guitar I (Beginners): 10, 11 or 12
- Guitar II (Experienced): 10, 11 or 12

### APPLIED SKILLS COURSES:

- Automotive Technology 11 or 12
- Engine & Drivetrain 12
- Woodwork 10, 11, or 12
- Carpentry and Joinery 10, 11 or 12
- Furniture & Cabinetry 12
- Drafting and Design 10, 11 or 12
- Electronics 10, 11 or 12
- Metalwork 10, 11 or 12
- Machining & Welding 12
- Art Metal & Jewelry 12
- Technical Student Assistant 11
- Family Studies 11
- Child Development and Caregiving 12
- Foods & Nutrition 10, 11 or 12 or Specialized
- Marketing 11
- Textiles 10, 11 or 12
- Media Design 11
- Media Design 12
- Digital Media Development 11 or 12 (Must take Photo 12 as well)
- Computer Programming 11 or 12
- Computer Information Systems 10, 11 or 12
- Business Computer Applications 12

**\*\* Note: Some board authorized and external courses can be used for Fine Arts or Applied Skills credit.**

## **ART**

### **VISUAL ARTS 09: GENERAL (MVA--09)**

This is an introductory course designed for students with an interest in art. The emphasis is on exploring a variety of areas including drawing, design, painting, art history, colour and three-dimensional projects, such as clay. Students will be expected to bring art supplies as needed.

### **ART STUDIO 10: GENERAL (MVA10)**

Art Studio 10 introduces students to the elements and principles of design, historical and contemporary art movements and reasoned criticism. Instruction will be given in a variety of media, including drawing, design, painting, printmaking, art history, and 3-D projects, such as clay. Students will be expected to maintain a sketchbook and bring art supplies as needed.

### **ART STUDIO 11 (MVA11)**

**Recommended: Any previous secondary art class**

Students focus on refining techniques and media while continuing to explore a broad spectrum of new materials, technologies, and processes in various ways. Students continue to develop skills in both 2D and 3D media, selecting and combining them in more sophisticated ways. They will learn about reflecting the interconnectedness of the individual, community, history and society through art making. Students will also begin exploring art related careers.

### **CERAMICS AND SCULPTURE 3D 11 (MVA-11)**

**Prerequisite: MVA10**

Students focus on refining processes of three dimensional mediums such as clay (e.g., ceramics), wood (e.g., carving), metal (e.g., manipulation), glass (e.g., fusing), found objects (e.g., assemblage), paper (e.g., papier mâché), fabric (e.g., soft sculpture) or other improvisational and miscellaneous material. Students continue to develop skills with three dimensional media, selecting and combining them in more sophisticated ways. They will learn about reflecting the interconnectedness of the individual, community, history and society through form. Students will also begin exploring sculpture related careers.

### **CERAMICS AND SCULPTURE 3D 12 (MVA-12)**

**Prerequisite: MVA-11**

Students focus on refining processes of three dimensional mediums such as clay (e.g., ceramics), wood (e.g., carving), metal (e.g., manipulation), glass (e.g., fusing), found objects (e.g., assemblage), paper (e.g., papier mâché), fabric (e.g., soft sculpture) or other improvisational and miscellaneous material. Students will increase their independence through the creation a personal body of work founded in sculpture. They will explore how sculpture reveals insights into the human experience and has the power to effect change. Students will also begin exploring opportunities and career pathways of professional sculptors.

### **ART STUDIO 12 (MVA12)**

**Recommended: MVA11**

Students focus on refining techniques and media while continuing to explore a broad spectrum of new materials, technologies, and processes in various ways. Students will increase their independence as they examine the interrelationships between 2D and 3D media through the creation a personal body of work. They will explore how art making reveals insights into the human experience and has the power to effect change. Students will also begin exploring opportunities and career pathways of professional artists.

### **INDEPENDENT STUDIES IN FINE ARTS ( MIDS-2\*)**

This course is an in-depth study in an area of the fine arts while overseen by a mentor teacher. All students who would like to register in an IDS course must be have completed the application requirements as outline by the instructor.

## **PHOTOGRAPHY & FILM PRODUCTION**

### **PHOTOGRAPHY 10 (MVAPH10)**

This course lays the foundation for understanding and appreciating the visual world of photography. The course introduces students to producing candid photos, landscapes, natural light and studio lighting portraits, action photography and class projects. Students will also use Digital SLR cameras with photo editing in Photoshop, including adjusting levels and curves, sharpening, channel mixers and extractions and shadows. This course publishes the school annual. Students will learn to use Indesign to produce layouts with their photographs, articles and captions. Students should be prepared to work outside of class to finish deadlines when necessary. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs.

### **PHOTOGRAPHY 11 (MVAPH11)**

This course builds on the foundation of Photography 10 by redefining understanding and appreciating the visual world of photography. The course will continue to have students producing candid photos, landscapes, natural light and studio lighting portraits, action photography and class projects. Students will also use Digital SLR cameras with photo editing in Photoshop, including adjusting levels and curves, sharpening, channel mixers and extractions and shadows. This course publishes the school annual. Students will learn to use Indesign to produce layouts with their photographs, articles and captions. As there is a responsibility to meet yearbook publishing deadlines, students must be prepared to work outside class to take photos and finish work. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs.

### **PHOTOGRAPHY 12 (MVAPH12)**

Prerequisite: MVAPH11

Photography 12 builds on skills acquired in Photography 11. There will also be opportunities to focus on areas of interest. A major portfolio assignment will showcase acquired skills. Students in this class will take a greater responsibility for yearbook production and should be available to take photos at events, as well as be responsible about completing deadlines. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs.

NOTE: Students must have successfully completed Photography 11 to apply for Photography 12. or have the permission of the instructor.

### **INDEPENDENT STUDIES IN PHOTOGRAPHY (MIDS-2\*)**

This course is an in-depth study in an area of the fine arts while overseen by a mentor teacher. All students who would like to register in an IDS course must be have completed the application requirements as outline by the instructor. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs.

### **VIDEO PRODUCTION 9/10 (MADMA09 / YCCT-OA)**

This course provides an exciting and motivating introduction to the world of film and video production. The curriculum will focus on basic/advanced video camera techniques, structure of commercials and PSA's, media literacy, Script writing and screenplays, editing in Final Cut Pro Studio and animation. Much of the work will be done in class and evaluated in a practical manner. The goal is to educate students in the art, craft, and technology of desktop video production. The courses strive to nurture individual talent and skills, and encourage students to become creative, and thoughtful practitioners in the world of video production. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs.

### **DRAMA: FILM & TELEVISION 11 (MDFT-11)**

This course builds on previously learned skills in Video Production 10 – while providing an exciting and motivating chance to address more advanced concepts in the world of digital film production. The curriculum will focus on basic and advanced video camera techniques - including cinematography techniques, narrative structure and script writing, film history and analysis, as well as technical aspects of editing in Final Cut Pro Studio. Much of the work will be done in class, yet filming will require out of class time commitment and a high level of teamwork. Evaluation will be done in a practical manner. Students will be expected to be intrinsically motivated in this course, be able to receive and give criticism and dream big. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs

**DRAMA: FILM & TELEVISION 12 (MDFT-12)**

Prerequisite: MDFT11 Drama: Film and Television 12 is an extension of Film and Television 11, with a much greater emphasis on writing for the camera and video editing. Students should be prepared to spend hours outside of class time doing video editing. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs.

**INDEPENDENT STUDIES IN FILM & TELEVISION (MIDS-2\*)**

This course is an in-depth study in an area of the fine arts while overseen by a mentor teacher. All students who would like to register in an IDS course must have completed the application requirements as outlined by the instructor. Students will build a portfolio of their work therefore a disposable media fee of \$20 will be required. This fee supplies the students with a memory card, supplies, use of department equipment outside of class hours, and covers all printing costs.

## **DANCE**

### **DANCE 09: GENERAL (MDNC-09)**

Dance begins with a focus on technique. It is through the development of technical skills that students are able to execute increasingly complex combinations. Students will be exposed to a variety of dance techniques and movement styles. They will develop a growing understanding and appreciation of the histories, diversities, and influences of dance in society.

### **DANCE FOUNDATIONS 10 (MDCF-10)**

Prerequisite: MDNC-09

Dance 10 students continue to develop a strong technical base, while being exposed to a variety of styles and genres. The focus of the course will be on the development of a unique dance performance. Through the transformation of a dance sequence, students will create desired effects to enhance their performance. This performance will be outside of regular class time and is a required component of the curriculum.

### **DANCE COMPANY 10: PERFORMANCE (MDNCM10)**

Prerequisite: MDNC-09

Focuses on the growth of the ensemble dancer within rehearsal and performance processes of a collaborative dance company.

### **DANCE FOUNDATIONS 11 (MDCF-11)**

Explores elements of dance, dance language; technical, composition and, performance skills, and historical trajectory of a variety of dance techniques, genres and styles within a broad Canadian context.

### **DANCE TECHNIQUE & PERFORMANCE 11 (MDNTP11)**

Focus on the development of the elements of dance, dance language, technical skills, composition skills, rehearsal and performance skills in relation to specific techniques, genres and styles. Varied dance experiences focus on the growth of the dancer and respond to local, regional, and national issues.

### **DANCE COMPANY 11 (MDNCM11)**

In the senior grades, dance shifts its focus from technique to performance. While students continue to refine their skills, they also learn how to create dances with a strong impact. Students are encouraged to experiment with a variety of genre in a range of settings. When conceiving dances, students must consider all the elements which go into a dance presentation, from the steps, to costumes, sets and lighting. Focus in this course will be around the collaborative process of presenting dance, which includes:

- Commitment to rehearsal
- Respect for others' contributions
- Body and mind management
- Arts administration and production tasks
- Technical accuracy and aesthetic quality
- Technical rehearsals and performances outside of regular class time are required components of the curriculum.

### **DANCE CHOREOGRAPHY 11 (MDNC-11)**

Prerequisite: Dance 10 AND permission from the instructor

Students will conduct in-depth studies of various dance styles and choreographers. From their findings, they will be encouraged to develop their own style, as they create dances for the class, small groups, and/or solos. Using improvisation and preset ideas, students will design performance quality works to include costumes, lighting, and possible set pieces. They will refine their notation skills and learn how to effectively communicate their ideas to the performers. This course may be run in conjunction with a junior level class. Technical rehearsals and performances outside of regular class time are required components of the curriculum.

### **DANCE FOUNDATIONS 12 (MDCF-12)**

Explores elements of dance, dance language; technical, composition, and, performance skills, and historical trajectory of a variety of dance techniques, genres and styles within a global context.

### **DANCE TECHNIQUE & PERFORMANCE 12 (MDNTP12)**

Focus on refining the elements of dance, dance language, technical skills, composition skills, rehearsal, and performance skills in relation to specific techniques, genres and styles. Varied dance experiences focus on the growth of the dancer and respond to international issues. Career and personal opportunities in dance and related fields are explored.

### **DANCE COMPANY 12 (MDNCM12)**

In the senior grades, dance shifts its focus from technique to performance. While students continue to refine their skills, they also learn how to create dances with a strong impact. Students are encouraged to experiment with a variety of genre in a range of settings. When conceiving dances, students must consider all the elements which go into a dance presentation, from the steps, to costumes, sets and lighting. Focus in this course will be around the collaborative process of presenting dance, which includes:

- Commitment to rehearsal
- Respect for others' contributions
- Body and mind management
- Arts administration and production tasks
- Technical accuracy and aesthetic quality
- Technical rehearsals and performances outside of regular class time are required components of the curriculum.

### **DANCE CHOREOGRAPHY 12 (MDNC-12)**

Prerequisite: Dance or Choreography 11 AND permission from the instructor

Students will conduct in-depth studies of various dance styles and choreographers. From their findings, they will be encouraged to develop their own style, as they create dances for the class, small groups, and/or solos. Using improvisation and preset ideas, students will design performance quality works to include costumes, lighting, and possible set pieces. They will refine their notation skills and learn how to effectively communicate their ideas to the performers. This course may be run in conjunction with a junior level class. Technical rehearsals and performances outside of regular class time are required components of the curriculum.

## **DRAMA / THEATRE**

### **DRAMA 09 (MDR--09)**

Basic acting skills will be introduced through some rehearsal and presentation. Teamwork, role-playing, speech, exercise and theatre background become important fundamentals of this course. Evaluation will be based on involvement and participation.

### **DRAMA 10: GENERAL (MDRM-10)**

Students will continue to develop skills in movement, mime, improvisation and play-building. Ensemble performance and scene work will be introduced. Evaluation will be based on involvement and participation as well as an end of semester performance.

### **THEATRE PRODUCTION 10 (MDRD-10)**

This is an introductory course to give students the opportunity to study the technical and managerial aspects of theatre, including design, lighting, sound, set construction, scenic painting, costumes, makeup and props. Students will also learn the basic of theatre management, including budgeting, ticketing, house management and stage management. Students taking this course should be able to work independently. Many of the projects in this course are directly related to the theatre production undertaken by the school. Students are required to spend some hours working outside of the class on extra-curricular productions.

### **DRAMA 11: ACTING (MDRM-11)**

This course focuses on acting skills. Students will learn to use their bodies and voices expressively to develop character. Through their work in theatre performance, students have the opportunity to explore and develop expression, trust and self-confidence. Work will be done on monologues, scenes and one-act plays. Students should also analyze and examine their own work and that of their peers.

### **DIRECTING & SCRIPT DEVELOPMENT 11 (MDRDS11)**

This course offers a viable means of artistic expression and a highly effective educational vehicle for developing directing and writing abilities. Students are encouraged to have a general understanding of (and interest in) all the techniques, applications and theory for both stage and screen. Students will write stage plays as well as screen plays. Students will be given the opportunity to work with other students, to develop directing techniques and have their writing work shopped. Students taking this course must be able to work independently, as this class is often combined with another theatre class.

### **THEATRE PRODUCTION 11 (MDRTP11)**

This is an introductory course to give students the opportunity to study the technical and managerial aspects of theatre, including design, lighting, sound, set construction, scenic painting, costumes, makeup and props. Students will also learn the basic of theatre management, including budgeting, ticketing, house management and stage management. Students taking this course should be able to work independently. Many of the projects in this course are directly related to the theatre production undertaken by the school. Students are required to spend some hours working outside of the class on extra-curricular productions.

### **DRAMA 12: ACTING (MDRM-12)**

Prerequisite: MDRTP11

This course provides intensive study in the techniques outlined in Theatre Performance 11. In addition, acting styles relating to various periods in the history of the theatre and styles appropriate to acting will be studied. Script work and extracurricular performance is required as part of this course.

### **DIRECTING & SCRIPT DEVELOPMENT 12 (MDRDS12)**

This is an advanced course in both writing and directing. Students will develop their writing skills, through a series of short assignments, leading to the writing of a short one-act play and/or a completed screen play. Students will work with other students in play building and acting, to develop directing skills. Students will be expected to direct a one-

act play and other projects. Students taking this course must be able to work independently, as this class is often combined with another theatre class.

**THEATRE PRODUCTION 12: TECHNICAL THEATRE (MTPRT12)**

Prerequisite: MD RTP11

This course is designed to provide opportunities for students to develop the artistic abilities and technical skills required in theatre production. Students will develop skills in design, lighting, sound, set construction, scenic painting, costumes, makeup and props. Students must be prepared to apply these skills to actual theatre productions. Students will also be required to understand the theoretical applications behind these practical applications. Students taking this course should show leadership and be able to work independently.

**MUSICAL THEATRE 09/10/11/12 (XTP--09/ MMUTH10/ MMUTH11/ MMUTH12)**

The purpose of this course is to encourage students' appreciation, understanding, and performance of Musical Theatre, through the production of a yearly musical. The course culminates in public performances in February. Students will learn the skills, organization, demands, outcomes and rewards of being in a musical theatre production company. The course is open to any student in grades 9-12 who is willing to commit to the school production. Students who enroll will receive credit for the appropriate performance or production course at the appropriate grade level.

# **MUSIC**

## **CONCERT BAND 09 (MMU--09)**

Prerequisite: Concert Band 08

Concert Band 9 is for instrumental musicians at the grade 9 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform a number of times, throughout the year, and may have the opportunity to travel with the ensemble. Students should supply their own instruments, though some instruments are available from the school.

## **CONCERT BAND 10 (MMUCB10)**

Prerequisite: MMU--09

Concert Band 10 is for more experienced instrumental musicians at the grade 10 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform a number of times throughout the year, and may have the opportunity to travel with the ensemble. Students should supply their own instruments, though some instruments are available from the school.

## **INSTRUMENTAL MUSIC: CONCERT BAND 11 (MIMCB11)**

Prerequisite: MMCB10

Concert Band 11 is for more experienced instrumental musicians at the grade 11 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform a number of times throughout the year, and may have the opportunity to travel with the ensemble. Students must supply their own instruments, though some larger and less common instruments are available for rent from the school.

## **INSTRUMENTAL MUSIC: CONCERT BAND 12 (MIMCB12)**

Prerequisite: MIMCB11

Concert Band 12 is for more experienced instrumental musicians at the grade 12 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform a number of times throughout the year, and may have the opportunity to travel with the ensemble. Students must supply their own instruments, though some larger and less common instruments are available for rent from the school.

## **INSTRUMENTAL MUSIC: JAZZ BAND**

### **JAZZ BAND 09 (XBA—09J)**

Co-requisite: Concert Band 9 must be taken simultaneously to enroll in this course

This is an extra sessional course offered at times outside the regular school day, usually before school. This ensemble performs a variety of jazz styles, including swing, latin, funk and fusion. Jazz Band 9 also introduces students to the concepts of jazz improvisation.

### **JAZZ BAND 10 (MMUJB10)**

Co-requisite: Concert Band 10 must be taken simultaneously to enroll in this course

This is an extra sessional course offered at times outside the regular school day, usually before school. This ensemble performs a variety of jazz styles, including swing, latin, funk and fusion. Jazz Band 10 also introduces students to the concepts of jazz improvisation. Full rehearsals will run during the extended day schedule.

### **INSTRUMENTAL MUSIC: JAZZ BAND 11 (MIMJB11)**

Co-requisite: Concert Band 11 must be taken simultaneously to enroll in this course

This is an extra sessional course offered at times outside the regular school day, usually before school. This ensemble performs a variety of jazz styles, including swing, latin, funk and fusion, including professional level works from the libraries of Duke Ellington, Stan Kenton and Count Basie. Students will also continue to develop their jazz improvisation skills. Full rehearsals will run during the extended day schedule.

### **INSTRUMENTAL MUSIC: JAZZ BAND 12 (MIMJB12)**

Co-requisite: Concert Band 12 must be taken simultaneously to enroll in this course

This is an extra sessional course offered at times outside the regular school day, usually before school. This ensemble performs a variety of jazz styles, including swing, latin, funk and fusion, including professional level works

from the libraries of Duke Ellington, Stan Kenton and Count Basie. Students will also continue to develop their jazz improvisation skills.

### **CHORAL MUSIC: CONCERT CHOIR**

CONCERT CHOIR 09-12 (XC---09, MMUCC10, MCMCC11, MCMCC12)

Concert Choir 09-12 is for singers with or without previous singing experience. Students will sing and listen to many different styles of music. Choir is a performance-based course, and students focus on learning good vocal health, as well as reading music, expanding their singing range, performance technique and technical ability. More senior students take on leadership roles within the choir, and may also sing more repertoire than less experienced singers. Concerts and other performing opportunities are offered throughout each year, as well as the opportunity to tour with other music ensembles.

### **CHORAL MUSIC: VOCAL JAZZ**

VOCAL JAZZ 09-12 (XC---09J, MMUVJ10, MCMJV11, MCMJV12)

Vocal Jazz is an additional course for choir students who wish to focus on singing more seriously. Much of the repertoire for this ensemble is from the jazz repertoire, but the choir will also sing a variety of other styles of music. In order to be part of the vocal jazz ensemble, students must also register in concert choir and may be asked to audition. This course runs only outside the timetable. Vocal jazz students will participate in concerts and festivals and have the opportunity to tour with other music ensembles.

### **INSTRUMENTAL MUSIC: GUITAR**

**GUITAR 1: 9-12 (XGUIT09, MMUGT10, MIMG-11, MIMG-12)**

Guitar 1 is for beginning and less experienced students interested in learning to play the guitar. The emphasis of this course will be learning proper playing technique and the basics of music theory, through the study and performance of a variety of styles of music. There will be regular in-class performances and the opportunity for recording. Guitars will be available for classroom use, although students are encouraged to bring their own acoustic or classical guitar.

**GUITAR 2: 9-12 (XGUIT09, MMUGT10, MIMG-11, MIMG-12)**

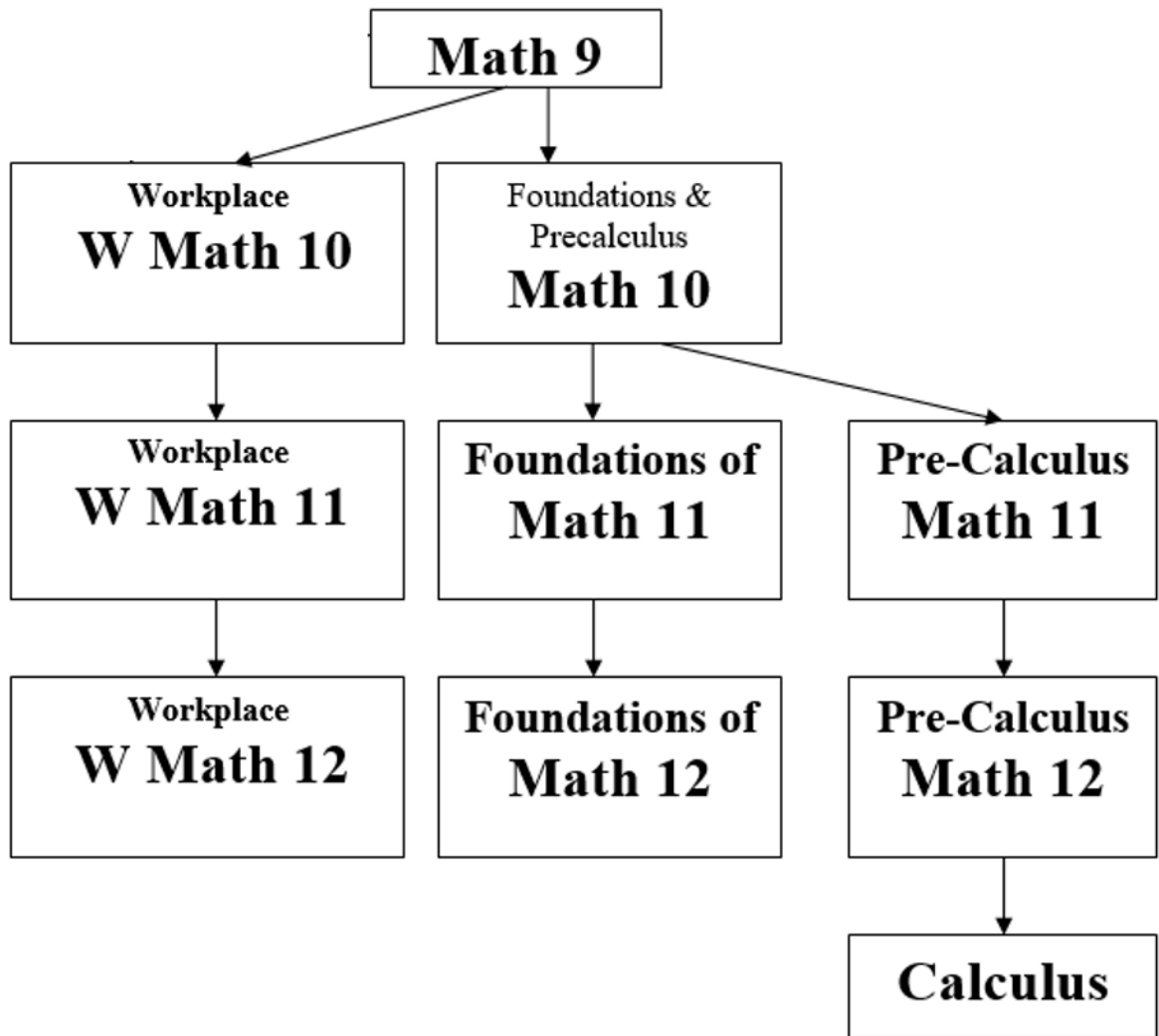
Prerequisite: Guitar 1 or permission of the teacher

Guitar 2 is for experienced guitarists interested in continuing their study of the instrument. This course will expand students playing technique and understanding of music theory through the study and performance of a variety of styles of music. There will be regular in-class performances and the opportunity for recording. Guitars will be available for classroom use, although students are encouraged to bring their own acoustic or classical guitar.

# MATH

Grade 9 students coming to LSS will automatically be placed in a Math 9 class. Beyond Grade 9, students will choose between different pathways based on post-secondary goals and aptitude. In grade 10, students will choose between only two pathways (Workplace or Foundations & Pre-Calculus). Finally, in grades 11 and 12, students will choose between three pathways (Foundations and Pre-Calculus become two separate pathways). It should be noted that while Math 12 is not necessary for graduation, one of the three Math 12 courses is often required for entrance into postsecondary programs. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

In each of the courses listed below, each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever pathway they have chosen. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.



## **Goals of the Mathematics Curriculum:**

There is a new hope in British Columbia that the new Mathematics curriculum will bridge the gap between students' mathematics knowledge and their ability to apply it in a broad range of situations that they will encounter in everyday life. This connection is facilitated through fewer learning standards, a renewed focus on flexible teaching and learning, and an emphasis on building a strong foundation of mathematical understanding and skills.

## **Design of the Mathematics curriculum**

The Mathematics curriculum has the same format as all other areas of learning. Four curriculum elements — the Big Ideas, Curricular Competencies, Content, and Elaborations — link the knowing, doing, and understanding of mathematics learning. Connecting mathematics knowledge with a hands-on approach to doing mathematics will lead to a deep understanding of mathematics concepts

**The following course descriptions will help you determine your best “pathway” to success:**

**1. Workplace Mathematics 10-12 (WM)**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

**2. Mathematics 10-12 (Foundations of Mathematics) (FOM)**

This pathway, is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Unless you are heading to a postsecondary program that requires you to take Calculus, or to a trade or apprenticeship program that does not require you to take Calculus, you should be in this pathway. It is designed for and aimed at the majority of high school students.

**3. Pre-Calculus Mathematics 11-12 (PCM)**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Students in this stream could take Calculus in grade 12.

## **MATHEMATICS COURSE OFFERINGS**

### **MATHEMATICS 09 (MMA--09) Prerequisite: MA8 or MA9EM**

This course is mandatory for all students to take, and leads to 2 pathways at the grade 11 and 12 level. Topics Include:

- operations with rational numbers (addition, subtraction, multiplication, division, and order of operations)
- exponents and exponent laws with whole number exponents
- operations with polynomials, of degree less than or equal to 2
- two-variable linear relations, using graphing, interpolation, and extrapolation
- multi-step one-variable linear equations
- spatial proportional reasoning
- statistics in society
- financial literacy — simple budgets and transactions

### **WORKPLACE MATH 10 (MWPM-10) Prerequisite: MA9**

This is the first of a three-part course (Workplace Math 10/11/12). *Course content includes:*

- create, interpret, and critique graphs
- primary trigonometric ratios
- metric and imperial measurement and conversions
- surface area and volume
- central tendency
- experimental probability
- financial literacy: gross and net pay

### **FOUNDATIONS & PRE-CALCULUS MATHEMATICS 10 (MFMP-10) Prerequisite: MA9**

This course will allow students one extra year of mathematics study before they need to commit to the Foundations pathway and/or the Pre-Calculus pathway (students may plan to take both pathways at the same time since the topics do not overlap at all). *Course content includes:*

- operations on powers with integral exponents
- prime factorization
- functions and relations: connecting data, graphs, and situations
- linear relations: slope and equations of lines
- arithmetic sequences
- systems of linear equations
- multiplication of polynomial expressions
- polynomial factoring
- primary trigonometric ratios
- financial literacy: gross and net pay

### **WORKPLACE MATH 11 (MAWM-11) Prerequisite: MMA09**

This is the second of a three-part course (Apprenticeship & Workplace Math 10/11/12). *Course content includes:*

- financial literacy: personal investments, loans, and budgeting
- rate of change
- how probability and statistics are used in different contexts
- interpreting graphs in society
- 3D objects: angles, views, and scale diagrams

### **FOUNDATIONS OF MATHEMATICS 11 (MFOM-11) Prerequisite: MAWM-10**

This is the first of a two-part course (Foundations of Math 11&12). *Course content includes:*

- forms of mathematical reasoning
- angle relationships
- graphical analysis:
  - linear inequalities
  - quadratic functions
  - systems of equations
  - optimization
- applications of statistics
- scale models
- financial literacy: compound interest, investments and loans

### **PRE-CALCULUS MATHEMATICS 11 (MPREC11) Prerequisite: MAWM 10**

This is the first of a two-part course (Pre-Calculus Math 11 & 12). *Course content includes:*

- real number system
- powers with rational exponents
- radical operations and equations
- polynomial factoring
- rational expressions and equations
- quadratic functions and equations
- linear and quadratic inequalities
- trigonometry: non-right triangles and angles in standard position
- financial literacy: compound interest, investments, loans

**FOUNDATIONS OF MATHEMATICS 12 (MFOM-12)** Prerequisite: MFOM-11

This is the second of a two-part course (Foundations of Math 11 & 12). Course content includes:

- geometric explorations:
  - constructions
  - conics
  - fractals
- graphical representations of polynomial, logarithmic, exponential, and sinusoidal functions
- regression analysis
- combinatorics
- odds, probability, and expected value
- financial planning

**PRE-CALCULUS MATHEMATICS 12 (MPREC12)** Prerequisite: PCM 11

This is the second of a two-part course (Pre-Calculus Math 11 & 12). *Course content includes:*

- transformations of functions and relations
- exponential functions and equations
- geometric sequences and series
- logarithms: operations, functions, and equations
- polynomial functions and equations
- rational functions
- trigonometry: functions, equations, and identities

**CALCULUS 12 (MCALC12)** Prerequisite: PCM12

This course should ideally be taken after Pre-Calculus Math 12 but the two courses could be taken concurrently if necessary and if the student is willing to work a little harder. Students who succeed will be very well prepared for any university level calculus course. *Course content includes:*

- functions and graphs
- limits:
  - left and right limits
  - limits to infinity
  - continuity
- differentiation:
  - rate of change
  - differentiation rules
  - higher order, implicit
  - applications
- integration:
  - approximations
  - fundamental theorem of calculus
  - methods of integration
  - applications

# MODERN LANGUAGES

Three reasons to learn languages:

1. It exercises your brain and improves your memory, problem-solving, and critical/creative thinking skills.
2. It broadens your understanding of different cultures and empowers you to travel the world with confidence.
3. It opens up job opportunities and helps you to become a global citizen.

Note: Grade 12 language courses meet the UBC language requirement to graduate with a Bachelor of Arts.

## FRENCH PROGRAM

### **FRENCH 09 (MFR--09)**

**Prerequisite: French 08**

This course builds upon the knowledge and skills acquired in French 8. Content includes an expanded list of irregular verbs, structures and vocabulary themes. Students will continue to develop oral & written skills and apply a range of language learning strategies to assist in comprehension and expression.

### **FRENCH 10 (MFR--10)**

**Prerequisite: MFR09**

Students will further develop their written and oral skills in French. They will be expected to read, write, perform skits, and ask and answer questions in French. They will be able to conjugate regular and irregular verbs and construct sentences with the correct pronouns, agreement, etc. Cultural activities will be emphasized.

### **CORE FRENCH INTRODUCTORY 11 (MFRI--11)**

**Prerequisite: None**

Core French Introductory 11 has been developed to offer an opportunity for grade 11 and 12 students who did not begin Core French in the elementary grades to enter Core French at the secondary level. Core French Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Core French 11. It should be noted that this course does not replace the richness of the regular Core French 5-10 curriculum.

### **FRENCH 11 (MFR--11)**

**Prerequisite: MFR--10 or MFRI--11**

This course is designed to enhance students' French communication skills and develop the student's knowledge of French grammar and structure. Students will study contemporary level-appropriate literature and explore and appreciate Francophone cultures. French 11 is recognized as a course that satisfies the language requirement for university entrance.

### **FRENCH 12 (MFR--12)**

**Prerequisite: MFR--11**

This is an academic course for those students who wish to develop their French communicative skills, knowledge of French grammar and literature, and their understanding of the French culture. It is advisable for all students going on to university, especially those wishing to continue in French at the college or university level.

NOTE: French 12 is only recommended for students with a C+ or higher in French 11 or permission of the teacher.

## **ITALIAN PROGRAM**

### **INTRODUCTORY ITALIAN 11 (MIT--09 or MBIT-11)**

**Prerequisite: None**

Introductory Italian 11 is a beginner's course open to all students from Grade 9 - 12. This course will allow students to use the language in a purposeful way, perform real-life tasks, share ideas and acquire information. This course also enables students to gain an understanding of Italian culture, society, music, history and geography. Introductory Italian 11 is recognized as a course that satisfies the language requirement at Simon Fraser University.

### **ITALIAN 11 (MIT--11)**

**Prerequisite: MIT--09 or MBIT-11**

This course is a continuation of the beginning level Italian course. Although the course will continue to improve the skills of listening and speaking, greater effort will be placed on the reading and writing aspects of the language. This course enables students to further develop their understanding of Italian culture and may be useful for those who wish to travel or study in Italy. Italian 11 is recognized as a course that satisfies the language requirement for university entrance.

### **ITALIAN 12 (MIT--12)**

**Prerequisite: MIT--11**

This course is a continuation of Italian 11. As such, students will work specifically on oral competency, reading comprehension and writing skills. Short stories, a novel study and cultural activities are integral units of the course. This course is advisable for students wishing to study Italian at the college or university level. Italian 12 meets the language requirements for most universities.

## **JAPANESE PROGRAM**

### **INTRODUCTORY JAPANESE 11 (MBJA-11)**

**Prerequisite: None**

Introductory Japanese 11 offers students the opportunity to investigate the Japanese language and culture. It is a beginner course open to all students from Grade 9 – 12. Students learn the basic hiragana characters, along with some important kanji (Chinese characters). Language acquisition occurs through listening, speaking, reading and writing. Participation, effort and good attitudes are a must. Students are exposed to Japanese culture and language through videos, projects, music, games and special events. Students completing Introductory Japanese 11 will be eligible to enter the second year course (Japanese 11) their following year. Introductory Japanese 11 is recognized as a course that satisfies the language admission requirement at Simon Fraser University.

### **JAPANESE 11 (MJA--11)**

**Prerequisite: MJA--09 or MBJA-11**

JAPANESE 11 (MJA--11)

Prerequisite: MJA--09 or MBJA-11

This course is a continuation of the beginning level courses and puts a greater emphasis on grammar usage. This course places a strong emphasis on the reading and writing aspects of the language and provides a good foundation for Japanese 12. The course also works to improve the skills of listening and speaking, making it very useful for students to plan to travel, work, or study in Japan in the future. This course satisfies the language requirement for many universities. Proficiency in reading and writing the Hiragana script is required to take this course.

### **JAPANESE 12 (MJA--12)**

**Prerequisite: MJA--11**

This course is a continuation of the Japanese 11 course. Students will build on the skills and learning from previous courses. Students should know approximately 100 kanji by the end of this course. Reading, writing, listening, and speaking are all emphasized, as students are exposed to more vocabulary, expressions and a variety of sentence structures. In addition, students will be encouraged to show initiative in furthering their understanding of Japanese language and culture. Japanese 12 satisfies language requirements for most universities.

NOTE: Japanese 12 is only recommended for students with a C+ or higher in Japanese 11 or permission of the teacher.

# **PERSONAL DEVELOPMENT**

**LEADERSHIP DEVELOPMENT** (Grade 9 - XLEAD09, Grade 10 & 11 – YIPS0A & YIPS1A, Grade 12 - YIPS2A)

Open to all students in Grades 9 – 12

The Leadership class at Langley Secondary was created to provide students with the skills and confidence to become leaders not only at the school but in the community as well. Throughout the year, students will develop and implement ideas for different events around the school. Please note that this course runs outside of the timetable (Tuesday mornings at 7:30) and requires a minimum of 80 volunteer hours. Applications are available for all grade 9-12s. If interested, please pick up an application form from Ms. Zyra or Ms. Williamson.

**PEER MENTORING** (Grade 11 & 12 – YIPS-1C & YIPS-2C)

This course is intended to enable students to develop attitudes, skills and knowledge that enhance self-esteem, prepare them for the world of work, and foster social responsibility. This course is available to grade 11 & 12 students. Peer mentoring is available by application only. If you are interested in taking the course, please send a message to Mr. Van Meer on Teams.

# **PHYSICAL & HEALTH EDUCATION**

In Grades 9 and 10 Physical Education is a required course. Grades 11 and 12 Physical Education is an elective course.

**Grade 9:** One of the following is required - **MPHE-09**

- PHE 9 – Lifestyle and Fitness
- PHE 9
- PHE 9 – High Performance

All options are Co-Ed

**Grade 10:** One of the following is required - **MPHE-10**

- PHE 10 – Lifestyle and Fitness
- PHE 10
- PHE 10 – High Performance

All options are Co-Ed

## **Grade 11**

PE11 (Coed)

Strength & Conditioning 11/12 (Coed)

High Performance 11/12 Boys (Linear)

High Performance 9-12 Girls (Linear)

Health & Fitness 11 Girls

Athletic Leadership 11 (Linear)

## **Grade 12**

PE12 (Coed)

Strength & Conditioning 11/12 (Coed)

High Performance 11/12 Boys (Linear)

High Performance 9-12 Girls (Linear)

Health & Fitness 12 Girls

Athletic Leadership 12 (Linear)

## **PHYSICAL AND HEALTH EDUCATION 09 (MPHE-09)**

PHE 09 is intended to develop an appreciation of lifelong participation in physical activity. In this course, students will continue their development of skills and knowledge related to physical literacy, healthy and health & fitness, social and community health and mental well-being. Within the course students will participate in a variety of different types of physical activities, including, but not limited to: team and individual sports, strength and fitness, dance and community based experiences. Other aspects of the course will focus on strategies that will help students make healthy and safe choices related to their overall well-being. This may include topics related to bullying, substance abuse, health related goal-setting, mental well-being, healthy choices and safe relationships. Evaluation will focus on active participation, fitness, sportsmanship and health related activities. Active participation is required for all students.

### **Lifestyle and Fitness 9-10 (MPHE-09F)**

This course is intended for students interested in participating in and learning about individual fitness activities. The course will address individual fitness and health related topics. An emphasis for this course will be to motivate students to improve their fitness through participation in non-competitive activities. This course has a very small component of team sports activities. The course will predominantly focus on body weight activities, strength training, circuit training and cardiovascular activities. Movement and personal Improvement is a key focus of Health and Fitness.

## **JUNIOR HIGH PERFORMANCE 09/10**

**(This is a year-round course, worth 8 credits) (MPHE-09HB or MPHE10HB, and MPHE-09CB and MPHE10CB)**

This course is intended for students that take their fitness and training very seriously; most students will be involved with high level sports either inside the school or within the community. This course provides students with Strength and Conditioning credits (4) as well as the required Physical Education and health credits (4)

- students will be working on developing their strength, agility and speed
- students will be asked and encouraged to work at a very high level in terms of pushing themselves to achieve maximum improvement in strength, quickness, agility, cardio, jumping ability and core strength
- students in these classes will do some game activities similar to regular PE
- students will receive credit for the corresponding grade level PE course plus a strength and conditioning credit (for a total of 8 credits)
- students will have to earn their way into this class based on their suitability to this course and department head approval

Main areas covered:

- plyometrics
- weight training
- jump program
- agility and core training
- aerobic and anaerobic training
- circuit training

## **PHYSICAL EDUCATION 10 (MPHE10-B)**

Prerequisite: MPHE-09

PHE 10 is intended to develop an appreciation of lifelong participation in physical activity. In this course, students will continue their development of skills and knowledge related to physical literacy, healthy and health & fitness, social and community health and mental well-being. Within the course students will participate in a variety of different types of physical activities, including, but not limited to: team and individual sports, strength and fitness, dance and community based experiences. Other aspects of the course will focus on strategies that will help students make healthy and safe choices related to their overall well-being. This may include topics related to bullying, substance abuse, health related goal-setting, mental well-being, healthy choices and safe relationships. Evaluation will focus on active participation, fitness, sportsmanship and health related activities. Active participation is required for all students.

## **GRADE 10-12 HEALTH AND FITNESS**

**Prerequisite: MPHE-09-G**

Girls Health and Fitness is an elective course for girls interested in learning about and participating in individual fitness activities. The course will address female health-related topics through knowledge-based activities and inquiry. An emphasis for this course will be to motivate students to improve their fitness through participation in non-competitive activities. Girls Health and Fitness will involve off-campus visits and guest instructors. This course is suited for any student with an interest in individual health, regardless of fitness level.

## **GRADE 9-12 ATHLETIC LEADERSHIP (XAT--00---PE9/ XAT--00---PE0/ XAT--00---PE1/ XAT--00---PE2)**

**(Credited as: Grade 10 – YIPS-0A, Grade 11 – YIPS-1A, Grade 12 – YIPS-2A)**

Athletic leadership is designed to give grade 10-12 students an opportunity to pursue leadership experiences in our school and the community. Every student will learn and demonstrate individual and collaborative leadership capabilities, as well as the core competencies through participation in a variety of activities such as recreational field trips, organizing and running intramurals, pep rallies, minor officiating, and more. This course maybe offered off-timetable and when events occur. Leadership hours required: minimum 80.

## **ACTIVE LIVING 11 (MACLV11)**

**Prerequisite: MPHED10**

In PE11 the emphasis is on lifetime skills, with organization and participatory skills stressed. The students will also take FIRST ON THE SCENE EMERGENCY FIRST AID TRAINING. If the student successfully completes the course, they will be awarded the appropriate Saint John's Ambulance Certificate. This can be valuable as far as future employment is concerned.

Course content of PE11 – a co-ed Physical Education course:

- individual and dual activities (archery, badminton, tennis, etc.)
- team games and lifetime sports (golf)
- orienteering
- dance – social and square
- fitness
- aerobics
- human development and sexuality
- weight training
- 15 hours of athletic department service hours.

**FITNESS & CONDITIONING 11/12 (MFTCD11/ MFTCD12) CO-ED****Prerequisite: MPHED10****COURSE GOALS:**

- To develop and demonstrate appropriate exercise techniques for a variety of fitness activities.
- To develop a greater understanding of the components of strength, flexibility, power, speed, endurance, agility, balance and cardio-vascular fitness.
- Students will learn about anatomical terminology, skeletal system, and muscle fiber types.
- The aim is to also increase a student's understanding on how to create, implement, monitor and reflect on a personalized fitness program.
- Students will develop social responsibility where they can demonstrate, correct, and lead in various physical activities.

**SENIOR HIGH PERFORMANCE 11/12 (MACLV11H/ MACLV12H AND MFTCD11/ MFTCD12) CO-ED**

This course is intended for students that take their fitness and training very seriously; most students will be involved with high level sports either inside the school or within the community. This course provides students with Strength and Conditioning credits (4) as well as the required Physical Education credits (4)

- students will be working on developing their strength, agility and speed
- students will be asked and encouraged to work at a very high level in terms of pushing themselves to achieve maximum improvement in strength, quickness, agility, cardio, jumping ability and core strength
- students in these classes will do some game activities similar to regular PE
- students will receive credit for the corresponding grade level PE course plus a strength and conditioning credit (for a total of 8 credits)
- students will have to earn their way into this class based on their suitability to this course and department head approval

Main areas covered:

- plyometrics
- jump program
- agility and core training
- aerobic and anaerobic training
- circuit training

**ACTIVE LIVING 12 (MACLV12)****Prerequisite: MACLV11**

This is a physical education/recreation-oriented course, which is designed to familiarize a student with recreational facilities in the community, to introduce many recreational and leisure activities, and to develop leadership and group dynamics through participation and volunteer activities. Students will study a first aid unit and take on at least one school project to organize and/or present to the class. Senior PE students are strongly advised to choose and commit to one of the school's athletic programs. Each student must complete volunteer community hours of service.

Each student is expected to participate in all activities of the class and have the following equipment or be prepared to rent it: runners, T-shirts, shorts, swim suit, towel, skates, skis, and bicycle. PE strip must always be available. Students must also complete 20 hours of athletic department service hours to receive credit for this course.

# CAREERS

## CAREER LIFE EDUCATION 10 CREER LIFE CONNECTIONS 12 ARE MANDATORY FOR GRADUATION

### **CAREER EDUCATION 9 (MCE—09)**

In Grade 9, students explore concepts such as identity, goal-setting and transferable skills. As students build on the foundation developed from their experiences in K–8, they begin to explore in greater depth their skills and passions and begin to determine possible routes to their goals.

Big ideas:

- 1) Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- 2) The value of work in our lives, communities, and society can be viewed from diverse perspectives.
- 3) Achieving our learning goals requires effort and perseverance.
- 4) Our career paths reflect the personal, community, and educational choices we make.

### **CAREER LIFE EDUCATION 10 (MCLE-10)**

The aim of Career Life Education 10 is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions and take responsibility for pursuing their goals throughout life. Specifically, Career Life Education 10 provides opportunities for students to explore a wide range of ideas to build personal awareness, to learn about post-secondary education and career options, develop financial literacy skills, and begin to plan the actions required to pursue post-secondary destinations and career paths. Students also begin to consider what they may like to pursue for their Grade 12 Capstone Project.

### **CAREER LIFE CONNECTIONS & CAPSTONE 12 (MCLE-12)**

Required for graduation.

Prerequisite: Enrolled in Grade 12

Intended to prepare students for a successful transition to life after secondary school, Career Life Connections encourages students to:

- take ownership of own health and learning to ensure a balance between a sense of purpose and well- being
- examine and demonstrate connections between their learning, their strengths, skill sets and future goals
- create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
- to recognize personal world views and perspectives and consider their influence on values, actions, and preferred futures
- to collaborate with a mentor to inform career life development and exploration

Capstone Component of Life Connections:

As part of their Career Life Connections course, students will be responsible for creating and presenting a Capstone presentation. The Capstone will be a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skill sets. The Capstone is a culminating project that allows students the opportunity to consolidate and showcase the learning from their school and life experience into a meaningful and relevant product. Students will use innovation, cross-curricular knowledge, and critical thinking skills in an area of interest as the basis for the project, which is applicable to a real-world concept. Students will be responsible for selecting and working with a mentor of their choosing to complete their Capstone.

**W.A.V.E./WORK AND VOLUNTEER EXPERIENCE 12A & 12B** (outside the timetable) Open to all students in Grade 10, 11 and 12. Earn credits and gain valuable work or volunteer experience. The course is comprised of 3 main parts - job search, working hours and reflecting. Hours can be completed evening and weekends or during spring/summer/winter break. For more information see <https://careered.sd35.bc.ca/opportunities/wave/> or talk to Ms. Kiers or Ms. Stuve in counselling.

### **Workforce Training Certificate 12 (WTC – 12)**

The Workforce Training Certificates 12 (WTC12) course is open to grades 10-12 and designed to equip students with the technical and applied skills needed in today's job market. It provides training in trades, technology, and other career areas, preparing students for employment with highly valued workforce certificates. The course

integrates adaptive technology, digital literacy, and professional skills development, including Microsoft Office Specialist certification to boost employability. Students gain hands-on experience, learn key workplace competencies, and develop essential skills such as communication and collaboration. The course supports successful transitions to the workforce or further education while aligning with industry standards.

# SCIENCE

## SCIENCE 09 (MSC--09)

Course content includes:

- Processes of Science & Scientific Method
- **Biology:** Reproduction: process of cell division (mitosis/meiosis), emerging reproductive technologies to embryonic development, comparing sexual and asexual reproduction
- **Chemistry:** Atoms, Elements, and Compounds: atomic theory, structure and components of atoms and molecules, using the periodic table to compare the characteristics and atomic structure of elements, writing formulae, and naming of ionic compounds, changes in the properties of matter
- **Physics:** Characteristics of Electricity: static electricity, current electricity, Ohm's Law, circuits (series and parallel), energy and power consumption
- **Ecology:** The effects of solar radiation on the cycling of matter and energy. The biotic and abiotic components in ecosystems. The sustainability of systems and First People's principles of interconnectedness.

## SCIENCE 10 (MSC--10)

Prerequisite: MSC—09

Course content includes:

- Processes of Science: Safety and Scientific Method
- **Biology:** Fundamentals of Genetics: DNA structure and functions. The impacts on the diversity of life through mutations and selection processes (artificial and natural). Mendelian genetics.
- **Chemistry:** Chemical processes and their uses: the rearrangement of atoms in chemical reactions. The law of conservation of mass. Energy change during chemical reactions. The practical applications and implications including aboriginal perspectives.
- **Physics:** A focus on energy: The law of conservation of energy: potential and kinetic energy: thermal energy; energy transformations and energy production, nuclear energy and technologies. Aboriginal Perspectives on energy.
- **Earth and Space Science:** astronomical data and collection methods: stages in the formation of the universe.

## LIFE SCIENCE (Biology) 11 (MLFSC11)

Prerequisite: MSC-10 (C+ or better)

Course content includes:

- Scientific Methods and Principles of Biology
- **Cell Biology:** Cell structure and function
- **Evolution:** microevolution and macroevolution including evidence and mechanisms of change
- **Viruses:** viruses at the boundary of living and non-living, viral cycles, and viral disease
- **Taxonomy:** Students will study the diversity of life through the study of the various kingdoms of life: bacteria, protists, fungi, plants and animals

## ANATOMY & PHYSIOLOGY (Biology) 12 (MATPH12)

Prerequisite: MLFSC-11 and/or MCH-11 (C+ or higher)

Course content includes:

This course provides an in-depth overview of human anatomy and physiology, focusing on how body systems work together to maintain homeostasis. Students will study cellular processes and major human systems through the following topics:

- **Methods & Principles:** Experimental design and homeostasis
- **Cell Biology:** Biochemistry, DNA, protein synthesis, enzymes, cell structure, membrane function, and transport
- **Human Biology:** Structure and function of systems such as digestive, circulatory, respiratory, reproductive, nervous, and excretory

## CHEMISTRY 11 (MCH--11)

Prerequisite: MSC-10 and MFMP-10 (C + or better)

Course content includes:

- Safety, Measurement and Basic Laboratory Skills
- Classification of Matter
- Mole Concept
- Reactions and Stoichiometry
- Electrical Nature of Matter
- Periodic Table, Atomic Structure and Nuclear Reactions
- Organic Chemistry

## CHEMISTRY 12 (MCH--12)

Prerequisite: MCH11 and MPREC-11 or MFOM11 (C+ or better)

Course content includes:

- Reaction rates
- Equilibrium
- Solubility Products
- Acids and Bases
- Oxidation-Reduction

## EARTH SCIENCE 11 (MESC--11)

Prerequisite: MSC--10.

Course content includes:

- **Geology** - rocks and minerals, plate tectonics, volcanism and earthquakes, mountain building, diastrophism, erosion, geologic time, resource science.
- **Astronomy** - earth's motions in space, solar system, galaxies
- **Oceanography** - ocean environments

This course is acceptable for entrance into post-secondary institutions.

## PHYSICS 11 (MPH--11)

Prerequisite: MSC-10 and MFMP-10 (C+ or better).

Course Content includes:

- Math Tools
- Kinematics
- Dynamics
- Work, Energy, and Power
- Electric Circuits
- Behaviour of Waves
- Graphical Methods in physics

## PHYSICS 12 (MPH--12)

Prerequisite: MPH—11 and MPREC11 (C+ or better). Course content Includes:

- Kinematics / Special Relativity
- Forces / Static Equilibrium
- Energy and Momentum
- Circular Motion and Gravity
- Electrostatics
- Electromagnetism
- Graphical Methods in physics
- First Peoples knowledge and applications of forces
- Sources of uncertainty

## ENVIRONMENTAL SCIENCE 11 or 12 (MEVSC11 or MEVSC12)

Prerequisite: MSC--10

The study of Earth's environmental cycles and how humans impact ecosystems, including how:

MEVSC11 includes:

- Complex roles and relationships contribute to diversity of ecosystems.
- Changing ecosystems are maintained by natural processes.
- Human practices affect the sustainability of ecosystems.
- Humans can play a role in stewardship and restoration ecosystems

MEVSC12 includes:

- Human actions affect the quality of water and its ability to sustain life.
- Human activities cause changes in the global climate system.
- Sustainable land use is essential to meet the needs of a growing population.
- Living sustainably supports the well-being of self, community, and Earth.

**NOTE:** This course will have a hands-on component at the learning farm and areas around the school including work in both indoor and outdoor growing environments. **Students should be prepared to fully participate in weekly outdoor learning as it is a requirement in this course.** To ensure exposure to all growth environments, the course will run throughout the full school year. *Course pairs well with WAVE (work and volunteer experience) 12 when students complete volunteer hours at the Langley Learning Farm; planting, tending, and harvesting at Derek Doubleday Arboretum. 80 hours are required for 12A with the option to complete 50 hours over spring break (weekdays, 9am-2pm). For more on WAVE, see the Work and Volunteer Experience course description in Personal Development.*

## SCIENCE FOR CITIZENS 11 (MSCCT11)

Prerequisite: MSC—10

Science for Citizens 11 prepares students for science in the workplace and home and focuses on real-world, practical applications of science. Students build skills around three big ideas: scientific processes and knowledge impact our daily lives and decisions; how scientific technology and knowledge is used in the workplace; and an understanding of science that enables us, as citizens, to respond and adapt to change on a local and global level. Students are guided in learning to think critically, creatively, and reflectively; and to be respectful of a range of perspectives and worldviews.

Potential units of study include:

- The Science of Health & Lifestyle
- Science in the Home
- Science at Work
- Impacts of Technology
- Weather & Climate.
- Sustainability & Energy
- Forensic Science

**NOTE:** Science for Citizens may not meet some post-secondary science requirements. Students should carefully select their science choices based on informed research about post-secondary entrance requirements.

# **SOCIAL STUDIES**

## **SOCIAL STUDIES 09 (MSS--09)**

What does it mean to be Canadian? How did Canada come to be and what kinds of stories and visions would guide its development? In this course, you will develop critical thinking skills and come to know how Canada has been influenced by ideas, environment, power, and identity. In this course you will be studying revolutions, rebellions, and explorations that changed the world forever. This course focuses on four big ideas: New ideas profoundly influence societies and events; The environment influences political, social, and economic change; Differences in power alter the relationships between individuals and between societies; and collective identity is constructed and can change over time. To do this, students will practice skills and processes called Competencies such as interpreting primary or secondary sources and using them to both generate and answer questions. Students will also make modern connections to historical events and understand their significance.

## **SOCIAL STUDIES 10 (MSS--10)**

### **Prerequisite: MSS--09**

In this course students will be studying Canada and the World from 1919 to the present. This course revolves around four Big Ideas: Global and regional conflicts have been a powerful force in shaping our contemporary world and identities; the development of political institutions is influenced by economic, social, ideological, and geographic factors; worldviews lead to different perspectives and ideas about developments in Canadian society; and Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society. In this course students will be thinking critically about history. They will be forming conclusions and making judgements based on source analysis.

## **ASIAN STUDIES: 1850 – PRESENT 12 (MASIA12)**

Asian Studies 12 is a course where students explore the history of Asia starting from the Opium Wars in China in the mid-1800s and ending with the Cambodian genocide in the 1970s. Some of the big questions for inquiry in this course include: What were some of the causes and consequences of both European and Japanese colonialism in Asia? What are some of lasting legacies left behind by various independence/nationalist/revolutionary movements in the region? How are leaders like Mao Zedong, Kim Jong-un and Pol Pot viewed by their own citizens? The course focuses primarily on the history of China, Japan, Korea, Vietnam, Cambodia as well as the history of the Karen people, with opportunities to explore other topics as well.

## **CONTEMPORARY INDIGENOUS STUDIES 12 (MINST12)**

This course looks at indigenous cultures around the world, as well as the challenges and opportunities they have experienced in both the past and present. A summary of groups of instructional programs that describe the history, society, politics, culture, and economics of either a particular geographic region or a particular subset of the population sharing common racial characteristics or common traits and customs.

## **BC FIRST PEOPLES 12 (MBCFP12)**

Resilience is the root of the Aboriginal experience in BC—from the early days of colonization, the West Coast has represented a very unique and diverse voice in local history. This course will focus on four big ideas: The identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land; The impact of contact and colonialism continues to affect the political, social, and economic lives of BC First Peoples; Cultural expressions convey the richness, diversity, and resiliency of BC First Peoples; and through self-governance, leadership, and self-determination, BC First Peoples challenge and resist Canada's ongoing colonialism.

## **PHYSICAL GEOGRAPHY 12 (MPGEO12)**

Do you want to gain a better understanding of how the world works, how we as humans are impacting our environment and the challenges we face, or how the places we create can impact behavior and attitudes in cities? Geography is filled with subject matter that you simply can't escape. Geography is about places and processes you experience in your lifetime. This course will teach you how the world works. In Geography 12 the areas of study you will undertake in the semester are: Physical Geography, Human Geography, Urban Studies.

## **HISTORY 12: 20th CENTURY WORLD HISTORY (MWH--12)**

History 12 is a survey of the historical events that shaped the 20th century and molded our current political, social, economic, and military era. In increasing understanding of the past, History 12 provides a basis for students to increase their global awareness and subsequently to contribute constructively to the management of key issues in the future. Students completing History 12 will be able to tell a fuller, more inclusive story about the world and have a sense of place based on the past, present, and future. This course will focus on the rise of authoritarianism; independence movements; human rights movements; religious, ethnic, and cultural conflict; global conflicts, including WW1, WW2, and the Cold War; migration of people and immigration; international cooperation; social and cultural developments; and mass consumption and rapid changes in communication and transportation technology.

## **LAW STUDIES 12 (MLST-12)**

All citizens should know their legal rights and responsibilities because "ignorance of the law is no excuse." In this course students will learn the purpose and historical roots of our legal system as well as their rights and freedoms set in our Charter of Rights and Freedoms. They will discuss criminal offences, defenses, and the different types of forensic evidence that is involved when trying to solve a criminal case. In this course students have the opportunity to study case studies and legal disputes. Throughout the course students will be discussing controversial issues such as the notwithstanding clause, the death penalty, tough on crime legislation, and wrongfully imprisoned individuals who were let down by our justice system.

## **PHILOSOPHY 12 (MPHIL12)**

What is reality? How do we live a meaningful life? Can we define beauty? What does it mean to be a person? If you have ever pondered these questions or want to explore topics like reality, identity, art, ethics and the meaning of life, Philosophy 12 is the course for you. Philosophy helps students understand the ideas of the philosophers of the past while also connecting to our modern-day world. The course allows students to be actively involved in thinking, questioning, arguing, reflecting, and participating in critical discussion. Students taking this course must be prepared to examine and challenge ideas, be respectful of differing ideas and beliefs, accept the role of logic and reasoning in assessing alternative positions, and be willing to question their assumptions and understanding of beliefs.

## **SOCIAL JUSTICE 12 (MSJ--12)**

This is a current events focused course, organized around the theme of global injustice. We will examine immediate, pressing issues facing our world and attempt to determine the causes, impacts and possible courses of action to help facilitate a better earth. We will use current news media, class debates and discussions, personal inquiries, and action projects to explore human rights issues around topics such as poverty, homelessness, global conflict, genocide, refugees, consumerism, and gender equality. Students will examine various local and international aid organizations, and learn to become a leader in global change. This course will revolve around student interest, and changes in response to world events. Through this course students will gain relevant world knowledge and will hopefully be inspired and empowered to make this world a better place.

## **Black Studies 12**

Students of Black Studies will understand Black history as an important and legitimate branch of historical and contemporary inquiry. The course immerses learners in an interdisciplinary approach that includes, but is not limited to, Social Studies, English Language Arts, Science, Visual Arts, Media Arts and Music. Black Studies is foundationally intersectional, anti-racist, place-based, and student-centered. The course provides all learners with the opportunity to understand oppressive systems, examine how a diversity of Black peoples affected change in colonial British Columbia and Canada, explore complex contemporary Black identities, and reimagine their place and the futures on these lands. Students will gain a more complete and inclusive understanding of a diversity of Black homelands and the colonial roots of what today is known as Canada through examining social, cultural, political, legal, economic, and environmental systems that have altered Black ways of knowing and lived experiences. The implementation of a diversity of curricular competencies provides students with opportunities for vital class discussions, inquiry projects, readings, films, guest presentations, and educational excursions. Black Studies provides learners with the skills and knowledge to critically question and investigate past and present Black contributions, representation, and acts of resistance on the northern lands of Turtle Island, known today as Canada.

## **Other Elective Course Choices**

Courses listed here do not count for graduation credit in a specific subject area, however, they do give 4 general elective credits towards graduation.

### **PSYCHOLOGY 12 (YPSYC2A)**

Open to all students in Grades 11 and 12. If you are interested in why people do the things they do, then Psychology is the course for you. Psychology is the scientific study of human behaviour and mental activity, and Psychology 12 provides an introduction to selected areas in the field of psychology. It introduces the methods of inquiry and evaluation used by psychologists. The course provides information relating to issues that all individuals encounter, not only in themselves, but in their relationships with friends and families. Students will acquire insight into the complex determinants of behaviour and develop an appreciation and tolerance for individual differences.

The core curriculum of Psychology 12 includes the following content areas:

- Scientific Methods of Psychology
- Careers in Psychology
- Sleep and Consciousness
- Psychological Disorders and Treatment
- Personality and Testing
- Gender Differences
- Social Psychology
- Conflict and Stress
- Motivation and Emotion

Other areas in Psychology, such as growth and development, and Learning, Memory, Intelligence may also be included depending on time and interest. Students will be challenged to relate psychological concepts to their own lives.

### **Game Theory and Design Unplugged (YMIS-1A)**

This course has been designed to explore the principles and theories behind gaming. It provides a collaborative opportunity for gamers to participate in playing a variety of types of strategy board games. Students will demonstrate application and strategies as they learn, reflect, and connect various gaming mechanics and structure. This course is designed to promote the value of game playing, role playing, and simulation activities as those that create meaningful, contextualized learning experiences. Learning and reflecting principles and mechanics of existing games will provide students with opportunities to learn new ways to approach information and creative texts while strengthening their cooperative skills.