

# **Langley Fine Arts School**

## **Course Selection Guide 2026-2027**



## Table of Contents

<b>MISSION STATEMENT</b> .....	<b>4</b>
<b>LANGLEY FINE ARTS SCHOOL PHILOSOPHY</b> .....	<b>4</b>
<b>PRINCIPAL’S MESSAGE</b> .....	<b>6</b>
<b>Performance Requirements</b> .....	<b>7</b>
<b>Fees</b> .....	<b>7</b>
<b>GRADUATION PROGRAM</b> .....	<b>8</b>
<b>GRADE 11-12 PROGRAM</b> .....	<b>10</b>
<b>FINE ARTS MAJORS</b> .....	<b>10</b>
<b>Dance</b> .....	<b>10</b>
<b>Drama</b> .....	<b>10</b>
<b>Music</b> .....	<b>11</b>
<b>Photography</b> .....	<b>11</b>
<b>Visual art</b> .....	<b>11</b>
<b>Writing</b> .....	<b>12</b>
<b>ACADEMIC COURSES</b> .....	<b>13</b>
<b>English</b> .....	<b>13</b>
<b>Modern languages</b> .....	<b>15</b>
<b>Social studies</b> .....	<b>16</b>
<b>Sciences</b> .....	<b>18</b>
<b>Mathematics Pathways</b> .....	<b>20</b>
<b>Mathematics Courses</b> .....	<b>21</b>
<b>Media art</b> .....	<b>18</b>
<b>Physical Education</b> .....	<b>19</b>
<b>Arts elective courses</b> .....	<b>19</b>
<b>Outside the timetable electives</b> .....	<b>22</b>
<b>Careers</b> .....	<b>24</b>
<b>GRADE 9-10 PROGRAM</b> .....	<b>25</b>
<b>Dance</b> .....	<b>25</b>
<b>Drama</b> .....	<b>25</b>
<b>Music</b> .....	<b>25</b>
<b>Photography</b> .....	<b>26</b>
<b>Visual art</b> .....	<b>26</b>
<b>Junior arts electives</b> .....	<b>27</b>
<b>Outside the timetable electives</b> .....	<b>31</b>
<b>ACADEMIC COURSES</b> .....	<b>33</b>
<b>Core (required) Courses</b> .....	<b>39</b>
<b>Junior academic electives (languages)</b> .....	<b>36</b>
<b>GRADE 8 PROGRAM</b> .....	<b>37</b>
<b>Academic courses</b> .....	<b>38</b>
<b>ENGLISH LANGUAGE LEARNERS PROGRAM</b> .....	<b>39</b>
<b>RESOURCE ROOM SUPPORT PROGRAM/ STUDENT SERVICES</b> .....	<b>40</b>
<b>OTHER IMPORTANT INFORMATION</b> .....	<b>40</b>

<b><i>OUTSIDE OF SCHOOL LEARNING.....</i></b>	<b><i>41</i></b>
<b><i>WHAT TO DO IF I GET A FAILING GRADE .....</i></b>	<b><i>42</i></b>

# MISSION STATEMENT

Focusing on a common interest in the arts, the Langley Fine Arts School is a community of students, staff, and parents, that strives to create a stimulating and culturally enriched alternative school environment.

Students with a passion for the fine arts have needs that may not be met in other school settings. These needs include a program that provides a sequential fine arts curriculum to promote continuous skill development and enhance the capacity for creative expression. Just as important is a peer group that places a high priority on the arts and the achievement of personal excellence. Fine arts students need an educational environment that values uniqueness and risk-taking, while acknowledging the need for teamwork and commitment.

The six fine arts in our secondary program -- Visual Art, Dance, Drama, Music, Photo (in grades 9-12) and Writing (in Grades 11 & 12) - are equal partners with the academics. By integrating the arts into all curriculum areas, we offer an alternative insight into goal setting and creative problem solving. We believe that acquiring an extensive background in the arts leads to a broader comprehension of the world and varied career opportunities.

## LANGLEY FINE ARTS SCHOOL PHILOSOPHY

### EXPLORE

- ☐ Providing equitable access to the school while expecting a high level of student commitment to learning, to achieving fully one's potential, and to attaining high standards in all areas of the curriculum.
- ☐ Engaging in the processes of creating, presenting, and responding in the arts; and developing in students a firm foundation in the practices and principles of the individual arts disciplines.
- ☐ Exploring a curriculum in all of Gardner's multiple intelligences (verbal/linguistic, mathematical/logical, spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalistic).
- ☐ Collaborating among the staff in order that the total curriculum is presented in an integrated and cohesive way while still honoring the skill development in the respective disciplines.
- ☐ Experiencing in the lower grades a broad array of the arts, and gradually working toward specialization in one of those arts in the upper grades.

### CREATE

- ☐ Ensuring that instruction takes a holistic approach to the creative and expressive development of the students, combining a search for significant artistic advancement with purposeful development of individual life skills.
- ☐ Offering an education that includes learning in, through, and about the arts.
- ☐ Ensuring that students will be well-prepared and competitive in the arts and in provincially

examinable courses.

- ☐ Providing a stimulating and aesthetic school in which one is surrounded with exemplary arts examples and experiences.

### **INSPIRE**

- ☐ Providing an environment that allows students to express themselves with meaning while feeling safe, accepted, and loved.
- ☐ Fostering of the body, mind, and spirit.
- ☐ Responding collectively as a school to the global community.



# PRINCIPAL'S MESSAGE

Dear Students:

This Course Planning Guide reflects our school's course offerings for students in Grades 8 through 12. As you progress through school, the number of choices and the range of alternatives become wider. This guide is a resource to help plan the direction you will take along the way.

Making course choices and planning for your future can, at times, feel daunting. Please know that our counsellors, administrators, and teachers are here to assist you in your decision making. Use the guide as a basis for discussion. Talk to your teachers and use our counselling service to assist in setting your goals beyond secondary school. Don't forget to discuss your choices with your parents. If they would like to join you in a meeting with the counsellor, call the school and make an appointment.

Grade 10 will be the first year of your graduation program. Students are required to accumulate **a minimum of 80 credits** between Grades 10 and 12 with a number of required courses or course credits in specific subject areas. You can check out the following website for a full and comprehensive description of the Graduation Program in British Columbia: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>.

The senior years should bring a focus to your elective selections and hopefully, your choice of electives will be governed by your interests, passions, career ambitions, and chosen major. If you are wise, you will keep your options open for post-secondary training at a college, university, or other institutions. Please carefully examine the information in university and college calendars, which specifically identify the requirements needed for entry. Making the right decisions now may save you a great deal of grief after you graduate. Also, please be aware of other education opportunities provided to Langley students. Dual Credit courses and the Apprenticeship Program are education options that should be considered and may position you well for post-secondary and career placements.

Finally, once you make your choices, remember to enjoy the journey!

Mr. Moor  
Principal

## **Performance Requirements**

Our school program emphasizes the participation of all students in various performances throughout the year. The performance component is an essential and required part of each child's educational program at the Langley Fine Arts School.

Students are expected to be present and properly prepared for performances. Being involved in performances is an integral component in the development of an artist, not only as an individual but also as a member of the larger group involved in the performance. As a result, performance forms part of the assessment in many courses. Students who miss a performance may receive a zero for that portion of the course, which will affect the overall letter grade. It is important to understand that it is not possible to directly replicate the learning experiences associated with performances and as such, it is not reasonable to expect that students who miss performances will be provided with an opportunity to “make up” those missed experiences.

Teachers at *LFAS* try to schedule performances well in advance to allow students and their families ample opportunity to plan to be there. In the case of a conflict between a school performance and an outside-school activity, we expect the student to support their school and fellow students first. Please speak with your child's teacher as soon as you anticipate any date conflicts with *Langley Fine Arts School* performances.

## **Fees**

As a series of Fine Arts Academies, the Arts courses at *LFAS* involve Academy Fees to offset the particular and unique costs associated with this program. These fees cover such items as advanced materials, licensing fees for the use of music, specialized field trips, and guest artists etc.

# GRADUATION PROGRAM

Students entering Grade 10 are working towards the 80-credit graduation program. These credits will be accumulated over three years, from Grades 10 through 12.

Students at *Langley Fine Arts School* are required to be *full time*. By the time they leave *LFAS*, students will have accumulated significantly more than the 80 credits that are required by the province of BC for graduation. This is one of the choices and commitments a student makes by joining our community of learners.

Students at *LFAS* will meet graduation requirements by completing the following courses:

Required Courses for Graduation		Credits
• English 10 (two modules)		4
• Science 10		4
• A Math 10		4
• Physical and Health Education 10		4
• Socials 10		4
• Two Career Education Courses		8
• English 11		4
• Socials 11 or 12		4
• A Math 11 or 12		4
• Science 11 or 12		4
• English Studies 12/English First People's 12		4
• Fine Arts or Applied Skill/Design 10, 11, 12		4
<b>Total required Core Course Credits</b>		<b>52</b>
MINIMUM Additional Courses for Graduation		
<i>- maybe grade 10,11,12 electives but must include 3 grade 12 subjects (some students will have more than 28)</i>		
• 10 B Major		4
• 11 A Major		4
• 11 B Major		4
• 12 A Major		4
• 12 B Major		4
• Grade 12 course		4
• Grade 10/11/12 Course		4
<b>Total Electives must be 28</b>		<b>28</b>

Post-Secondary institutions often require specific courses in Grades 11 and 12 for specific programs. Plan carefully to ensure you will have all the courses and credits you need, with special attention to prerequisite courses. Check the post-secondary information at the end of this book for more information or speak to a counsellor.



**In addition, students on the 2018 Graduation Program must also complete the two new graduation assessments:**

☐ **Numeracy Assessment**

- The Numeracy Assessment was introduced in 2018.
- January 2018 - managed implementation with small subset of students
- June and August 2018 - full provincial implementation

☐ **Literacy Assessment**

- The Literacy Assessment was introduced in January 2020

**Students on the 2018 Graduation Program will be able to meet the career education graduation requirement with any of the following combination:**

- ☐ Career Life Education/Career Life Connections + Capstone

**For 2019/20 and beyond, the following career education courses will be used in all BC schools:**

- ☐ Career Life Education
- ☐ Career Life Connections + Capstone

**NOTE: The Social Studies 11/12 graduation requirement for students on the 2018 graduation program is flexible; any of the current Ministry Social Studies 11 or 12 courses will meet the requirement.**

- |   |  |
|---|--|
| <input type="checkbox"/> Social Studies 11            | <input type="checkbox"/> Geography 12      |
| <input type="checkbox"/> Civic Studies 11             | <input type="checkbox"/> History 12        |
| <input type="checkbox"/> BC First Nations Studies 12  | <input type="checkbox"/> Law 12            |
| <input type="checkbox"/> Comparative Civilizations 12 | <input type="checkbox"/> Social Justice 12 |

**And any of the new Ministry Social Studies 11 or 12 courses (those that will be used in all BC school in 2019/20) will also meet the requirement:**

- |   |  |
|---|--|
| <input type="checkbox"/> Explorations in Social Studies 11  | <input type="checkbox"/> Physical Geography 12 |
| <input type="checkbox"/> 20th Century World History 12      | <input type="checkbox"/> Social Justice 12     |
| <input type="checkbox"/> Asian Studies 12                   | <input type="checkbox"/> Urban Studies 1       |
| <input type="checkbox"/> B.C. First Peoples 12              | <input type="checkbox"/> Genocide Studies 12   |
| <input type="checkbox"/> Comparative Cultures 12            | <input type="checkbox"/> Human Geography 12    |
| <input type="checkbox"/> Comparative World Religions 12     | <input type="checkbox"/> Law Studies 12        |
| <input type="checkbox"/> Contemporary Indigenous Studies 12 | <input type="checkbox"/> Philosophy 12         |
| <input type="checkbox"/> Economics 12                       | <input type="checkbox"/> Political Studies 12  |

# GRADE 11-12 PROGRAM

## FINE ARTS MAJORS

Enrollment in Grade 11-12 Fine Arts Majors depends on one or more of the following: interview, audition, portfolio review, or permission from the teacher.

### Dance

#### **DANCE 11A/11B and DANCE 12A/12B**

This program emphasizes the study of Modern Dance technique, choreography, history, and performance.

Modern Technique class will focus on refining the students' control of the principles of movement (alignment, flexibility, strength, balance, centering and breath) through the study of various modern and contemporary dance techniques. Ballet technique and concepts are used in class; however, movements explored emphasize 360° of space (including floor work, inversion of the body and circular use of torso). Dynamics, focus, stage presence, performing energy, clarity of execution, working as a group and effective translations of the composition are elements that enhance performance. These elements are analyzed and practiced during class and formal performances. Students are given the opportunity to view both live and recorded dance performances followed by class discussions and individually written critiques.

Anatomy is also integrated into the Dance class. Students learn the muscular and skeletal systems of the human body and their importance in dance training, injury prevention and rehabilitation. Units in nutrition and the creation of individualized strength and flexibility conditioning programs give students information required to maintain a healthy relationship with dance.

***Grade 11 and 12 Dance Majors are required to enroll in Dance Choreography***

### Drama

#### **THEATRE 11A/11B and THEATRE 12A/12B**

The senior level in Drama is designed for students interested in a more intensive and advanced study. Students will work in a supportive and challenging environment, exploring movement, speech, improvisation, acting, directing, technical theatre, design, and theatre studies. Our goal is to develop an appreciation of drama and theatre as a process and an art form. Unit of study will include acting techniques ranging from Laban, Michael Chekov and Shurtleff, improvisation to build character, modern theater history and play analysis. As students gain more skills and experience, written assignments will increase in intensity and frequency. Students will direct and perform a one act play. Other performance opportunities will be available in their senior years, such as a dinner theatre Cabaret, an Original Sketch Festival or a children's theatre production. Attending and reflecting on professional theatre continues to be an integral part of this course.

***Grade 11 Drama Majors are required to enroll in Directing & Scriptwriting 11.***

***Grade 12 Drama Majors are required to enroll in Directing & Scriptwriting 12.***

**Grade 11 and Grade 12 Drama Majors must also enroll in at least one of the following. Film & TV 11/12, Musical Theatre 11/12, Theatre Tech 11/12 in either their Grade 11 or 12 year.**

## Music

### **MUSIC 11A/ MUSIC 11B and MUSIC 12A/MUSIC 12B**

Students in these courses will further develop their musicianship through performing, composing, and listening to music. Compositional elements to be studied and employed will include extended triads, complex meter, rhythm, cadences, dominant seventh chords and score writing. Students will perform a broad range of musical styles in a variety of small ensembles. Technical proficiency, musicality and rehearsal technique will be emphasized. Music from the Renaissance to the present will be listened to and analyzed. Students will maintain a journal containing critical observations and analyses of presented works. It is expected that Music students will take a large Music ensemble.

## Photography

### **PHOTOGRAPHY MAJOR 11/12**

Photography Major is a hands-on intensive course that allows students to explore the power of the medium as a visual communication tool, as a means of self-expression, and a vehicle for social commentary. Students learn technical, compositional, and creative aspects of Photography using studio, digital and analogue tools. Through regular critiques, students understand the importance of implementing feedback as they develop their skills and individual voice as photographers. Students also explore the world around them by venturing on several field trips throughout the year. By the end of the course, students will be expected to produce a well-developed photographic portfolio which is showcased at our year end show.

## Visual art

### **VISUAL ART 11A, VISUAL ART 11B**

**Prerequisite:** Visual Art 10A and 10B, submission of a portfolio, and completion of entrance requirements.

Visual Art 11 is a senior course that continues to build on the in-depth experiences of the Grade 10 program. It continues to foster the students' technical skills and their ability to visually interpret the world and forms around them. In this intensive course, you will work with a variety of media and processes. In addition to the art history that is integrated with the various units of study, students will continue their chronological study with an exploration of 19<sup>th</sup> Century Art Movements including Neo-Classicism, Romanticism, Realism, Impressionism and Post-Impressionism. Students are expected to develop a portfolio that shows a thorough understanding of the techniques and concepts studied throughout the year.

### **VISUAL ART 12A, VISUAL ART 12B**

**Prerequisite:** Visual Art 2D 11 and 3D 11, submission of a portfolio, and completion of entrance requirements.

Visual Art 12 is a senior course that continues to foster the skill building and in-depth experiences of the Art 11 program. A major emphasis is placed on the development of drawing skills through direct observation and

individual style. In this intensive course, you will work with a variety of media and processes. In addition to the art history that is integrated with the various units of study, students will continue their chronological study of art history focusing on 20<sup>th</sup> Century and contemporary art styles and movements including Abstract Expressionism, Art Deco, Art Nouveau, Bauhaus, Cubism, Dadaism, Fauvism, Pop, Surrealism, and Symbolism movements. Students are expected to develop a portfolio that shows an extensive range of media and technique exploration from a variety of sources.

*Grade 11 and Grade 12 Visual Art Majors must also enroll in their **required** senior major elective: either **Fabric & Fiber 11/12** or **Ceramics & Sculpture 11/12**. **AP Visual Art 11** or **AP Visual Art 12** is an additional elective choice.*

## Writing

### **WRITING MAJOR 11/12**

Writing 11/12 is a rich program geared towards students who are interested in story-writing, poetry, creative non-fiction, performance poetry, writing for professional publications, multi-media presentations and the fine art of the written word. Students planning on a post-secondary education will find this major extremely helpful in becoming a better writer, thinker, and presenter. The emphasis throughout the year is on having fun and working hard.

The writing room is equipped with several computers so that students have easy access to Prime Sheet Inc., a class website where students post their writing and interact with professional mentors and other students from around the world. Guest speakers are a regular occurrence and cover a wide range of styles, from beat poets to journalists. Students also go on a variety of fieldtrips, including the Vancouver Writers Festival, Granville Island, Williams Park, Commercial Drive, Stanley Park and UBC. By the end of the two-year program students become proficient wordsmiths with highly developed critical and observational skills. This is a Major for students who like to find creativity in unlikely places, think deeply, are passionate about storytelling, develop confidence and proficiency in their writing and speech, and most importantly, have fun.

***All Writing Majors are required to take The mix 12 as their mandatory elective for the 2026-2027 full year***

Want to see what we do? Look at <http://lfaswritingmajors.wordpress.com>

## ACADEMIC COURSES

### English

#### **ENGLISH FIRST PEOPLES LITERARY STUDIES AND WRITING 11- *The Truth About Stories***

This course uses the First Peoples Principles of Learning, which encourages a community of learners. It is a course in which oral tradition is taught and practiced. It is a place to practice cultural listening. Many great First Nations storytellers will be heard, like the Anishinaabe writer Richard Wagamese, Cherokee writer Thomas King, and Cree writer Rosanna Deerchild. Historically, Indigenous culture has been undervalued. Delve deeply into First Peoples oral and written literature while thinking critically and creatively to explore, extend, and strengthen your writing. Offering and taking this course is a significant step toward Truth and Reconciliation.

*\*\*Please note: **English First Peoples Literary Studies and Writing 11** qualifies for the First Peoples Graduation Credit. \*\**

#### **ENGLISH FIRST PEOPLE 11**

This course will utilize the First Peoples Principles of learning as a framework to explore the histories, cultures, and worldviews of Indigenous peoples. Students will engage with authentic First Peoples texts, which may include works from Chelsea Vowel, Michelle Good, Maria Campbell, Robin Wall Kimmerer, and others. Through class discussion, reflective writing practice, and targeted academic writing workshops, students will strengthen their abilities to think critically about different forms of knowledge and communicate effectively. This is an academic course that will prepare students for post-secondary requirements.

#### **NEW MEDIA 11 - Studies in Film and More**

This “digital-age” focused course explores the many ways that we tell stories through our own perceptions of reality. How are we influenced by the different mediums of storytelling that we are consuming? This exciting course explores various forms such as classic films and various stories in multimedia contexts, in addition to the traditional written and oral styles. Students will begin to critically consider how they are perceiving the world and the stories to which they are exposed. We will create persuasive multimedia projects, do a deep dive into film studies, and experience stories together that beguile all our senses.

#### **LITERARY STUDIES 11 – The Voice of Canadian Communities**

Literature has the powerful ability to share perspectives and allow the reader to transcend into the lives of others. There is prolific evidence of this in the multiple points of view witnessed in Canadian Literature. Come explore the voices of the many communities that make up our multidimensional country. See life through the eyes of Canadian children, Indigenous communities, the LGBTQ community and learn why BLACK LIVES MATTER. Through short stories, novels, media exploration and poetry, you will have the opportunity to look at life through the eyes of others.

**\*\* Students MUST take either English Studies 12 or English First Peoples 12 to graduate. \*\***

## **English First Peoples 12**

This course focuses on the power of story and storytelling to anchor and expand our understandings of what it means to be in relation to community and place. Students will engage with contemporary indigenous voices through oral, written, visual, and digital texts as they develop their reading, writing, and communication skills. Potential texts may include works by Eden Robinson, Robin Wall Kimmerer, Katherine Vermette, Richard Wagamese, and Drew Hayden Taylor, among others. This is an academic course that will prepare students for post-secondary requirements.

## **English Studies 12 - Through the Literary Looking Glass**

The language we use and the stories we tell shape how we understand the world. In this course, you'll explore a variety of texts, ideas, and perspectives to examine how stories influence our thinking and how meaning is constructed. You'll develop skills in critical thinking, literary analysis, writing, and oral communication, while also learning how to express your own ideas with clarity and purpose. Often seen as a rite of passage, this course encourages you to look at stories from multiple angles, engage thoughtfully with different viewpoints, and grow a voice that is informed, empathetic, and confident - one that can question, communicate, and contribute meaningfully beyond the classroom.

## **LITERARY STUDIES 12- The Power and Craft of Story (Not offering 2026-2027)**

This course will introduce you to some of the best writing in the English language, from the 8th century to the present. Great literature allows us to explore our humanity by looking into the abyss and examining the sublime. The literature will be read and discussed in a community of learners, and provides the opportunity to examine historical and philosophical traditions through the lens of great thinkers. We will explore the literary canon, and we will explore which voices are missing. From Shakespeare to Sallinger, Alcott to Atwood, we will study the stories that have shaped our literary world, and figure out how to carve out our own space as writers and readers.

*\*This course will run year long as a B block academic/arts elective. While it is the required Writing Major course, it is also open to all Major students who love storytelling and songwriting. This course will be offered in alternating years with the Multimedia Storytelling and Songwriting 11/12 elective. Whichever course is listed in the course outline is the course that will be offered for the upcoming school Year.*



### **A Note about Second Languages**

\* Those students who are planning direct entry from Grade 12 into most Canadian universities must have an approved foreign language at the Grade 11 level.

**PLEASE NOTE:** College, art school, and technical school programs may not require a foreign language for entry.

\*\* University requirements change regularly and vary between post-secondary institutions. Always consult the individual requirements of each post-secondary institution you plan on applying to. If you have specific questions or the post-secondary institution website appears unclear, please contact Mr. Hofbauer for clarification.

### **BEGINNER KOREAN 11**

An introductory course for students who have no or little knowledge of Korean language. We will develop listening, speaking, reading, and writing skills along with a sound basis of grammar. The distinctive features of the Korean language and writing system will be also introduced. Practical oral, reading, and writing exercises develop the students' grammatical skills. Particular emphasis is placed on the acquisition of a basic working vocabulary. Students enrolled in a Korean course may have the opportunity to travel to Korea to further their studies of Korean language and culture.

### **KOREAN 11**

This course is intended for students who have completed Beginner Korean 11 and want to further their reading, writing, listening, and speaking skills. Students deepen their understanding of basic grammatical forms; particularly verbs, nouns, and adverb and sentence constructions and enlarge their general vocabulary. Reading ability is expanded, and more attention is given to idiomatic expressions and the use of the language in actual contexts. Students enrolled in a Korean course may have the opportunity to travel to Korea to further their studies of Korean language and culture.

### **BEGINNER SPANISH 11**

Beginner Spanish is a combination of Spanish 9 and 10. It is a demanding, fast-paced course covering two levels of program work into one semester. The goal of this course is to develop communication skills (speaking, understanding, reading, and writing) in Spanish. Emphasis is placed on oral communication and reading for gist. Students will also discover the culture and history of Spanish-speaking countries. Native Spanish speakers are not allowed to take the course and should apply to write the Challenge Exam through counselling.

### **SPANISH 11**

This course allows students to build upon their previously learnt language skills from Spanish 11. With the focus on communication for travel, students will learn key vocabulary and grammar for problem solving in travel scenarios in all areas: reading, listening, writing, and speaking. Students discover the ties between culture and language as we explore different Spanish-speaking countries and celebrations. Native Spanish speakers are not allowed to take the course and should apply to write the Challenge Exam through counselling.

***This course satisfies University Language 11 credit.***

## **FRENCH 11**

In French 11, students continue to explore aspects of francophone culture to deepen their understanding of culture and language. Focusing on tourism and problem-solving skills for real-life traveling scenarios, students build on previously learnt language skills to interact with the Francophone world. This course continues to foster risk taking and courage in all categories of language learning: reading, listening, speaking, and writing. Spontaneous interaction is emphasized. These skills also build toward preparation for the DELF (Internationally recognized French language proficiency exam), an optional assessment done through the district which allows students to obtain a certificate showing their language proficiency.

*This course satisfies University Language 11 credit.*

## **FRENCH 12**

In French 12, students advance their language skills through grammar refinement and vocabulary expansion. Students communicate daily in French with a great emphasis on spontaneous interaction. Through French literature, students gain a larger perspective on the francophone world and further express their opinions, hopes, and dreams both written and orally. Students also prepare for the DELF (Internationally recognized French language proficiency exam), an optional assessment done through the district which allows students to obtain a certificate showing their language proficiency.

# **Social studies**

## **COMPARATIVE CULTURES AND RELIGIONS 12**

This course explores the development of culture over time. Students will discover the elements of cultural expression, the role of power and governance and the role of value and ethical systems on the development of culture. This study will also consider interactions between cultures and the natural environment. The course will provide students with the opportunity to work independently and collaboratively on a variety of projects. Comparative Cultures and Religions 12 is a course that explores the influence of religion on the development of culture. Included in this study will be the history of sacred architecture and landscapes, the development of belief systems, the exploration of sacred texts, the relationship between religious practice and justice, and the development of social systems in everyday life. The course will provide students with the opportunity to work independently and collaboratively on a variety of projects.

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

In order to understand the complexities of current world issues, it is essential to unpack events, ideologies and developments that emerged in the 20<sup>th</sup> century. In 20th Century World History, students will use historical thinking skills to critically analyze the causes of global conflicts (WWI, WWII, and Cold War), the stages of genocide and various human rights movements that emerged after the Second World War.

## **BC FIRST PEOPLES 12 - Every Culture Has a World View**

The study of First Nations history and culture has never been more relevant. Every day the First Nations of Canada are in the news. Murdered and Missing Indigenous Women, Kinder Morgan Pipeline Protests, Site C Dam, and Boil Water Advisories are just some of the headlines. Why? This course will help you answer that question, but it will also help you understand First Nation's culture. It will help you understand a cultural view in which the world is something sacred, something whole, a place of balance between physical, emotional, mental, and spiritual states. It will also help you understand the story of colonization. Most importantly, it will teach you about resistance and resilience. This is a course that will invite you to experience culture and belief.

Listen to the elders - hear their stories. It will teach you and it may even transform you.

*\*\*Please note: **BC First Peoples 12** qualifies for the First Peoples Graduation Credit. \*\**

## **LAW 12**

Law surrounds us. Everything we see, use and do is impacted by Law. This introductory course will help you understand the role of law and the benefits of our legal system. In addition to Criminal Law and Civil Law, we will examine law that may already be impacting you, such as family law or employment rights. We will look at law that may be important to your future, such as the Motor Vehicle Act and the Residential Tenancy Act. Guest speakers will help you understand the complex reality of law in action. The class trip to the BC Provincial Court will give you a chance to see the Justice system in action. If you want a career related to law, or if you just want to know about your Rights and Freedoms, Law 12 will show you the evidence you need! You can handle the truth.

## **PHYSICAL GEOGRAPHY 12**

Are you interested in learning about the physical world around you? In geography, we explore earthquakes, tsunamis, volcanic eruptions, landslides, and other natural hazards while also gaining an understanding of how interconnected processes shape the Earth. Impacts of human activities on the natural environment such as with the oil and gas industry are also discussed. The course is a visually engaging exploration of our world which is guaranteed to change how you see everything from the clouds above you to the rocks beneath your feet.

## **PHILOSOPHY 12**

Philosophy 12 will act as an introduction to a massive study of thinking and being. We begin the course in Plato's Cave, and emerge as we explore philosophical thinkers through time, from Aristotle to Zimbardo. Students will form inquiry questions about philosophical topics and answer them as we sample the streams of Metaphysics, Epistemology, Logic and Reasoning, Ethics and Morality, and Aesthetics. Through Socratic seminars, debates, and social experiments, with the aid of film, story, and argument, we will question our assumptions and learn to use logic to defend our chosen values.

## **PSYCHOLOGY 12**

Psychology 12 is a combination of basic theory and broad topics. It provides information relating to issues that all individuals encounter not only in themselves, but also in their relationships with others. We dive into developmental psychology, social psychology, learning and cognition, stress and motivation, neuroscience and much more. Students will gain an appreciation for research, experimentation, psychological history and get a good taste for what a career in psychology could look like.

***Please note – this course will not fulfill your required Social Studies 12 credit. This is an elective course.***

## **SOCIAL JUSTICE: ARTS & ACTIVISM 12**

Arts & Activism will explore historical perspectives and methods and processes to communicate a message through an array of mediums. Within Arts & Activism we will investigate the cultural conditions of activist actions, deconstructing messages to identify both personal and contextual meaning. Students will participate in a collaborative project and an individual inquiry that creates awareness and reaches beyond the self to address community-based issues. Apply your art to communicate a social issue.

## **URBAN STUDIES 12**

Urban Studies 12 is a course that explores the development of cities over time. Urbanization is a critical force that shapes both human life and the planet. Students will discover the role of power and governance and the influence of value and ethical systems on the development of urban centers. This study will also consider interactions between urban planners, community, and the natural environment. The course will provide students with the opportunity to work independently and collaboratively on a variety of projects including urban design and neighborhood planning.

## **Sciences**

### **ENVIRONMENTAL SCIENCE 11**

Environmental science provides an opportunity to study the environment both locally and on a broader scale. This course will look at many of the issues and concerns that have arisen due to human use of and interaction with the environment. This course is a great platform to delve deeper into your understanding of the diversity and complexity of how ecosystems function as well as the impacts and implications of the actions of individuals and communities on them. Conservation, restoration, and sustainability are discussed as responses to issues facing the environment today.

### **LIFE SCIENCE 11**

*Escherichia coli*, *Chrysemys pictii bellii*, *Chaos*, *Pisaster ochraceous*, *Acer rubrum* - have we captured your attention?! The use of such intriguing names and the science of taxonomy (naming/classifying organisms) - the only way to organize an incredible array of diverse life forms - is just one aspect of the biology 11 course. If you are interested in learning about viruses, bacteria, ameba, mosses, flowering plants, sponges, mollusks, worms, sea urchins, insects, and mammals - then look no further. Biology 11 is a lab-oriented survey course designed for the student who is fascinated by the diversity of the living world. The themes of unity and diversity, evolutionary change and ecological relationships are used to study representative life forms. You will become familiar with the universal code of DNA and complexity of cell structure. Laboratory work will include microscope use, dissections, culturing bacteria and providing an opportunity to refine the methods of scientific inquiry. Emphasis will be placed on the practical applications of concepts and on the skills needed for further study in branches of life sciences and related fields.

### **ANATOMY & PHYSIOLOGY 12**

Anatomy & Physiology is an opportunity to continue the study of life by providing an understanding of the workings of the human body in great depth and detail. Biochemistry and Physiology are the focus in this course. Cellular parts and their molecular structure are used to explain larger concepts in the operation of an organ and organ systems within the body. The major units include Cell Biology, Biochemistry and Human Body Systems.

***Life Science 11 is recommended but not a Pre-requisite for Anatomy & Physiology. Anatomy & Physiology can be used to satisfy the University entrance requirements in place of a Grade 11 Science.***

### **CHEMISTRY 11**

Chemistry is a lab-orientated course concerned with the identification, characterization, and transformation of matter. The course has a strong mathematical emphasis. Specific units dealt with include skills and processes

required to study chemistry, classification and description of matter, atomic theory, including introductory quantum mechanics, the mole concept, and stoichiometric applications, chemistry solutions, and organic chemistry. Students taking Chemistry 11 can expect a variety of laboratory activities on a regular basis.

## **CHEMISTRY 12**

This course is intended for students who have shown an aptitude for chemistry, by demonstrating success in Chemistry 11, and plan to take chemistry and related courses at the post-secondary level. Extensive laboratory investigations form the basis for an in-depth study of selected topics. Problem solving is a necessary part of the course and students should have a good understanding of mathematics. Chemistry 11 is a pre-requisite. Many more mathematical problems are encountered in Chemistry 12 than in Chemistry 11.

## **GEOLOGY 12**

Why geology isn't offered in more high schools is something of a mystery. Who among us hasn't had a rock collection at some point? Who hasn't wondered if Mount Baker – which you can see every clear morning - will erupt and cover Langley with lava and ash? Who hasn't wondered when the "Big One" will hit BC? Who among us hasn't picked up a piece of pyrite and wondered if it was gold, or gone fossil hunting, or wondered how old the earth was, or found a brightly colored geologic map and wondered what it meant? And who hasn't noticed that the Fraser River used to flow around Fort Langley – which is the only thing keeping housing developments from engulfing the Fort. If you recognize yourself in the list of questions, take geology!

***Open to grade 11 students as the only pre-requisite is Science 10***

## **PHYSICS 11**

Physics is essential to academic studies and career training in the fields of science, technology, and medicine. Moreover, the concepts of physics have a profound effect on the way we think about our universe, our technology, and ourselves. Physics 11 is an introductory course designed to stimulate the student's interest in physics. Core topics include classical mechanics, energy, wave motion (with emphasis on light) and theory of relativity. Students will put into practice their knowledge of the scientific method as they carry out and plan experiments in this course. Strong math skills are recommended.

## **PHYSICS 12**

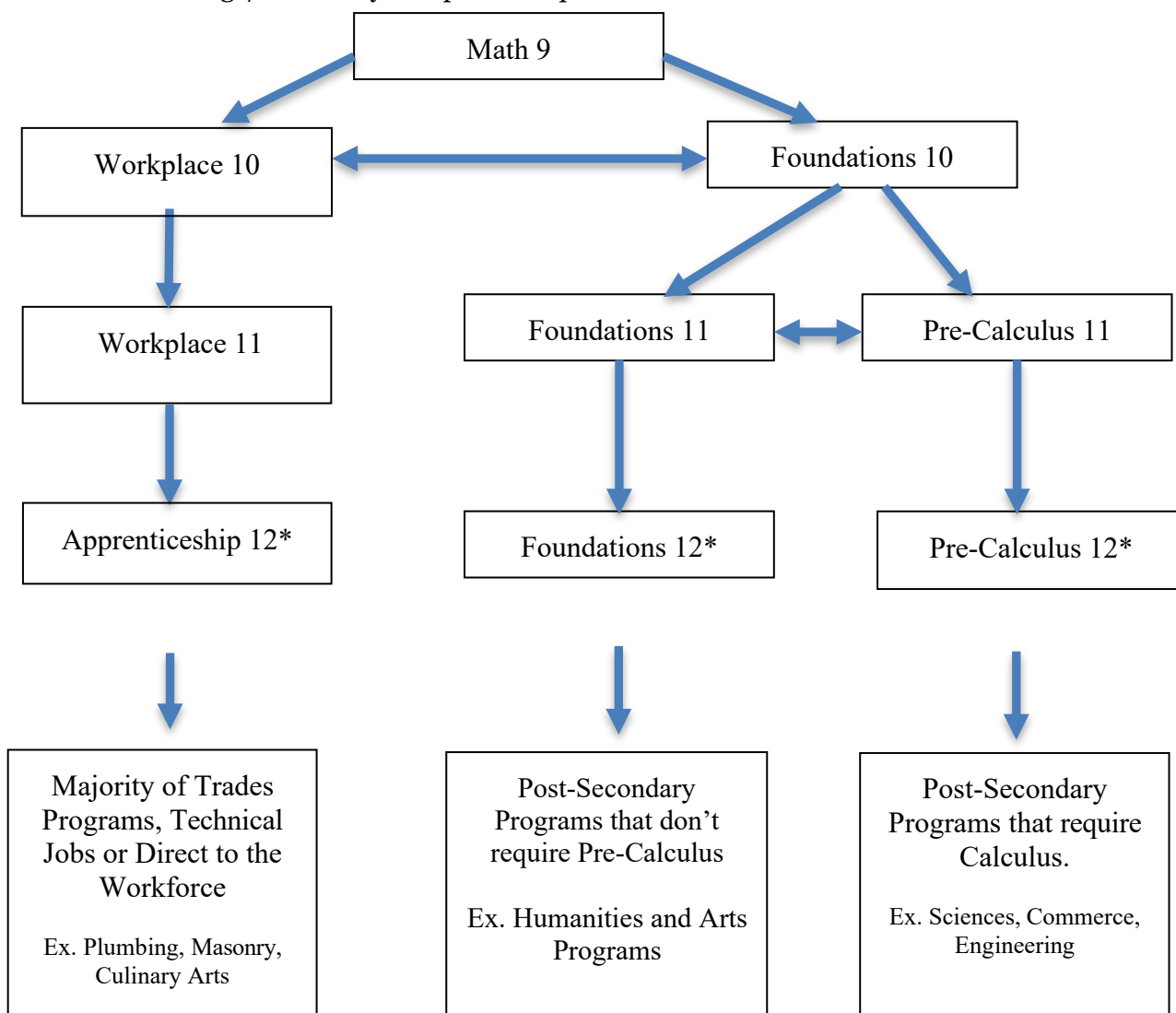
Physics 12 provides you with an opportunity to delve deeper into your understanding of how the world around you work. It builds on the concepts you have explored in Physics 11 and provides the chance to deepen your understanding and ability to apply physics concepts and develop your science competencies. Physics 12 is essential for those interested in exploring academic studies and career training in the fields of science, engineering, technology, and medicine. Core topics include vectors & projectiles, dynamics & equilibrium, momentum & energy, circular motion, electrostatics, current electricity, and electromagnetism.

# Mathematics Pathways

**In choosing a math program, students need to ask themselves the question:**

***What is my future education and career plan?***

Your education after high school depends, in part, on the courses that you take in high school. Starting in Grade 10, students must consider their post-secondary plans to choose the most appropriate math program. To help make the best-informed decision on which math program is best suited for you and your future plans please work with your parents and counsellor. Please use the flowchart below as a starting point for your math program planning. Please check College/University for specific requirements





## Mathematics Courses

### **WORKPLACE MATH 11 - *Prerequisite: Foundations of Math/Precalculus 10 or Workplace Mathematics 10***

This course continues the same path as Apprenticeship and Workplace Math 10. Topics will include logic and reasoning, trigonometry, finance mathematics, analysis with proportions, measurements in 2 systems, modeling with scale diagrams, linear applications, statistics, and applications. This pathway is specifically designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades at post-secondary, such as plumbing, masonry or culinary arts, technical jobs or for entry into the workforce.

***This course is not accepted by universities but is accepted for some post-secondary programs.***

### **FOUNDATIONS OF MATH 11 - *Prerequisite: Foundations of Math/Precalculus 10***

This course includes such topics as logic and reasoning, statistics in a variety of forms, analysis of rates and graphs, proportions, relations and functions, Euclidean geometry, trigonometry. This course meets graduation requirements as well as most post-secondary requirements for certain career paths. This pathway is designed to provide students with a mathematical understanding and critical-thinking skills identified for post-secondary studies that do NOT require the study of theoretical calculus like sciences, commerce, and engineering.

### **PRE-CALCULUS 11 - *Prerequisite: Foundations of Math/Precalculus 10 with a recommended mark of 67%***

This is an intensive course that, along with Pre-Calculus 12, prepares a student for a post-secondary course in calculus. Those who take this course are people interested in pursuing careers in finance, sciences, mathematics, and engineering. Topics include a wide range of relations and functions, algebra, trigonometry, sequences, and series. This pathway is designed to provide students with a mathematical understanding and critical-thinking skills identified for post-secondary studies that do not require the study of theoretical calculus like Economics, Geography, Psychology, Arts or Humanities.

### **FOUNDATIONS OF MATH 12 - *Prerequisite: Pre-Calculus 11 or Foundations of Math 11***

This course extends the topics covered in Foundations of Math 11. It includes such topics that are directly applicable to real world situations such as financial mathematics, as well as higher-level abstract concepts such as relations and functions, logical reasoning, and probability. It meets requirements for university admission in the faculties of Arts or Social Sciences. Check your specific university/college entrance requirements.

### **PRE-CALCULUS 12 - *Prerequisite: Pre-Calculus 11 with a recommended mark of 73%***

This challenging course extends the topics covered in Pre-Calculus 11 and prior years. It includes a more significant focus on graphing of various functions and algebraic and numerical skills. It is intended for students who are considering pursuing studies in the sciences or engineering in university. It is required for direct admission to many university science or engineering programs. Check your specific university/college's entrance requirements.

### **CALCULUS 12 - *Prerequisite: Pre-Calculus 12 with a recommended minimum mark of 73%***

This course is a high-level mathematics course that introduces one of the most difficult university courses for first year students. In this course, students will investigate limits, derivatives and integrals and learn how to represent rate-of-change and the area below a curve through a variety of methods. Students pursuing med school, engineering, business and most other degrees in math and science will need to take at least one calculus

course at some point in university. While taking it in high school does not eliminate this need, it makes the transition into university calculus much more seamless.

## Media art

### **DIGITAL DESIGN 11/12**

Learn design principles, theory, and programs. This course will expose and highlight the presence of design in our everyday surroundings, providing a basis for understanding the work and the importance of designers. The disciplines of 2-D graphic design will be exemplified and examined, but we will also explore fashion, architecture, industrial, and interior design. Students will learn how to use Adobe InDesign, Illustrator, Photoshop, Dreamweaver, and Flash; they will be challenged to produce solutions using design and creative problem solving.

### **COMPUTER ANIMATION 11/12**

Students will use the computer and image capture devices to produce short animation projects. We begin the course exploring visual story telling techniques used in popular and alternative animation to learn ways to communicate ideas. Then students will brainstorm ideas and storyboard their concept for short animation pieces. Students learn classical animation techniques to generate motion and transfer their ideas to the computer to generate 2-D and 3D computer generated animation pieces. Students will learn how to develop characters, create scenes with textures and color, framing, and lighting, add motion, sound, and credits to produce computer generated animation sequences. This course is not accepted by universities but does meet graduation requirements.

Topics introduced include:

- Visual Story Telling
- Storyboarding
- Classical Animation- Flipbooks
- Stop Motion Animation
- Sound Development and Editing.
- Animated GIFs (Adobe Photoshop)
- 2-D Computer Generated Animation (Flash).
- 3-D Computer Generated Animation (Blender)

## PHYSICAL EDUCATION

### **ACTIVE LIVING 11/12**

Bored of standard gym classes? Looking to learn about keeping healthy or improving your fitness in a way that will work for you? Active Living 11/12 is the course you have been waiting for! Come create a personalized fitness plan that will help you develop a passion for lifelong fitness and making healthy choices. Classes will take place not only at LFAS but throughout the community including the Walnut Grove Community Centre and will include an online discussion of various topics such as safety, nutrition, and training methods.

### **FITNESS & CONDITIONING 11/12**

Fitness and Conditioning is a unique opportunity to have your own personal trainer to help you achieve your individual fitness goals. After learning all about the muscle groups and how to effectively train them, your instructor will help you develop a personal fitness plan that will allow you to achieve your goals. Do you want to build or tone your body? Do you want to develop lean muscle mass? Do you want strong abs and core? Do you want to be a better soccer player? Do you want to be a faster swimmer? This class will provide you with the opportunity to become your personal best. You will be amazed at the improvements in your body and your mind as you challenge yourself to become greater than you ever felt possible. This class can prepare you for the PARE test (RCMP entrance fitness exam) and the FORCE Evaluation (Canadian Military entrance fitness exam). Fitness and Conditioning is a fun class with a positive social aspect that will give you great energy and will keep you coming back for more!

### **OUTDOOR EDUCATION 11/12**

Welcome to the Great Outdoors! This new course is going to show you some of the most beautiful outdoor areas in the Lower Mainland. Get ready to hike, explore, create, and adventure like you never have before! Do you want to climb? Let's climb! Do you want to build? Let's build! Lakes, rivers, forests, mountains, beaches, and oceans await! Please note that this course is offered outside the timetable, on selected evenings and weekends throughout the semester. We will all meet at the beginning of the semester to plan and set the dates so that everyone is able to attend. Let's connect with nature and appreciate what the world can offer. us! Bonfire on the beach at sunset anyone?

## Arts elective courses

### **ADVANCED PLACEMENT STUDIO ART 11 - Post Secondary School and Portfolio Preparation**

This course is the first of two critical classes for all Visual Art majors planning on applying for post-Secondary experiences in Visual Art. In this advanced, intensive program you will start the process of preparing yourself for post-secondary art school and college life in general. As part of those preparations, you will research several post-secondary schools to learn more about their programs and degrees. You will also learn about the several steps that are necessary to apply to post-secondary school. The majority of class time will be spent on developing works for your portfolio. You will learn how to develop your creativity and thinking skills to create powerful images that are authentic and personally meaningful. In addition to art production, you will participate in individual and group critiques, along with photographing the works for your portfolio.

### **CERAMICS & SCULPTURE 11/12 (Offered alternating years)**

Ceramics 11/12 is a senior course that provides students with an opportunity to create a series of works using

clay as their medium. Students will explore a variety of techniques including hand building, wheel throwing and mold making.

Assignments will include both sculptural and functional design projects. The social history of the ceramic tradition is a strong component of this course. Students will also explore the role of ceramics in the contemporary art world. No prior experience working with clay is necessary.

***The course is a requirement for all grade 11 and 12 Art Majors.***

### **FABRIC AND FIBRE 11/12 (Offered alternating years)**

This course provides students with an exciting opportunity to explore a variety of textile mediums and processes. Major areas of study will include embroidery, quilting, textile design, knitting, felting and fabric dying. Students will develop both their technical skills and their conceptual skills through a variety of assignments using fabric, paper, yarn, recycled clothing, and more. Assignments will include both sculptural and functional design projects. The social history of textile traditions is a strong component of this course. Students will also explore the role of textiles in the contemporary art world. No prior sewing or knitting experience is necessary.

***This course is a requirement for all grade 11 and 12 Art Majors.***

### **FILM & TELEVISION 11**

In Film 11 you will delve deeper into cinematographic techniques, sound, lighting, and special effects, as well as advanced Adobe Premiere/After Effects editing. You will explore the works of various directors, mimicking styles with the purpose of finding your own. You will be teamed up with Film 12 students who by the end of the year will have pushed you, created with you, and will help lead your film to success in various film festivals. Although Film 1 and or Film 2 are recommended as pre-requisites to this course, it is not required. If you come in with a vision, a work ethic, and a dream... that is all you need to be successful in this course.

***Grade 11 & 12 Drama Majors must also enroll in at least one of the following: Film & TV 11/12, Musical Theatre 11/12, or Theatre Tech 11/12 in either Grade 11 or 12.***

### **FILM & TELEVISION 12**

Students in this class have obtained a high skill level in all aspects of filmmaking and should be ready to determine their own voice. Filmmakers will be given the opportunity to create their own independent films throughout the year. This course is designed for the film student that has taken Film 11 and wishes to push their skills towards finding their individual style. Filmmakers will explore advanced techniques in cinematography, video editing, sound, and lighting. Filmmakers will have a large degree of autonomy with the ability to set their own schedules and promote their own projects. Integration with their Major and academics is welcomed. Film 12 students will be encouraged to enter film festivals, offering scholarships and recognition, leading towards strong references and notable successes on their resume as they move forward. This final course is where it all comes together and moves you towards your future either in film or having film as a skill in whatever you choose to pursue.

***Grade 11 & 12 Drama Majors must also enroll in at least one of the following: Film & TV 11/12, Musical Theatre 11/12, or Theatre Tech 11/12 in either Grade 11 or 12.***

### **Directing & Scriptwriting 11/12**

In this class students explore the elements of writing & directing specifically for the stage. Through feedback and workshop each student writes a one act play suitable for production in our theatre. We also breakdown and analyze the directing process and students are actively involved in directing or acting in one's own or a peer written script. This course supplements the acting work in Drama Major and provides an in depth understanding of

Theatre production.

**Grade 11 Drama Majors are required to enroll in Directing & Scriptwriting 11**

**Grade 12 Drama Majors are required to enroll in Directing & Scriptwriting 12**

### **CHOREOGRAPHY 11/12 (All Majors)**

Choreography is a practical exploration in making dances. This class develops students' choreographic skills through a variety of solo and small group movement compositions. These assignments may be in response to a variety of stimuli (e.g., the elements of dance, images, music, other arts forms, social issues). Students are encouraged to expand their movement vocabulary and begin to develop their artistic voice. Students work rigorously and imaginatively to respect the art form and expand it in new directions. This course is open to all Majors who are curious about movement and creation. The priority of this class is the choreographic process. Each choreographer will have opportunities to share their work with the LFAS community.

### **ANATOMY AND CONDITIONING 11/12**

This course is designed to introduce the student to the science and practice of exercise programming (strength and flexibility). By using the skeleton and muscular system as our guide, we will learn how to balance patterns of overuse to prevent injuries and to improve movement. We will approach exercise programming in TWO ways: to re-pattern muscles to alter alignment or movement habits; and two, to make gains in muscular strength, and physical range of motion.

***Open to all students interested in kinesiology and movement.***

### **DIGITAL PHOTOGRAPHY 11 (MAJOR ELECTIVE)**

*"A photograph can hold just as much as we put into it, no one has yet approached the full possibilities of the medium."* - Ansel Adams

Students taking Digital Photography will further develop their understanding of photographic composition, design, and visual literacy. This course will provide students with a solid foundation in Digital Photography: DSLR operation, camera care, exposure (aperture, shutter speed, ISO, and histograms), white balance, lighting, image management and image manipulation. Students will have the opportunity to experiment with light, portraiture, landscape, still life, flash, studio, color/BW, HDR, composition, narrative, and theme-based explorations. Digital Photography 11 students will have hands-on experience with digital image production.

***Required elective for photography majors.***

### **DIGITAL PHOTOGRAPHY 12 (MAJOR ELECTIVE)**

*"Photographs can reach eternity through the moment" - Henri Cartier-Bresson*

In Digital Photography 12, students will create a body of thoughtful, creative digital photographic work. Students will often be self-directed, creating work specific to their interests in Digital Photography. Students will become more skillful with digital camera processes, scanning, color profiles, post- image manipulation and production, and professional output. Students will engage in regular in-class critiques to develop their own personal style and interests in the medium. Digital Photography 12 will present their work in a well-organized digital portfolio.

***Required elective for photography majors.***

## **MUSICAL THEATRE 11/12**

This course is an exploration of the dramatic, vocal and movement skills needed to create and share Musical Theatre. Students will construct, discuss, perform, and analyze those art forms. We will view professional productions, examine films, and participate in workshops. Students will learn/participate in technical aspects of performance production (advertising/promotion, sets, props, costume construction, stage management). Be prepared to sing, dance, and perform!

Grade 11 and Grade 12 Drama Majors must also enroll in **at least one** of the following:

**Film & TV 11/12, Musical Theatre 11/12, Theatre Tech 11/12** in either their Grade 11 or 12 year.

## **Outside the timetable electives**

### **DANCE COMPANY - by audition in September (Dance Majors only)**

Esprit de Corps is a Secondary Dance Company of advanced Dance Major students in the Grade 9-12 Dance Major Program. After completing an audition process, including a dance class and interview, students are selected to work together as a performance ensemble rehearsing outside the timetable Tuesday and Thursday afterschool. Esprit performs both faculty and guest choreography in Dance Department performances. Extra performances and field trips are offered to the Dance Company to enhance their overall development as dancers and choreographers.

### **DANCE FOR CAMERA**

This course is one-of-a-kind in both the FILM and the DANCE programs, due to its interdisciplinary, collaborative nature. This course will explore the choreographic and cinematic aspects of producing a dance for the camera. A dance for the camera is not a film/video document of a proscenium dance performance, but a synthesis between the various techniques of film/video and the act of choreography. This course will encourage you to expand the skills you developed in previous classes, and to focus on the difficult yet rewarding process of creative collaboration.

### **DANCE LEADERSHIP 11/12**

Acquire the skills of a leader (communication, problem solving, conflict resolution) within the lens of movement. Develop your initiative and strengthen your ability to problem solve, resolve conflict, and communicate. This course will prepare students who are interested in furthering their dance experience by offering leadership opportunities that do not currently exist within the Dance Major. Students might explore teaching (lesson creation, mentoring and assisting), production (advertising, costumes, lights), and community spirit (events within the school).

***Pre-requisite: Dance Major or by permission of the instructor***



## **DRAMA ENSEMBLE - by audition**

Drama Ensemble is a performance course designed for serious young theatre artists. Students will rehearse and perform a scripted work from a variety of theatrical styles. We are especially looking for well-rounded performers who contribute both on and off stage. Rehearsals will be required beyond the scheduled class hours. Auditions are used as part of the criteria for placement in the course.

## **THEATRE TECH**

Technical Theatre is a course designed for those students who wish to gain an intense knowledge of the background workings of a theatre. Students will learn all aspects of technical theatre including sound, lights, fly, stage management and Front of house. Using the equipment of the Chief Sepass Theatre, students will work as technicians for various events within the school. Outside work experience hours are required to complete this course.

*Prerequisite: Theatre Tech 9/10*

## **CONCERT CHOIR – Junior (Grades 8-9) and Senior (Grades 10-12)**

This course is open to students in Grades 8-12. Traditional and contemporary choral music in a variety of styles will be studied and performed. Special emphasis will be placed on the development of the singing voice, musical literacy, and expressive capacity. Participation in concerts, festivals and workshops is an expectation of this course. Due to the interdependent nature of this course a high level of commitment is required.

## **CHAMBER CHOIR - by audition**

This ensemble is open to students Grades 9-12. Traditional and contemporary choral music in a variety of styles will be studied and performed. Most music is unaccompanied (a Capella). Style and interpretation, as well as vocal development are stressed. Students will have many opportunities to perform publicly both as soloists and as members of the choir in a number of settings. An audition may be required to join this choir. Satisfactory musical literacy is necessary for participation. Due to the interdependent nature of this course a high level of commitment is required.

## **CONCERT BAND - Junior and Senior - by audition/teacher recommendation**

This ensemble will be open to students from all arts areas. Placement will be based on age and ability level. Emphasis will be placed on the development of instrumental skills and the performance of a wide range of wind ensemble repertoire.

The ensemble will explore challenging repertoire and develop advanced technical and music skills. Participation in concert, festivals and workshops is an expectation for this course. Attendance and punctuality are critical. Due to the interdependent nature of this course a high level of commitment is required.

## **JAZZ BAND - Junior and Senior - by audition/teacher recommendation**

Jazz Band will focus on the performance of jazz repertoire, both early and modern. We will explore all aspects of jazz music including swing, funk, Latin, blues, and fusion. Students will explore the art of improvisation (soloing). We will also listen to many recordings of professional big bands and soloists. Through instruction, clinics, and listening, students will develop the musical skills and disciplines necessary for performance in this idiom. This is a performance group that will take part in several concerts throughout the school year. Due to the interdependent nature of this course a high level of commitment is required. Students may have to audition for the jazz band.

## **ORCHESTRA**

This ensemble will be dedicated to the preparation and performance of string and orchestral music from the Baroque to the 20<sup>th</sup> century. Emphasis will also be placed on the development of string technique. This ensemble is open to string players who possess the skills necessary to execute level 2-4 Repertoire. Music will be selected which challenges both intermediate and advanced players. This is a credit course for string players. Due to the interdependent nature of this course a high level of commitment is required.

## **YEARBOOK 11**

Yearbook 11 students take on more responsibilities and advanced levels in all domains of production: photography, writing, desktop publishing, computer manipulation, digital imaging, organization, decision making, trouble shooting, deadlines, responsibility, practical application of skills, design, marketing, advertising, planning, cause and consequence, internet research, and lots of teamwork in documenting the school community. The yearbook staff works together as a team to produce a publication that best represents the school year. Students learn all aspects of production.

## **YEARBOOK 12**

Yearbook 12 students take on more responsibility in assigned positions carrying out a variety of tasks. Editor - oversees the publication's operation: Assistant Editor - organizes materials. Design Editor - The Design Editor oversees and creates the overall design and layout of the publication. Photo Editor - fluent with digital photography and processes. Grad Contact - oversees the Grad section. Events Coordinator - The events coordinator connects the yearbook to events going on around the school. Copy Editor - creates written assignments. Technical Assistant - installs yearbook related programs/fonts on the computer. All Yearbook 12 students are required to meet for an additional "editorial/planning meeting" once a week.

## **The MIX**

The MIX is an online magazine that highlights the Langley Fine Arts School community. Our team of New Media journalists document the whimsical, the innovators and the revolutionaries in the LFAS community. Students work as part of a collaborative team and learn to use a variety of media such as film, photography, sound recording, interview techniques, and print to document student life. MIX members will also have the opportunity to work on their own projects such as DYI's, cooking vignettes, storytelling, photo essays, opinion columns, fashion sections, etc. The MIX is fun, vibrant, colorful, and bodacious!

***This course is open to students in grades 9-12.***

## **RECORDING STUDIO ARTS - Roaring Canary**

Roaring Canary is open to grade 9-12 students. Roaring Canary is the LFAS Recording Label. In this elective you will learn how to use Pro Tools to record, edit and mix. You will learn about the basics of sound. You will learn about microphones and microphone placement with regards to recording different instruments and ensembles. You will work in the recording studio as well as the theater using the digital soundboard. There will be class projects as well as independent projects. Professional instructors are brought in as guest teachers. We also learn about the promotional aspects of the recording arts, copyright issues associated with recording and learning about music distribution platforms like Band Camp. Students are also expected to participate in live recordings at various times during theyear.

## **ADVANCED PLACEMENT STUDIO ART DRAWING 12 - Portfolio Preparation**

This course is a critical class for all Visual Art majors planning on applying for post-Secondary experiences in Visual Art. Class time will be spent on developing a portfolio featuring both a breadth section (showing a wide range of material and technique usage) along with a concentration section exploring a personal theme. In addition to art production, students will be involved with group critiques, photographing their works for their portfolios, learning how to research and apply to a variety of art schools and programs, along with preparing for National Portfolio Day. Students may also elect to submit their portfolios to the A.P. Program, which is an international program of enriched studies offered to students in high schools all over North America and in Europe so that they can start to earn university credit while still in high school. An external committee will evaluate these portfolios and successful portfolio admissions may be accepted for credit at some universities and colleges.

## **Careers**

### **CAREER LIFE CONNECTIONS/CAPSTONE 12**

This 2-credit course required for graduation occurs in semester two of GRADE 11 within the MAJOR. Students explore life after high school by learning tools for successfully navigating their future. Students look at budgeting, taxes, the application process (university, apprenticeship, job). At the end of CLC, students begin to explore possibilities for their Capstone question and inquiry project.

### **CAPSTONE 12**

Capstone is a 2-credit course required for graduation **and integrated into the MAJOR during Semester 1 of the Grade 12**. Students take a personally developed essential question through the research process, synthesize their information, create a metaphor, project, survey, or experience, and deliver a 10-minute representation that showcases their knowledge, creativity, and presentation skills. Capstone is an opportunity for students to explore a passion area, which may or may not be related to future plans.

# **GRADE 9/10 PROGRAM**

## **FINE ARTS MAJORS**

Enrollment in Grade 9-10 Fine Arts Majors depends on one or more of the following: interview, audition, portfolio review, or permission of the teacher.

### **Dance**

#### **DANCE 9/10**

This program emphasizes the study of Modern Dance technique, choreography, history, and performance. Modern Technique class will focus on refining the students' control of the principles of movement (alignment, flexibility, strength, balance, centering and breath) through the study of various modern and contemporary dance techniques. Ballet technique and concepts are used in class; however, movements explored emphasize 360° of space (including floor work, inversion of the body and circular use of torso). Dynamics, focus, stage presence, performing energy, clarity of execution, working as a group and effective translations of the composition are elements that enhance performance. These elements are analyzed and practiced during class and formal performances. Students are given the opportunity to view both live and recorded dance performances followed by class discussions and individually written critiques. Anatomy is also integrated into the Dance class. Students learn the muscular and skeletal systems of the human body and their importance in dance training, injury prevention and rehabilitation. Units in nutrition and the creation of individualized strength and flexibility conditioning programs give students information required to maintain a healthy relationship with dance.

### **Drama**

#### **DRAMA 9**

Once students have chosen a single major, focus and commitment expectations intensify. Students will continue to develop their physical and vocal presence with greater performance expectations. Units of study now include theatre history, technical theatre, script adaptation, play production, an introduction to Stanislavski acting techniques and Shurtleff's guideposts, Shakespeare studies and dramatic criticism. Students will perform in two Drama – Fall and Spring. Optional field trips will be organized when appropriate.

#### **DRAMA 10**

Drama 10 builds and extends beyond the basic skills taught in Drama 9. Units of study include play analysis, characterization, and introduction to Shurtleff's guideposts. Students apply these new skills through monologues and scenes in our fall festival. Study of Shakespeare corresponds with an in-depth historical study of Elizabethan theatre. They also explore units on directing, play production and acting culminate with a one-act play. Other areas of study include improvisation, role drama, and self-written monologues. Optional field trips will be organized when appropriate.

### **Music**

#### **MUSIC 9**

Students in this course will develop a high degree of facility on their instruments through ensemble rehearsal and performance. Further study of music rudiments, ear training, and keyboard will enable students to

harmonize their compositions using simple chord progressions. The form and harmony in well-known compositions will be studied. It is expected that Music students will take one large music ensemble.

## **MUSIC 10**

Students in this course will develop a high degree of facility on their instruments through ensemble rehearsal and performance. Further study of music rudiments, ear training, and keyboard will enable students to harmonize their compositions using simple chord progression and voice leading techniques. The form and harmony in well-known compositions will be studied. Music 10 students take their classes with Music 9 students and progress is monitored at an individual rate. It is expected that Music students will take one large music ensemble.

## **Photography**

### **PHOTOGRAPHY 9/10**

Photography 9/10 majors learn how to explore through the lens to develop a visual understanding of their worlds. This is a hands-on intensive course inspiring students of the communicative potentials of Photography. Students learn technical, compositional, and creative aspects of Fine Arts Photography while developing digital and analogue skills. The class partakes on several field trips throughout the year to gain broad repertoire of photographic experiences. Photography 9 students develop technical photography skills. In Photography 10, students will produce a series to express their unique perspective.

Photography Major students will learn the following:

- Composition and Design
- Digital and Film Camera Operations
- Exposure, Histogram, White Balance
- Depth of Field and Shutter Speed
- Black & White Darkroom
- Studio Photography
- Digital File Management/Image Manipulation
- Photographic History
- Portraiture, Landscapes, Still Life, Photojournalism
- Experimental, Theme Based Photography
- Ideas, Communication, Symbolism, and Imagery
- Visual Literacy, Media Literacy, Technology Literacy

## **Visual art**

### **VISUAL ART 9**

This course builds on concepts and skills studied in Visual Art 8 through explorations in studio processes, art history, art analysis and art appreciation. Studies that are both observed and imagined will encompass the two-dimensional program of drawing, painting (oil, acrylic, egg tempera, latex, and water colour), relief printmaking and collage. The sculptural component of the program will include ceramic and multimedia constructions. Studies of historic and contemporary approaches will be included, as well as the development of an ability to

construct a reasoned critical response to analyzing a work of art. In the secondary spiral of art history, a focus on the Middle Ages will include a study of artifacts, costumes and architectural structures, Students will be provided with opportunities for gallery visits, sketching trips, meeting professional artists, and collaborating with students in other majors. The development of a personal portfolio of student work will be introduced.

## **VISUAL ART 10**

Visual Art 10 is the first year of an in-depth three-year senior art program. It continues to build on the student's technical skill, placing a greater emphasis on the student's ability to visually interpret the world around them. Major areas of study will include drawing, acrylic and watercolor painting, colour theory and printmaking. In addition to the art history that is integrated with the various units of study, students will be involved with a focus study of the Renaissance period, Mannerist movement, and the Baroque. Students are expected to develop a portfolio that shows an understanding of the use of a variety of media and techniques explored throughout the year.

## **Junior arts electives**

### **CARVING 9/10**

"I saw the angel in the marble and carved until I set him free" Michelangelo Buonarroti.

The act of carving something out of something has fascinated the human imagination for thousands of years. Come join us as we explore the history of carving in this hands-on studio course, where we will create both abstract and figurative pieces out of a variety of materials which may include wood, plaster, stone, and more. Be prepared to use carving knives, chisels, gouges, etc.

### **CERAMICS 9/10**

Explore the textural world of clay as you sculpt and construct vessels as well as other architectural forms using basic hand-building methods of slab and coil. Students will also receive instruction of throwing on the potter's wheel – a challenging and exciting process! The course will include glazing (and other methods of finishing clay), kiln use, tool manipulation and preparation for display.

### **INTRODUCTION TO JEWELLERY MAKING 9/10 ( Not offering 2026-2027 )**

In this class students will look at the cultural significance of jewelry and decorative objects. Students will study traditional and contemporary jewelers and artists, learn the basic skills required to make jewelry and work to create their own line of wearable art. This course will also include in depth research as to where to source materials. Just think you might be the next head Designer for Tiffany & Co.

### **BOOKBINDING 9/10 ( Offering 2026-2027 )**

Explore the art of bookbinding and learn how to make your own journals and sketchbooks! This class will introduce you to the art of making books; you will develop new skills, become familiar with binding tools and techniques and create a variety of different types. By the end of this class, you will know all the basic skills required to construct your very own books, using almost any material. Come and master an art form that you can use forever!



## **THEATRE COMPANY 9/10**

Junior Theatre Company is a performance course designed for serious young theatre artists looking to explore the creative process of putting on a formal production for possible submission into the District Drama Festival. Students will rehearse and perform a scripted work and participate in all aspects of the process including acting, production roles, design elements, and promotions. Auditions will be held in class to determine appropriate placement in the production. Rehearsals will be held in class within the timetable, with a final performance scheduled for the end of the semester. Additional rehearsals may be required closer to the production date.

## **PHYSICAL ACTOR 9/10 - ACTIONS SPEAK LOUDER (Offered 2026-2027)**

All movement has meaning, and this is the course to take your storytelling beyond words.

Physical acting is a highly visual form of theatre. It focusses on the body as an expressive tool to create and share stories. We will explore characterization through movement, improvisation skills, mime, gesture, clowning, etc. How much can you say without words?

***Note: Drama students are strongly encouraged to take “Physical Actor” during either their Grade 9 or Grade 10 year***

## **Creative Writing 9/10: The Art of Writing**

This course is designed for all students who love to write and tell stories, this is an introduction to all things writerly! The Art of Writing will allow students to explore art and personal expression through short fiction, poetry, drama, and film. Students will create original works, explore their sensory writing, participate in a variety of activities that allow them to experience the world in a writerly way - “to write, you have to live”. This would also be a great sampler course for students interested in Writing Major 11/12.

## **COMPUTER ARTS 9/10**

In Computer Arts 9/10, students will be introduced to visual communication through graphic design, illustration, and computer animation. Students will learn the fundamentals of digital design, digital illustration techniques and styles, as well as be introduced to character animation. Using Photoshop, students learn how to digital composite and create their own digital worlds, as well as create their own GIFs. In Illustrator, students learn the basics of digital painting, tracing, and shape creation. In animation, students will gain an awareness of visual storytelling using 2-D and GIF animation projects. Programs used include Photoshop, InDesign, Illustrator, and Animator. Students who took this course in grade 9 have the option of taking it a second time and doing self-guided, project-based work. Regular critique and check-ins expected.

## **COMPUTER ARTS: STOP MOTION ANIMATION 9/10**

In this class, students will learn to create stop-motion animation films. Students will be given a variety of mediums, including clay, Lego, paper, and white boards to create their animations. Students will script a short animation, build a set, and apply lighting for desired effect. Music, dialogue, and sound FX using a variety of audio recording devices will be added, such as foley techniques and stock libraries. Digital still cameras, smart phones, and/or iPads will be used. Students will learn digital video editing techniques using Adobe After Effects and Adobe Premiere. Students will leave this class with fully developed and edited stop motion films.

## **COMPUTER ARTS: CODING**

This course is designed to give students the opportunity to learn at least two programming languages to create a product. This course is mostly self-directed, giving students the ability to come in at their own level and grow

in their understanding of programming. No experience is required for this course and all those who are interested are welcome.

## **INTRODUCTION TO WOOD WORKING 9/10**

Are you interested in building things out of wood? In introduction to woodworking students will learn safety rules and practices for the shop environment as well as specific tools and machinery. Students will learn the characteristics and properties of different species of wood, create plans and drawings and learn techniques for stock breakout and woodworking using a variety of hand and power tools. The learning in this class will be project based.

## **ANATOMY AND CONDITIONING 9/10**

*“Even the best sense of rhythm, the most careful technical training, and the most astute dance intuition aren’t enough to make a dancer truly excel; you also need focused strength, balance, and flexibility to execute the movements with power and grace.” **Eric Franklin***

How do muscles produce movement? How do you train those muscles to get the fitness results you want? Learning more about the anatomy of the body (muscles, bones, joints) will lead us to train more efficiently and in better alignment. By examining the effects of different types of fitness activities on the body we will develop the appropriate exercise for the result WE desire; knowing when to adjust intensity and alignment to keep our bodies safe and healthy.

***Open to ALL majors***

## **DANCE COMPOSITION 9/10 – Level 1**

Dance Composition is about understanding the exploration tools used in developing a dance. This course is open to students of All Majors who share a willingness to try and are open to new experiences. The choreographic units covered will focus on the concepts of time, space, and energy. Emphasis will be placed upon class assignments that develop themes, expand personal movement vocabulary, and experiment with different points of view. The class allows each choreographer to discover their own unique ways of moving.

***Composition Level 1 is a requirement for Composition level 2.***

## **DANCE COMPOSITION 9/10 – Level 2**

The focus of the choreography class is on *exploring the creative process* and its application to dance. Students work individually and as a member of small and large ensembles exploring time and space, choreographic forms, motif and development, social issues, and improvisation. Students have opportunities to work with other art disciplines in collaborative projects. Choreography students apply choreographic tools explored in class to create works for the student choreography performance in December and May.

## **RHYTHM & JAZZ DANCE 9/10**

Jazz dance is more than jazz hands, fan kicks, and shimmies. Jazz Dance is an umbrella term that refers to dance styles connected to tap, jazz music, and African American rhythms. Explore the elegance and excitement of Jazz.

## **STRETCH & STRENGTH 9/10**

Designed for all majors and all levels of fitness; students will sweat, stretch, and strengthen their bodies. Agility, strength, and flexibility will be enhanced through HIIT, Circuit Training, and Plyometrics. Bootcamp style workouts will be structured around Weight Training, Physio ball Routines, Body Weight, and TheraBand Exercises. Students will challenge their personal fitness level and will set individualized goals.

## **MUSICAL THEATRE 9/10**

This course is the opportunity for all students to explore their secret passion for putting it all together: singing, acting, and dancing. Working with songs, text and choreography from the contemporary musical theatre repertoire, students will perform in a variety of contrasting scenes appropriate for their age and ability. Students will also have the freedom to explore experimental compositions that involve all three theatrical disciplines.

## **PHOTOGRAPHY 9**

Photography 9 is an elective taken by students from all majors. It is an exploration of the visual world around us as we collect memories, thoughts, and ideas by capturing light. In class, students learn how to use and operate cameras, from point and shoot to manual cameras from darkroom to digital. Students explore composition, elements of design, aesthetic concepts, and media issues.

## **PHOTOGRAPHY 10**

Photography 10 is an intermediate level of photography allowing students to capture, select, and manipulate images with a growing awareness of photographic composition. Students will further develop their ability to use the camera in a creative and confident manner, understand darkroom processes to enlarge images, and use digital imaging devices. In Photo 10 students learn basic studio lighting techniques and create a final panorama project. Photography 10 students will play a more responsible role in the lab to assist other students.

***Prerequisite: Photography 9 (elective or major)***

## **STAGECRAFT 9/10**

Stagecraft is an introductory course to theatre design. Students will explore the creative areas of theatre set design by learning a variety of painting and design techniques. The following areas will be addressed throughout the course: theatre background, properties, construction, design, and scene painting. These will be integrated into specific class projects as well as special pieces required for drama productions.

## **THEATRE TECH 9/10**

Learn the basics of how to run the backstage elements of a theatre production. Topics addressed will include safety, theatre history and theory, lighting, sound. After completing this course, students may apply to take the outside-timetable Theatre Tech course where they will work tech for a variety of school productions.

## **TEXTILES 9/10**

Textiles 9/10 is a course that explores a variety of textile processes including weaving, embroidery, felting, knitting, and working with Shibori dyeing techniques. This is a hands-on class where students will work with many different types of fibers. There will also be a focus on learning about the history of textiles in a variety of cultures.

## **COSTUME DESIGN 9/10**

Good costume design combines design elements of colour, texture, and silhouette to create worlds through character. Working in a mentored situation, students will be directly involved in designing and producing the costumes for theatrical and dance productions for both student and teacher directors and choreographers. This course introduces the students to both the creative and the administrative aspects of the field of costume design, with the emphasis on the creative presentation of costume ideas and concepts.

## **FILM LEVEL ONE 9/10**

Have you always wanted to make a film? Direct? Get behind the camera? Create something that is your own vision? The course starts with how to open a tripod and will end with a finished film. In this course you will learn the basic skills to create your own films, including film equipment, camera functions, film composition, cinematographic techniques, editing basics, and how a real film set operates. You will also look at well-known films to learn from the masters, as well as be encouraged to participate in various Film Festivals.

***Open to ALL majors - No pre-requisites required.***

### **FILM LEVEL TWO - Grade 10 students only**

This course develops the skills achieved in Film 1. Now that you know how to create a film you will receive training and encouragement to enter your work in the 48 hour Zoom Film Festival, and other Student Film Festivals. You will explore advanced editing, cinematography, and lighting techniques focusing on the style of experimental filmmaking. You will study the work of award-winning films from students around the province including those from LFAS. This course is exciting, intense, yet gratifying as you continue to develop your skills towards award winning work.

***Open to ALL majors - Grade 10 only - Video 1 recommended***

### **VOCAL STUDIES 9/10**

This course is open to students in Grades 9-10. The structure of this class takes the form of group singing/voice exploration, solo-voice projects, individual instruction, and in-class performances. Students work through a series of solo songs, exploring healthy singing and expressive performance through a series of varying genres. This course is designed to take you from your individual respective “starting points” and build skills toward singing in varied styles, ranges, and vocal colors.

## **Outside the timetable electives**

### **DANCE COMPANY – BY AUDITION, DANCE MAJORS ONLY**

Esprit de Corps is a Secondary Dance Company of advanced Dance students in the Grade 9-12 Dance Major Program. After completing an audition process, including a dance class and interview, students are selected to work together as a performance ensemble rehearsing after school. Esprit performs both faculty and guest choreography in Dance Department performances and attends the National Festival for High School Academies every second year.

### **JUNIOR DANCE ENSEMBLE**

Junior Dance Ensemble is designed to allow dancers to develop an understanding of how to work in an ensemble. Dancers will strengthen their technical range and performance skills through the learning of repertory pieces to be performed within Dance Department performances. Working together as a group, the dancers will explore and expand upon their musicality, dynamics, and clarity of movement – and have fun in the process!

### **DANCE FOR CAMERA – GRADE 10 STUDENTS ONLY**

This course is one-of-a-kind in both the FILM and the DANCE programs, due to its interdisciplinary, collaborative nature. This course will explore the choreographic and cinematic aspects of producing a dance for the camera. A dance for the camera is not a film/video document of a proscenium dance performance, but a synthesis between the various techniques of film/video and the act of choreography. This course will encourage

you to expand the skills you developed in previous classes, and to focus on the difficult yet rewarding process of creative collaboration.

### **DRAMA ENSEMBLE – BY AUDITION**

Drama Ensemble is a performance course designed for serious young theatre artists. Students will rehearse and perform a scripted work from a variety of theatrical styles. We are especially looking for well-rounded performers who contribute both on and off stage. Rehearsals will be required beyond the scheduled class hours. *Auditions are used as part of the criteria for placement in the course.*

### **THEATRE TECH – GRADES 10-12**

Technical Theatre is a course designed for those students who wish to gain an intense knowledge of the background workings of a theatre. Students will learn all aspects of technical theatre including sound, lights, fly, stage management and Front of house. Using the equipment of the Chief Sepass Theatre, students will work as technicians for various events within the school.

*Outside work experience hours are required to complete this course*

### **CONCERT CHOIR**

This course is open to students in Grades 8-12. Traditional and contemporary choral music in a variety of styles will be studied and performed. Special emphasis will be placed on the development of the singing voice and, as such, this course is strongly recommended for Drama students. Participation in concerts, festivals and workshops is an expectation of this course. Due to the interdependent nature of this course a high level of commitment is required.

### **CHAMBER CHOIR – BY AUDITION**

This ensemble introduces vocal jazz as well as chamber choir music. Style and interpretation, as well as vocal development are stressed. Students will have opportunities to perform publicly both as soloists and as members of the choir. An audition may be required to join this choir. Due to the interdependent nature of this course a high level of commitment is required.

### **CONCERT BAND (Junior and Senior – by audition/teacher recommendation)**

This ensemble will be open to students from all arts areas. Placement will be based on age and ability level. Emphasis will be placed on the development of instrumental skills and the performance of a wide range of wind ensemble repertoire.

The ensemble will explore challenging repertoire and develop advanced technical and music skills. Participation in concert, festivals and workshops is an expectation for this course. Attendance and punctuality are critical. Due to the interdependent nature of this course a high level of commitment is required.

### **JAZZ BAND (Junior and Senior – by audition/teacher recommendation)**

Jazz Band will focus on the performance of jazz repertoire, both early and modern. We will explore all aspects of jazz music including swing, funk, Latin, blues, and fusion. Students will explore the art of improvisation (soloing). We will also listen to many recordings of professional big bands and soloists. Through instruction, clinics, and listening, students will develop the musical skills and disciplines necessary for performance in this idiom. This is a performance group that will take part in several concerts throughout the school year. Due to the interdependent nature of this course a high level of commitment is required. Students may have to audition

for the jazz band.

## **ORCHESTRA**

This ensemble will be dedicated to the preparation and performance of string and orchestral music from the Baroque to the 20<sup>th</sup> century. Emphasis will also be placed on the development of string technique. This ensemble is open to string players who possess the skills necessary to execute level 2-4 repertoire. Music will be selected which challenges both intermediate and advanced players. This is a credit course for string players. Due to the interdependent nature of this course a high level of commitment is required.

## **YEARBOOK – GRADES 8-10**

Yearbook 8-10 is an introductory level of yearbook production in documenting the school community. Students learn all aspects of production: digital photography, writing, desktop publishing, computer manipulation, digital imaging, organization, decision making, trouble shooting, deadlines, responsibility, practical application of skills, design, marketing, advertising, planning, cause and consequence, Internet research, and lots of teamwork. The yearbook staff and students work together as a team to produce a publication that best represents the school year.

## **YEARBOOK 11-12**

Yearbook 11 students take on more responsibilities and advanced levels in all domains of production: photography, writing, desktop publishing, computer manipulation, digital imaging, organization, decision making, trouble shooting, deadlines, responsibility, practical application of skills, design, marketing, advertising, planning, cause and consequence, internet research, and lots of teamwork in documenting the school community. The yearbook staff works together as a team to produce a publication that best represents the school year. Students learn all aspects of production.

## **The MIX**

The MIX is an online magazine that highlights the Langley Fine Arts School community. Our team of New Media journalists document the whimsical, the innovators and the revolutionaries in the LFAS community. Students work as part of a collaborative team and learn to use a variety of media such as film, photography, sound recording, interview techniques, and print to document student life. MIX members also have the opportunity to work on their own projects such as DYI's, cooking vignettes, storytelling, photo essays, opinion columns, fashion sections, etc. The MIX is fun, vibrant, colorful, and bodacious!

***This course is open to students in grades 9-12***

## **RECORDING STUDIO ARTS - Roaring Canary**

Roaring Canary is open to grade 9-12 students. Roaring Canary is the LFAS Recording Label. In this elective you will learn how to use Pro Tools to record, edit and mix. You will learn about the basics of sound. You will learn about microphones and microphone placement with regards to recording different instruments and ensembles. You will work in the recording studio as well as the theater using the digital soundboard. There will be class projects as well as independent projects. Professional instructors are brought in as guest teachers. We also learn about the promotional aspects of the recording arts, copyright issues associated with recording and learning about music distribution platforms like Band Camp. Students are also expected to participate in live recordings at various times during the year.

# ACADEMIC COURSES

## Core (required) Courses.

### **HUMANITIES 9**

Humanities is an integrated Social Studies and English Language Arts course. Grade 9 Social Studies is concerned with European and Canadian history between the years of 1750 to 1919 CE. The course will begin with the fight for rights in the French Revolution and end with the advent of Canadian nationalism during Confederation and World War I. The Indian Act, Chinese Head Tax and Komagata Maru will reveal past and present disparities of power. These events will be used to demonstrate the need for social justice in Canadian society. Grade 9 Language Arts is central in humanizing history. Literature like David H.T. Wong's *Escape to Gold Mountain* will reinforce the importance of preserving human rights. In keeping with the new curriculum, Aboriginal content will be embedded in the study Sherman Alexie's *The Absolute True Diary of a Part-Time Indian* and the Numbered Treaties.

### **ENGLISH 10 MODULES – Students will take two modules from the list below.**

#### ***Creative Writing 10 - How can storytelling foster empathy and understanding?***

This is for people who have ideas they want out of their head and onto the page. You'll share ideas through forms like poetry, short stories, scenes, and experimental pieces while exploring voice, emotion, empathy, and what it means to speak up. This class is about creativity, risk-taking, and figuring out what kind of writer you are without the pressure to be perfect. It's a great choice for future Writing Majors, but also for anyone who wants a class that values originality, imagination, and stories that actually say something. Understanding other perspectives reminds us of the necessity of compassion; sharing your own reminds you to develop your voice and shout your story as loudly as you can.

### **WORLD LITERATURE 10**

Do you want to travel the world and experience different ways of life? This class will give you an opportunity to explore different cultures, places, and ways of living through the lens of a variety of literature. In this course, you will become a literary world traveler, getting your passport stamped for stories in a wide variety of genres and forms. We will look at how different cultures and places around the world (Asia, Middle East, Europe, Africa, India) use storytelling to explore what they value and their varying perspectives.

### **DYSTOPIAN LITERATURE 10 - Looking into the Future**

This course investigates common themes and topics amongst dystopian literature as a framework to critically engaging with the world around us. We will explore a variety of authors such as (but not limited to) Suzanne Collins, Ray Bradbury and Kurt Vonnegut. Students will interact with and respond the content provided through various modes such as academic writing, creative writing, reflections, and oral communication.

## **RESILIENCY THROUGH LITERATURE 10**

What does it mean to be resilient? Through the study of many different artistic works, students will analyze how individuals cope with stress and adversity as the result of oppression. We will be studying individuals who overcome great challenges, such as racism and social injustice. By engaging with literature, we reflect on our own lives and find new perspectives. Students will use a variety of forms to respond to the ideas we encounter, such as academic writing, creative writing, reflections, and oral communication.

## **English First Peoples 10**

English First Peoples employs a historical lens throughout the course, delving into subject matter such as colonization and residential schools. Through developing a better understanding of this history, students are able to engage in more informed and collaborative steps toward reconciliation by participating in cultural listening and applying the First Peoples Principles of Learning.

This course provides a platform to explore the voices of many authentic First Nations storytellers, such as Cree writer Rosanna Deerchild, Anishinaabe writers Waubgeshig Rice and Drew Hayden Taylor, and Coast Salish activist Chief Dan George. Through the exploration of these voices, students are able to gain insight into the ways texts and stories respond to the past, present, and future, while shaping identity and worldview.

Students will be exposed to a blend of poetry, novels, and plays. We will produce work in a variety of mediums, such as academic writing, creative writing, reflections, and oral communication, in order to foster critical, reflective, and creative thinking skills.

## **THE COMING-OF-AGE NARRATIVE– *How does our identity shape our experience?***

Since the “invention” of the teenager in the 1940s, some of the most iconic protagonists in literature have been young people discovering their identity in a changing world. Together, we will explore one of the defining genres of the novel (The “Bildungsroman”) and learn what it is to grow up. How do you find your place, and how does a sense of identity develop? How does the narrative change when social differences of race, ethnicity, and gender are factors? Using contemporary YA stories (text, song, and film) as our guides, we will explore the coming-of-age narrative.

## **FIRST PEOPLES 10 - *Towards Reconciliation***

This course uses the First Nations Principles of Learning, which encourages a community of learners. It is a course in which oral tradition is taught and practiced. Many great First Nations storytellers can be heard like the Anishinaabe writer Richard Wagamese. Historically, Aboriginal culture has been undervalued. There has been an attempt by government and churches to destroy the stories and those who tell them. But as Thomas King says, they never really went away. Offering and taking this course is a significant step toward Truth and Reconciliation.

## **NEW MEDIA 10 - *How do film, music, and media shape the way we see the world?***

In this course, movies, music, and visuals stop being “just entertainment” and start meaning something. We’ll break down films, songs, and media moments that stick with you and ask why they work, who they’re for, and what they’re trying to say. You’ll learn how perspectives shape stories and how silence and indifference can be just as powerful as action. Expect good discussions, strong opinions (respectfully), analytical writing that actually



connects to real life, and creative projects that let you respond to media in your own way.

### **MATH 9 - *Prerequisite: Mathematics 8***

Math 9 is designed to continue to build on the skills and concepts learned in Math 8 with the addition of some new ones. Some of the major areas of focus include number and number operations, algebra, measurement, financial literacy, and data analysis. Problem solving is a key focus in this course. A strong number sense and fluency with previous mathematical concepts is beneficial in helping students achieve success.

### **WORKPLACE MATHEMATICS 10 - *Prerequisite: Mathematics 9***

This is a course that provides students with the skills necessary to be informed citizens and prepares students to become confident in using mathematics in the workplace and at home. Emphasis will be placed on improving number sense and problem solving throughout the areas of finance, trigonometry, basic algebra skills, geometry, and probability. Students will also learn systems of measurement, both imperial and metric, conversion methods for both systems. Students planning on attending an academic post-secondary institution should take Foundations 10 instead of Apprenticeship and Workplace Mathematics 10. Please refer to the Math Pathways diagram on page 18 for more information.

### **FOUNDATIONS OF MATH/PRECALCULUS 10**

***Prerequisite: Mathematics 9 with a recommended minimum mark of Proficient or recommendation by teacher***

Common Math10 is a course that teaches concepts in the areas of number and number operations, measurement, algebra, relations and functions, and trigonometry. There is a heavy emphasis on graphing functions and exploring relationships between two variables. Students will be using scientific calculators. Common Math 10 is a provincially examinable course where 20% of the mark comes from a province wide exam. This course prepares students for differing types of Mathematics 11 courses. Please refer to the Math Pathways diagram on page 18 for more information.

### **PHYSICAL HEALTH EDUCATION 9**

Physical Education 9 is the second year of compulsory physical education at the Secondary level. Students are exposed to several different team and individual sports. A review of skills learned in Grade 8 and the development of new higher-level skills are introduced at the Grade 9 level. There is a strong emphasis in this course on attitude and participation and this is reflected in the breakdown for assessment and evaluation. Fitness is also emphasized, and students are tested at the beginning and ending of the course. The Physical Education Department also tries to include at least one field trip for each class. This may include ice-skating, broomball, or squash. Theory and classroom work will be implemented to support the new curriculum component of Healthy Living. Topics such as nutrition, goal setting, mental health, physical health, and sexual health will be explored and evaluated. This assessment will be incorporated into the students PHE mark.

### **PHYSICAL HEALTH EDUCATION 10**

Physical Education 10 is the third and final year of compulsory physical education and is required for graduation. A review of skills learned in Grade 9 and new higher-level skills are introduced at the Grade 10 level. Students are exposed to several different team and individual sports. It is hoped that after completing this final year of physical education, students will have found a physical activity that they excel in or find enjoyable enough to pursue outside of the school setting. There is a strong emphasis in this course on attitude and participation and

this is reflected in the breakdown in procedures for assessment and evaluation. The Physical Education Department also tries to include a field trip for each class. This may include a trip to a fitness gym or a trip to the local arena to participate in broomball or ice-skating.

### **CAREER EDUCATION 9**

The focus of Career 9 is learning about 'self' as students work to become more self-sufficient and independent. The students discover how their learning style, personality type, and interests can be utilized to make them better learners and well-rounded humans. Students explore coping strategies related to growth mindset and stress as well as develop knowledge of finances and resumes.

### **CAREER LIFE EDUCATION 10**

CLE 10 is a required course for graduation that sees students identifying, reflecting, and revising as they move from self-sufficiency to self-efficacy. Students will refine and studies in personal identity, motivation, and goal setting.

They will develop their understanding of career possibilities through planning, practice, and application of competencies and knowledge.

### **SCIENCE 9**

Science 9 reinforces and extends the core concepts of science 8. Chemistry 9 extends students' knowledge of the periodic table, chemical changes, and writing chemical formulae. Biology 9 includes the study of reproduction in plants and animals, as well as taking a closer look at the different forms of reproduction. The Physics 9 unit is on electricity and is focused on the study of current and voltage. The study of Nutrient Cycles is a new addition to science 9 and investigates how different nutrients cycle in nature and factors effecting those cycles. Students will put into practice their knowledge of the scientific method as they carry out and plan experiments in this course.

### **SCIENCE 10**

Science 10 completes the three-year Junior Science program and is required for graduation. The three core units in this third year are Biology, Chemistry, and Physics. The basic concepts of Chemistry explored in Grades 8 and 9 are extended into the law of conservation of mass, rearrangement of atoms in chemical reactions, acid-base chemistry, and energy change during chemical reactions. Biology 10 focuses on the structure of DNA, function of genes, mechanism of mutations, inheritance, and patterns of heredity. An extension of this includes DNA extraction and purification from plant or animal cells. The focus of Physics 10 is the energy of motion, heat transformations, and nuclear energy.

### **SOCIAL STUDIES 10**

Social Studies 10 guides students to find out how Canada found it's place in the world. From the end of World War I to the modern era, Canada has evolved into one of the planet's greatest nations. What is a "Canadian"? What experiences shaped our beliefs and values? What makes us "Canadian"? Social Studies 10 has the answers!

## **Junior academic electives (languages)**

### **FRENCH 9**

In French 9, students continue to acquire the language skills to communicate with others about their everyday life and immediate circle. Students also learn to express their emotions, and in connection, explore their own cultural identity, gaining a new perspective.

## **FRENCH 10**

In French 10, students will build upon their previously learnt language skills as a way to participate in meaningful interactions. Students will experience authentic creative works, which will deepen their own understanding of culture and language and broaden their views on francophone identities in comparison with their own. This course fosters risk taking and courage in all categories of language learning throughout the course: reading, listening, speaking, and writing. Spoken interaction is emphasized.

## **BEGINNER SPANISH 11**

Beginner Spanish is a combination of Spanish 9 and 10. It is a demanding, fast-paced course covering two levels of program work into one semester. The goal of this course is to develop communication skills (speaking, understanding, reading, and writing) in Spanish. Emphasis is placed on oral communication and reading for gist. Students will also discover the culture and history of Spanish-speaking countries.

## **SPANISH 11**

Spanish 11 further emphasizes previously acquired grammar and continues with students learning to communicate in the past, present, and future. The skill of retrieving information, question asking and reading for gist round out the student's ability to communicate orally and written with increasing precision.

## **BEGINNER KOREAN 11**

An introductory course for students who have no or little knowledge of Korean language. We will develop listening, speaking, reading, and writing skills along with a sound basis of grammar. The distinctive features of the Korean language and writing system will be also introduced. Practical oral, reading, and writing exercises develop the students' grammatical skills. Particular emphasis is placed on the acquisition of a basic working vocabulary. Students enrolled in a Korean course may have the opportunity to travel to Korea to further their studies of Korean language and culture.

## **KOREAN 11**

This course is intended for students who have completed Beginner Korean 11 and want to further their reading, writing, listening, and speaking skills. Students deepen their understanding of basic grammatical forms; particularly verbs, nouns, and adverb and sentence constructions and enlarge their general vocabulary. Reading ability is expanded, and more attention is given to idiomatic expressions and the use of the language in actual contexts. Students enrolled in a Korean course may have the opportunity to travel to Korea to further their studies of Korean language and culture.

## **GRADE 8 PROGRAM**

### **Fine arts concentrations**

#### **DANCE 8**

The Grade 8 Dance Major course will provide a transition from recreational class to the more intensive technical and choreographic training at the Grade 9-12 level. Students take Dance class 6 hours a week. The dance techniques of modern, ballet and jazz will be studied, as well as student composition and choreography. Dancers study technique and alignment through warm-up exercises, discussion, writing and testing. Movement phrases learned in class vary from slow adages to fast, dynamic, rhythmic phrases. Compositions and choreography units concentrate on the Elements of Space (general/personal space, pathways, formations, levels, directions, focus). The dancers are also introduced to conditioning classes focusing on strength and flexibility. Students perform in the February Faculty Performance and have the option to audition their choreography for the December and May Student Choreography Performance.

#### **DRAMA 8**

Drama 8 is an introductory course designed for students who are committed to exploring their creativity. Students are encouraged to discover their voice and bodies as they examine mask & mime, storytelling, Commedia del'arte, Shakespeare's Romeo and Juliet and play building. As they investigate these different styles, students are encouraged to develop their Emotional Intelligence in their collaborative work and as an audience member. Students will have two public performances within the academic year. Optional field trips will be organized when appropriate.

#### **MUSIC 8**

For those students who are keenly interested in music, this course offers a wide range of experience. Emphasis is placed on the development of musical and technical skills through small ensemble performance. Through the development of music rudiments, ear training, and keyboard skills, students will modify and create melodies using rhythmic and melodic motifs. The melodic content from well-known compositions will be examined. It is recommended that students enrolled in this course join either Concert Band or Concert Choir, which meet outside the timetable.

#### **VISUAL ART 8**

This is the first of two foundation years which will enable the student to develop a variety of skills and techniques in both two and three-dimensional art. Students will work in drawing, painting, collage, printmaking, sculpture, and ceramics as they build a visual vocabulary. Traditional and contemporary approaches to artmaking (representational, abstract, and non-representational) will be explored using the elements and principles of design as a focus. Formal discussions about student artwork will contribute to a knowledge base of terms, techniques, and aesthetic considerations. The secondary art history curriculum begins with a study of Prehistoric, Egyptian, Roman, and Greek image-making. Diverse ethnic origins of the students contribute to building an awareness of art appreciation in different world cultures. The course is enriched through guest artists, films, and collaborative work with other majors.

### **HUMANITIES 8**

Humanities is an integrated Social Studies and English Language Arts course. English Language Arts reflects the art that is language and like any art it is full of interpretation, techniques, nuances, and wonder. Language is about communication, personal insight and making connections to others through a variety of mediums. In Humanities, this is interwoven with the application of Social Studies. Social Studies examines the culture, politics, and technologies of society. Grade 8 Social Studies looks at the world between the years of 600 to 1750 CE. The goal of the course is to develop student's ability to acquire information, consider multiple viewpoints, and critically evaluate information. In this year-long course we will read for understanding, write with clarity using multiple genres, and make thoughtful decisions.

### **FRENCH 8**

In French 8 students will be working on improving verbal and written communication in French, the ability to extract information from French works, and to gain a better understanding of French culture both in Canada and the world. Students will learn the basic structure, sounds, patterns, basic vocabulary, verbs, and idiomatic expressions of French. Students will work on acquiring reading, writing, and speaking skills. Writing, interacting with various media, singing, and oral communication in structured formats is designed to encourage spontaneous conversation, cultural understanding and expressing oneself in another language.

### **MATHEMATICS 8**

Mathematics 8 is a broad-based course touching on several areas of mathematics. Topics include numbers and number operations, graphing, data analysis, measurement, and algebra. A light introduction to algebra solving equations occurs in the latter part of the semester. Math 8 and 9 often tend to be shifting points between routes in a student's mathematical career. This is the last year that students are able to master fundamental concepts in arithmetic before applying them to abstract algebra. This linkage is very important, and it is essential that, while students need to learn the functions and uses of the calculator, they are not dependent on the calculator and have a strong number sense.

### **PHYSICAL HEALTH EDUCATION 8**

Physical Education 8 is the first year of compulsory Physical Education at the Secondary level. Students are exposed, at an introductory level, to several different team and individual sports. A unit in Active Health is also a component of this course. Improving the student's fitness level is one of the objectives of this course and students are tested at the beginning and end of the course. There is a strong emphasis on attitude and participation, and this is reflected in the breakdown for assessment and evaluation. The PHE department also tries to include one field trip for each class. This may include ice-skating, broomball, or squash. Theory and classroom work will be implemented to support the new curriculum component of Healthy Living. Topics such as nutrition, goal setting, mental health, physical health, and sexual health will be explored and evaluated. This assessment will be incorporated into the students PHE mark.

### **SCIENCE 8**

In Junior Secondary Science, specific disciplines are evident. The Grade 8 Chemistry unit is an examination of how the kinetic molecular theory and atom theory explain the behavior of matter. Biology includes a study of cells as the basic unit of life as well as the structure and role of bacteria and viruses. Students will explore energy

in the Physics unit, with an emphasis on light and optics. The fourth area of Earth Science focuses on the theory of plate tectonics and related geological processes. Students will follow an inquiry-based learning model which develops skills in the scientific method.

## **ENGLISH LANGUAGE LEARNERS PROGRAM**

### **ELL LANGUAGE & COMPOSITION BEGINNER/INTERMEDIATE**

This course will enable an English as a Second Language learner to interact with increasing confidence and competence in the English language and continue to develop openness towards cultural diversity. To achieve communicative competence, a continued balance will be maintained between the four language skills of listening, speaking, reading, and writing, with a growing emphasis placed on written competency. During the course, the students will be exposed to short stories, newspaper articles, myths and poetry and an emphasis will be placed on grammar and vocabulary study.

### **BASIC COMMUNICATION SKILLS FOR ELL LEARNERS - (4 credits)**

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

### **STRATEGIES FOR ACADEMIC SUCCESS FOR ELL LEARNERS - (4 credits)**

This course is designed for the student who has an imbalance between oral and written skills and requires support for academic success. It is designed to extend a student's ability to use various strategies independently in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies, Science and/or Mathematics. Emphasis will be on the comprehension of important concepts, linking new information to prior knowledge and application of strategies and skills learned. In addition, students will become familiar with a variety of learning skills and Canadian assessment techniques.

### **INTRODUCTION TO ACADEMIC LANGUAGE 10 - (4 credits)**

This course is designed for the student who can integrate more fully into academic classes but needs support and additional time to complete assignments. It is designed to allow the ESL student to expand and gain competence and confidence in using English language skills in order to be successful in the areas of reading, writing, listening, and speaking. It also encourages the use of viewing and representing. It focuses on developing and increasing independence in using strategies needed to read, research, and write successfully in Standard English for academic success. Students will be introduced to a variety of learning skills and Canadian assessment techniques.

### **ENGLISH LANGUAGE DEVELOPMENT 10 - (4 credits)**

This course is designed for the student who has an imbalance between oral and written skills and is integrated into some academic classes but may need some adaptations to be successful. It is designed to enable ESL students to extend the four main English language skills of reading, writing, listening, and speaking. It also encourages the use of viewing and representing. The focuses on expanding the strategies needed to read, research, and write successfully in Standard English for academic success.

## **ENGLISH LANGUAGE DEVELOPMENT 11 - (4 credits)**

This is a four-credit course designed for ESL students who are enrolled in senior academic courses. It is designed to improve their knowledge, skills, and attitudes as they become bilingual. To achieve communicative competence, a continued balance will be maintained between the four language skill areas of listening, speaking, reading, and writing. Emphasis will be on the use of strategies and the comprehension of important concepts and in English, Social Studies, Science and/or Mathematics needed for ESL students to be successful in academic courses.

## **ELL WRITING 11 - (4 credits)**

This course is designed to assist Transitional ESL students who have lingering writing deficiencies. Writing is the strand on which students are most heavily evaluated in high school English. This course emphasizes writing strategies and theory that will increase student understanding of the writing process thereby facilitating success in the graduation program. The student will be guided through a series of steps to produce well-organized, and adequately developed paragraphs and essays.

## **RESOURCE ROOM SUPPORT PROGRAM/ STUDENT SERVICES**

The Resource Room supports students with learning challenges. Working with students and their families, the resource teachers develop Individual Education Plans for each of their students. These programs focus on specific goals for each student in the program and the supports needed for student success.

## **OTHER IMPORTANT INFORMATION**

### **A Statement about Study Periods**

Students in grades 8 & 9 will not be given any study blocks. Students in Grade 10 may be considered for a study block if they have several courses outside of the LFAS timetable and with parent approval. Students in Grades 11 & 12 must take and complete a minimum of three Arts (Major & required elective), four academic and one additional (arts or academic) classes each year to study at LFAS.

However, requests will only be granted after completing an application process. Students in grades 11 & 12 must take and complete a minimum of three Arts (Major & required elective), four academic and one additional (arts or academic) classes each year to study at Langley Fine Arts.

### **Policy on Dropping Performance Courses**

These courses include Orchestra, Bands, Dance and Drama Ensembles, as well as Choirs. Some of these courses require audition for entry. Therefore, students must realize that they hold a privileged position in the course. A strong commitment from participants is essential.

### **Former French Immersion Students**

When students come from French Immersion, a French language teacher will determine their placement into a French class. For students who want to challenge French 11, the proper channel for that is the Delta Consortium that offers French 11 challenges, as it does other languages too. Applications for Language Challenge are accepted in October of each year (see Counselling Dept. for application info in September).

Because our timetable is not flexible between the grades, we cannot guarantee to be able to place students in the correct grade level French class based on assessed skills.

## **A Statement about Part-Time Students**

In keeping with the mission and mandate of the Langley Fine Arts School, all Grade 9-12 students are registered in one of the Fine Arts Majors offered to secondary students. Student spaces in each grade are limited and will only be given to those students who wish to study in a full-time program – this includes both a program of academics and their choice of fine arts major at the school. Senior students must take the minimum of three Arts (Major & required electives), four academic and one additional (arts or academic) classes each year to study at Langley Fine Arts School.

## **Grad Status**

As a school, our goal is to have all Grade 12 students graduate. Periodically, school administration and counsellors review the progress of all our Grade 12 students to ensure they are on track to meet all the Ministry of Education graduation requirements. If a student is at risk of not meeting the graduation requirements, the student will be placed on non-grad status and a variety of supports and strategies will be provided to the student to assist them in meeting graduation requirements. If a student is of non-grad status, they may not be able to participate in year-end graduation activities as a member of the graduating class.



## **OUTSIDE OF SCHOOL LEARNING**

In grade 10-12 students can take online courses through external programs. While the student gains flexibility around how, when, and where the learning occurs; they also increase their level of responsibility for their own learning and are expected to be active learners required to meet deadlines, manage time, and be self-motivated. The completion of online courses is difficult and requires significant individual effort and independent organization and learning. If you are considering enrolling in courses outside of Langley Fine Arts School, please discuss your options with your counsellor.

Students who take courses outside of school must still take the published **minimum seven courses** at Langley Fine Arts School.

In Langley, Outside of School courses are offered through local secondary schools or through the Langley Education Centre. (604) 534-7155

- Currently there is no charge for students in Grades 10, 11, and 12 to register for these “Outside of School” learning courses.
- Each course has a completion date, usually January or June, depending on registration date.
- “Outside of School” learning can be considered as an alternative for some students in some courses and can be used in combination with your local school’s classes.
- Parents and students who have elected to register in “Outside of School” learning need to verify that their final marks are sent to their local school once the course has been completed. This ensures receiving graduation credit for a completed “Outside of School” course.
- Students may only be registered in a course at one institution. You may not be registered in the same course through “Outside of School” learning as well as your local school.
- On-line courses are not on your transcript until you have passed the course and therefore will not be considered by the university until completion.

## **WHAT TO DO IF I GET A FAILING GRADE**

It is important to remember that most classes at Langley Fine Arts are full. As a result, if you fail or have failed a class, it will likely not be possible for you to re-take that course at Langley Fine Arts. Our counselors will be happy to help you register for summer school, at Langley Education Center, or in an online course.

If a student has received a failing final grade for a required course:

- Take the course in summer school.
  - If the student achieved a minimum of 35%, he/she may take a 4-week remedial course.

Details about the location, dates, and course offerings of Summer School will be available in May of each year and will be published in our Newsletter. Any questions or concerns regarding final marks, or the options listed above may be directed to the counseling department.