

2018 2019

Course Selection Guide



St. Michael's
University School

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GUIDING ACADEMIC PRINCIPLES

Our programs are based on five Guiding Academic Principles that embody the pursuit of truth and goodness.

The Development of Character

Students will succeed best in an environment where the character and self also grow, where they develop as whole people. Our programs foster such virtues as honesty, tolerance, integrity, cooperation, respect, self-discipline, leadership and social responsibility.

A Learner-centred Approach

Students have different learning styles and different strengths, different rates of growth and different experiences that colour the way they learn. We want students to be active in their own learning, and to develop a sense of their own voice and how to exercise it.

Excellence and Rigour

Excellence resides in the full development of each student's potential, and therefore each student should be measured in terms of that potential. In addition, performance on a personal, school-wide, provincial and national level must be measured regularly, using a variety of assessment procedures.

Critical Thinking

Students should learn to seek and value truth, and to sift the relevant from the irrelevant. Our curriculum and teaching methods lead students to see the connections between ideas, to think independently, and to work cooperatively.

A Love of Learning

Students learn for the growth and enlightenment of themselves and of others. Our academic program is founded on the pursuit of truth, open-minded enquiry, and intellectual honesty – attributes we want our students to possess throughout their lives.

INTRODUCTION TO THE COURSE SELECTION GUIDE

The purpose of this guide is to help students select courses for their years at the Senior School. It is important that students plan their course selections carefully because the timetable is assembled based on initial choices. Once the schedule has been built, specific changes may be difficult or impossible to implement. Selection of a course does not ensure that students will be able to fit that course into their schedules, although every attempt will be made to accommodate all requests.

It is the School's intention to offer all the courses in this guide for the upcoming school year. However, circumstances may change. Some courses may not prove to be popular enough to be viable. Late staffing changes may require us to make changes. Additionally, timetable modifications may cause courses to change their format (e.g., from full-year to half-year or semestered, for example).

Students will use this guide to assist with the following:

- Selecting courses of interest based on their content. Students must also be prepared to meet the specified requirements, particularly in the more rigorous and/or performance-based courses.
- Ensuring that students have the required prerequisites. This should include planning for future years. Students should not assume they can take courses from a different grade level since this is not always possible to schedule.
- Ensuring students graduate with the qualifications for the post-secondary path of their choice.

Academic Advisors

The individual who will be the key to assisting in all students' academic planning and course choices is their Academic Advisor. All students in Grade 9 have the same advisor. Students in Grades 10 through 12 are divided among the four Academic Advisors/University Counsellors:

Grade 9 Advisor	Mrs. Jenn Bateman (ELL Office)
Academic Advisor	Mr. Timio Colistro (University Counselling Centre)
Academic Advisor	Ms. Kate Knight (University Counselling Centre)
Academic Advisor	Ms. Ruth McGhee (University Counselling Centre)
Academic Advisor	Ms. Alison McCallum (University Counselling Centre)

After Grade 9, students will begin working with their Academic Advisors in small groups, large groups and individual meetings. In timetabled classes, students will be introduced to Naviance, our data collection and post-secondary research program. With the help of Naviance and the Academic Advisors, and in consultation with parents, each student will be guided through the process of researching and applying to the post-secondary institutions of their choice.

Course Changes

September 30 is the last date to add new courses unless there are unusual circumstances. All course changes must be made in consultation with the student's Academic Advisor to ensure that any change will not affect graduation requirements. Students requesting course changes after September 30 must first meet with their Academic Advisor then take a course change form to be signed by each of the affected teachers and the student's parents. Parents are requested to sign the form or send an email to the Academic Advisor to signal their approval of the change.

Summer School or Distance Education Courses

Students are discouraged from taking courses at summer school or through distance education unless they have failed to complete a course or wish to complete a required course with no intent to continue study in that subject. Taking a course in summer school with the intention of retaking the same course later at SMUS

may adversely affect a student because several universities require students to report all of their grades, specifically in courses that have been retaken, and may use both grades in calculating averages for admissions. Students taking courses through distance education will not receive a mark for that course until the course is completed. Any course that is in progress through distance education, and not fully completed, will not appear on a student's transcript. This could affect a student's university entrance if the course is not completed before January 31.

POLICIES, PROCEDURES AND PROGRAMS**Graduation Requirements 2018-2019**

Most courses in Grades 10 to 12 are full-year and award four (4) credits upon successful completion. Half-year courses in Grades 10 to 12 award two (2) credits upon successful completion.

Ministry Requirements

Subject Area	Credits
English 10	4
Social Studies 10 (or Social Studies 10 Plus)	4
Mathematics 10	4
Science 10	4
Physical Education 10	4
Career Life Connections	4
Applied Skills or Fine Arts 10, 11 or 12	4
English 11	4
Social Studies 11 or 12	4
Mathematics 11 or 12	4
Science 11 or 12	4
English Studies 12*	4
Graduation Transitions	4
Provincially Authorized Elective Courses	16
Additional Grade 12 Courses	12
Total minimum credits required by Ministry of Education	80
Additional SMUS Course Requirements	
Physical Education 11	4
Fine Arts 11 or 12	4

* Students are required to write the Provincial examination for English 12, as well as the new Numeracy Assessment.

Post-Secondary Entrance Requirements

University or college entrance is usually competitive and is based upon marks for the most part. Some universities will post a minimum average but the average for acceptance is usually higher. The specific requirements for any of the over 4000 post-secondary institutions in North America can be both unique and diverse. However, some generalizations can be made.

Canadian Universities

Universities in Canada look at marks for 4 or 5 Grade 12 courses, **English 12** being mandatory in almost every case. Some universities will use Grade 11 marks to grant students conditional early admission to specific programs. Many universities in Canada are now using an expanded application process that includes mandatory written supplements including essay and short answer responses to specific questions.

British Columbia Universities

- Universities in BC will calculate a student's admission average using English 12 and the top three Grade 12 academic subjects (including AP courses) required for entrance into the chosen program of study.
- Most business programs **and all UBC applicants** require a written supplement.
- Fine Arts programs usually require a supplement, audition and/or portfolio.
- **Calculus 12** is recommended but **not usually required** for science, engineering and business programs.
- **One Modern Language at the Grade 11 level** is required for entrance into UBC and SFU.

Admission requirements change constantly, so please consult the following websites for the most recent admissions requirements in British Columbia: Simon Fraser University (www.sfu.ca), Thompson Rivers University (www.tru.ca), University of British Columbia (www.ubc.ca), University of Northern British Columbia (www.unbc.ca) and University of Victoria (www.uvic.ca).

Requirements for Universities in Other Provinces

General requirements are the same as within BC, but many universities require an extra academic Grade 12 subject. Again, requirements are changing yearly, and students are advised to consult university websites for the most recent admission requirements.

- **English 12** is required for **all** programs.
- **Pre-Calculus 12 and Calculus 12** are **often required** for science, engineering and business programs in Canadian universities outside BC.

US Universities

Selective American institutions are looking for well-rounded students who take the most rigorous course load they can manage. Admission to American institutions is based on many factors, including, but not limited to:

- Marks from Grades 9 to 12 with an emphasis on Grades 11 and 12
- SAT or ACT scores (for most universities)
- Rigour of workload (AP and Advanced courses)
- Evidence of leadership, community service and/or extracurricular activities
- Counsellor and teacher recommendations
- Students' writing samples including personal essays and short answers to specific questions

UK Universities

- Universities require students to be focused on one area of study with a strong transcript.
- AP and SAT scores will be considered and appreciated, but are not usually mandatory.
- All UK applicants supply only one written personal statement and one teacher reference.
- Some universities (e.g., medical, dental, law) require students to take standardized tests early in their Grade 12 year as part of the admission requirements.

Advanced Placement Program

The courses in this program are rigorous college-level courses with examinations developed by the College Board of Princeton, New Jersey. Students who achieve excellent standing in an Advanced Placement examination may receive university credit, advanced placement or exemption from certain university courses. In addition to this, all Canadian universities use AP grades for admission. The benefits of taking an Advanced Placement course and examination include extra challenge and stimulation, admission to US and Canadian schools, possible university credit and excellent preparation for first year of university.

There is a **cost of US\$94** for each Advanced Placement examination taken; however, the Seminar and Research exam fees are **US\$142**. There is a **US\$15** charge if an exam is ordered but not actually written. If an exam needs to be written during the late-testing window, there is an additional fee of **US\$45**.

AP Capstone Program

AP Capstone is an innovative diploma program that equips students with the independent research, collaborative teamwork and communication skills that are valued by colleges. AP Capstone is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline specific study experienced in other AP courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.

AP Courses

St. Michaels University School offers the following Advanced Placement courses:

Art History	Human Geography
Biology	Macroeconomics
Calculus AB	Microeconomics
Calculus BC	Physics 1
Chemistry	Physics 2
Chinese Language and Culture	Physics C – Mechanics
Comparative Government and Politics	Physics C – Electricity and magnetism
Computer Science A	Psychology
Computer Science Principles	Research (part of AP Capstone)
English Language and Composition	Seminar (part of AP Capstone)
English Literature and Composition	Spanish Language and Culture
Environmental Science	Statistics
European History	Studio Art (Drawing, 2D Design, 3D Design)
French Language and Culture	

Some of the AP courses are combined with another course giving the student credit for two separate courses. Those combinations are listed below:

- AP Calculus BC and AP Calculus AB
- AP Physics C (Mechanics) and AP Physics C (Electricity and Magnetism)
- AP Microeconomics and AP Macroeconomics

Important Notes for AP Courses

- If a student chooses one or more of AP Biology, AP Chemistry, AP Physics C or AP Calculus BC, the student can take a maximum of seven courses inside the timetable as these courses may have extra periods.
- If a Grade 10 student takes an AP course, the student must commit to the full involvement in the Grade 10 Program and be prepared to work independently to make up for any missed AP classes.

At SMUS, we believe that the learning process for our AP courses does not simply end with the May exam. There are elements that are best left for the post-AP period that continue to enrich and challenge our students in that particular discipline, (e.g., labs, cultural experiences, interdisciplinary connections). Students are required to complete all work associated with their AP course through to the end of the school year. The AP teachers will clearly outline for the students what the learning will be in the post-AP period in order to complete the school mark portion of the course. We expect our students to understand that they are not simply released from AP classes after writing the AP exam.

Some of the AP courses also cover most of the learning outcomes for another course. If the student has mastered sufficient learning outcomes of the additional course by the end of the school year, they may be granted credit in that course as well. Those combinations are listed below:

AP English Language and English 12
AP English Literature and English 12
AP Biology and Biology 12
AP Chemistry and Chemistry 12
AP Chinese Language and Mandarin 12
AP Physics 1 and Physics 11
AP Physics 2 and Physics 12 (if the student has also completed AP Physics 1)
AP French and French 12
AP Spanish and Spanish 12
AP Comparative Government and Politics and Social Studies 11
AP European History and Social Studies 11
AP Human Geography and Social Studies 11
AP Microeconomics/Macroeconomics and Economics 12

Provincial Scholarships

(Information taken from the Ministry of Education website)

The **BC Excellence Scholarship** is a \$5000 scholarship awarded to 55 students in the province, recognizing well-rounded graduates demonstrating community service and leadership, both inside and outside of their schools, as well as commitment and aptitude for their chosen career paths. Recipients should exemplify competencies such as communication and digital literacy; critical thinking and problem-solving; collaboration and leadership; personal and social responsibility; global and cultural understanding; and creativity and innovation. Each public and independent secondary school in BC may nominate one eligible student, who may then make an application for this scholarship through his or her school by the February 15 deadline.

The **BC Achievement Scholarship**: 8000 top BC graduates with the highest cumulative average based on courses required for graduation (both required and elective) are eligible to receive a \$1250 scholarship voucher to use towards their post-secondary tuition. No application is required.

The Ministry will determine recipients based on students' achievement in Grades 10, 11 and 12 courses that satisfy 2018 Graduation Program requirements (including elective courses). Grad Transitions will not be included. A cumulative average percentage will be calculated and form the basis for awarding the BC Achievement Scholarship.

Recipients must:

- Meet basic eligibility requirements
- Fulfill graduation requirements of the 2018 Graduation Program by August 31 of the student's graduating year
- Attain a B (73% or above) or better average in their Language Arts 12 course (i.e., English 12).

The **Pathway to Teacher Education Scholarship** is awarded to 20 outstanding graduates in the province who have demonstrated a commitment and aptitude for a career path in K-12 teaching. Each recipient will receive a \$5000 scholarship voucher to redeem when they are registered and attending an approved K-12 teacher education program at one of BC's nine Faculties of Education approved programs. To be considered for this scholarship, students complete and submit their application directly to the ministry of Education by the February 15 deadline.

To be eligible for any of the Provincial Scholarships, the student must be a Canadian citizen or permanent resident (landed immigrant) at the start of the 2018-2019 school year, and the student must be a BC resident.

GRADE 9

The Grade 9 program has been designed to provide exposure to a variety of disciplines while maintaining the quality and intensity of the subject content.

All students will take English, Mathematics, Science, Social Studies, Physical and Health Education, a Modern Language, Music (Band, Strings, Choir), Fine Arts, Career Education and Applied Skills, Design and Technology.

Students in the Grade 9 ELL program will take the following required courses: English Plus, Mathematics, Science, Social Studies Plus, Physical and Health Education, Music (Band, Strings, Choir), Fine Arts, Career Education and Applied Skills, Design and Technology.

In addition, students will be able to choose electives from Modern Studies 9, Marine Studies and Training 10, Sport Science and Athletic Leadership 10, Painting 9, another Modern Language and Computer Science 11. They may choose either two half-year electives or one full-year elective.

English

English 9
English 9 Plus
(ELL; two timetable blocks)

Mathematics

Mathematics 9
Foundations of Mathematics and Pre-Calculus
10 (by permission of department)

Science

Science 9
Marine Studies and Training 10*

Computer Science

Computer Science 11*†

Social Studies

Social Studies 9
Social Studies 9 Plus (ELL)
Modern Studies 9*
Global Politics 10*

Modern Languages†

Beginner French 9
French 9
French 9 Advanced
Beginner Mandarin (Chinese) 9
Mandarin (Chinese) 9
Beginner Spanish 9

Fine Arts

Fine Arts 9 (Art/Drama rotation)
Painting 9*
Concert Band 9 (experience required)
Jazz Band 9 (experience required) ♦
Concert Choir 9
Strings 9 (experience required)

Physical and Health Education

Physical and Health Education 9
Sport Science 10*
Athletic Leadership 10*

Career Education 9**Applied Skills, Design and Technology 9**

♦ Offered outside the timetable

* Half-year elective

† Full-year elective

GRADE 10

Designed to offer a learning experience that builds upon and enhances classroom education over the course of the year, the Grade 10 program offers students a mix of an excellent academic foundation and an intentional focus on experiential (hands-on, real life) education. Student learning will be meaningful and relevant, motivating learners to discover and experiment, broadening and deepening their understanding of concepts. This will be achieved through access to resources and experts both inside and outside the classroom.

The Grade 10 program consists of a variety of course options with the following requirements: English (Literary Studies *and either* Creative Writing *or* Spoken Language and Composition), Mathematics, Science, Social Studies, Physical Education and Fine Arts.

Students will have additional choices from Modern Languages, Computer Studies, Fine Arts, Social Studies, Sport Science and Athletic Leadership and Marine Studies and Training. They may choose a combination of half-year and full-year electives to complete their timetable (typically the equivalent of two full-year courses).

All Grade 10 subjects are part of the graduation program. We recommend that students consider their options carefully with a global perspective, while considering post-secondary pathways and a passion for a well-rounded course selection.

English

Literary Studies 10
Creative Writing 10
Spoken Language and Composition 10
English 10 Plus (ELL)

Mathematics

Foundations of Mathematics and Pre-Calculus 10
Pre-Calculus 11

Science

Science 10
Marine Studies and Training 10*

Computer Science

Computer Science 11*†

Social Studies

Social Studies 10
Social Studies 10 Plus (ELL)
Global Politics 10*
Business Education 10*
Entrepreneurship 10*

Modern Languages†

Beginner French 10
French 10
French 10 Advanced
Japanese 11
Mandarin (Chinese) 10
Beginner Spanish 10
Spanish 10

Fine Arts

Art 10*†
Drama 10*†
Concert Band 10 (experience required)†
Jazz Band 10 (experience required)◆
Concert Choir 10†
Strings 10 (experience required)†

Physical Education

Physical Education 10
Sport Science 10*
Athletic Leadership 10*

Adventures in Learning

◆ Offered outside the timetable

* Half-year elective

† Full-year elective

GRADE 11

In the Grade 11 program, students are given the opportunity to delve deeper into subject areas. Students must take core courses in English, Mathematics, one Social Studies, one Science, a Physical Education course and a Fine Art elective, but they do not have to take them all in their Grade 11 year. Some choose to meet these requirements in their Grade 12 year. Grade 11 students have the option of taking some Advanced Placement courses and, in some cases, Grade 12 courses.

It is recommended that students take 6-7 courses, but are limited to a maximum of eight in the regular timetable (seven if taking AP science courses).

AP Capstone

AP Seminar

English

Literary Studies 11
Modern Literature and Creative Writing 11
Spoken Language and Composition 11
English 11 Plus

Mathematics

Pre-Calculus 11
Foundations of Mathematics 11
Pre-Calculus 12
Calculus 12

Social Studies

Comparative Cultures 12
Urban Planet 12
Economics 12
AP Microeconomics/AP Macroeconomics
AP Comparative Government and Politics
Physical Geography 12†
AP Human Geography
AP European History
Criminology and Social Justice 12
Law 12
World History 12

Science

Biology 11
Biology 11 Pre-AP
Chemistry 11
Chemistry 11 Pre-AP
Physics 11
AP Physics 1
Geology 12
AP Environmental Science ♦

Computer Science

Computer Science 11
AP Computer Science Principles
AP Computer Science A
Robotics 11 ♦

Modern Languages

French 11
French 11 Advanced
Japanese 11
Japanese 12
Mandarin (Chinese) 11
Mandarin (Chinese) 12
Spanish 11
Spanish 11 Advanced

Fine Arts

Acting 11
Art 11
Art 11 Advanced
AP Art History
Concert Choir 11
Strings 11
Concert Band 11
Digital Art 11
3D Applied Design and Installation 11 ♦
Jazz Band 11 ♦

Physical Education

Physical Education 11: Standard
Physical Education 11: Lifestyle and Fitness
Physical Education 11: Human Performance
Physical Education 11: Blended
Fitness and Conditioning 12

Outdoor Leadership 12**Graduation Transitions**

† Can be combined with Outdoor Leadership 12

♦ May be offered outside the timetable

GRADE 12

In Grade 12, the only required course is English Studies 12 (with Provincial Exam). Students will select at least five additional courses in areas of interest. They may also take Grade 11 courses in order to meet requirements.

It is recommended that students take six or seven courses, not including Graduation Transition Planning, but are limited to a maximum of eight in the regular timetable (seven if taking AP science courses).

AP Capstone

- AP Seminar
- AP Research

English

- English Studies 12 (Provincial Exam)
- AP English Language and Composition
- AP English Literature and Composition
- Creative Writing 12
- English 12 Plus

Mathematics

- Pre-Calculus 12
- Foundations of Mathematics 12
- Calculus 12
- AP Calculus AB
- AP Calculus BC
- AP Statistics

Science

- Biology 12
- AP Biology
- Chemistry 12
- AP Chemistry
- Physics 12
- AP Physics 1
- AP Physics 2
- AP Physics C
- Geology 12
- AP Environmental Science ♦

Computer Science

- Computer Science 11
- AP Computer Science Principles
- AP Computer Science A
- Video Production 12 ♦

Social Studies

- World History 12
- AP European History
- Physical Geography 12†
- AP Human Geography
- Economics 12
- AP Microeconomics/AP Macroeconomics
- AP Comparative Government and Politics
- Law 12
- Criminology and Social Justice 12
- Comparative Cultures 12
- Urban Planet 12
- AP Psychology

Modern Languages

- Spanish 12
- Japanese 12
- AP Spanish Language and Culture
- Mandarin (Chinese) 12
- AP Chinese Language and Culture ♦
- French 12
- AP French Language and Culture

Fine Arts

- Acting 12
- Art 12
- Directing and Script Development 12
- AP Studio Art
- AP Art History
- Concert Choir 12
- Strings 12
- Concert Band 12
- Digital Art 12
- Creative Writing 12
- 3D Applied Design and Installation 11 ♦
- Jazz Band 12 ♦

Physical Education

- Physical Education 12: Active Sport
- Physical Education 12: Yoga and Wellness
- Fitness and Conditioning 12

Outdoor Leadership 12**Graduation Transitions 12**

† Can be combined with Outdoor Leadership 12

♦ May be offered outside the timetable

COURSE OUTLINES BY DEPARTMENT**AP Capstone****AP Seminar**

In this foundational course, typically taken in the Grade 11 year, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid arguments. Students learn to communicate those arguments effectively, working both independently and in teams. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

AP Research

Students must have taken AP Seminar in order to register in this course, which is typically taken in the Grade 12 year.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long mentored, research-based investigation to address a research question.

In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

English

The Senior School English program is designed to promote a genuine love of language and literature, reading and writing, so that students are able to communicate clearly, confidently, critically, creatively and effectively. The texts, projects and activities are designed to empower students to become thoughtful, ethical and responsible citizens of a diverse society.

English 9-12 courses are designed in accordance with the new BC Ministry curriculum to develop the Core Competencies:

1. **Communication:** the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.
2. **Thinking:** the knowledge, skills and processes we associate with intellectual development. Thinking competence includes specific thinking skills as well as habits of mind and metacognitive awareness.
3. **Personal and Social:** the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

English 9

English 9 is a foundational course that enables students to explore a broad range of texts and modes of communication as they strive to understand how language constructs personal, social and cultural identity.

- Activities and projects are designed to teach students how to access information and ideas for diverse purposes and from a variety of sources, and to evaluate their relevance, accuracy and reliability.
- Through the study of materials that will include a novel, essays, short stories, new media, a play and a selection of poetry, students learn to appreciate how different forms, structures and features of texts reflect different purposes, audiences and messages.
- Reading, writing, speaking and listening skills help students understand how literary elements, techniques and other textual devices enhance and shape meaning. The course content focuses on the development of the Big Ideas: creativity; synthesis and making connections; exploring multiple perspectives including First Peoples documents and texts; audience and language use.
- Through projects and assignments, students will practice and develop their communication skills in a variety of modes and media.

English 9 Plus

Designed for English language learners (ELLs), this course consists of two timetable blocks and covers the same curriculum as English 9, with a particular focus on building literacy and language skills in reading, writing, listening, speaking, viewing and representing. Students are enrolled in this course by the school and earn credit for the regular English 9 course.

English 10

In English 10 students take **two** (2 credit) courses designed to build on the competencies and Big Ideas introduced in Grade 9. Students must complete a total of 4 credits to fulfill their English 10 requirement. The areas of choice (options) enable students to pursue their interests, aspirations and passions while further developing as English Language Arts learners.

All Grade 10 students are required to complete Literary Studies 10 (2 credits). In addition, they will choose and complete one of the following courses:

- Creative Writing 10 (2 credits)
- Spoken Language and Composition 10 (2 credits)

Literary Studies 10

This course is foundational to the English 10 program and is therefore a **requirement** for all students. It will be designed around either the general study of literature or a theme. This course encourages students to delve deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

The following are possible areas of focus within Literary Studies 10:

- Genres such as poetry, short stories, novels, drama, graphic novels, children’s literature
- Geography including Canadian, British, American, world, post-colonial
- Thematic studies like social criticism/satire, dystopia, nature, coming-of-age, family and relationships
- Specific author studies
- First Peoples’ texts

The composition component of the course is designed to support students in their development of written communication through a critical process of questioning and exploring. Students will read and consider a variety of models for the development of their writing. Students have opportunities to individually and collaboratively study, create and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting and revising. Students will be provided with numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

Choose ONE of the following TWO courses:

Creative Writing 10

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory and story in a range of genres. Within a supportive community of writers, students will develop their skills through the writing and design processes.

The following are possible areas of focus within Creative Writing 10:

- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written and oral texts

Spoken Language and Composition 10

Spoken Language and Composition 10 is designed to support students in their development of written and spoken communication skills. It will focus on rhetorical (persuasive) analysis, composition and performance. The course builds on students’ language competencies by introducing them to varied structures, forms and styles of written and oral compositions. The course will provide opportunities for students to individually and collaboratively study, analyze, draft and use language to create original pieces in a variety of modes. This course will also provide students with opportunities for performance, storytelling and public speaking.

The following are possible areas of focus in Spoken Language and Composition 10:

- Performance: spoken word/slam poetry, poetry recitation, oral storytelling, monologues, radio/podcasts/video posts
- Professional Applications: speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items)
- Rhetorical analysis and (persuasive) techniques in written and oral communication

English 10 Plus

Designed for English language learners (ELLs) enrolled in Literary Studies 10 and one other English 10 option (Creative Writing 10 or Spoken Language and Composition 10), this non-credit course further develops their understanding of content with a particular focus on building literacy and language skills in

reading, writing, listening, speaking, viewing and representing. Students are enrolled in this course by the school.

English 11

English 11 continues to build on the Big Ideas and core competencies developed in English 10. At this level, students will choose to pursue at least **one** of three options in order to explore more deeply a particular area of the Language Arts curriculum. All three options will incorporate composition and new media activities. Students are required to select one (1) of the following three (3) English courses:

- Literary Studies 11 (4 credits)
- Spoken Language and Composition 11 (4 credits)
- Modern Literature and Creative Writing 11 (4 credits)

Students must complete a total of 4 credits to fulfill their English 11 requirement.

Literary Studies 11

Literary Studies 11 allows students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Studying a range of literary topics allows students to:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills

Students will expand their competencies through processes of drafting, reflecting and revising to build a body of work that demonstrates expanding breadth, depth and evidence of writing for a range of situations. Students will also have numerous opportunities to communicate ideas through a wide variety of digital and print media.

Modern Literature and Creative Writing 11

Modern Literature and Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. Students will explore personal and cultural identities, memories and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through the writing and design processes. Students will expand their competencies through drafting, reflecting and revising to build a body of work that demonstrates expanding breadth, depth and evidence of writing for a range of situations including publication.

The following are possible areas of focus within Modern Literature and Creative Writing 11:

- Short fiction
- Poetry
- Creative non-fiction
- Drama
- Digital media

Students will also have numerous opportunities to communicate ideas through a wide variety of digital and print media.

Spoken Language and Composition 11

Spoken Language and Composition 11 is designed to support students as they refine, clarify and adjust their communication skills through practice and revision. The course provides opportunities for students to study and analyze existing texts, with increasing independence. It also is designed to give students opportunities to create, write and present expository, original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting and revising to build a body of work that demonstrates expanding breadth, depth and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they consolidate their spoken language skills.

The following are possible areas of focus in Spoken Language and Composition 11:

- Performance: suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts
- Oral tradition: suggested content/topics include oratory, local story knowledge, oral history
- Professional applications: suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs
- Rhetorical (persuasive) techniques in written and oral communication

Students will expand their competencies through processes of drafting, reflecting and revising to build a body of work that demonstrates expanding breadth, depth and evidence of writing for a range of situations. Students will also have numerous opportunities to communicate ideas through a wide variety of digital and print media.

English 11 Plus

Designed for students who are enrolled in an English 11 option (Literary Studies 11, Modern Literature and Creative Writing 11, or Spoken Language and Composition 11), this non-credit course further develops their understanding of content with a particular focus on building literacy and language skills in reading, writing, listening, speaking, viewing and representing, thus preparing them for higher level academic courses. Although open to all students, those with documented need may be required to take this course.

English 12

Students are required to complete one (1) of the following three (3) English courses: English Studies 12, AP Language and Composition, AP Literature and Composition. Students must complete a total of 4 credits to fulfill their English 12 requirement.

Advanced Placement courses include a co-credit for English Studies 12. Students may also choose to take the elective course, Creative Writing 12, for additional credit.

English Studies 12

The required English Studies 12 course builds upon and extends students' previous learning experiences in English 10 and 11 courses. It is designed for all students and provides them with opportunities to

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

English 12 Plus

Designed for students who are enrolled in English Studies 12, this non-credit course further develops their understanding of content with a particular focus on building literacy and language skills in reading, writing, listening, speaking, viewing and representing, thus preparing them for graduation and post-secondary education. Although open to all students, students with documented need may be required to take this course.

Creative Writing 12

This elective course is for those students who, having already taken Modern Literature and Creative Writing 11, elect to pursue the two genres of poetry and fiction in greater depth. In addition to the submission of original work, students enrolled in this course will also have the opportunity of taking part in workshops outside the school, attending literary festivals and helping to organize the school's reader series. Their experience in a Creative Writing 10 or 11 course may have led them to prefer fiction over poetry, poetry over fiction or performance over everything else. That said, then, it remains for the student to commit to a particular area of interest and to explore it to a depth greater than what was possible in Modern Literature and Creative Writing 11. Several potential programs of assignments and activities are possible.

Course content includes:

- Writing poetry and short stories
- Creation of a portfolio of poems and fiction
- Writings of contemporary authors
- Submission of work to contests
- Public reading of personal work
- Attend visiting author reading sessions

AP English Language and Composition

This double-credit course is for Grade 12 students who show advanced skills in both effective writing and critical reading. Expected here is refinement of these skills to develop sophistication and stylistic maturity in writing. The students will demonstrate their writing skills through journals, timed essays and multi-draft essays. In addition to covering the BC provincial learning outcomes for English Studies 12, this course engages students in the study of the rhetorical interactions between purpose, audience, subject and context.

Through the study of a variety of mostly non-fiction texts written in diverse styles, contexts and time periods, students learn to identify rhetorical strategies, to connect them to purpose and to apply these strategies in their own writing. In addition, they study effective argumentation and composition skills and learn to both critique and create their own arguments. Synthesis and critical research skills are also an important focus. Thoughtful reading will be reflected in AP test practices – both objective and open-ended questions, journals, daily assignments, class discussions and individual projects and essays based on independent reading. Students in this course must sit the mandatory English 12 Provincial Exam, as well as the AP exam in May, and will receive credit for both courses.

AP English Literature and Composition

This course differs from AP Language and Composition in that it examines the areas of fiction, drama and poetry exclusively. Students will undertake a focused and intense study of style, and they may also be introduced to the rudiments of various critical approaches such as Marxist critical theory, feminism and post-structuralism.

Some of the texts and course content will be demanding: *Waiting for Godot*, *Heart of Darkness*, *Passage to India*, *All the Pretty Horses*, *The Road*, *White Noise*, *The Master and Margarita*, *Wuthering Heights*, *The Sun Also Rises*. Poetry will be taken from various sources and eras, ranging from the Renaissance to the current era, though there will be particular focus on such writers as Emily Dickinson and Sylvia Plath. Students who take this course will also receive credit for English 12, and they must also sit the mandatory English 12 Provincial Exam as well as the AP exam in May.

Mathematics

The mathematics courses offered strive to develop in our students an appreciation of the power and beauty of mathematics and to develop in them a high level of mathematical literacy and skill so that they will be able to explore ideas with confidence, reason logically in their pursuit of truth, and communicate effectively. The curriculum embraces the seven mathematical processes: communication, connections, mental mathematics, problem solving, reasoning, technology and visualization.

Mathematics 9

Course content includes:

- Rational numbers
- Scale factors and similarity
- Powers and exponents
- Linear relations
- Polynomials
- Linear equations
- Banking and budgeting
- Data analysis in society

A scientific calculator is needed for this course; however, a graphing calculator is recommended. The TI-83 Plus or TI-84 is the graphing calculator that is recommended and will be used in future courses.

Foundations of Mathematics and Pre-Calculus 10

This course is for students continuing their mathematics studies from Mathematics 9.

Course content includes:

- Measurement
- Trigonometry
- Factors and products
- Roots and powers
- Relations and functions
- Linear functions
- Systems of linear equations
- Problem solving

Graphing calculators are **required** for use throughout this course. The TI-83 Plus or TI-84 is recommended. The TI-Nspire is **not** allowed for this course.

Mathematics 11 and 12

There are two mathematics pathways available for students starting at the Grade 11 level: Foundations and Pre-Calculus. The goals of each pathway are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs.

Both pathways provide students with mathematical understandings and critical-thinking skills. When choosing a pathway, students should consider their current interests and future plans. For particular programs, requiring a calculus background, it should be noted that **some universities will not accept the Foundations of Mathematics pathway**. Since different universities have different admission requirements, it is **very important** to check with the university when making decisions on which pathway is appropriate.

It should be noted that the pathways are designed in such a way that students can take courses in more than one pathway if desired.

Foundations of Mathematics Pathway

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that **do not require** the study of theoretical calculus such as social sciences, humanities or fine arts.

Foundations of Mathematics 11

Course content includes:

- Financial mathematics
- Scale diagrams and proportional reasoning
- Geometry
- Logical reasoning
- Trigonometry
- Statistics
- Systems of linear inequalities
- Quadratic functions

Graphing calculators are **required** for use throughout this course. The TI-83 Plus or TI-84 is recommended. The TI-Nspire is **not** allowed for this course.

Foundations of Mathematics 12

Pre-requisite: Foundations of Mathematics 11 or Pre-Calculus 11

Course content includes:

- Financial mathematics, including costs, benefits and investment portfolios
- Logical reasoning, including set theory, conditional statements and puzzles
- Probability, including fundamental counting principle
- Permutations and combinations
- Exponential, logarithmic, sinusoidal and polynomial functions
- Problem solving

Graphing calculators are **required** for use throughout this course. The TI-83 Plus or TI-84 is recommended. The TI-Nspire is **not** allowed for this course.

Pre-Calculus Pathway

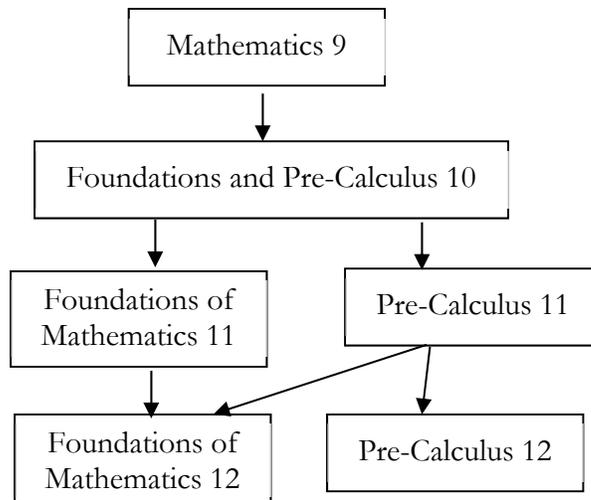
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that **require** the study of theoretical calculus, such as mathematics, sciences, engineering, medicine, or commerce.

Pre-Calculus 11

Pre-requisite: Successful completion of Foundations of Mathematics and Pre-Calculus 10. Any student who does not have their Foundations of Mathematics and Pre-Calculus 10 credit will need to write a placement exam upon their arrival at the school

Course content includes:

- Sequences and series
- Trigonometry
- Quadratic functions and equations
- Radical expressions and equations
- Rational expressions and equations
- Absolute value and reciprocal functions
- Systems of equations and inequalities
- Linear and quadratic inequalities



Graphing calculators are **required** for use throughout this course. The TI-83 Plus or TI-84 is recommended. The TI-Nspire is **not** allowed for this course.

Pre-Calculus 12

Pre-requisite: Successful completion of Pre-Calculus 11 or of a placement exam

Course content includes:

- Transformational graphing
- Trigonometry, including trigonometric functions, graphs, equations and identities
- Rational and radical relations
- Exponential, logarithmic and polynomial functions
- Permutations and combinations
- Binomial theorem
- Problem solving

Graphing calculators are **required** for use throughout this course. The TI-83 Plus or TI-84 is recommended. The TI-Nspire is **not** allowed for this course.

Calculus 12

Pre-requisite: Pre-Calculus 11

Co-requisite: Pre-Calculus 12 must be taken concurrently or be successfully completed

This course is designed as an introduction to the concepts of calculus. The goal is to provide students with foundational skills in both differential and integral calculus. The course focuses on skill development.

Course content includes:

- Limits and continuity
- Differentiation methods and applications
- Definite and indefinite integration methods with application to area and volume problems

Graphing calculators are **required** for use throughout this course. The TI-83 Plus or TI-84 is recommended.

AP Calculus

Advanced Placement courses are university-level courses. Students must be willing to work diligently both in and out of the classroom in order to succeed. These courses will challenge students to express themselves verbally, graphically, numerically and analytically to justify solutions.

AP Calculus AB

Co-requisite: Pre-Calculus 12 must be successfully completed or taken concurrently.

The course content is the same as for Calculus 12, with additional topics in both differential and integral calculus. Students write the AP exam in May to earn credit for this course.

It is **strongly recommended** that you have a mark of at least 80% in Pre-Calculus 11 in order to be successful in this course. **If not, permission from the Head of Mathematics is required.**

AP Calculus BC

Co-requisite: Pre-Calculus 12 must be successfully completed or taken concurrently.

The course content is the same as for AP Calculus AB, with additional topics covering differential and integral calculus, series, parametrics and polar curves. Students must write the AP exam in May to earn credit for this course.

It is **strongly recommended** that you have a mark of at least 90% in Pre-Calculus 11 in order to be successful in this course. **If not, permission from the Head of Mathematics is required.**

Graphing calculators are **required** for both levels of AP Calculus. The TI-83 Plus or TI-84 is recommended.

AP Statistics

Pre-requisite: Pre-Calculus 11 or Foundations of Mathematics 11

This is an elective course for students. It is intended for those students who wish to learn how to effectively conduct and analyze the data obtained in research. The course will help to develop critical and analytic thinking skills.

Course content includes:

- Exploring data, both graphically and algebraically
- Modelling distributions of data
- Describing relationships in data
- Designing statistical studies
- Probability
- Random variables
- Confidence intervals
- Significance tests
- Comparing two populations
- Statistical inferences for distributions of data
- Regressions

Although any graphing calculator is acceptable, the TI-84 is recommended for this course.

Science

The Science program promotes an understanding and appreciation of science and provides students with a variety of essential scientific skills. These include the ability to think critically and analytically, to follow the scientific method, to manipulate data in a scientific manner and to approach problems in a logical and reasoned way.

Science 9

Science 9 includes biology, chemistry, physics and ecology.

Biology

Reproduction

- Cell division processes
- Embryonic development and reproductive technology
- Sexual and asexual reproduction

Chemistry

Atoms, elements and compounds

- Introduction to the study of matter
- Classification techniques with a focus on organization of data/observations
- Classification of matter
- Kinetic molecular theory of matter
- Atomic theory
- Development and organization of the periodic table
- Introduction to chemical bonding
- Nomenclature of ionic compounds
- Chemical and physical changes in matter

Physics

Electricity

- Electric current, voltage and resistance
- Series and parallel circuits
- Electrical energy and power consumption

Ecology

- Four spheres (geosphere, hydrosphere, atmosphere and biosphere)
- Role of sun's energy
- Interspecific interactions and energy transfer
- Nutrient cycles
- Human impacts
- Sustainability

Marine Studies and Training 10

This course is an introduction to the physical, chemical and biological aspects of the marine environment.

Course content includes:

- The marine environment: chemical and physical oceanography
- Ocean circulation, tides and intertidal zonation
- Seashore habitats, life in the ocean, salmonids
- Marine environmental issues, special marine areas
- Navigation

Science 10

Science 10 is a rotational course that includes biology, chemistry, physics, earth science and forensic science. Areas of study include evolution and natural selection, applications of genetics and inheritance, chemical reactions, acid-base chemistry, the law of conservation of energy, nuclear energy and radiation and the formation of the universe.

Biology 11

This course includes an investigation of evolutionary processes, population genetics, speciation, taxonomy, diversity and ecology. The latter part of the course is primarily lab-based and investigative in approach. Upon successful completion, students are well prepared for Biology 12.

Biology 11 Pre-AP

This course includes the Biology 11 curriculum as well as the first half of the Advanced Placement Biology course (the second half is the AP Biology 12 course). This course examines concepts from both curricula and thus is comprehensive. Students who enroll do so because they intend to continue their studies with AP Biology 12. There is no AP exam for this course. The course content includes: microscopy, cytology, transport, cell division, Mendelian and post-Mendelian genetics, probability, population genetics, evolution, speciation, cladistics, ecology and microbiology. Technical writing is emphasized and developed, as is data analysis and experimental design.

Biology 12

Biology 12 is a discipline of science that is accessible to all students as it is a course that uncovers the mysteries of the body. While having a background in science is helpful, having a curiosity about life is better and all are welcome to embark on this journey. Biology 12 is an investigation into the human body from cellular to systemic levels. You will encounter everything from the small molecules that fuel the body, to the organs that use the fuel to complete their function. There are many hands-on activities and labs to see how these systems operate in real time. By the end of the course, you will understand how your body works and how interconnected everything is in order to maintain the homeostasis needed to sustain life.

AP Biology

This course has a restricted entry and is normally open only to those students who have completed Biology 11 Pre-AP. Advanced Placement Biology is an introductory university-level biology course. The course content includes: statistical analysis, biochemistry, biosynthesis, biotechnology, cell communication, energetics, as well as plant and animal physiology. Strong technical writing skills are essential. Data analysis and interpretation are emphasized.

Chemistry 11

This course is a broad survey of numerous topics in chemistry and takes both a qualitative and quantitative approach. It is an asset if students have strong math skills.

Course content includes:

- Review of kinetic molecular theory of gases
- Avogadro's hypothesis, Gay-Lussac's law
- The stoichiometry of gas volume/gas volume and mass/gas volume relationships
- The periodic table (atomic radii, electronegativity, ionization energy, reactivity)
- Atomic structure, periodicity, bonding polarity and the shapes of molecules (VSEPR), interparticle forces, Van der Waals, hydrogen bonding, London forces, metallic and network solids
- Conductivity of solutions: Arrhenius' theory of ionic dissociation, classification of electrolytes, electrolysis
- Solution chemistry, molarity, precipitation reactions, gravimetric analysis
- Organic naming, naming of simple aliphatic and aromatic compounds

Chemistry 11 Pre-AP

This course includes all the Chemistry 11 curriculum as well as an additional topic in thermochemistry and enrichment in some other topics. Consequently, students are expected to have strong math skills and be able to learn content at a quicker pace than in Chemistry 11.

Since this is the first half of AP Chemistry, students enrolled in this course usually have intentions of taking AP Chemistry the following year. There is no AP exam for this course.

Chemistry 12

Student success in this course is dependent upon having completed Chemistry 11 or Pre-AP Chemistry 11 with a strong standing.

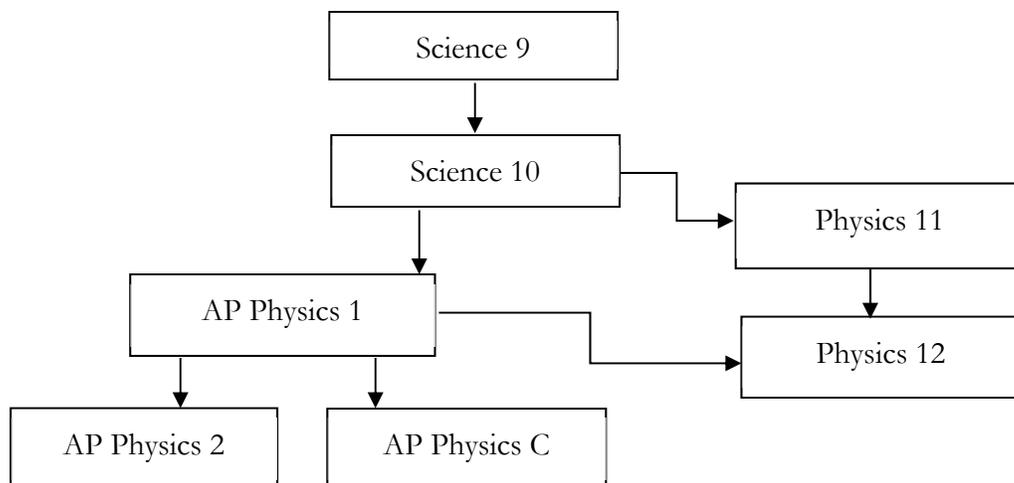
The course deals exclusively with the fundamental principles of physical chemistry: kinetics, equilibrium, aqueous solutions of sparingly soluble ionic solids, acid-base reactions (Brønsted-Lowry) and redox reactions.

AP Chemistry

This course includes all the Chemistry 12 curriculum as well as an additional topic in kinetics and thermodynamics and enrichment in other topics. Consequently, students are expected to have strong math skills and be prepared to learn content at a quicker pace than in Chemistry 12. This is the second half of AP Chemistry and students write the AP Chemistry exam in May.

Physics 11

This is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The application of physics to everyday situations is highlighted throughout the curriculum. Topics include kinematics, Newton's laws of motion, gravitation, linear momentum, work, energy and power and electric circuits. An optional topic is wave motion and geometric optics. The course uses a great deal of algebra in solving problems.



Physics 12

Physics 12 is the study of classical mechanics and electromagnetism, and is designed to help students develop analytical and problem-solving skills. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations. The course revisits the Grade 11 curriculum (kinematics, Newton's laws of motion, linear momentum, work, energy and power), but extending the analysis to include two dimensions by the use of trigonometry. Optional topics include torque, electromagnetism, special relativity and quantum physics, astronomy and gravitation.

AP Physics 1

AP Physics 1 includes a wide breadth of topics to be covered in a single year and is designed to help students develop analytical and problem-solving skills at a higher level than Physics 11. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations. This course covers linear and angular mechanics, mechanical waves and sound and electric circuits.

AP Physics 2

AP Physics 2 continues to provide a wide breadth of topics and is a follow-up to the AP Physics 1 course. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations. This course covers topics such as electricity, magnetism, physical and geometric optics, fluid statics and dynamics, thermodynamics and topics in modern physics.

AP Physics C

There are two AP Physics C courses: Physics C: Mechanics and Physics C: Electricity and Magnetism, each corresponding to approximately a semester of university work. Both courses utilize guided inquiry and student-centered learning to foster the development of critical thinking skills and use introductory differential and integral calculus throughout the course.

Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

Geology 12

The Geology 12 course has a specific focus on understanding geological processes. Practical work is an integral part of this course.

Course content includes:

- Earth materials (rocks, minerals and Earth's natural resources)
- Time and the fossil record (Earth history)
- Internal processes and structures (plate tectonics, volcanoes, earthquakes)
- Deformation and mapping
- Surficial processes (weathering, erosion, rivers, glaciers, groundwater and wind)

AP Environmental Science

This course aims to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyse environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The AP Environmental Science course is intended to be equivalent to an introductory university-level course. The major topics in the course are: scientific analysis, interdependence of Earth's systems, population dynamics, resources, environmental quality, global changes and their consequences, environment and society. There is a required field trip to Bamfield Marine Station where most of the course field and lab work is undertaken. Students write the AP exam in May.

Computer Science

The objective of the Computer Science program is to prepare students for continuously changing computer technology in a learner-centred environment and to foster critical thinking and independence in applying computer technology to integrated studies and computer programming.

Computer Science 11

The course introduces problem solving and design using the Python language. Additionally, the course will include modules on robotics, app development and 3D design. This course is an asset for students intending to pursue programs in sciences, mathematics, engineering or computer science. Students will be prepared to advance to AP Computer Science A if they so desire.

AP Computer Science Principles

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, it offers a multidisciplinary approach to teaching the underlying principles of computation. The course covers the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns and computing impacts.

AP Computer Science A

This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Entry to this course is restricted and normally open only to those students who have completed Computer Science 11 or AP Computer Science Principles.

Robotics 11

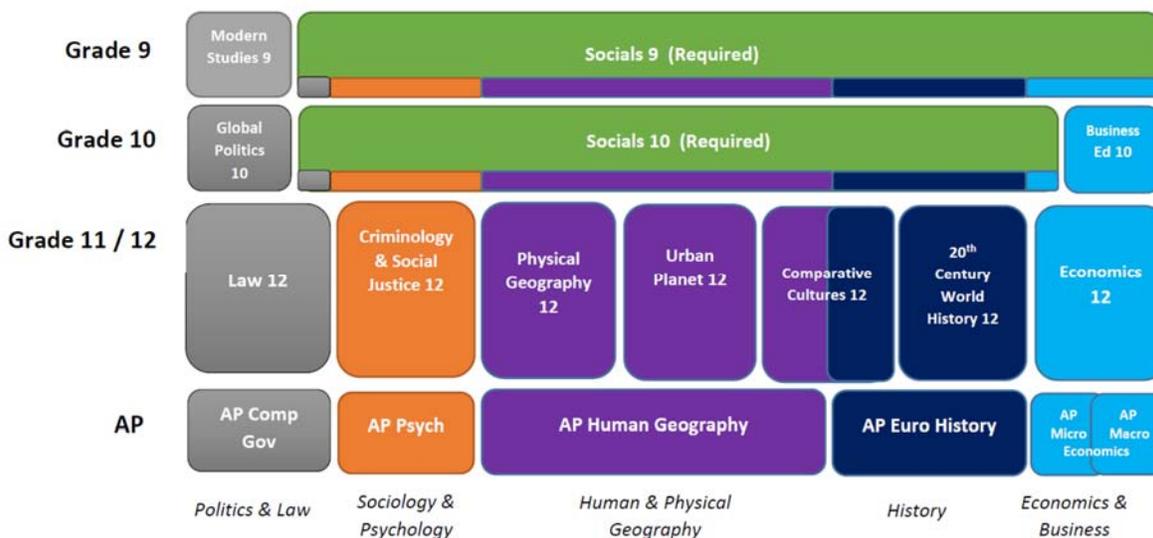
Students will learn the basics of designing, building and programming a robot to perform set autonomous tasks and compete with other robots. Class time will be split between lessons and lab work. This half-credit course will run outside the timetable and students would gain their credit by attending classes and labs once a week for 2.5 hours in the evening from September to February. This academic course must take precedence over extra-curricular activities, including team sports. Students will be expected to compete as teams in regional FTC Robotics competitions. The competitions will include some weekend commitments.

Video Production 12

Students with a passion for film and video will have an opportunity to develop their recording and editing skills in a combination of school productions and personal projects. It will be expected that students are able to attend several extra-curricular school events to capture footage. Course work will be supervised, but largely self-managed and outside the regular timetable. Students considering this course should be self-motivated, committed, and disciplined in their time management and planning.

Social Studies

The Social Studies program aims to engender in students an interest, understanding, appreciation and enjoyment of the disciplines of the social sciences, including geography, history, civics, law, economics, sociology and psychology. The program provides students with a range of applied and transferable skills, including the ability to work cooperatively, to express themselves effectively and to think critically and analytically.



Social Studies 9

Social Studies 9 presents the story of Canada, from land formations to First Peoples before contact and up to contact with European settlers. This course facilitates formation of communication, thinking, personal and social skills. Students learn to make maps, graphs and diagrams to represent places, concepts and ideas. They learn how to discover and organize concepts according to themes and then develop ideas into arguments or positions. Students work with and manipulate a variety of forms of information to develop ever greater skills in analysis and interpretation. Communication skills include working collaboratively and independently to present projects and research. Using the following big ideas, students gain a basic overview of the disciplines of geography and history.

- Emerging ideas and ideologies profoundly influence societies and events.
- The physical environment influences the nature of political, social and economic change.
- Disparities in power alter the balance of relationships between individuals and between societies.
- Collective identity is constructed and can change over time.

Social Studies 9 Plus (ELL)

Designed for English language learners (ELLs), this course covers the same curriculum as Social Studies 9, with a focus on building literacy and language skills in reading, writing, listening, speaking, viewing and representing. Students are enrolled in this course by the school and earn credit for regular Social Studies 9.

Modern Studies 9

This course is intended to provide the knowledge and develop the skills necessary to understand contemporary society and critically analyze current social and political issues, both nationally and internationally. Through a variety of methods including simulations, debate and individual presentations, students will be encouraged to take an active interest in the world around them.

Social Studies 10

Students in this course study major themes and questions pertinent to Canada in this and the previous century. How do citizens influence government and affect change in society? How has Canada responded to and been affected by global conflicts? How has the makeup of Canada's population changed and what are the implications for our future? Is it possible to maintain economic growth while protecting our environment? Students will exercise a variety of research, thinking and communication skills. These will include accessing and interpreting primary sources, evaluating and justifying their own work and opinions, and joining in with simulations. Assessment will include assignments, tests and skill demonstrations. Skills covered in this course set students up for success in the Grade 11 and 12 social sciences courses. This course is a prerequisite for graduation.

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- The development of political institutions is influenced by economic, social, ideological and geographic factors.
- World views lead to different perspectives and ideas about developments in Canadian society.
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Social Studies 10 Plus (ELL)

Designed for English language learners (ELLs), this course covers the same curriculum as Social Studies 10, with a focus on building literacy and language skills in reading, writing, listening, speaking, viewing and representing. Students are enrolled in this course by the school and earn credit for regular Social Studies 10.

Global Politics 10

This course is an introduction to international relations, which challenges students to think critically about current global issues. The first segment of the course will provide students with a basic understanding of international relations including how foreign policy is made, the roles of different kinds of power, and modes of conflict and cooperation. The second section of the course covers issues such as military conflict, warfare and terrorism. It also explores economic globalization, social injustice and environmental concerns. Finally, efforts to resolve these issues are reviewed.

Business Education 10

Business Education 10 is theoretical in nature and uses case studies, simulations, experiments, pitches and visiting speakers to give it an experiential flavour. The topics studied will be the elements of business in Canada, demand, supply and marketing, banking and the financial system in Canada, basic accounting for businesses, business planning, and trade theory. This course is designed to prepare students for Entrepreneurship 10, and can be taken as an independent subject.

Entrepreneurship 10

Entrepreneurship 10 is an experiential course where students can apply the theoretical knowledge learned in Business Education 10. In this course, the students will launch their own businesses in partnerships with other students. They will research trends and products to decide what they would like to sell. After pitching their ideas, the students will use their knowledge of marketing, financing and branding to offer their products to the SMUS community in conjunction with our social enterprise partnerships in the community. The emphasis of this course will be practical in nature, focusing on taking action, calculating risk and collaborating with others. The final assessment in the project is a pitch to invited business people, who act in the role of venture capitalists. Entrepreneurship 10 is meant to be taken as a follow-up to Business Education 10; however, each course can be taken independently of each other.

Law 12

Students literate in the law are more empowered to become active, informed and productive citizens. Students develop an understanding and appreciation of the role of law and the benefits of the legal system. Through a variety of instructional approaches, including discussion, research, debates and forums, simulations, class speakers and current events, students in this course explore the central issues involved in the law as it impacts Canadians. They acquire an understanding of legal rights and responsibilities, of how laws and regulations are made, applied and reviewed. In this interactive course, students develop their abilities to express ideas, argue effectively and logically and accurately interpret the written word. They refine critical thinking skills, problem solving approaches, the ability to work independently and with groups, revise and explore various viewpoints and make reasoned judgements. Many of the court cases reviewed in this class deal with mature subjects that recount some violent and troubling events. Students who successfully complete this course will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course.

AP Comparative Government and Politics

This is an elective offered in Grades 11 and 12. It is strongly recommended that students taking this elective have a proven ability in English and history. The course introduces the wide, diverse world of governments and political practices that currently exist in modern times. As well as examining specific countries, the course will use major concepts to make comparisons and interpret political relationships. Five countries form the core of the course: an established democracy, Britain, the non-democracies of China and Iran and the transitional democracies of Russia and Mexico.

Students will benefit in many ways from this course, not only in their exposure to higher levels of learning through comparison, analysis and synthesis, but also when they are called upon to use what they learn in this course as citizens for the rest of their lives. Students who successfully complete this course will also gain credit in Social Studies 11, which will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course.

Comparative Cultures 12

Explore the wonder and variety of modern world cultures, how they came to be and continue to shape and be shaped by our world. This cross-disciplinary course includes elements of history and geography, focusing on an inquiry-based approach where students explore issues and develop skills in research, collaboration and presentation. Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures. Geographic and environmental factors influence the development of agriculture, trade and increasingly complex cultures. Value and belief systems shape the structures of power and authority within a culture and in turn are shaped by them. How do these varied forces interact with each other to create and sustain cultures as well as to challenge and force change upon them? Topics of study within different cultures include: interactions between belief systems, the role of modern media, social organization and cultural transmission, language and the influence of artistic expressions. Students who successfully complete this course will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course with a credit in Social Studies 11.

Urban Planet 12

This elective will allow an in-depth focus on the place where most of us live: cities. We will explore the forces that originally saw people cluster together and continue to pull people from the countryside into towns the world over. We will investigate the political, economic, social and environmental issues facing cities and some of the creative responses to these. Prominence will be given to the role of local and regional government in urban planning and construction. Students will have the chance to conduct primary research and fieldwork in Victoria, and hopefully beyond, and speak to local experts. They will develop and be assessed on the effectiveness of their enquiry and communication skills. This course would be well suited to those considering a career in urban planning, government, real estate or indeed anyone who loves cities. It could be paired with AP Human Geography or any other Social Studies elective. Students who successfully complete this course will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course with a credit in Social Studies 11.

Physical Geography 12

This course seeks to explain the physical diversity and changes we see every day on our planet. Particular attention is placed on the impact of this diversity and change on the human condition.

The course is divided into two sections. Theory is the first section of the course and runs from September until the end of February. This section is taught in a traditional classroom setting and covers topics such as the earth in motion, plate tectonics, meteorology, gradational forces and natural hazards.

Applied Physical Geography is the second half of the course. This section begins in March and runs until June. Students are asked to apply their knowledge from the theory course in an independent study. Students will meet with their teacher to draft an independent study proposal. Once their proposal is approved, they will be asked to write a paper and be prepared to defend their findings in front of a panel of their peers and teachers. Students will meet with their teacher on a weekly basis to track their progress during this section of the course.

Students enrolled in the Outdoor Leadership course cover many of the topics discussed in Physical Geography 12, making it possible for students to count their Outdoor Leadership course, such as topographic map skills, towards the Applied section of the Physical Geography. Students who successfully complete this course will fulfill the graduation requirement for a Social Studies course in Grade 11 or 12.

The Wind River Canoe Trip - A Unique and Exciting Opportunity

This summer we will be offering SMUS students an opportunity to complete their Grade 12 Physical Geography credit while participating on a 20-day canoe trip in the Yukon Territory. The canoe trip will begin on the Wind River and students will paddle 400 km north to Fort McPherson on the Peel River in the North West Territories. This area presents us with a unique classroom to study Canada's physical geography. Located in the Mackenzie Mountains, the Wind River and its crystal-clear waters flow down spectacular valleys past towering mountains. The low tree line in the area offers easy access to alpine hikes and abundant wildlife viewing opportunities. If you are looking to complete a Grade 12 credit this summer in a unique and exciting way, this could be the course for you. For further details, look for one of our information sessions or contact the Outdoor Education Office. This course runs when numbers permit.

AP Human Geography

The purpose of the AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to investigate and evaluate human social organization and its environmental consequences. This course explores the themes of population, culture, geo-politics, economic geography, development and urbanism. Students also learn about the methods and tools geographers use in their science and practice. Students who successfully complete this course will also gain a credit for Social Studies 11, which will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course.

World History 12

This course is designed to highlight the main events and themes of world history in the twentieth century, concentrating predominantly on the period 1919-1991. Although the main emphasis is on the West and its relation to world affairs, a global perspective will be incorporated wherever possible. Readings will cover interpretive and descriptive material, while students will build on previous skills in formal essay writing, primary source material interpretation, debates and discussions. The major themes of the course include geopolitical events, social change, economic developments, technological progress and ideologies.

Course content includes:

- Conflict and challenge: the world of 1919
- Promise and collapse: 1919-1933
- Turmoil and tragedy: 1933-1945
- Transformation and tension: 1945-1963
- Progress and uncertainty: 1963-1991

Social and economic trends will also be analysed alongside the political events outlined above. By the end of the course, students will understand many of today's global events in context, as well as with a toolbox of skills ready for the demands of further education and the world of employment. Assessment is ongoing throughout the year and a school-based exam in June is worth 30% of the final course mark. Students who successfully complete this course will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course.

AP European History

This course examines the major themes and events in European history from the Renaissance to the modern era. Adopting an inter-disciplinary approach, this course illuminates as many facets of the European past as possible. It includes elements of intellectual and cultural history, political and diplomatic history, and social and economic history. Key topics include the Renaissance, the Reformation, European expansion, the rise of absolutism, the English Civil War, the Enlightenment, the French Revolution, the Industrial Revolution, World War I, Modernism, the Great Depression, World War II and the Cold War.

Students will hone their skills as historical detectives by working with a variety of primary and secondary sources, both written and visual. They will improve their ability to assess the reliability of evidence, appreciate divergent interpretations and write fluent, well-argued essays. The successful AP European History student will understand that the history is not just a story, but also one in which historians can interpret and provide their own opinions. This course is also a basis for understanding the context of many other subjects and is often seen as a general knowledge course. The AP examination is written in May. Students who successfully complete this course will also gain credit for Social Studies 11, which will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course.

Criminology and Social Justice 12

This course introduces students to the study of crime. We explore possible reasons for crime from psychological, biological and sociological perspectives; we survey categories of crime and examine social consequences of crime. We investigate how criminal justice systems respond to criminals and their misdeeds. Some key questions of our course include: What is criminal behaviour? Does the meaning of criminal change when in different cultures? Why do some people commit crimes while others do not? What elements of culture, society and psychology promote criminal behaviour? Why are there different punishments for the same crime? Units include topics such as: history of crime; types of crime; sociology and psychology of crime; investigation; forensics; retribution; and reintegration. Throughout the course, topics will be integrated: crime and gender/race; crime and media; and environmental factors (gangs, mob mentality). Students who successfully complete this course will fulfill the graduation requirement for a Social Studies course in Grade 11 or 12 with a credit in Social Justice 12.

AP Psychology

This course emphasizes the history of psychology as a science, the different theoretical approaches that underline explanations of behaviour, and contemporary research methods. The content covers the major schools of psychology and gives students an understanding of behavioural, biological, cognitive, humanistic and psychodynamic approaches and their impact on the research and practice of psychology. Emphasis is also given to experimental methods and sampling as well as ex facto and naturalistic observation, and ethics. Elementary descriptive and inferential statistical analyses are used to evaluate the results of the scientific process. The AP exam is in May.

Economics 12

In Economics 12, students examine fundamental economic principles in a Canadian context. Microeconomic topics include production, business organization, exchange, the spectrum of markets, income distribution, labour unions, and consumption and savings. At the macroeconomics level, students explore economic systems, the role of government, money and banking, unemployment, inflation, economic growth and trade.

AP Microeconomics/AP Macroeconomics

AP Microeconomics and AP Macroeconomics are two separate courses, each worth 4 credits, but are offered at SMUS as one year-long course. The AP examination for each course is written in May. Students who successfully complete these courses will fulfill the graduation requirement for a Grade 11 or 12 Social Studies course with a co-credit in Economics 12.

AP Microeconomics

The course will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP Macroeconomics

The course will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

After taking these courses, students will have a firm understanding of both the theoretical underpinnings of the market economy and the practical implications of the market at the level of the consumer and the country. To be successful, students must be open to understanding concepts using graphs and be willing to put forth a significant effort to keep pace with the demands of the subject.

Modern Languages

The objective of the Modern Languages program is to develop literacy, fluency and creativity through imparting an awareness and appreciation of the target culture and focusing upon the four communicative skills: speaking, listening, reading and writing.

Beginner French 9

Prerequisite: none

This course is designed for students entering Grade 9 with little or no knowledge of French. It offers an introduction to basic vocabulary and grammatical concepts. Vocabulary around themes of friendship, food, sport, leisure activities, family life and travel is developed with equal emphasis placed on the four language skills: listening, speaking, reading and writing. It is a fairly fast-paced course as it is designed to prepare students for continuing in French 10 the following year. Although this is a designated Grade 9 course, students from other grades who wish to start learning French are welcome as well.

French 9

Prerequisite: French 8

The goal of this course is to continue to develop the four competencies – listening, speaking, reading and writing – as well as student's cultural competency through an introduction to francophone cultures. Students will learn to express themselves using the present tense; the *futur proche* and the *passé composé* with *avoir* and *être*. Cultural components will be integrated throughout year. Using *Discovering French Blanc*, students will learn vocabulary related to self and family, extended family relationships, food and drink, cafés and restaurants, likes and dislikes, sports and pastimes, dates, days, seasons, time, home and school, daily activities and more. Activities and assignments include examining authentic documents, oral presentations, skits, research projects, presentations and interactive exercises in the language lab.

French 9 Advanced

Prerequisite: Strong result in French 8 or permission from the Head of Modern Languages

This course is designed for more advanced students who have strong oral and aural skills and wish to develop their written skills at a more challenging level. These students may be interested in pursuing AP in the future. The course covers the same learning outcomes as French 9, with significant additional depth of vocabulary and grammar. French is used in class almost 100% of the time. Enrichment includes longer free-writing tasks and additional grammatical components, including uses of the *imparfait*.

Beginner French 10

Prerequisite: none

This demanding and accelerated course covers Grade 9 and Grade 10 material in one year with an emphasis upon rapid mastery of grammar and vocabulary coupled with application of these in communicative situations. The objective is to prepare the students for French 11. See French 10 description for a sample list of instructional methods. The expectation is that French will be used increasingly in class and that students will reach an intermediate level of spontaneity.

French 10

Prerequisite: French 9 or Beginner French 9

This course includes some review of Grade 9 themes and grammar content, plus predictions about the future (*futur simple*), describing the past (*imparfait* and *passé composé*), sports and health, the family house, fashion, style and shopping, holidays and travel. Further development of free speaking and free writing as well as cultural components are included.

French 10 Advanced

Prerequisite: French 9 Advanced or permission from the Head of Modern Languages

This course includes French 10 content, plus more emphasis upon a wider active vocabulary, and greater integration of theme vocabulary and grammatical component into students' free speaking and writing. This course is designed for more advanced students and prepares them for AP French. Greater emphasis is placed on the use of French only in the class. The expression of hypothetical situations with the conditional mode and some more advanced grammatical topics are introduced. Some reading of authentic texts, creative work and study of cultural components are included throughout the course.

French 11

Prerequisite: French 10

This course includes Grade 9 and 10 topics further developed, actions compared and contrasted in the past and future, the subjunctive mode (some uses), vocabulary topics such as descriptions, daily routines, household tasks, the environment and outdoor activities, directions, travel and transportation, languages, countries and their inhabitants. The cultural components include individual research projects and oral presentations, music and film study, and reading of authentic texts.

French 11 Advanced

Prerequisite: French 10 Advanced or permission from the Head of Modern Languages

This course includes the French 11 content and continues to develop a broader range of active vocabulary with more ability to express uncertainty and past conditions in a wide range of authentic written and spoken tasks. Grammar includes *les temps composés, le passé simple and le subjonctif*. The expectation is that close to 100% French is spoken in class. The cultural component includes individual research projects and reading of authentic literary and journalistic texts. Students will be prepared to advance to AP French if they so desire.

French 12

Prerequisite: French 11

This course continues to refine grammar topics learned in French 9 through 11 and introduces more complex uses of the subjunctive mood, various pronouns and "si" clauses. By the end of the year, students will have mastered and refined all of the basics of French grammar. There will also be continued development of communicative skills and of cultural knowledge, including French films and authentic texts. Vocabulary expansion will play an important role in this course and will include the following topics: health and well-being, social behaviour, social justice, current events and the environment. Upon successful completion of this course, students will be able to function in an authentic French environment.

AP French Language and Culture

Prerequisite: French 11 Advanced or permission from Head of Modern Languages

This is a rigorous course taught exclusively in French and requires students to improve their proficiency across the three modes of communication: interpretive, interpersonal and presentational. It is designed to provide students with the necessary linguistic skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken.

Japanese 11

Prerequisite: Japanese 10

In this course, students conduct conversations in Japanese in a range of contexts; gain greater understanding of Japanese grammar; learn to talk about sequences of activities; use reported speech; undertake discussions about experiences, skills and abilities, food, directions, schedules and practice story-telling.

Japanese 12

Prerequisite: Japanese 11

This course includes continued development of content and skills learned in previous courses with an emphasis on reading and writing of stories and everyday conversations. Students will develop greater fluency in spoken Japanese and comprehension of more cultural aspects through the Internet.

Beginner Mandarin (Chinese) 9

This course is designed for students who have no Mandarin background, and for those with little background who wish to make a fresh start in Mandarin. The course covers Chinese Putonghua pronunciation, Pinyin and simplified Chinese character writing strokes. It also develops the four basic skills in listening, speaking, reading and writing around themes of greetings, introductions, personal interests, family, numbers and dates, countries and languages, and occupations and workplaces. This is a fast-paced course designed to prepare students for continuing in Mandarin 10 the following year.

Mandarin (Chinese) 9

Prerequisite: This course is designed for students who have successfully finished Beginner Mandarin 9 and for those who have a similar level of Mandarin background/ knowledge

The course will quickly review Chinese Putonghua pronunciation, Pinyin and simplified Chinese character writing strokes. It will also expand the students' four communication skills on the topics of personal life, family and friends, times and dates, countries and languages, occupations and workplaces, and modes of transport. This is a fairly fast-paced course which prepares students for continuing in Mandarin 10 class the following year.

Mandarin (Chinese) 10

Prerequisite: This course is designed for students who have successfully completed Mandarin 9 and for those who have an equivalent level of Mandarin background/ knowledge (pre-registration assessment required)

The course will develop the four skills of listening, speaking, reading and writing Chinese around themes of colours and clothing, weather and holidays, school subjects and facilities. With more language knowledge and stronger communication skills, students are prepared for continuing in Mandarin 11 the following year.

Mandarin (Chinese) 11

Prerequisite: This course is designed for students who have successfully completed Mandarin 10 and for those who have an equivalent level of Mandarin background/ knowledge (pre-registration assessment required)

Besides a Chinese culture component, the course will focus on improving communication skills in listening, speaking, reading and writing in Mandarin around themes of Chinese food, health and nutrition, shopping and living environments. With stronger language knowledge and more sophisticated communication skills, students are prepared for Mandarin 12 or AP Chinese Language and Culture.

Mandarin (Chinese) 12

Prerequisite: This course is designed for students who have successfully completed Mandarin 11 and for those who have an equivalent level of Mandarin background/ knowledge (pre-registration assessment required)

Besides the Chinese culture component, the course will continue improving skills and confidence in listening, speaking, reading and writing Chinese around themes of the geography of China, travel, and world-famous cities and communities. By the end of the course, students should be able to communicate confidently in most daily situations and are prepared for university-level courses.

AP Chinese Language and Culture

Prerequisite: This course is comparable to first year university courses in Mandarin Chinese. It will deepen students' immersion into the language and culture of the Chinese-speaking world.

By the end of the course, students will successfully achieve intermediate- to advanced-level proficiency. Its aim is to provide students with on-going and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference. Lessons will consider Chinese family life and societal structures in the larger community, ethnic and regional diversity, holidays and food, sports and games, and current affairs. Students will also become familiar with cultural and artistic topics such as Chinese painting, literature, music, folklore, philosophy, and the influential people who shaped Chinese history and who influence Chinese-speaking societies today. In addition to being offered within the regular timetable, this course may also be offered as an evening course, if numbers allow.

Beginner Spanish 9

The goal of this course is to develop a basic level of the four competencies – listening, speaking, reading and writing – as well as students' cultural competency through an introduction to Hispanic cultures. Students will learn to express themselves using the present, future and recent past tenses and master a wide range of vocabulary based on themes including family, school and free time. The development of the four competencies takes place through examining authentic documents, songs, oral presentations, skits, research projects, presentations and interactive exercises in the language lab.

Beginner Spanish 10

This demanding and accelerated course covers Grade 9 and Grade 10 material in one year with an emphasis upon rapid mastery of grammar and vocabulary coupled with application of these in communicative situations. The objective is to prepare the students for Spanish 11 or 11A. See the Spanish 10 description for a sample list of instructional methods. The expectation is that Spanish will be used increasingly in class and that students will reach an intermediate level of spontaneity.

Spanish 10

Prerequisite: Beginner Spanish 9

This course is an integrated review and further development of students' communicative skills using themes relevant to the students' life and age. The tenses covered include all irregulars of the present tense, reflexive verbs, past, imperfect and some commands. The development of the four competencies is through examining authentic documents and literary works, oral presentations, skits, research projects, presentations and interactive exercises in the language lab. The expectation is that Spanish will be used increasingly in class and that students will reach an intermediate level of spontaneity.

Spanish 11

Prerequisite: Beginner Spanish 10 or Spanish 10

This course further develops Grade 9 and 10 topics, continuing work on communicative skills, cultural awareness and enriching vocabulary and grammatical knowledge. Grammar focus includes a review of the past, imperfect and simple future and the addition of most uses of the subjunctive and the conditional tense and all command forms. The expectation is that Spanish will be increasingly spoken, close to 100% by mid-year. Refinement of the four competencies through examining authentic documents and literary works, oral presentations, skits, research projects, presentations and interactive exercises in the language lab. Students will be prepared to advance to Spanish 12.

Spanish 11 Advanced

Prerequisite: Spanish 10 and/or permission of the Department

This course further develops Spanish 9 and 10 topics, continuing work on communicative skills using themes relevant to students' life, interests and surroundings. Students further develop cultural awareness and grammatical knowledge, including all irregular past forms, past vs. imperfect, a review of future and conditional tenses.

The expectation is that Spanish will be increasingly spoken, close to 100% by the end of the year. Refinement of the four competencies through examining authentic documents and literary works, oral presentations, skits, research projects, presentations and interactive exercises in the language lab. Students will be prepared to advance to Spanish 12 or AP Spanish Language and Culture.

Spanish 12

Prerequisite: Spanish 11 or permission of the Department

Spanish 12 is the final phase of a four-year program. The course is exceptionally rich in folkloric and cultural information about the Hispanic world. The communicative approach rooted in practical situations is maintained, and special emphasis is placed on oral expression in creative situations. Course content will include sophisticated grammar, compound and complex verb tenses, nuances of vocabulary, and as many creative literary, dramatic, musical and video works as possible. By the end of this course the students should be able to converse with Hispanics on general topics, read a Spanish newspaper, and understand most of the news on television or the radio.

AP Spanish Language and Culture

Prerequisite: Students should have taken three to four years of Spanish prior to enrolling in the course. They should have some proficiency in the language and be willing to use it to communicate with others. An open mind and an excitement about interacting in Spanish are the best predictors of success for this course.

This is a **rigorous course taught exclusively in Spanish** and requires students to improve their proficiency across the three modes of communication: interpretive, interpersonal and presentational. This course is designed to provide students with the necessary linguistic skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken.

The Arts

The objective of the Arts program is to promote creativity, imagination and an appreciation of all the arts as a fundamental dimension of human behaviour and the self.

Fine Arts 9

Each Grade 9 student will be enrolled in the Fine Arts 9 rotation. In order to expose all students to every type of fine art at the school, students will receive half a year of instruction in Art 9 and half in Drama 9.

Art 9

This course is designed as a sampler, with the intention that students will experience as many different aspects of techniques and materials as can be fitted into the time available. Students normally move through three distinct units, encompassing painting, printmaking and some form of 3D work. They do not need to keep a sketchbook, although many students coming from Middle School retain their sketchbooks from the previous year. Assessment of assignments is criterion-based, with participation and effort marks included as part of the global summative assessment given at the end of the rotation. A strong emphasis is put on encouraging all students, regardless of ability, and our philosophy is to have the students learn in a positive and non-threatening environment, while developing a healthy respect for the visual arts from their experiences in the Art Room.

Drama 9

This course is designed as an introduction to drama and the world of theatre. Improvisation is the heart of the course. Through improvisation, students look at character, plot and setting in combination to create in-class scenes. In context, television and film are discussed within the framework of drama as entertainment. The basics of all theatre work are introduced in an imaginative, creative and non-threatening process. Units may also include scene writing, technical applications and computer theatrical set design. Careers in the theatre/film industry are introduced as well.

Painting 9

The Painting 9 course is designed to provide students who have a heightened interest in visual art the opportunity to delve deep into the techniques and practice of drawing and painting. A range of traditional and current approaches will be explored with an emphasis on craftsmanship, observation and material understanding. The vast majority of class time will be spent painting and learning through doing. The course will build a strong foundation for future art studies, especially AP Studio Art: Drawing and Painting. Students in this course would also be enrolled in the half-year of Art 9, which would cover other art techniques.

Art 10

Art 10 is an important foundation course in drawing, painting, printmaking, graphic design and 3D approaches to making art. The course stresses process, skills, analysis and understanding of art-related topics. Learning is experiential and hands-on and numerous works will be created over the course of the year. A range of historical and contemporary artwork is considered and discussed in regard to their social and cultural significance. Appropriate studio etiquette is taught regarding the care of materials and the safe use of equipment. Studio practice leads to formal assignments where students have the opportunity to transfer their skills and understanding into their own creative expression. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook work). Participation, effort and classroom citizenship are important factors in the assessment process, leading to a rich, creative and productive studio experience.

Art 11

Art 11 builds upon skills developed in Art 10 and encourages the emergence of the student's own artistic voice while increasing the expectations of technical proficiency, material understanding and self-directed confidence. The interconnection of the visual arts to history, the individual, and to society is explored through an examination of a range art related issues. Assessment is ongoing and based on both application (studio assignments) and process (sketchbook work). Participation, effort and classroom citizenship are important factors in the assessment process, leading to a rich, creative and productive studio experience.

The designation of Art 11A is for students preparing to take the AP Studio Art course and/or applying to a visual arts-based post-secondary program, which begins in Grade 11 with the development and maintenance of a strong and varied portfolio.

The designation Art 12 is for Grade 12 students, excited to develop their artistic skills further, who do not intend to submit an AP Studio Art portfolio.

Digital Art 11

Digital art applies the essential elements of art and design to industry standard graphic applications. This course is recommended for students who wish to expand the visual communication skills required in this growing digital world.

Students already comfortable with computers will be able to demonstrate and develop creative skills and expression that have previously been locked behind the phrase “I can’t draw.” Accomplished student-artists will be able to bolster their portfolios and resumes with a practical knowledge of the technical tools they will use in creative professions. At the end of the course, proficiency in Adobe Photoshop and comfort working with Adobe After Effects will be among the technical skills to add to your CV. Examples of projects include photo-manipulation, image montage, digital painting, vector art, animation and special effect movies.

This course is an excellent option for students intending to submit a digital or photographic portfolio for **AP Studio Art: 2D Design**. Students will need access to a digital camera and headphones.

The designation Digital Art 12 is open to students who have credit in Digital Art 11 and are excited to develop their artistic skills further. This course will be self-directed, with assistance from the teacher, and be focussed on the digital media that the individual student is most interested in. A major project will be expected by year’s end.

3D Applied Design and Installation 11

This is a studio art course where students will learn a selection of fundamental 3D manipulation and construction techniques prior to an introduction to 3D modelling, printing and computer-aided design (CAD) software. They will reflect on the interaction between an object of art, its surroundings and its audience. This course will appeal to students who are interested in the role art plays in a community and how it can impact a space. Those who are wanting to explore 3D design and technology while maintaining a hands-on approach to learning and whose eventual professional goals may include architecture will find this course a valuable addition to their timetable. It is the option for any students intending to submit a portfolio for AP Studio Art: 3D Design in the Grade 12 year.

It is likely that this course will run outside the timetable and students would gain their credit by attending class once a week for three hours in the evening. These academic courses must take precedence over extra-curricular activities, including team sports. In the case of possible AP students, they would have to supplement this by continuing projects on their own time in order to build the necessary volume of work.

Students wishing to continue their exploration of 3D Design following the completion of 3D Applied Design and Installation 11 should consider registering for AP Studio Art 3D Design.

AP Studio Art

Students may choose to enroll in AP Studio Art: 2D Design; AP Studio Art: Drawing and Painting; or AP Studio Art: 3D Design. All three courses are taught together, with students from each course working side-by-side. On occasion, a student has switched courses partway into the year, in order to better match their portfolio with their artistic style.

AP Studio Art is for motivated students who are seriously interested in the study of art beyond the high school level; the program demands significant commitment. Students wishing to take this course should have taken a Grade 11 visual art. If new to the school, they will be required to produce evidence of their previous work before being allowed admission into this course. Grade 11 students who have taken Art 10 are welcome in the course, but they should understand that the skill required is at a high level.

The AP Studio Art program is based on the production of a portfolio. The portfolio can be developed in any of the following areas: 2D Design, 2D Drawing and Painting, or 3D Design. Students will be expected to work outside the classroom as well as within it, and so should ensure that they will have adequate time to fulfill the expectations. Students considering this course should be self-motivated, totally committed to visual art, and able to work on assignments outside of regular classroom hours.

Students intending to include photography in their portfolio should enroll in AP Studio Art: 2D Design. Please note that not all 2D Design portfolios include photographs but that is the only portfolio that can include them.

AP Art History

AP Art History is NOT a studio course and will appeal to a broad group of interests, but is especially useful to those students contemplating architecture in university.

The AP Art History course explores topics such as the nature of art, art making and responses to art. Students explore a specific set of 250 works of art in 10 content areas beginning with art from global prehistory and ending with global works from the present. In their investigation, students consider influential forces like patronage, politics, class, belief, gender and ethnicity in their analysis of art forms. They examine styles, techniques, themes and chronology, and comparing and contrasting art forms from varied perspectives. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read and write about art, artists, art making and responses to and interpretations of art.

Drama 10

This course expands on the materials and ideas presented in Drama 9, introduces styles and methods of acting, and gives a first look into scripted material. Beginning with improvisation, the course reviews the rules of theatre presented for both actors and audience members. Character study is a major aspect and time is spent analysing and portraying all kinds of characters. With character comes the blending of set and plot and the beginnings of complex scenes. A scripted modern comedy and drama are presented as in-class works. A Shakespearean scene and the introduction of classical theme and presentation are part of the course. Additional units include film and television study, technical aspects of theatre, scene writing and careers in theatre and film.

Acting 11

The course begins with some improvisation and then moves to scripted material. Acting styles and methods are the focus from which the main goals of the course are achieved. Creativity and imagination are vital and help make collaborative group work fun and exciting. Technical skills, script development, historical context and the use of theatre to reflect the morals and values of a society are part of the learning involved in the course. There is an implied degree of elevated sophistication from the previous course.

Acting 12

This course offers extensions of study in both sophistication and scope from all other offerings. Specifically developed styles of theatre will be one focus of the course. The aim is to assist students to feel comfortable stepping into a university program of theatre studies or creative writing. Each student will prepare a portfolio of monologues suitable for auditions for university programs, community or professional acting roles. An element of directing for the theatre may be a part of the course and a creative writing segment adaptable to any one of a number of different theatre styles. Scenes from four major genres of theatre will be done and some showcase materials will be presented. There is an implied degree of elevated sophistication from the previous course.

Scriptwriting and Directing 12

This is a very specialized course but remains the cornerstone of most theatre programs. It is designed for a student who works well independently with strong guidance and focus but who loves time to think, plan and be creative. The writing element is central, and an understanding of theatrical structure is advantageous but not essential. Play building in many forms will help in the writing process, as well as the analysis of character, theme, plot and setting. Some historical reference for background and understanding will be taught. The second half of the course revolves around directing and can be more or less intensive as the needs and interests of the student dictate. The goal is to write a one-act play and direct or have it directed. An independent area of study agreed upon is possible and encouraged. Directing 12 students have the opportunity to be significant contributors to the school musical.

Concert Band 9

Students must have at least one year's playing experience, preferably more, and have a good understanding of basic playing techniques. There is no beginner band in Senior School. The course is performance oriented with concert opportunities throughout the year, designed to consolidate and fine tune the skills acquired in the earlier grades.

Practice on the instrument is an integral part of this course. This ensemble is divided into two sets. In order to bring the two halves together, the full Grade 9 Concert Band meets early mornings twice a month for a repertoire rehearsal. Some students may also be invited to play in/audition for other ensembles. These include Orchestra, Swing Band, Jazz Band, Senior Concert Band, Pit Orchestra for the annual musical, and Brass Ensemble.

Concert Band 10

The Grade 10 Concert Band program at SMUS is an extension of that in Grade 9, where students are playing at a higher level. As part of the Senior Concert Band, the Grade 10 students join with their counterparts in Grade 11 and 12 early mornings twice per month to work on repertoire, which ranges from symphonic to music from the movies, musicals and pop. Individual practice on the instrument at home to develop tone and technique, greatly enhances the ensemble or team as a whole, and helps to expedite the rate of progress of the ensemble. Some students may also be invited to play in/audition for other ensemble. These include the Orchestra, Swing Band, Brass Ensemble, Pit Orchestra for the annual musical, and the British Columbia Music Educators (BCMEA) Honours Ensembles, which comprise the top high school music students in the province.

Concert Band 11

Students in the Grade 11 Concert Band should have a minimum of three years playing experience or have taken private study. As with the other bands in Grades 9 and 10, this band meets within the school timetable. As part of the Senior Concert Band, the Grade 11 students join with their counterparts in Grade 10 and 12 early mornings twice per month to work on repertoire, which ranges from symphonic to music from the movies, musicals and pop. There are numerous performance opportunities throughout the year. Some students may also be invited to play in/audition for other ensembles. These include the Orchestra, Swing Band, Brass Ensemble, Pit Orchestra for the annual musical, and the British Columbia Music Educators (BCMEA) Honours Ensembles, which comprise the top high school music students in the province.

Concert Band 12

Students in the Grade 12 Concert Band should have a minimum of four years playing experience or have taken private study. As with the other bands in Grades 9 and 10, this band meets within the school timetable. As part of the Senior Concert Band, the Grade 12 students join with their counterparts in Grade 10 and 11 early mornings twice per month to work on repertoire, which ranges from symphonic to music from the movies, musicals and pop. There are numerous performance opportunities throughout the year. Some students may also be invited to play in/audition for other ensembles. These include the Orchestra, Swing Band, Brass Ensemble, Pit Orchestra for the annual musical, and the British Columbia Music Educators (BCMEA) Honours Ensembles, which comprise the top high school music students in the province.

Jazz Band

The Senior Jazz Band is a cross-grade ensemble. The group plays music written for big band instrumentation in Jazz, Latin and popular music idioms. Learning to improvise is a component of the rehearsals but not a requirement. The group meets outside the timetable from 6:00 to 7:15 am each Tuesday and Thursday. For full music credit, students are required to perform in one of the other school large ensembles (concert band, orchestra or choir) Students not registered in the concert band program may be required to audition for the group.

Concert Choir 9

It is hoped that students registering in this course will have some previous singing experience, either in solo voice or in a choir. They must be prepared to make a joyful noise, and to improve their overall vocal and breathing techniques. Although the ability to sight-sing is an advantage, it is not mandatory. Historical context of music and some theory will be studied through the repertoire being prepared. There will be performance opportunities throughout the year, and attendance at school concerts is mandatory to fulfill the requirements of this course.

Concert Choir 10

As a continuation of Concert Choir 9, students will continue to work on mastering the elements of tone, tuning, breath and musicality with greater confidence, accuracy and sensitivity. Historical context and theory will continue to be addressed through the repertoire being prepared, supplemented by educational videos and classroom work. Attendance at school concerts is mandatory to fulfill the requirements of this course.

Concert Choir 11

As students mature musically, the ability to convey a composer's intentions accurately and to deal with music more sensitively is required. Improving technical competence (diction, tone quality, intonation, breath control) and utilizing this competence in performance, with an increasingly developed knowledge of musical literacy are the goals of this course. History and theory will continue to be addressed through the repertoire being prepared, supplemented by educational videos and classroom work. Attendance at school concerts is mandatory to fulfill the requirements of this course.

Concert Choir 12

As students mature musically, the ability to convey a composer's intentions accurately and to deal with music more sensitively is required. Improving technical competence (diction, tone quality, intonation, breath control) and utilizing this competence in performance, with an increasingly developed knowledge of musical literacy are the goals of this course. History and theory will continue to be addressed through the repertoire being prepared, supplemented by educational videos and classroom work. Attendance at school concerts is mandatory to fulfill the requirements of this course.

Vocal Jazz

The Vocal Jazz Ensemble (VJE) is a cross-grade performing group whose focus is on 4-part non-classical vocal music. This vocal ensemble consists of 16 singers plus a pianist, bassist, drummer and guitarist. The ensemble performs jazz standards, show tunes, and some pop and folk numbers. This ensemble explores modern vocal harmonies and styles of non-classical North American music. Learning proper microphone techniques is part of the program. The VJE is designed to be a further enrichment to the large ensembles that are already part of the senior school music program and therefore potential members of this ensemble should already be participating in a large ensemble. Rehearsals take place outside the timetable. Auditions include preparing a song, doing some rhythmic and melodic sight reading, singing harmonies, and analysing the vocal blend within a group.

Strings 9

This course is a continuation of the SMUS Junior/Middle School strings programs and is designed for students with previous string experience. New students should have a minimum of three years playing experience on the orchestral stringed instrument (violin, viola, cello or bass) of their choice.

Improving tone and intonation is a primary goal in the Grade 9 program. This is achieved through the technical mastery of the left hand. Another primary focus is the introduction of vibrato and high position shift work. These techniques are incorporated into the class repertoire. Since the strings program is based on orchestral playing techniques, participation in the school orchestra is compulsory.

Strings 10

Due to the nature of string-playing, actual mastery of any single component of playing is ongoing, so it is necessary to continually review and improve upon existing skills. Therefore, improvement in the various facets of string-playing becomes specific to each individual class. As students graduate into the higher grades they are expected to perform more often, in smaller ensemble groups and in the orchestras. New bowing techniques are continually being introduced.

Strings 11

As students mature technically they are able to express musical ideas on their instrument of choice with greater clarity, so it is at this stage in their training that the musical or interpretive aspects are more fully explored. The art of phrasing and legato playing is studied as well as discussions as to various bowing possibilities. Again, much depends on the individual abilities of the players and there is a continual perfecting of technique and intonation that will continue throughout their musical life.

Strings 12

At this point in their musical studies, students have an extensive repertoire and much performing experience. They perform with an interpretive maturity and can readily recognize the composers' intentions in the music put before them. They are given some choice in the works that they will perform and are expected to play frequently at school functions for which music is requested. Class time is spent cleaning up technical shortcomings and attaining greater mastery in shifting, vibrato, the various bowing and phrasing techniques and intonation.

Physical Education

The objectives of the Physical Education program are to develop the knowledge, skills and attitudes necessary to support a healthy, active lifestyle, with an emphasis on the links between exercise, learning and emotional health.

Physical and Health Education 9

The Grade 9 program is structured to offer students an introduction to various movement experiences and activities. Traditional individual and team sports provide motor skills, strength and cardiovascular development, while promoting physical literacy. The course includes an introductory nutrition unit as well as dance and a variety of minor games. Consistent with cutting-edge brain research linking exercise to academic achievement and emotional well-being, fitness development is integrated into each class.

Physical Education 10

Physical Education 10 continues the foundations provided in Grade 9. Skill development, game knowledge and individual responsibility are a priority, with learning experiences designed to maximize activity and participation time for each individual. Students are encouraged to maintain an active, healthy lifestyle and foster personal growth. They should also develop the ability to meet challenges within and outside the athletic arena. Regular fitness development sessions provide students the opportunity to improve their physical, emotional and social well-being, leading to higher levels of academic achievement and general wellness.

Sport Science 10

Sport Science 10 is a course designed for students in Grade 9 or 10 who have a strong interest in sport, athletic development and performance. Regular classroom sessions will be supported in an experiential setting with gymnasium and fitness centre-based classes where topics discussed in class will be explored in an active fashion. Additionally, we will take advantage of local institutions such as the University of Victoria and the Pacific Institute of Sport Excellence to experience their athletic facilities. Major themes in this course include principles of training, human anatomy, physiology, nutrition, and strength training and programming. This course can be taken sequentially with Athletic Leadership 10, but it can also be taken independently.

Athletic Leadership 10

Athletic Leadership 10 is a course designed for students in Grade 9 or 10 who have a strong interest in sport, athletic development and leadership. Regular classroom sessions will be supported in an experiential setting with gymnasium and fitness centre-based classes where topics discussed in class will be explored in an active fashion. Additionally, we will take advantage of local institutions such as the University of Victoria and the Pacific Institute of Sport Excellence to experience their athletic facilities. Major themes in this course include the prevention and management of injuries, sport psychology, motor learning and skill acquisition, teaching and instruction methods, as well as strength training and programming. This course can be taken sequentially with Sport Science 10, but it can also be taken independently.

Physical Education 11

The Physical Education 11 program is a mandatory class for all Grade 11 students. To meet the diverging preferences and needs of individual students, an increased range of physical choices and pursuits will be available and student direction, based on class interest and feasibility, will be encouraged. New opportunities will be introduced and continued emphasis will be placed on personal fitness, and the benefits of a healthy lifestyle. Students will have the opportunity to select one of the following strands, hopefully matching their personal needs with each course's specific goals and expectations.

Standard

The standard stream of Physical Education 11 provides exposure to a wide variety of both team and individual activities, as well as daily fitness-development sessions, with an emphasis on the link between exercise and learning. This program is designed foster a co-operative, positive environment, while developing leadership skills, and an understanding of the importance of lifelong fitness and wellness. This course is appropriate for students of all levels of fitness, ranging from beginner to advanced.

Lifestyle and Fitness

Through participation in Physical Education 11 Lifestyle and Fitness, students will develop the knowledge, skills, and attitudes necessary to incorporate a variety of physical activities into regular routines in order to live an active, healthy lifestyle. Fitness is an important component of this course, as cutting-edge brain research has linked exercise to academic achievement, optimal learning conditions, and managing stress and anxiety. Lifestyle activities are designed for those students who wish to pursue physical activity in a non-competitive environment and will include traditional sports, individual pursuits and team-building activities. Students will be introduced a variety of fitness modalities designed to improve overall functional health and fitness, including strength training, yoga, Pilates and our SMUS-Fit boot-camp style workouts. This course is appropriate for students of all levels of fitness, ranging from beginner to advanced.

Human Performance

Through participation in Physical Education 11 Human Performance, students will develop the knowledge, skills and attitudes necessary to gain improved athletic performance and to live an active, healthy lifestyle. The students will develop sport-specific personal fitness and effective social skills, such as co-operation, sportsmanship and fair-play. Examples of activities will include traditional sports, innovative games and minor games, as well as an introduction to training principles, developing muscular strength and endurance, and nutrition. As this is a more competitive course, it is recommended students have a solid base of cardiovascular fitness.

Blended

This course is offered to students who are unable to fit Physical Education 11 into their timetables. Students are expected to track their 150 minutes of physical activity (minimum) per week which must be submitted to the teacher with a written reflection component every two weeks. Students are also expected to attend one weekly workout session scheduled outside of the timetable either at lunch or before or after school. The course uses an online platform to support learning in many areas of health, fitness and wellness. This includes regular discussions, as well as three active-living projects over the course of the year, in which students have the latitude to pursue their own areas of interest, to further support their personal fitness journeys. Students must consult both their Academic Advisor and the Head of Department for Physical Education in order to register in this course.

Physical Education 12: Active Sport

The Physical Education 12 Active Sport elective is designed to provide students with a stimulating and challenging activity-based program. It will include a variety of traditional sports, both competitive and recreational and outdoor activities. This elective is designed to suit students of all skill levels who are looking for an opportunity to maximize their participation, improve their skill and fitness levels and enjoy a high level of class involvement.

Physical Education 12: Yoga and Wellness

This elective course is designed as an alternative to a traditional physical education program. The focus of this class is on developing an active and healthy lifestyle through the exploration of different yoga disciplines, ranging from Yin to Hatha Flow, as well as a variety of meditative and other mindfulness techniques. Students will learn about yoga philosophies, physiology and anatomy, which will help them develop their own practice, and discover techniques to promote balance and wellness in their lives. The course will include a leadership component in which students will have the opportunity to lead a class.

Fitness and Conditioning 12

Fitness and Conditioning 12 is a year-long elective offered to all students in Grades 11 and 12. Participation in this course will enhance students' practical knowledge and physical capabilities in fitness training and sport performance. This course takes a personalized approach to student fitness which may include strength training, sport specific training, general training and conditioning. A key area of focus will be on developing core fitness competencies, helping students develop the skills and knowledge necessary to pursue their own fitness journey.

Outdoor Education

Outdoor Leadership 12

The Outdoor Leadership Program is a Grade 12 course open to students in their Grade 11 or Grade 12 year. Interested students typically begin the course in the fall term of their Grade 11 year and finish in the fall of their Grade 12 year. There are two distinct streams of Outdoor Leadership. Both streams follow a similar pattern in terms of trips, but the focus of the streams and trips will be quite different.

The **Outdoor Skills Stream** is the traditional Outdoor Leadership skills course that we have been running for nearly 20 years. Students in this stream will focus on developing their outdoor skills (camp skills, winter camping, back-country skiing, navigation, first aid, cooking, kayaking, hiking) as well as their leadership abilities. The trips include winter camping, sea kayaking and hiking. Students in this stream are on a journey towards becoming a proficient hiker, camper and paddler.

The **Environmental Service and Sustainability Stream** of Outdoor Leadership has a format and progression similar to the Outdoor Skills course, but each trip will be grounded in environmental service and sustainability, rather than on outdoor skills. This hands-on course will allow students to develop a deeper understanding of sustainability and environmental issues, while helping them hone the leadership and communication skills needed to effectively manage and implement projects.

In fulfilling their course requirements, students in both streams will be expected to participate in a two-day orientation weekend, a five-day winter term trip and a five-day spring term trip. This training culminates in the student taking on a leadership role in either the Grade 10 or 11 outdoor trips in the fall or in school trips and activities in their Grade 12 year. It is important for interested applicants to understand that this course runs outside traditional school hours. To facilitate students' busy schedules, they will be given a number of options to select from for each trip component.

The Outdoor Leadership Course is funded to a large degree by the Outdoor Education Department; however, there is an added charge of CAN\$750. This money will help cover the costs of outdoor trips (3 x 5 days) and the extra expenses associated with the orientation weekend. If this program fee is prohibitive, financial assistance is available by application through the Douglas Prentice Outdoor Leadership Fund. Please contact the Outdoor Education Department for further details.

Career Education and Graduation Transition

This program encourages students to accept ownership of and responsibility for their educational planning; engages them in a process of introspection with an aim to making enlightened decisions and choices for the future; and guides them in understanding relationships and age-appropriate social issues.

Career Education 9

Career Education 9 is designed to address four themes: self-awareness, working with others (collaboration and communications), career knowledge and awareness, and career preparation. Students will have the opportunity to explore possibilities, discuss pathways, and consider choices for post-secondary life.

Adventures in Learning 10

This course is designed to support the experiential nature of the Grade 10 program. Themes include academic planning, career planning, financial planning, leadership and service. Students who successfully complete this course will earn a mark and 4 credits toward Career Life Connections.

Graduation Transitions 11

Graduation Transitions 11 offers a continuation of the development of personal awareness and decision-making skills with a goal of determining post-secondary programs and institutions of interest. Students will meet with their Academic Advisor once per cycle during the second half of the year. Exploring post-secondary pathways is a significant portion of this course, and students will be guided to use Naviance software to enhance research and formalize record-keeping throughout the course. Students will have the opportunity to select from a variety of workshops, including details of different applications (e.g., scholarships, UK, US, Canada); requirements for specific pathways (e.g., business, medicine, engineering); and study and career options within pathways (e.g., law, social sciences, fine arts). By the end of the year, students will have enhanced their skills for researching and considering options, and preparing applications. They will articulate and record their goals for the post-secondary application process and plan.

Graduation Transitions 12

In Graduation Transitions 12, students are expected to complete the process of selecting and applying to programs of interest at universities and/or colleges. Once again, the emphasis is on personal awareness, finding fit and making decisions. Students meet with their Academic Advisor for a double block once per cycle during the first half of the year. This course is largely self-directed and students will have the opportunity to hear about a range of topics (e.g., Common Application, UCAS, Ontario university applications, scholarships, personal statement, UBC Personal Profile). There are specific deadlines to be met throughout the year, including having all university applications submitted before winter break. Students will be supported to finalize and articulate their post-secondary transition plan, including submitting appropriate applications for admission and scholarships. Throughout the Graduation Transitions Program class, we build in topics and discussions to help prepare them for the transition from high school to university.

FREQUENTLY ASKED QUESTIONS

1. **When do I select my second semester courses?**
 - The majority of courses at SMUS are linear, and run from September to June. Some electives in Grades 9 and 10 are semestered, but these are all selected before the start of the year. New courses are not selected for semester 2 during the school year as they are in other schools.
2. **Can piano or guitar be selected for the music courses at SMUS?**
 - There are many pianists and guitar players at SMUS, who sometimes play in chapel performances, at formal and informal events on and off campus, with the bands (concert band and jazz band), the vocal jazz group, choir, orchestra and/or the annual musical theatre production. However, there is no direct instruction for piano or guitar within the Band, Choral or Strings program. Private lessons can be arranged, and the students are billed for these on their school accounts.
3. **I am in Grade 9 (or 10) and I want to take AP courses. Is this possible?**
 - AP courses are open to Grade 9 and 10 students only under special arrangement with the academic departments teaching the courses. These arrangements are made once the school year starts and appropriate assessments can be undertaken. The exception to this is Modern Languages. Students may be authorized to take AP languages during the course selection process following face-to-face or telephone consultation with language teachers.
4. **I am in Grade 9 (or 10) and do not wish to take a full timetable; I would like to have a study block. Is this possible?**
 - All Grade 9 students take a full timetable of courses. Study blocks are not possible for Grade 9. A few Grade 10 students may end up with a study block if they are substantially accelerated in one or more academic areas, but this is rare and is only permitted after consultation with academic advisors after school has begun.
5. **I am entering Grade 11. I have credit for Pre-Calculus 11 which I took in Grade 10. May I take AP Calculus in Grade 11 at SMUS?**
 - Students taking AP Calculus in any grade must have a pre-requisite credit or co-credit in Pre-Calculus 12. Students who do not have a Pre-Calculus 12 credit upon entering Grade 11 or 12 must take that course at the same time as they are taking AP Calculus. (Pre-Calculus 12 is not available to Grade 11 students who do not already have a Pre-Calculus 11 credit.)
6. **I wish to take more courses than the 8 courses the SMUS timetable will accommodate. What can I do?**
 - In some cases, SMUS courses offered outside the regular day can satisfy this need, e.g., evening courses. Some students take distance education courses in addition to their regular school-day courses. These additional courses should only be taken after consultation with the student's academic advisor. Note that students who take AP science or math courses cannot usually choose a total of 8 courses. They will choose a maximum of 7 courses. The AP course will cause a timetable conflict. Such conflicts are only permissible after consultation with the student's academic advisor.
7. **I have transfer credits from another school or agency. How will SMUS transfer those credits to my transcript?**
 - SMUS depends on official paperwork from your school or agency in order to award transfer credit. The majority of this paperwork comes in the form of official transcripts from your past school(s). These transcripts are sent to the school in paper format or, more commonly, uploaded by parents to the application site. Additional transcript information may come from external agencies or services (language examination services, or music conservatory examinations, for example). This information must also come in official transcript format. *Note that not all external course or examination work can be given transfer credit. Credit systems are administered by the BC Ministry of Education. Transfer credits requested must be validated within the Ministry's requirements.*
8. **How long do I have to make my course selections in the online system?**

- If possible, you should make your course selections very soon after the system is open to you. This usually happens within a day or two of your being ‘accepted’. It is best to study the course selection guide carefully before making choices.
- 9. I tried to make my course choices online but couldn’t get into the system. What do I do?**
- The course selection system is accessed through the parent portal. Periodically, the system is shut down for data compilation, especially in the late spring of each year. Usually, the system opens again within two days of shutting down. Once the course selection system closes for the summer, selections should be sent by email to the SMUS data centre: gisele.diiorio@smus.ca
- 10. I am entering Grade 9. How do I register for Math 10?**
- Grade 9 students who wish to take Grade 10 math must have a form filled out by their Grade 8 math teacher. Once filled out, this form must be sent to the SMUS admissions office by scan or fax. The admissions office forwards the form to the SMUS math department and the department head decides whether or not the Grade 9 student may register in Math 10. In the course selection process, the student should choose Math 9.
- 11. I am advanced in modern language study. May I take an advanced language course?**
- Students may take modern language courses higher than grade level if they are authorized to do so after a telephone or skype interview with a member of the SMUS modern language department or if they have pre-requisite credit from a recognized education authority.
- 12. I took chemistry in Grade 10. May I take AP Chemistry at SMUS in my Grade 11 year?**
- Registration in AP science and math courses requires proof of pre-requisite knowledge, usually in the form of pre-requisite course credits. AP sciences require advanced background knowledge over and above the standard Grade 11 science curriculum. Thus, the content of an honours or advanced Chemistry 11, in this case, would be required for entry into AP Chemistry; course work in chemistry in Grade 10 is not sufficient.
- 13. There are several elective courses I want to take in my Grade 11 year, but I cannot fit them in because of the required courses. What can I do?**
- Graduation requirements can be satisfied over the entire three years of the BC Graduation Program. This means that, for example, the Ministry of Education science credit can be taken in Grade 11 or 12. The same applies to Social Studies and Math credits. Physical Education and Fine Arts credits can also be taken in Grade 12. Moving required courses from the Grade 11 year to the Grade 12 year sometimes solves the problem. Careful planning is required; it is wise to leave room in the Grade 12 timetable for a minimum of 4 higher level academic courses in order to facilitate university entrance (unless such courses have been taken in Grade 11).



St. Michael's
University School