

Course Selection Guide

2017-2018



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 choices.

Students will use this guide to assist with the following:

- Selecting courses of interest based upon 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 option 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 | Mr. Richard Primrose (PE Office, Single Gym) |
| Academic Advisor | Mr. Timio Colistro (University Counselling Centre, Crothall) |
| Academic Advisor | Ms. Kate Knight (University Counselling Centre, Crothall) |
| Academic Advisor | Ms. Ruth McGhee (University Counselling Centre, Crothall) |
| Academic Advisor | Ms. Alison McCallum (University Counselling Centre, Crothall) |

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 their 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****Ministry Requirements**

| Subject Area | Credits |
|--|----------------|
| English 10 | 4 |
| Social Studies 10 (or Social Studies 10T) | 4 |
| Mathematics 10 | 4 |
| Science 10 | 4 |
| PE 10 | 4 |
| Planning 10 | 4 |
| Applied Skills or Fine Arts 10, 11 or 12 (at least one course) | 4 |
| English 11 | 4 |
| Social Studies 11 | 4 |
| Mathematics 11 or 12 | 4 |
| Science 11 or 12 (at least one course) | 4 |
| English 12 * | 4 |
| Graduation Transitions | 4 |
| Provincially Authorized Elective Courses (at least four) | 16 |
| Additional Grade 12 courses (at least three) | 12 |
| Total minimum credits required by Ministry of Education | 80 |

Additional SMUS Course Requirements

| | |
|---------------------------------|---|
| PE 11 | 4 |
| Fine Arts 11 or 12 (one course) | 4 |

* Students are required to write one Provincial examination - English 12.

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 work 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 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 you 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

The top 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:

- 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, extracurricular activities
- Counsellor and teacher recommendations
- Students' writing samples including personal statements and responses 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 mandatory.
- All UK applicants supply only one written personal statement as well as one teacher reference.
- Some programs (e.g. medical, dental, law) require students to take standardized tests early in their grade 12 year.

Advanced Placement Program

St. Michaels University School offers the following Advanced Placement (AP) 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 | |

To enrol in an Advanced Grade 11 course or an Advanced Placement course, students are expected to have obtained an “A” standing in that subject in the previous year. A student with a lower standing in the previous level must obtain the permission of the Head of Department to enrol.

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 \$93 (US funds)** for each Advanced Placement examination taken; however, the Seminar and Research exam fees are **\$141 (US funds)**. There is a **\$15 (US funds)** 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 **\$45 (US funds)**.

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

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

Important Notes for AP Courses

- If a student chooses one or more of: AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Physics C or AP Calculus BC, the student can take a maximum of seven courses inside the timetable as these courses will 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 do expect our students to understand that they are not simply released from AP classes after writing the AP exam.

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 Seminar (typically taken in the grade 11 year)

In this foundational course, 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 (typically taken in the grade 12 year)

Students must have taken AP Seminar in order to register in this course.

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 yearlong 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.

Provincial Scholarships

(Information taken from the Ministry of Education website)

The BC Excellence Scholarship is a \$5000 scholarship awarded to 55 students, 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 application for this scholarship through his/her school.

The BC Achievement Scholarship: 8000 top B.C. 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.

The Ministry will determine recipients based on students' achievement in Grades 10, 11, and 12 courses that satisfy 2004 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
- Fulfil graduation requirements of the 2004 Graduation Program by August 31st of the student's graduating year
- Attain a "B" (73% or above) or better average in their Language Arts 12 course (English 12, Communications 12)

GRADE 9

The Grade 9 program consists of ten courses and 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, Fine Arts, Career Education and Applied Skills, Design and Technology. Computer Applications and Library Research Skills are integrated into the core academic program.

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

English

English 9
English 9 Transitional & Communications 9
(ELL; three timetable blocks)

Mandarin (Chinese) 9

Beginner French 9

French 9

French 9 Advanced

Mathematics

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

Fine Arts

Fine Arts 9 (Art/Drama rotation)

Concert Choir 9

Band 9 (experience required)

Strings 9 (experience required)

Jazz Band 9 (experience required) ♦

Vocal Jazz 9 ♦

Social Studies

Social Studies 9
Social Studies 9 Transitional (ELL)
Modern Studies 9 (elective)

Physical and Health Education

Physical and Health Education 9

Sport Science and Athletic Leadership 10
(elective)

Science

Science 9
Marine Studies and Training 10 (elective)

Career Education 9**Modern Languages**

Japanese 10
Beginner Spanish 9
Beginner Mandarin (Chinese) 9

Applied Skills, Design and Technology 9

♦ Offered outside the timetable

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, Mathematics, Science, Social Studies, Physical Education, and Fine Arts. Students will have two additional choices from Modern Languages, Computer Studies, Fine Arts, Social Studies courses, Sport Science, and Marine Studies and Training. All Grade 10 subjects are four credit courses and 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

English 10
 English 10 Advanced
 English 10 Transitional
 (ELL; two timetable blocks)

Mathematics

Foundations of Math. and Pre-Calculus 10
 Pre-Calculus 11

Social Studies

Social Studies 10
 Social Studies 10 Transitional (ELL)
 Global Politics 10
 Business Education 10

Science

Science 10
 Marine Studies and Training 10 (elective)

Modern Languages

Japanese 10
 Spanish 10
 Beginner Spanish 10

Mandarin (Chinese) 10

Beginner French 10
 French 10
 French 10 Advanced

Fine Arts

Art 10
 Drama 10
 Concert Choir 10
 Concert Band 10 (experience required)
 Strings 10 (experience required)
 Senior Jazz Band 10 (experience required) ♦
 Vocal Jazz 10 ♦

Physical Education

Physical Education 10
 Sport Science and Athletic Leadership 10

Computer Studies

Computer Science 11

Adventures in Learning

♦ Offered outside the timetable

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, Social Studies 11, 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). Courses marked with “♦” may be offered outside of the regular timetable.

English

English 11
 English 11 Transitional (ELL)
 English Literature 12
 Writing 12
 Communications 12 *

Mathematics

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

Social Studies

Comparative Cultures 11
 Urban Planet 11
 Economics 12
 AP Microeconomics/AP Macroeconomics
 AP Comparative Government and Politics
 Physical Geography 12
 Physical Geography 12 and Outdoor
 Leadership
 AP Human Geography
 AP European History
 Criminology and Society 12
 Law 12

Science

Biology 11
 Biology 11 Advanced
 Chemistry 11
 Chemistry 11 Advanced
 Physics 11
 AP Physics 1
 Geology 12
 AP Environmental Science ♦

* Provincial Exam

♦ May be offered outside the timetable

Modern Languages

Japanese 11
 Spanish 11
 Spanish 11 Advanced
 Mandarin (Chinese) 11
 Mandarin (Chinese) 12
 French 11
 French 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
 Writing 12
 3D Applied Design & Installation 11 ♦
 Senior Jazz Band 11 ♦
 Vocal Jazz 11 ♦

Physical Education

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

Outdoor Leadership 12**AP Capstone**

AP Seminar

Graduation Transition Planning 11**Computer Studies**

Computer Science 11
 AP Computer Science Principles
 AP Computer Science A

GRADE 12

In Grade 12, the only required course is English 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). Courses marked with “♦” may be offered outside of the regular timetable.

English

English 12 *
 English Literature 12
 AP English Language and Composition
 AP English Literature and Composition
 Communications 12 *
 Writing 12
 Advanced Fiction & Poetry 12 ♦

Mathematics

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

Social Studies

World History 12
 AP European History
 Physical Geography 12
 Physical Geography 12 and Outdoor Leadership
 AP Human Geography
 Economics 12
 AP Microeconomics/AP Macroeconomics
 AP Comparative Government and Politics
 Law 12
 Criminology and Society 12
 AP Psychology

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 ♦

Modern Languages

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

Fine Arts

Acting 12
 Art 12
 Scriptwriting and Directing 12
 AP Studio Art
 AP Art History
 Concert Choir 12
 Strings 12
 Concert Band 12
 Digital Art 12
 Writing 12
 3D Applied Design & Installation 12 ♦
 Senior Jazz Band 12 ♦
 Vocal Jazz 12 ♦

Physical Education

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

Outdoor Leadership 12**AP Capstone**

AP Seminar
 AP Research

Graduation Transition Planning 12**Computer Studies**

Science 11
 AP Computer Science Principles
 AP Computer Science A

Computer

* Provincial Exam

♦ May be offered outside the timetable

COURSE OUTLINES BY DEPARTMENT

English

To promote a genuine love of language and literature, reading and writing, so that students are enabled to communicate clearly, confidently, critically, creatively, and effectively.

English 9

English 9 is 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.

The new curriculum strives to develop certain Learning Standards:

1. Recognize how language constructs personal, social, and cultural identity.
2. Access information and ideas for diverse purposes and from a variety of sources, and evaluate their relevance, accuracy, and reliability.
3. Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages.
4. Understand how literary elements, techniques, and devices enhance and shape meaning.

The course content – the teacher's choice of materials that will include a novel, essays and short stories, a play, and a selection of poetry – focuses on the development of the Big Ideas: creativity; synthesis and making connections; exploring multiple perspectives; audience and language use.

English 9 Transitional (ELL)

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

Communications 9

Designed for English language learners, this course offers students the opportunity to increase their English communication skills in order to support their acquisition of the language. Students will learn strategies to help in other courses, as well as gain a better understanding of Canadian culture.

English 10

English 10 is part of the graduation requirements outlined by the Ministry of Education, and currently conforms to the unrevised curriculum for Grades 10-12.

Course Content

- Short stories, novels, poetry and plays are used to develop skill in analysis and discussion
- Patterns of exposition (narration, example, description, comparison, contrast) are studied to strengthen student writing
- Poetic forms, sound devices and figurative language are stressed in poetry
- Introduction to media studies

Core Skills

- Review of grammar and introduction to sentence problems
- Research and technology skills (cross-curricular with library and computer lab)

- Emphasis on expository writing, creative writing and a research paper

English 10 Transitional (ELL)

Designed for English language learners, this course consists of enrolment in English 10 plus an ELL support block, with a particular focus on building language skills in reading, writing, listening, speaking, viewing and representing. Students are enrolled in this course by the school and earn credit for English 10.

English 10 Advanced

Designed for students who have shown a strong facility for language and ideas, English 10 Advanced exposes students to the same genres of literature studied by students in regular English 10, but with a marked difference in the complexity and variety of the selection of works and in the difficulty level of the activities associated with these works.

Students in an advanced section, for example, might look at a classical epic like *The Illiad* in their unit on poetry and, when looking at the modern novel, they might be asked to look at relatively recent publications such as David Mitchell's *Black Swan Green* or Miriam Toews' *A Complicated Kindness*. These are works that do not fall so easily into common categories of literary criticism. Most important for students in an advanced class is their need to feel challenged. Thus, students are often asked to explore areas that interest them, to design their own journeys. Such explorations do not neglect the need for basic skills in grammar and organization.

English 11

This course represents a more intense look at literature than that which students experienced in Grade 10. The focus shifts more toward structural analysis of poetry, drama and fiction, particularly with regard to the student's ability to write critically and to develop an argument.

Course Content

- Short stories, novels, poetry, and plays are used to develop skill in analysis and discussion
- Patterns of exposition are continued from Grade 10
- Additional poetic forms are studied, with an emphasis on tone
- More complex grammatical concepts are studied (verbals, objective and nominative case pronouns)
- Media studies are continued from Grade 10

Paragraph and essay writing: review of all materials with stress upon cohesion, unity, thesis focus, logical development, persuasive power, forceful articulation, incorporation of detail and quotation and conclusiveness.

English 11 Transitional (ELL)

Designed for English language learners, this course covers the same curriculum as English 11, with a particular focus on building language skills in reading, writing, listening, speaking, viewing and representing. Students are enrolled in this course by the school and earn credit for English 11

Literature 12 (Pre-AP English)

Students who have excelled in English 10 or English 10 Honours are encouraged to consider this course for their Grade 11 year. In taking this course, students are granted credit for both English 11 and Literature 12, but the principal focus of the course is to prepare students for what they will study in either **AP Literature and Composition** or **AP Language and Composition** in their Grade 12 year.

In keeping with the proposed new curriculum, this course will select from various modules; specifically, it will use a combination of thematically arranged works taken from the traditional canon in conjunction with modern short stories, poetry, novels and plays. There will also be a module that focuses on both style analysis and rhetorical strategies.

English 12

This course is required for all students. It continues and extends the study of the major genres: poetry, drama and fiction. As well, students undertake to write lengthier analyses of literature that involve the use of secondary sources. Texts vary, and teachers have the option – as they have in all other English courses offered at SMUS – of selecting a contemporary work that students will purchase and keep upon leaving the school. English 12 entails a mandatory provincial examination worth 40% of the course.

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 12, the course undertakes to engage 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.

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. In that sense, it is an ideal extension of Literature 12, and we recommend that students who have performed well in Literature 12 consider taking the course. Students will undertake a focused and intense study of style, and they will also be introduced to the rudiments of various critical approaches such as Marxist critical theory, feminism and post-structuralism. Some of the texts 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.

Communications 12 / English 12

Communications 12 helps students develop the language competency that is fundamental to many opportunities in life, including higher education, employment and social interaction. The curriculum provides students with opportunities to study a broad range of informational and literary works and to practice using language in written, oral and visual forms. The curriculum places special emphasis on ensuring that students graduate with strong language skills: a solid understanding of the elements of composition and greater vocabulary. The school may require students to enrol in this course to complement their studies in English 12. They will receive credit for Communications 12 after writing a Provincial Exam worth 40% of their mark.

Writing 12

Writing 12 provides a balance to the regular English literature and language programs in secondary schools by allowing students to express themselves creatively rather than critically. This form of expression does not mean a complete suspension of critical skills. Instead, it demands that students focus their critical abilities on their own work, thus taking ownership of the final product to a degree that does not always happen with the composition of essays. Writing 12 also exposes students to writers they might not normally encounter, poets and writers of fiction whose work is too recent to be included in an English syllabus.

Course Content

- 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

Advanced Fiction and Poetry 12

This course is for those students who, having already taken Writing 12, 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 Writing 12 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 Writing 12. Several potential programs of assignments and activities are possible.

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

- 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 T1-84 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

- 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 T1-83 Plus or T1-84 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 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

- 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

- 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.

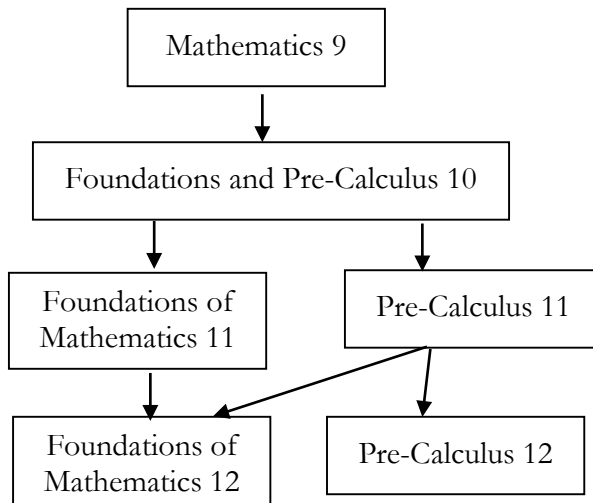
Pre-Calculus 11

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

- 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 T1-84 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

- 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 T1-84 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

- 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 T1-84 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 the Department 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 the Department is required.**

Graphing calculators are **required** for both levels of AP Calculus. The TI-83 Plus or T1-84 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:

- 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

Graphing calculators are required for use throughout this course. The TI-83 Plus or T1-84 is recommended. The TI-Nspire is not allowed for this course.

Science

To promote an understanding and appreciation of science and to provide 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 Earth science.

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

Earth Science

- Matter cycles - water, carbon, nitrogen, phosphorus
- Solar radiation
- Sustainability of systems

Marine Studies and Training 10 (an elective)

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

Course Content

- 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 DNA structure and function, 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 introduction to the structure and function of DNA, 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 Advanced

The content includes a review of microscopy and cytology, followed by cell physiology, transport processes, genetics, population genetics, evolution and speciation, animal diversity, and ecology. The course content is taught at the Grade 12 and Advanced Placement level and has, therefore, an intense theoretical base as well as an investigative laboratory component, which requires the students to work as a group and present written and oral reports. Students normally take the Advanced Placement examination in May of their Grade 12 year.

Biology 12

Students taking this course have usually completed the Grade 11 course. The emphasis is on the morphology and physiology of human systems, biochemistry and details of cell physiology.

AP Biology

This course has a restricted entry and is normally open only to those students who have completed the Honours 11 course. The year is spent preparing for the AP examination in May and, while the content areas are the same as for Biology 12, additional systems are covered and the depth is significantly greater.

Chemistry 11

Course Content

- 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
- Acids, bases and salts. titrimetric analysis
- Solution chemistry, molarity, precipitation reactions, gravimetric analysis
- Inorganic naming, naming of simple aliphatic and aromatic compounds

Chemistry 11 Advanced

This includes all of the topics of the basic course with the majority given an expanded coverage.

Chemistry 12

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

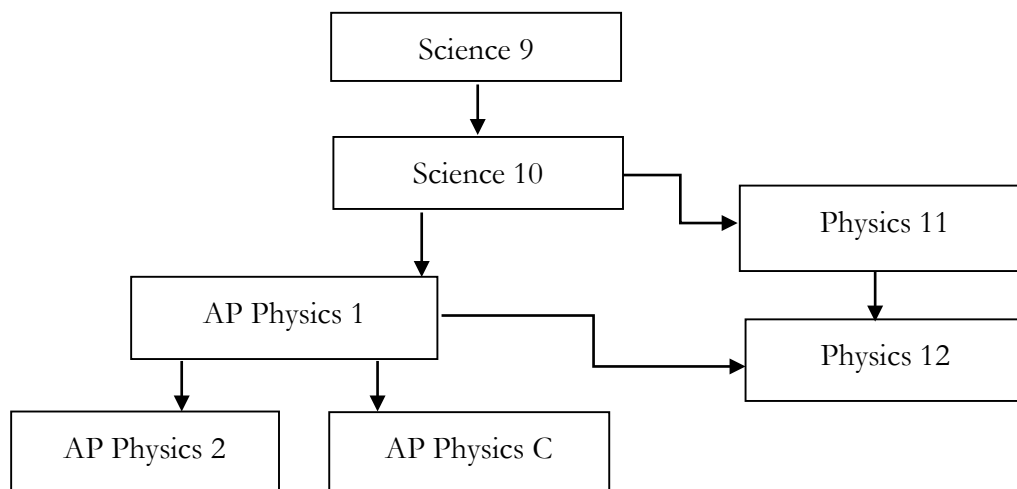
This includes all of the topics of the basic course with expanded coverage of:

- Thermodynamics, colligative properties
- Nuclear chemistry, hybridisation and molecular orbitals
- Quantum numbers, real gases

Students write the AP exam in May.

Physics 11

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

- 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 college 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. This trip will incur an additional cost. Students write the AP exam in May.

Computer Studies

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

This course will primarily focus on computer programming in current languages. Additionally, the course will include modules on robotics, app development, computer hardware, operating systems and networking. This course is an asset for students intending to pursue programs in sciences, mathematics, engineering or computer science and who intend to enrol in computer coding courses such as AP Computer Science A.

AP Computer Science Principles

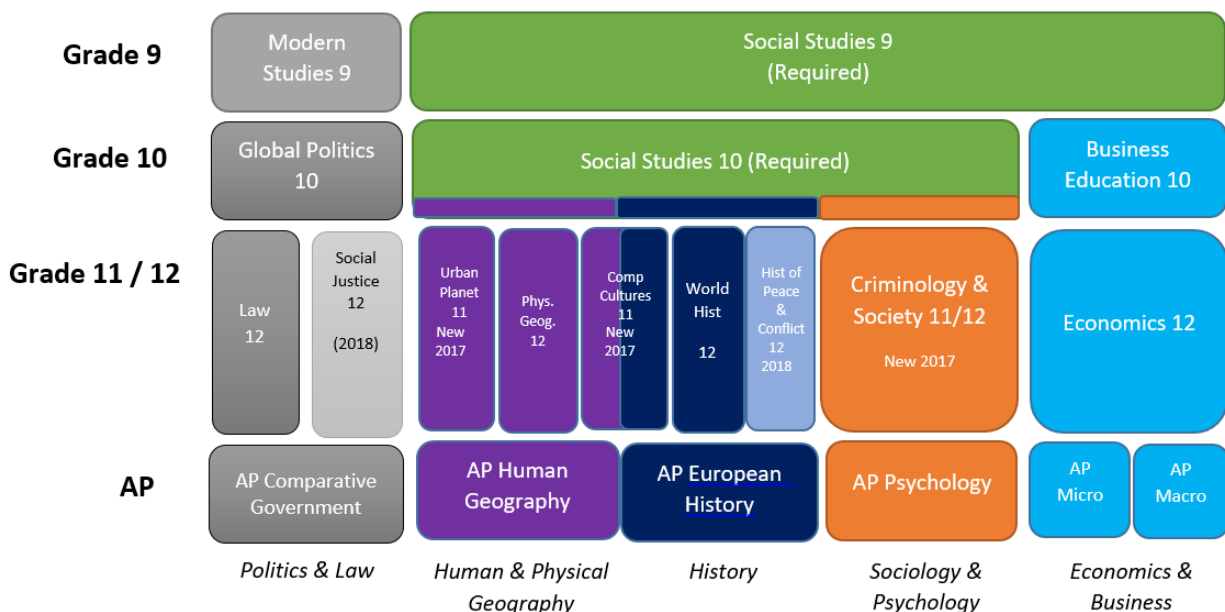
This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, it offers a multidisciplinary approach to teaching the underlying 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 Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

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: How the land was formed and the first peoples up to and including contact with European civilizations. Students develop basic competencies around communication, thinking, and personal and social skills. Some thinking skills include learning to make maps, graphs and diagrams to represent places, concepts and ideas. Viewing and reading to analyze and interpret a variety of forms of information. Communication skills include working collaboratively and independently to present projects and research. As well, using the following big ideas, they gain a basic overview of the combined studies 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 Transitional (ELL)

Designed for English language learners, this course covers the same curriculum as Social Studies 9. While studying the core curriculum of Social Studies 9, students will also be working on language skills (reading, writing, listening and speaking). Students will have the opportunity to work with information technologies and the library in order to acquire essential technology and research skills. Students are enrolled in this course by the school and earn credit for Social Studies 9.

Modern Studies 9 (an elective)

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 will undertake a holistic study of major themes and questions pertinent to twentieth and early twenty-first century Canada. 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 in this year-long course. 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. The broad content and skills covered in this course will set students up for success in the grade 11 and 12 social sciences courses.

- 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 Transitional (ELL)

Designed for English language learners, this course covers the same curriculum as Social Studies 10. While studying the core curriculum of Social Studies 10, students will also be working on language skills (reading, writing, listening and speaking). Students will have the opportunity to work with information technologies and the library in order to acquire essential technology and research skills. Students are enrolled in this course by the school and earn credit for Social Studies 10.

Global Politics 10 (an elective)

This course is an introduction to International Relations, which will challenge 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 role of power, and modes of conflict and cooperation. The second section of the course will cover issues such as global warfare including military conflict and terrorism. It will also explore economic globalization, social injustice and environmental concerns. Finally, efforts to resolve these issues will be reviewed.

Law 12

Students literate in the law are more empowered to become active, informed, and productive citizens. Students will gain 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 gain an understanding of the central issues involved in the law as it impacts Canadians. They gain 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 develop critical thinking skills, problem solving approaches, the ability to work independently and with groups, refine 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. This provincially-developed curriculum provides students with 4 credits towards graduation and is considered an academic 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 provides an introduction to 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. Six 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.

Comparative Cultures 11

Explore the wonder and variety of modern world cultures, how they came to be and continue to shape our world. This cross disciplinary course includes elements of History and Geography, focusing on an inquiry based approach where students deeply explore issues, connecting research, presentation skills, collaboration with others, and working with outside agencies in preparation for university level studies. 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 systems and belief systems shape the structures of power and authority within a culture. How do these varied forces interact with each other to create and sustain cultures as well as to challenge and force change upon them? A few of the topics students may choose to guide their cultural inquiries include: interactions between belief systems, the role of modern media, social organization and cultural transmission, language and the influence of artistic expressions of culture. Students who successfully complete this course will fulfil the graduation requirement for Social Studies 11.

Urban Planet 11

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 fulfil the graduation requirement for 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. Physical Geography-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. Physical Geography-Applied 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 the Physical Geography 12 course. Given this link, it is possible for Outdoor Leadership students to count their Outdoor Leadership course, such as topographic map skills, towards the Physical Geography-Applied section of the course.

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 400km 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.

AP Human Geography

The purpose of the AP course in 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.

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

- 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.

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.

Criminology and Society 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, 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 behavior? 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).

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.

Business Education 10 (an elective)

This course is an introduction to the theory and practicalities of the business world, and will challenge students to think critically about how and why businesses operate. Section one will provide students with an understanding of the economic system and how it relates to the business world. Section two will address business planning and research, surveys, and projections will be put together in a portfolio. Section three will involve students in the practicalities of running a small business and will involve some work outside regular classes. Lastly, section four will examine issues that relate to business leadership.

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 yearlong course. The AP examination for each course is written in May.

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 in order to keep pace with the demands of the subject.

Modern Languages

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; review of dates, days, seasons, telling 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 Department

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 (*future simple*), describing the past (*imparfait* and *passé composé*), sports and health, the family house, fashion, style and shopping, holidays and travel, teenage dating, dances and more. 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 the Department

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 household tasks, the environment and outdoor activities, directions, transportation, jobs, professions, the world of work, schools and education, 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 the Department

This course 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 9-11 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 the Department

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. Upon completion of the course, students are required to take the AP exam in May.

Japanese 10

Prerequisite: Japanese 8 (SMUS Middle School)

This course focuses on conducting conversations in Japanese in a growing range of contexts, greater understanding of grammar, learning cultural components, and developing fluency of basic conversation. Students will be introduced to many different aspects of present day Japanese society through the Internet.

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 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.

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.

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 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 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 midyear. 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. Upon completion of the course, students are required to take the AP exam in May.

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 work places. 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 work places, and modes of transport. This is a fairly fast-paced course which prepares students for continuing in Mandarin 10 Advanced class the following year.

Mandarin (Chinese) 10

Prerequisite: This course is designed for students who have successfully completed Beginner 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 times and dates, modes of transport, colours and clothing, weather and holidays, etc. 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 student's life, school subjects and facilities, making telephone calls and discussions. With stronger language knowledge and more sophisticated communication skills, students are prepared for Mandarin 12 or AP Mandarin.

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 parts of the body and illness, food and health, shopping, news and everyday articles, stationery and gifts, and social life, etc. 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 college/ university courses in Mandarin Chinese. It will deepen the 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 culture and artistic topics such as Chinese painting, literature, music, folklore, philosophy, and the influential people who shaped Chinese history and 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.

The Arts

To promote creativity, imagination and an appreciation of all the arts as a fundamental dimension of human behaviour and the self.

Fine Arts 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.

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.

Scriptwriting and Directing 12

This is a very specialized course but remains the cornerstone of most theatre programs. It is designed for a student that works well independently with strong guidance and focus, but that 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.

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 regards 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 the 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 programmes, which begins in Art 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 and 12

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 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.

3D Applied Design & 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

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.

3D Applied Design & Installation 12

Students who have taken 3D Applied Design & Installation 11, but who are not interested in the AP portfolio option, may wish to continue their exploration of 3D sculpting and design. This course would allow students a personalized study of the digital, traditional or combination of techniques, consultation and under the guidance of the instructor.

Note: It is likely that these courses 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.

AP Studio Art

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 must 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 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 fulfil 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.

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, 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.

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 3 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

Grade 9-12 (an elective offered outside the timetable)

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 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.

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.

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

Grade 9-12 (an elective offered outside the timetable; audition required)

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. Auditions include preparing a song, doing some rhythmic and melodic sight reading, singing harmonies, and analysing the vocal blend within a group.

Physical Education

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.

Sport Science and Athletic Leadership 10 (an elective)

Sport Science and Athletic Leadership is a course designed for students in Grade 9 or 10 who have a strong interest in sport, athletic development and leadership in those areas. Regular classroom sessions will be supported in an experiential setting with gymnasium and fitness centre based classes where topics discussed in class will be covered in an active fashion. Areas covered will include the basic principles of fitness, functional human anatomy and physiology, goal setting, leadership and its application in sport as well as care and prevention of athletic injuries. Additionally, we will take advantage of local institutions such as the University of Victoria and Pacific Institute of Sport Excellence to experience their athletic facilities.

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. Furthermore, an extensive first aid course will provide each student with an Emergency First Aid certification and solid background in the fundamentals of basic first aid. Finally, 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.

Physical Education 11

The PE 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.

Lifestyle and Fitness

Through participation in PE 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.

Standard

The standard stream of PE 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.

Human Performance

Through participation in PE 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 PE in order to register in this course.

Physical Education 12: Active Sport

The PE 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 (open to Grade 11 and 12 students)

Fitness and Conditioning 12 is a year-long elective offered to all students in Grades 11 & 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

Note: This is not a PE course and does not count for PE credit.

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 the course 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 \$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, Planning and Graduation Transition

To encourage students to accept ownership of and responsibility for their educational planning; to engage them in a process of introspection with an aim to making enlightened decisions and choices for the future; to guide 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 fulfill the graduation requirement for Planning 10.

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 for a double block 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 application. 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 select from a range of topic-specific workshops during the double block (e.g., Common Application, UCAS, Ontario university applications, scholarship, 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. Toward the end of the grade 12 year, all students will take part in an event to help prepare them for the transition from high school to university.

To Learn. To Lead. To Serve.

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