

ÉCOLE
KWANTLEN PARK
SECONDARY



COURSE PLANNING GUIDE

2011 - 2012

This guide is also available on the school website
<http://www.kwantlenpark.com>

KWANTLEN PARK SECONDARY SCHOOL

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School Information

SCHOOL ORGANIZATION

SEMESTER SYSTEM

The school operates on a semester system. First semester runs from September to the end of January, and second semester runs from February to the end of June. Students enrol in four courses per semester, although a student may be given permission to take one study block in his or her Grade 12 year.

SCHOOL DAY

The school day is divided into four periods:

Period 1	8:25 – 9:49
Period 2	9:54 – 11:12
Lunch	11:12 – 11:52
Period 3	11:57 – 1:15
Period 4	1:20 – 2:38

ATTENDANCE

Student success at Kwantlen Park depends upon regular attendance. Attendance is monitored closely by staff and administration. Absences through illness should be reported to the office by a student's parent or guardian by telephone, and followed up by a written message upon the student's return to school.

STUDENT ACTIVITIES

GET INVOLVED

The school offers many extracurricular activities and students are encouraged to participate. Such participation helps to create well rounded people. Activities available include student council, sports, clubs, fine and performing arts, and organizing graduation activities.

ATHLETICS

Kwantlen Park fields teams in almost every high school sport. These may include:

Fall

- Boys & Girls Volleyball
- Boys Soccer
- Cross Country Running
- Swimming

Winter

- Boys & Girls Basketball
- Badminton
- Boys & Girls Wrestling
- Hockey

Spring

- Golf
- Girls Soccer
- Track & Field
- Boys & Girls Rugby
- Ultimate

PERFORMING ARTS

Students who enjoy acting, stagecraft, singing and/or playing musical instruments have an opportunity to develop and display their talents in the school's extra-curricular program, which runs in addition to the regularly scheduled program.

Students have the opportunity to become involved with various theatre and musical events.

SCHOOL FACILITIES

LIBRARY

The library plays an important role in student learning. Students looking for a great book to read or information for school projects will find all of this and more in the library. The wide variety of books, encyclopedias, magazines, and online resources, including databases are available for use before school, after school and at lunch.

COMPUTER LABS

The school has several computer labs for various purposes such as AutoCAD, Business Education, and Graphics.

CAFETERIA

The cafeteria offers a variety of healthy snacks and meals between 7:30 A.M. and 1:30 P.M.

GYMNASIUMS

The large and small gyms are used by the PE Department and various extra-curricular groups. Students may use the gym at other times under the supervision of the PE Department.

School And District Services

There are a number of specialty programs offered in the Surrey School District. A description of the major specialty programs available in the Surrey School District are listed below. To find out more about the program options including admission requirements, contact the counselling department or administration at Kwantlen Park.

DISTRICT BASED PROGRAMS AT KWANTLEN PARK

French Immersion

The French Immersion Program is offered at Kwantlen Park, Panorama Ridge, Tweedsmuir, and Earl Marriott secondary schools. Students have the opportunities to further develop their language skills in a challenging academic environment. Please see the French Immersion section for specific program information at Kwantlen Park.

Integrated Academic Program (Inter-A)

High school students who are self-directed and like teamwork, community service and sharing their knowledge will enjoy being part of the Inter-A program.

Program Structure: Inter-A operates on its own timetable within the regular school day at Kwantlen Park Secondary. Students have all of their classes with other Inter-A students and Inter-A teachers. The school year is divided into six units, with report cards being issued at the end of each unit. Math, French, PE and Fine Arts are taught in each unit throughout all grade levels while other subjects alternate every second unit.

Academics: Inter-A offers all core academic classes required by the Ministry of Education. Students also have the chance to complete numerous other elective classes such as Community Leadership, Social Justice and Work Experience. The following is a brief explanation of some core subject areas.

Sciences: Students explore chemistry, biology, ecology, astronomy and physics through assignments, group work, laboratory activities & field trips.

Humanities: The program takes an integrated and interactive approach to literature, history, geography and social issues.

Language: Inter-A is a very diverse program with students and teachers speaking a multitude of languages at home. Our language of instruction is English, while French is offered as a second language.

The Inter-A Component: In Inter-A, our students work in three areas, which form the Inter-A component. The Inter-A component teaches students how to develop leadership skills, to contribute to the community and to set and to achieve goals for themselves.

Student Led Seminars and Leadership: Students with an interest or expertise in a curricular area may offer seminars for their peers. Intermediate students (Grades 7-9) may present or attend seminars each unit. Senior students (Grades 10-12) may initiate their own projects to better the program, school or community.

Community Service Learning: Students participate in volunteer service activities, both within the school and larger community. Ten hours of work are required every unit. Students are strongly encouraged to engage in peer tutoring within the classroom setting.

Student Learning Plans: Students learn to set and achieve personal and academic goals within a specific time frame.

Field Studies: Experiential learning is an integral part of the Inter-A Program and its philosophy. As a result, students can participate in numerous local, national and international field studies. Examples include:

- Day Long: Local field trips could include learning about sea life at the Vancouver Aquarium, exploring a forest ecosystem, or going to the Vancouver Playhouse.
- Overnight: Annually, students attend a three-day retreat to Camp Sunrise where they participate in leadership, team-building and collaborative activities.
- National: Inter-A has participated in several cultural and language exchanges with secondary schools in the province of Quebec.
- International: Past overseas excursions have included trips to Central and Western Europe, North Africa and the Mediterranean, as well as Australia.

Inter-A offers a different approach to secondary education (Grades 7-12). Students in Inter-A take all the required academic courses, but also have the chance to do special activities and projects. Many students choose to come to Inter-A because of our small, familial environment. Diversity is respected here and students from many grades often work cooperatively on projects and assignments. In some courses, students are able to progress at their own pace. Inter-A encourages students to be socially responsible through service and leadership. As part of the program, students are encouraged to make meaningful contributions to the school and outside community.

For more information, log on to the Inter-A website:

<http://www.inter-a.org>

Registration Procedures: Students with a diverse range of interests, talents and skills are welcome in the Inter-A Program. Although students typically enter the program in Grades 7-9, applicants are considered at any grade level.

For students wishing to join the Inter-A Program the following September, the application process begins with a day-long visit, usually in January or February. During the visit, students will be twinned with a current Inter-A student. After the visit, interested students are invited to complete an application form and will be asked to return for a meeting with the Inter-A Teaching Team. Applications are evaluated on a first come, first served basis.

To schedule a visit, please contact Ms. Skelin at 604-588-6934, Ext. 2210.

Connections Program

The Connections Program consists of nine school-based sites throughout School District 36 (Surrey). The Connections Program is intended for those students whose needs cannot be met in the traditional secondary school setting. The Connections Program provides appropriate educational support with an emphasis on remediating core academic subjects for students ages 12–16 whose social, emotional, and/or behavioural problems have prevented them from functioning successfully in a regular program. In addition, students are taught effective coping skills, and behavioural strategies. The goal of the Connections Program is the reintegration of students into a regular school setting or transitioning to other educational programs. Referrals for alternate placement must be submitted by a school-based team to the Student Services branch of the School District 36 (Surrey).

SCHOOL BASED PROGRAMS AND SERVICES AT KWANTLEN PARK

Building Academic, Social & Employment Skills (B.A.S.E.S) Program

The BASES Program is a school-based categorical service for students who may experience barriers to employment due to developmental challenges. This program helps build capacity for learners to solve problems with assistance and build self-determination skills. Community-based life skills and work experience co-ops help students prepare for transition to adulthood. Placement in this program is by district referral, based on ministry criteria.

Learning Support Team (LST)

The Learning Support Team (LST) supports students with learning disabilities as well as those with learning challenges. The LST believes it is important for all students to experience success in school. Therefore, opportunities for instruction in the use of adaptive technologies, study skills and homework assistance are provided. LST also includes English Language Learners (ELL). It is a program developed for newcomers to Canada who are learning and improving their spoken and written English. The LST also runs an effective Peer Tutoring Program throughout the school year.

School Liaison Officers (SLO)

The duties of these RCMP officers consist of giving lectures to the elementary grades and problem solving for the secondary students. The role also includes some enforcement and special projects.

OTHER DISTRICT PROGRAMS IN SURREY:

International Baccalaureate (IB) Program

The International Baccalaureate is a two-year Diploma Program designed by scholars from the international academic community for the intellectually talented and academically motivated high school student. The prescribed process of learning and reflecting on major academic disciplines leads to external examinations administered by IB offices in Geneva and London. The IB Diploma is accepted worldwide for university entrance. The IB process also requires participation in an aesthetic activity (art, music, drama), sports and regular volunteer service to the community. The IB goal is to educate an international community of skilled, thoughtful, compassionate, and responsible citizens; citizens whose commitment to their fellows and to their communities transcends national, cultural, and social barriers, students whose zest for learning continues throughout their lives. The International Baccalaureate Program is a District Program offered at Semiahmoo Secondary School. Please consult with school for course descriptions.

OTHER DISTRICT BASED SERVICES:

Hospital Homebound Teacher Service

This service provides direct instruction to students who are unable to attend school due to a non-contagious medical situation. Once a doctor's certificate has been obtained, the Hospital/Homebound Service can be accessed via school counsellors.

Speech/Language Pathologists

Designed to provide support to those students whose education and/or social progress is adversely affected by communication difficulties.

School Psychologists

District-based, non-categorical educational assessment services designed to support students, school personnel, and parents in enhancing academic, adaptive, and social skills for students.

Visiting Teacher Program

Teachers are assigned to teach students, at home or at Student Services, who are unable at a given time to fit into an appropriate classroom facility in our district. The students may be on waiting lists for rehabilitative and behaviour disorder classes, have school phobias, or other problems.

ONLINE COURSES AVAILABLE THROUGH "SURREY CONNECT"

Students now have a new option available to them to complete many academic and elective courses. The district now offers online courses and support for home learners. It is free for grade 10-12 courses; easy access to a computer with internet access is recommended. Call Surrey Connect at (604) 592-4263 or visit <http://www.surreyconnect.sd36.bc.ca> for more information.

Counselling Services

Counselling Services at Kwantlen Park Secondary are designed as a personal service for students and also as an advisory service and resource for staff and parents. Counsellors are at the school for one major purpose – to be able to help. Seeing a counsellor is a simple matter since the counselling offices are located near the office.

Kwantlen Park counsellors are available to students, staff, and parents on an appointment or emergency drop-in basis. Appointments are made by way of an appointment book located in the counselling waiting area. Parents with concerns or questions related to their child's progress can contact a counsellor by phoning the school at (604) 588-6934.

In particular the counsellors provide the following services:

Educational Counselling:

- Selection of courses
- Program planning
- Graduation requirements
- College or university entrance requirements
- Student concerns regarding courses
- Study & organizational skills

Personal Counselling

- Confidential discussion of personal concerns such as problems with self, friends, school, and family.

Career Counselling

- Exploration of values, interests, abilities, employability skills
- Establish career goals
- Exploration of related occupations

Referrals

- Counsellors will provide appropriate referrals to school, district, and community services.

ADDITIONAL SUPPORT SERVICES

Aboriginal Support Worker

The aboriginal support worker assists in the provision of academic assistance services and, in collaboration with other school personnel, facilitating integration and cultural and school orientation activities.

YES (Youth Care) Worker

Our "Youth Educational Support" worker (and practicum students) offer a place for students to drop in at lunch and before/after school. Appointments can also be made during school time. The YES workers act as student advocates. They help students to resolve conflicts, offer a safe place if a student needs someone to talk to, and help support students to take steps to access other resources.

Inner City Secondary School Worker

The youth care worker provides individual care and support to students with behaviour challenges to promote self esteem, build social skills, modify behaviour, and encourage an interest in learning. He/she counsels students in anger management, personal hygiene, problem-solving skills, life skills, and conflict resolution.

Behaviour Specialist

The behaviour specialist at Kwantlen Park is a registered clinical counsellor and has a Masters degree in counselling. The behaviour specialist works with students who may be dealing with emotional issues (personal or with their peers), having family difficulties (will do family therapy and runs a parent support group in the evenings), or dealing with mental health issues such as anxiety or depression. The behaviour specialist also works with the staff at Kwantlen Park in providing them with strategies with regards to working with youth whose behaviours can be challenging.

Graduation Requirements

RULES FOR GRADUATION – WHAT DO I NEED??

1. I MUST PASS:

English 10
 English 11 or Communications 11
 English 12, Communications 12 or English 12 First Peoples

Social Studies 10
 Social Studies 11, or B.C. First Nations Studies 12

A Mathematics 10
 A Mathematics 11

Science 10
 A Science 11
 PE 10

2. I MUST PASS: A Fine Arts or Applied Skills 10,11, or 12

3. I MUST PASS: Planning 10

4. I MUST PASS:

28 elective credits, with a minimum of 12 elective credits at the Grade 12 level (any courses counted towards #1 - #3 above cannot also be counted towards these 28 elective credits).

Note: All Board/Authority Approved (BAA) courses can be counted towards the 80 credits; however Locally Developed (LD) courses will not count toward graduation.

5. I MUST PASS:

Graduation Transitions Portfolio Assessment

6. TOTAL: 80 credits minimum to graduate:

- 48 required course credits (#1 - #3 above)
- 28 elective course credits (#4 above)
- 4 credit portfolio (#5 above)

All Board/Authority Approved (BAA) courses can be counted towards the 80 credits; however Locally Developed (LD) courses will not count toward graduation.

NOTE: Admission to post-secondary education (university, college, BCIT, etc.) will require specific courses in your graduation program. Please confirm with the specific institution that you meet their entrance requirements.

English 10	English 11 or Communications 11	English 12, or Communications 12, or English 12 First Peoples
Social Studies 10	Social Studies 11 or First Nations 12	Elective 12
A Math 10 course	A Math 11 course	Elective 12
Science 10	A Science 11 course	Elective 12
P.E. 10	Elective 10/11	Elective 10/11/12
Planning 10	Elective 10/11	Elective 10/11/12
Elective 10 (Fine Art or Applied Skill)	Elective 10/11	Elective 10/11/12
Elective 10	Elective 10/11	Graduation Transition

Provincial Examinations

PROVINCIAL EXAMINATIONS for Grades 10, 11, and 12

The new Graduation Program requires all students to write five provincial exams:

- Grade 10 English
- Grade 10 Science
- Grade 10 Mathematics
- Social Studies 11 or First Nations 12

These exams are worth 20% of the final mark.

- English 12, Communications 12 or English 12 First Peoples

These exams are worth 40% of the final mark.

All other Grade 12 exams are optional. Students need to be sure of post-secondary admission requirements and meet with their counsellor before deciding whether or not to take an exam. The Ministry requires students to write their EN12 provincial exam. UBC, SFU and UVIC state that they will accept the school mark or combined Prov. and school mark (whichever is higher). Also, writing 3 grade 12 exams gives you opportunities to win provincial scholarships. Exams are worth 40% if written.

- Applications of Mathematics 12
- Biology 12
- Chemistry 12
- Communications 12
- English 12
- English Literature 12
- Français Langue 12
- French 12
- Geography 12
- Geology 12
- German 12
- History 12
- Japanese 12
- Mandarin 12
- Physics 12
- Principles of Mathematics 12
- Punjabi 12
- Spanish 12

The examinations will be administered in January, June and August of each year. Individual students are responsible for meeting registration deadlines and for the accuracy of information on forms. The school will submit a percentage mark that will account for 60% or 80% of the final grade. This mark will be combined with the examination percent to produce the final grade.

Students who want to rewrite a Provincial Exam for a course they are not currently enrolled in need to inform the office, a month in advance, in order to be registered.

Examination results and final letter grades will be available to students by the Ministry of Education about 4-5 weeks after the exam is written. Appeals against the provincial portion are to be directed in writing to the Ministry of Education.

Students who fail examinable subjects may:

1. repeat the course and write the examination again or,
2. rewrite the examination without repeating the course (in which case the school mark will stand and will be combined with their highest examination mark to form their final mark),
3. take the course again and combine the new school mark with the exam mark. The best marks will be combined to create the final mark.

Provincial Examination Dates:

October: Students will be registered by the office, if they are enrolled in the course, for January Provincial Examinations.

January: Provincial Examinations administered for first semester courses.

March: Students will be registered by the office, if they are enrolled in the course, for June Provincial Examinations. Students who would like to rewrite or who have taken a Provincially Examinable course through Challenge must register at the office.

June: Provincial Examinations administered.

August: Examinations given for courses taken at Summer School or for those who would like to rewrite.

Scholarship Opportunities

Each year hundreds of Surrey high school students apply for scholarships and other forms of financial aid in order to pursue their interests and studies at the post-secondary level. Many of these students choose to expand their educational horizons by participating in a wide variety of specialized programs, ranging from student exchanges and youth conferences to work-study programs. Others invest time, energy and expertise in preparing for contests and competitions designed specifically for the benefit of secondary students.

Information on financial opportunities can be accessed from a variety of sources. School counselling staff and/or individuals from a Scholarship Committee will circulate information on scholarship opportunities during the course of the school year. Students should review the Ministry of Education publication entitled Financial Opportunities for Students to gain a broad perspective of existing scholarship and contest possibilities. Students are also encouraged to consult university and college calendars for additional information on scholarships and specific criteria. The following information highlights a few of the many scholarship opportunities that are available:

PROVINCIAL EXAMINATION SCHOLARSHIPS

(\$1,000 or \$2,000)

Student must write at least three Provincial exams (excluding Communications 12), and attain at least a "B" on the English 12 exam. If the average of the student's top 3 exam marks is 86% or higher, \$1,000 will be awarded. \$2,500 will be awarded to the top 20 student averages provincially.

PROVINCIAL DISTRICT AWARDS

(\$500 cheque plus \$500 tuition voucher)

Students eligible for this award will have successfully completed a concentration of courses that are career-oriented in areas such as Applied Skills, Physical Activity, or Second Languages. Only those candidates who are not writing provincial scholarship exams may apply for a district-scholarship and award.

UNIVERSITY ENTRANCE SCHOLARSHIPS

(Values up to \$30,000)

Students apply directly to various post-secondary institutions for consideration based on the Grade Point Average and extra-curricular involvement in athletics, the arts, community service and student government.

SCHOOL DISTRICT & SCHOLARSHIPS, BURSARIES AND AWARDS

Students are considered for a variety of school-based and community awards based largely on Grade Point Average (GPA) and extra-curricular involvement in athletics, the arts, student government and community service. In some cases, citizenship, humanitarianism, special needs and/or contribution to specific programs are an integral part of the scholarship and award.

PASSPORT TO EDUCATION

The Ministry of Education provides guidelines and funding for this program which recognizes levels of student achievement. At the conclusion of a school year, passport stamps are awarded to the top students in each school at each grade level. Passport stamps are valued as follows:

Grade 10 \$250

Grade 11 \$250

Grade 12 \$500

These stamps are cumulative to a maximum of \$1,000 by Grade 12. You have up to five years from September 30 of the expected year of graduation to redeem your Passport to Education stamps towards post-secondary institution tuition fees. (For example, if you are graduating in June 2012 then you have until September 30, 2017 to redeem)

Please consult your school-based Counselling Department for additional information on financial opportunities.

ADDITIONAL INFORMATION

For more information on local colleges and universities, and financial aid available, please refer to the specific post-secondary institution's calendar, or web page, or the following internet sites:

<http://www.sd36.bc.ca/scholarships>

<http://www.bcawardsonline.org>

<http://www.bced.gov.bc.ca/awards>

<http://www.aved.gov.bc.ca/studentaidbc/welcome.htm>

<http://www.studentawards.com>

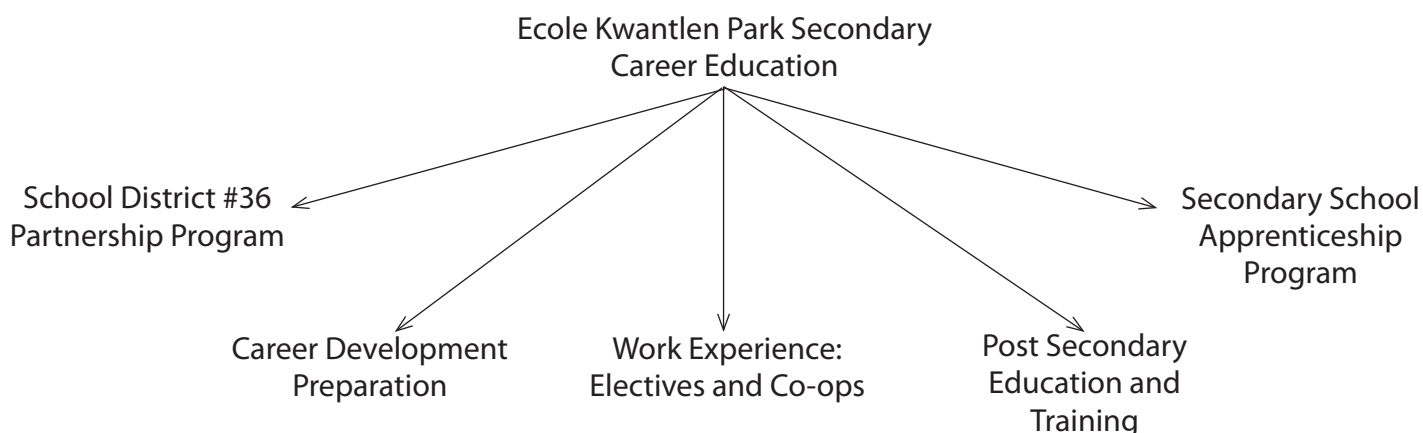
<http://www.studentscholarships.org>

Career Development Centre

Career Education...

opens the door to a world of experiences that gives the regular classroom meaning as each student prepares for life after graduation.

Career Exploration Opportunities



École Kwantlen Park Secondary provides a variety of quality Career Education services and opportunities for students to develop their career knowledge and understanding, their employability skills and to plan for life following graduation.

CAREER DEVELOPMENT/POST SECONDARY EDUCATION SUPPORT

- The Kwantlen Park CAREER RESOURCE CENTRE is located in A112.
- We have information on post-secondary institutions, scholarships and careers.
- We also have a number of computers available for career exploration and résumé writing.
- Drop-in and browse through the pamphlets, catalogues and scholarship binders, or set up an appointment to find out more about what your future may hold during and after high school.
- Career Department Website: <http://www.kwantlenpark.com>
Click on "Depts" and then on "Career Education" to get to our website.

SURREY DISTRICT SECONDARY SCHOOL APPRENTICESHIP (SSA)

SSA is a Career Program, which provides students over the age of 15 with the opportunity to begin an apprenticeship while in high school. A young student taking part in SSA could be a journeyman by the age of 21, and can earn money and high school credits!

Who are Secondary School Apprenticeship students?

- They working in a trade area and are registered apprentices
- They earn up to 16 credits towards graduation. (4 credits for every 120 hours of paid work completed)
- They get a year or more head-start in an apprenticeship in a trade.

For more information, come to the career centre or check out:

<http://www.itabc.com>

SURREY DISTRICT-WIDE PARTNERSHIP PROGRAMS AND CO-OPS

- District Programs are skilled trades development opportunities that take place in post-secondary locations such as Kwantlen Polytechnic University, BCIT, Vancouver Community College, local Surrey high schools, and others
- Tuition is paid for by the Surrey school district..
- Typically, students will complete graduation requirements at Kwantlen Park over 2-3 semesters in grades 11 and 12 (Grade 11 Math, Science, English, and Socials, and English 12). Students then go to the post secondary institution to complete their electives in specific trade areas for 1-2 semesters.
- Students are still Kwantlen Park students and still receive Go-Cards, yearbooks, and are able to attend all graduation functions.
- Students earn dual credits: Grade 12 graduation credits and post secondary credits from the institution partner of the specific program.
- Queen Elizabeth also offers automotive and drafting co-ops which are open to all Surrey students.

Please visit the Career Centre for course requirements and applications BEFORE APRIL 2011.

Construction		Cars	Food	Other	Night School
Carpentry	Millwright Industrial Mechanic	Automotive Collision Repair Technician	Baking and Pastry Arts	Hairdressing	Drafting/CADD
Electrical	Plumbing	Automotive Refinishing Prep Technician	Culinary Arts	Cosmetologist	Law Enforcement Prep
Horticulture	Roofing	Automotive Service Technician (Mechanic)		Industrial Warehousing	First Step: Medical Office Assistant (Student Pays)
Masonry	Welding				Head Start on Art (Students Pays)
Metal Fabrication					

Co-operative Education

Why Take Career Education Co-ops?

Course and Curriculum Advantages:

- Integration between the subject areas.
- Opportunities for lab work/experiments that could not normally be completed within a regular length class.
- Opportunities for field experiences that could not otherwise be included. You will not miss work in other classes and have to catch up.

Work Experience Advantages:

- Fantastic opportunity to “try out” a career. The career centre has contacts in many different areas and open the door for you.
- Answers can be found: “Is this what I see myself doing in my future?”
- Allows you to network and build contacts.
- May get you employment. Many employers will hire successful work experience students for seasonal or part time work.

Teacher Advantages:

- Fantastic match of curriculum to teacher background. Each Co-op teacher is a specialist and is able to share his/her excitement and enthusiasm for their course content.
- One teacher for the semester means that it will be easier for you to learn classroom expectations and marking schemes.
- Having only one teacher means awareness: your Co-op teacher will be aware of your work load in all your classes for the semester; due dates, test dates, and homework will be more balanced.

People Related Advantages:

- Opportunities for the development of fundamental, personal and teamwork skills.
- Peers work together - build a network of relationships, share experiences and grow in the three skill areas.
- Enjoy a new tight knit group of friends at the end of the semester.

Graduation Credit Related Advantages:

- Earn 4 extra grade 12 credits (20 instead of 16 in one semester).
- Use class time to complete the “Community Connections” section of Graduation Transitions.
- earn grade 12 credits while still in grade 11 (potential to graduate early).

Work Experience Co-op

Humanities Co-op – Grade 11 (20 Credits)

Suggested Prerequisites: Planning 10, English 10, Social Studies 10, Teacher Permission.

What Does Co-Op Look Like?

- One or two teachers
- Out of school for two full-time work experience placements (3 weeks each)
- 240 volunteer work experience hours

Semester 1		Semester 2	
English 11	4 grade 11 credits	Math 11	4 grade 11 credits
Social Studies 11	4 grade 11 credits	Science 11	4 grade 11 credits
Work Experience 12A	4 grade 12 credits	Elective	4 grade 11 credits
Work Experience 12B	4 grade 12 credits	Elective	4 grade 11 credits
Career Transitions 12	4 grade 12 credits		
5 courses	20 credits	4 courses	16 credits

Is Co-Op For Me?

- Do you have an interest in English and Socials?
- Do you like the idea of only having one teacher for a semester?
- Do you like the idea of going on field trips and not having extra work to catch up on when you get back?
- Do you have a dream job and want to try it out now?
- Do you want to network and make contacts in the “real world”?

Where Could I Go For Work Experience?

- We have successfully placed students all over the Lower Mainland in a variety of jobs. You need to successfully interview with the organization in order to get the placement.
- Vancouver Aquarium, Science World, elementary schools, law firms, vet clinics, banks, Canadian Coast Guard, Surrey Crime Prevention Society, The Canadian Cancer Society, Fitness World, The Hockey Shop, Authentix, The BC Lions, Best Buy, and many, many more.
- The Career Centre has contacts at thousands of locations in the Lower Mainland. There are endless possibilities!

How To Apply For A Co-Op Program

1. Make sure you select a co-op option on your course selection sheet when it is distributed in late January/early February
2. Fill out a Co-op application form that will be available in the Career Centre and counselling.
3. Return the completed application to the Career Centre (A112) with the signed parent form and teacher reference.
4. Interested students will be short listed for an interview based on teacher reference, attendance, general work habit reports, and marks (if necessary).
5. Complete an interview with the program teachers and the Career Development facilitators.

Work Experience Career Opportunities

WHAT YOU GET

Career Transitions 12
 Grad Transition Mentoring
 Bonus: SuperHost Certification

} 4 Grad credits each

Work Experience 12A & 12B

8 Grad credits

WHAT IT LOOKS LIKE

First 1/3 of the semester in one class, with one teacher, all morning

Second 2/3 of the semester: work out of school in the afternoon, evening and/or the weekend

BENEFITS

12 of the 16 required Grade 12 graduating credits in 2 blocks PLUS

1. Graduation Transitions Mentoring (All of Community Connections and some of Career and Life will be finished)
2. References: teacher and employers
3. Employability Skill Development and Skills Training
4. SuperHost Certification (proof of customer service skills)

Students who complete the Work Experience 12A and 12B and have chosen other electives in one of the focus areas should receive a graduation certificate stating this interest area.

Many post-secondary institutions are giving preferential admissions to students with work experience credits in their chosen focus area.

SuperHost Training



CAREER TRANSITION 12 - PREPARATION FOR WORK EXPERIENCE

Before being placed in a work experience, students will receive direct instruction ensuring that they

- Identify safety issues in the workplace
- Recognize and understand the Workplace Safety Rights and Responsibilities of a young worker
- Develop an understanding of employer expectations and employee rights and responsibilities
- Develop thinking, decision-making, problem solving and personal management skills
- Develop resume, cover letter and interview skills
- Explore a variety of career possibilities
- Develop a better understanding of themselves



Larisa T. (Work Experience 2005) and Aaron S. (Alumni Work Experience 2000) at the Chamber of Shipping of BC, in Vancouver.

Possible FOCUS AREAS for career exploration in Work Experience

FINE ARTS, DESIGN AND MEDIA

SCIENCE AND APPLIED SCIENCE

BUSINESS AND APPLIED BUSINESS

TOURISM, HOSPITALITY AND FOODS

TRADES AND TECHNOLOGY

HEALTH AND HUMAN SERVICES

FITNESS AND RECREATION

LIBERAL ARTS AND HUMANITIES

Special Elective Programs

Kwantlen Online: Surrey Connect Support Block for Distributed Learning (9999)

Kwantlen Online provides students in grades 11 and 12 with more flexibility in their timetabling. Kwantlen Online allows students to take courses through Surrey Connect which they might not otherwise be able to put into their timetable because of scheduling conflicts. As well, it allows students to take courses which are not currently available at Kwantlen Park.

Students who take the Kwantlen Online support course are enrolled in their required course through Surrey Connect's Distributed Learning Program. Each student will have one scheduled block in their timetable in which they will use a school computer to complete the online course offered by Surrey Connect. Attendance in these classes is mandatory, just as it is in any Kwantlen Park class.

Students who are successful online learners are:

- 1) self-disciplined,
- 2) self-motivated,
- 3) visual learners with strong time management skills, and
- 4) have extremely good or excellent in-class work habits. (i.e. you have consistently received "G" and "S" work habit marks in your other classes at Kwantlen Park)

If you feel that you meet these criteria, you may want to sign up for a Surrey Connect online course and a Kwantlen Online block. There are a number of benefits including:

- *A classroom teacher in the support block to help you with technical issues and organizational skills.*
- *A distributed learning online teacher from Surrey Connect directing and supporting your learning.*
- *Controlling the pace of your own learning as you move through your online course.*

Please note that the Kwantlen Online classroom teacher is there to facilitate paperwork and troubleshoot technical issues. This teacher will not be providing any instruction for online courses.

Application for a distributed learning support block is done through your counsellor only. Do NOT apply through Surrey Connect.

Business Education

OVERVIEW:

The Business Education Curriculum is designed to prepare students for a future in business by developing skills in areas such as business communication, finance, economics, marketing, and entrepreneurship. The curriculum presents a sequence of business concepts and skill development, responding to students' awareness of business within the home, school, community, and global marketplace. The business education curriculum incorporates the challenges of technology and provides an appropriate balance of perspectives between those of consumer and business; employee and employer; and entrepreneur, small business, and larger corporation.

BUSINESS COURSES

Business Education 10: General. MBEG-10--S (3709)

This is an introductory course in which students study how an economy works. They experience real world computer simulations involving investing in the stock market, budgeting, running a small business and creating policies for a corporation. Most of this course will be taught online and students will learn to send email, participate in online discussions and submit their assignments electronically. Students will complete group projects and practice real world experiences such as setting up a budget to live independently, learn how to balance cheque books and learn about the law and how it applies to consumers. This is an excellent course to help students prepare for working in the business world and for learning to manage their own money to become informed consumers.

Evaluation: In-class assignments, quizzes, and projects.

Recommended: None.

** Fulfills graduation requirement for Applied Skills.

Accounting 11. MAC--11--S (4780)

This is an entry level accounting course that will cover the fundamentals of accounting concepts. This is an excellent course for students who might consider a career in accounting, bookkeeping, or in managing a small business. Students will combine written applications with micro-computerized accounting. This course provides hands on practical experience with various accounting documents.

Evaluation: Based on in-class assignments, tests, notebooks, projects, and on-line simulations.

Recommended: None

** Fulfills graduation requirement for Applied Skills.

Accounting 12. MACC-12--S (5781)

Accounting 12 expands upon many topics covered in Accounting 11 and is a course in applied accounting, reflecting current business practices. Financial accounting is recommended for students wishing to pursue post secondary studies in accounting, finance, business management, or commerce. These concepts will encourage students to develop analytical, decision-making and communication skills.

Evaluation: Based on class projects, homework, a research assignment and tests.

Recommended: Accounting 11

** Fulfills graduation requirement for Applied Skills.

Entrepreneurship 12. MENT-12--S (5771)

Entrepreneurship 12 is a highly interactive, skill building course. Entrepreneurship 12 helps students to gain an understanding of the entrepreneurial spirit in the context of starting a small business. The course is designed to take students through the stages required to develop and operate a business. Within a secure and supportive environment, students research, develop, and implement venture plans that link technical and managerial resources and innovation. Students will cover the necessary steps in developing a business plan and operating a school based business. Students will also have the opportunity to use the computer to research and participate in business simulations. No matter what profession a student wishes to pursue, the skills learned in Entrepreneurship 12 will be beneficial.

The type of student who would enjoy this course: Students who are interested in starting or managing a business in the future.

Evaluation: Quizzes, presentations, a business venture, business game simulation

Recommended: None. Previous Business Education courses would be beneficial but are not required.

** Fulfills Graduation requirements for Applied Skills.

Marketing 11. MMK--11--S (4770)

Marketing 11 will focus on applying concepts such as advertising, pricing, selling, promotions, etc. Students will be involved in projects such as the start up of their own business. Marketing 11 is experimentally based and activity oriented, where both individual and group performance are stressed. This course will provide students the necessary insights into retail merchandising and prepare them to be more informed consumers.

Evaluation: Evaluation will be based on class projects, homework, research assignments, work habits and tests.

Recommended: None.

** This course fulfills graduation requirement for Applied Skills.

Marketing 12. MMK--12--S (5770)

Marketing 12 is an introduction to national and international marketing with an emphasis on Pacific Rim trade. The focus is on manufacturing and service industries as opposed to the retailing focus in Marketing 11. Topics include: market planning and forecasting, advertising, sales promotion, and marketing research. The course will also have a component based on the tourism industry and its economic importance to B.C.

Evaluation: Class assignments, quizzes and group projects to create portfolios.

Recommended: None.

** Fulfills graduation requirement for Applied Skills.

COMPUTER COURSES

Information Technology 9. MINT-09--S (2815)

Information Technology 9 has been designed to give students the foundation skills and knowledge they will need for business, industry, and upper level technology courses. Through a variety of experiences, students will develop confidence with information technology tools and resources including computers, multimedia designing software and related technologies used in business and educational applications. In this course we will cover, but not be limited to the following: keyboarding skills; online safety and ethical computing; effective and efficient internet searching techniques; introduction to the hardware of a computer; a tour of Microsoft Office (Word, PowerPoint, and Excel); introduction to designing multimedia (Photoshop and Comic Life); 2D Animations (PowerPoint); Introduction to web design (Basic HTML); introduction to programming (Scratch)

Evaluation: Projects and Assignments, Keyboarding Skills, Tests and Quizzes

Recommended: None

Information Technology 10. MINT-10--S (3815)

Information Technology 10 builds upon the skills and tools learned in Information Technology 9. The focus of the course is to help students become digitally literate and socially responsible users of technology. In this course we will cover, but not be limited to, installing computer software, working with digital graphics (Photoshop), introduction to programming (websites and games), introduction to 3D modelling (Blender), digital design concepts of print and websites, and the effective and efficient use of computers.

Evaluation: Assignments & projects, tests, quizzes, keyboarding & final exam.

Recommended: Information Technology 9

ICT: Applied Digital Communications 11/12. MICTC11--S (4641)

Applied Digital Communications 11 is a course designed for students with either no knowledge or beginning/intermediate computer knowledge. The course is designed as a practical, activity based; hands on course using some of the most widely used software on the market. The course will concentrate on word processing, spreadsheets, graphics and image use (scanning and internet), multimedia presentations and internet use. Software currently being used: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and the Internet. Applied Digital Communications 11 will enable students to be proficient and comfortable at using industry stand software and to use the computer as a more efficient tool to help them with schoolwork or to enhance their career opportunities.

Evaluation: Projects, keyboarding assessment, test and quizzes.

Recommended: None

ICT: Digital Media Development 11. MICTM11--S (4640)

This design course focuses on developing the skills and tools for 2D/3D graphic design, desktop publishing, and animation. These skills and tools are developed through the use of Microsoft PowerPoint, and Adobe Photoshop, DreamWeaver and Flash, and Blender. Instruction will focus on advanced interpretations, design and layout techniques in a variety of media. There are also options to work with Adobe Premiere video editing and audio editing using Adobe Soundbooth if time allows.

Evaluation: Quizzes, tests, assignments and projects including group projects.

Recommended: Info Tech 10 (3702) and approval of computer facilitator or course instructor.

ICT: Digital Media Development 12. MICTM12--S (5640)

This is an advanced design course that focuses on examining and applying design concepts to 2D/3D graphic design, web publishing and animation. This course will examine the application of these design concepts using Microsoft PowerPoint, Adobe Photoshop and Macromedia DreamWeaver and Flash. The skills and tools, such as layering audio and graphics, rendering techniques, action scripting, lighting and manipulation of perspectives, to create 2D and 3D animations will be examined using Macromedia Flash and Blender.

Evaluation: Quizzes, tests, assignments, and projects, including group work, presentations and student-led lessons.

Recommended: Digital Media Development 11 (4640) and permission of the computer facilitator or instructor.

TOURISM COURSES

Tourism 11. MTRM-11--S (4800)

Tourism 12. MTRM-12--S (5800)

This course will introduce the eight sectors of tourism and their associated industries. Students will attain valuable skills that will help them with future employment in the tourism industry.

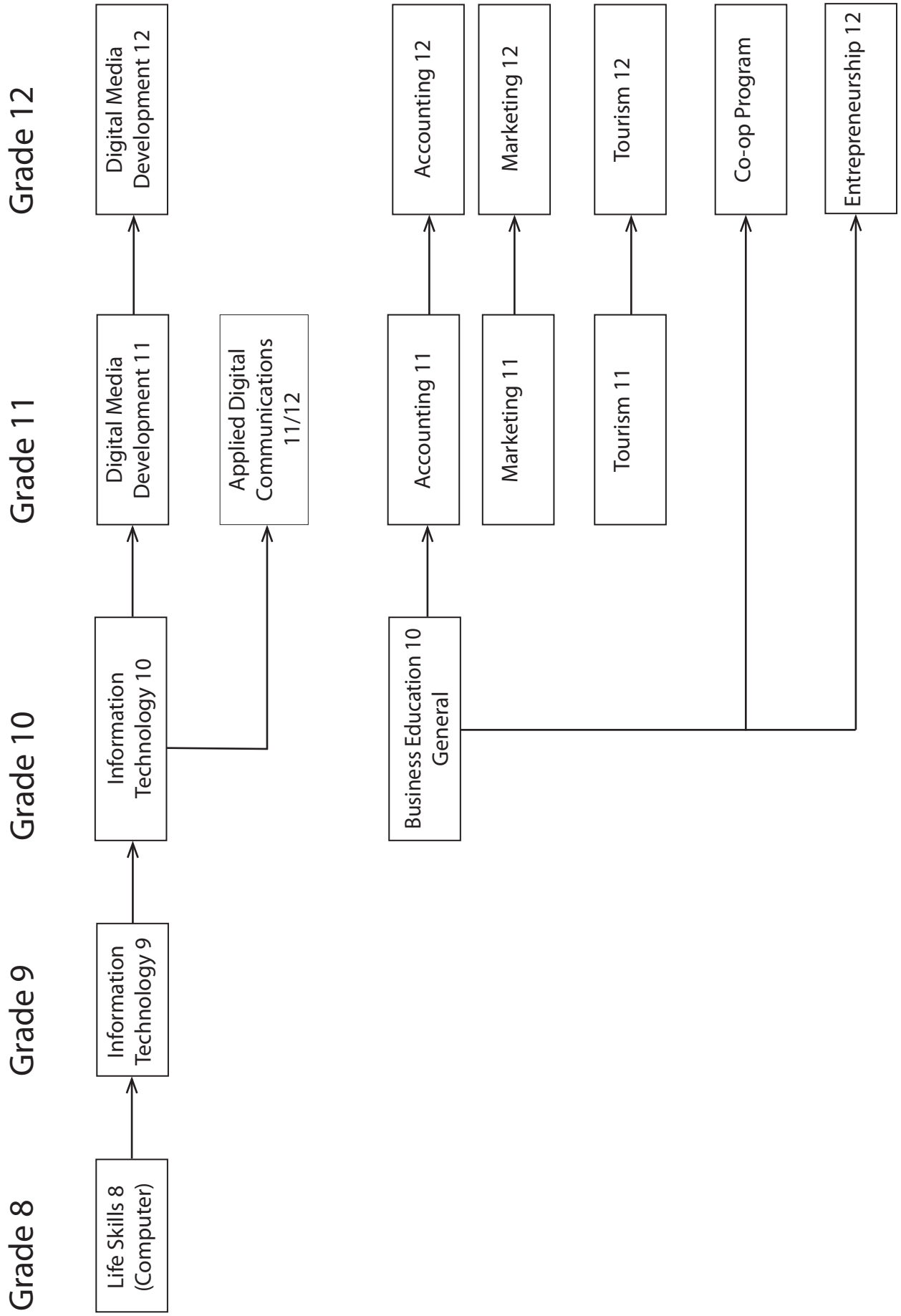
Activities: Theory, guest speakers, projects, videos, and Superhost or Worldhost certification (fee required).

Evaluation: Written work/projects, tests and quizzes.

** This course fulfills graduation requirement for Applied Skills.

Recommended: None

Business Education Department



Career & Personal Planning

Health and Career Education 8. MHCE-08--Y (1415)

Health and Career Education 9. MHCE-09--S (2415)

The aim of this course is to provide students with the knowledge, skills, and attitudes that will assist them in making informed decisions related to their health, personal goals, and future education and careers. This is a mandatory course for our grade 9 students.

Evaluation: Is based on a variety of assignments, tests and presentations. The grade is comprised of assessments from Physical Education units, Lifeskills components and Career Education assignments.

Planning 10. MPLAN10--S (3050)

Students explore the elements of Education and Careers, Finances, Health and the Graduation Program (course requirements, exams, focus areas and the Graduation Portfolio). The aim of Planning 10 is to enable students to develop the skills, knowledge and attitudes they need to become self-directed individuals who set goals, make thoughtful decisions and take responsibility for pursuing their goals throughout life. Specifically, Planning 10 provide opportunities for students to plan for successful learning in the Graduation Program, explore a wide-range of career and post secondary education and career options, think critically about health issues and decisions, develop financial literacy skills, and plan actions required to pursue post secondary destinations and career paths. Planning 10 provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and expectations of society.

Evaluation: Assignments, exams, and Graduation Portfolios.

English

English 8. MEN--08--5 (1000)

The general aim of English 8 is the enjoyment of English through investigation and exploration; therefore, the course offers various materials to appeal to a variety of interests and abilities. It covers listening, speaking, reading, and writing skills. Students will be encouraged to read for enjoyment, improve reading, and develop various reading techniques. The students will also work on writing and study skills. Writing in correct sentence structure and paragraph structure will be emphasized as well as the study of grammar.

Activities: Activities will include written assignments, quizzes, tests, and oral presentations.

Evaluation: Evaluation will be determined on the basis of assignments, quizzes and tests as well as oral presentations in class. There will be a final exam at the end of the course.

English 9. MEN--09--5 (2000)

This course focuses on the development of reading, writing and communications skills. These concepts are developed in various ways through the study of literature. Students will be involved in the study of novels, short stories, myths, and poetry, and will read various works of fiction and non-fiction. Students will develop practical English skills as well as an appreciation of the various forms of literary expression. The study of grammar, sentence structure, punctuation, paragraph writing and essay writing is emphasized throughout the course.

Activities: Activities will include written assignments, quizzes, tests, and oral presentations.

Evaluation: Evaluation will be determined on the basis of assignments, quizzes and tests as well as oral presentations in class. There will be a final exam at the end of the course.

Recommended: English 8.

English 10. MEN--10--5 (3000)

The emphasis in this course is on the improvement of the student's ability to perceive, describe and evaluate ideas on themes from a variety of literary works. Speaking, listening, reading, writing, and study skills continue to be emphasized in conjunction with an extension of grammatical elements and usage. The literature part of the course covers short stories, novels, drama, and poetry. Writing skills, vocabulary development, and reading comprehension are emphasized in the language component. Along with narrative, descriptive, and expository writing, the more formal expository essay writing is introduced.

Activities: Activities will include written assignments, quizzes, tests and presentations related to the literature topics covered.

Evaluation: Evaluation will be determined on the basis of assignments, quizzes and tests as well as oral presentations in class. There is a provincial exam at the end of the course worth 20%.

Recommended: English 9.

Creative Writing 10 (BAA). YLE --0A--5 (3001)

Creative writing 10 provides students with an opportunity to explore writing in different genres. Methods of expressing, organizing, editing, and publishing will be practiced. Students will be asked to critically analyze different styles (both in writing and media) and explore how persuasive techniques can have an effect on the reader/listener/audience. Students will learn to write to achieve a desired effect on the reader/audience.

Activities: Activities will include written assignments, and oral explanations of portfolio writing assignments in the areas of poetic expression, developing a narrative voice, journalistic techniques, script writing, and media studies.

Evaluation:

- Major Projects = 50%
- Student led lessons = 10%
- Daily Assignments/Journals = 15%
- Portfolio Assessments = 25%

There is no final exam in this course.

Recommended: This course is designed for students who excel in English, particularly in terms of writing, so that they can be engaged in enrichment experiences. The interdisciplinary nature of this course allows for outcomes and strategies in the English IRP to be expanded upon and reinforced. This is not a replacement course for English 10 or English 11, but can be taken at the same time as either course.

English 11. MEN--11--5 (4000)

This course encourages the development of critical thinking skills through the study of literature. In language the emphasis is on writing the formal essay. In literature, the emphasis is on short stories, the novel, and Shakespearean drama. Students will be required to use critical thinking skills to express themselves knowledgeably in the various aspects of literature in written and in oral form. Additionally the elements of grammar and usage will be reviewed.

Activities: Activities will include written assignments, quizzes, tests, and presentations related to the literature topics covered.

Evaluation: Evaluation will be determined on the basis of assignments, quizzes, and tests as well as oral presentations in class.

Recommended: English 10.

Communications 11. MCPM-11--S (4002)

This course will involve instruction in basic reading and writing skills. Students will be introduced to basic concepts in literature through the reading of short stories and novels. Practical communication skills are emphasized and oral presentations will occur throughout the year. Communications 11 will lead to Communications 12 next year and will fulfill graduation requirements for English.

Activities: Activities will include written assignments (resumes, business letters, etc.), quizzes, tests, and presentations related to the literature topics covered.

Evaluation: Evaluation will be determined on the basis of assignments, quizzes, and tests as well as oral presentations in class. There will be a final exam at the end of the course.

Recommended: English 10. This course is an alternative to English 11 for students who will not be directly entering university from secondary school. Students should consult with English 10 teacher regarding this course before registration.

English 12. MEN--12--S (5000)

This course emphasizes a critical approach to contemporary literature, and the expression of independent, thoughtful judgments. It involves the study of short stories, drama, poetry, novels, and essays. The study involves not only analyzing style, structure, and language, but also attempts to develop competence in evaluating the quality of ideas presented in literature. A model of traditional English grammar is taught with emphasis on practical application.

Activities: Activities will include written assignments, essays, quizzes, tests, and presentations related to the literature topics covered.

Evaluation: Evaluation will be determined on the basis of assignments, quizzes and tests as well as oral presentations in class. The final exam written by all students is issued by the provincial government and is worth 40% of the final mark.

Recommended: English 11.

Communications 12. MCOM-12--S (5002)

Students in Communications 12 review all the basic writing skills which they should have learned from grades one to eleven such as spelling, punctuation, sentence structure, subordination, essay writing, etc. Reading skills at a literal level of comprehension are developed. The course emphasizes precision in writing summaries, reports, business and friendly letters, essays, and visual designs. Continued development of reading and vocabulary skills is stressed, and students are asked to respond to a variety of novels, short stories, and poems.

Activities: Activities will include written assignments, quizzes, tests and presentations related to the literature topics covered.

Evaluation: Students must write a final government exam worth 40% of their final mark.

Recommended: English 11 or Communications 11. This course is an alternative to English 12 for students who will not be directly entering university from secondary school.

Writing 12 (Creative Writing). MWR--12--S (5003)

Creative writing is designed to give self-motivated students an opportunity to experiment with and develop confidence in different forms of writing including poetry, short fiction, non-fiction, drama, and more in a student directed workshop environment. Mentorship of young writers as well as coordinating the school writing contest are also components of the course. Knowledge of word processing is advisable.

Activities: Activities will include student-lead lessons on a variety of topics, weekly writing workshops, portfolio collection, oral presentations, and class discussion.

Evaluation: Emphasis will be on writing assignments, presentations, and portfolio assessment.

Recommended: English 10 with teacher recommendation or English 11. Interview with Creative Writing teacher is mandatory prior to being accepted into this course.

English Literature 12. MLIT-12--S (5004)

This course surveys, in chronological order, the major works and writers of English literature from Anglo-Saxon times to the Modern Age. Students study the works of individual authors in relation to the times they lived, thereby developing a perspective of the literature through time. The course emphasizes the precise use of literary terminology, and critical literary analysis. This course is highly recommended for students who wish to continue their education in one of the major universities and who will be taking further English courses at the post-secondary level.

Activities: The major text in this course is *Literature in the British Tradition*. Assignments and activities include tests, quizzes, essays, and projects.

Evaluation: The final exam written by all students is issued by the provincial government and is worth 40% of the final mark.

Recommended: English 11. Recommended: a minimum C+ average in English and sound essay writing skills.

English 12: First Peoples. MEFP-12--S (5005)

This course is a new course introduced in 2008. It is now “available for students to satisfy the grade 12 English Language Arts graduation program requirement” (p. 9 English 12 First Peoples Teacher Resource Guide). Like English 12, EFP 12 covers critical analysis of literary texts and involves a study of novels, poetry, composition, and short stories. The difference with this course is that it is “based entirely on the study of ‘texts’ representing authentic First Peoples voices” and “incorporates First Peoples principles of learning in the curriculum content” (p. 9 English 12 First Peoples Teacher Resource Guide).

Activities: Activities will include written assignments, essays, quizzes, tests, and presentations related to the literature topics covered.

Evaluation: Evaluation will be determined on the basis of assignments, quizzes and tests as well as oral presentations in class. The final exam written by students is issued by the provincial government and is worth 40% of the final mark.

Recommended: English 11.

French Immersion

Français Langue Seconde: Immersion

The goal of the French Immersion program is to offer students the opportunity to attain the necessary language competence in French to be able to communicate with confidence in context where the French language is spoken.

Learning French – the French Immersion Context allows students to:

- Acquire the knowledge, learning processes, abilities and attitudes necessary to communicate in French in an effective manner;
- Acquire an appreciation of the French language within its cultural context, in order to better understand Francophone communities and their cultures as well as the students' own culture and those of others;
- Acquire knowledge and appreciation of written, oral and visual works in the French language;
- Explore their own potential through language awareness, critical thinking and self expression; and
- A bilingual secondary diploma is awarded at the end of Grade 12.

Raison d'être

Le but du programme de Français langue seconde en immersion est d'offrir à l'élève l'occasion d'acquérir la compétence langagière nécessaire en français pour pouvoir interagir avec confiance dans les milieux où cette langue est parlée et valorisée.

L'apprentissage du français langue seconde en immersion donne à l'élève l'occasion:

- D'acquérir les connaissances, les processus d'apprentissage, les capacités et les attitudes nécessaires pour communiquer en français de façon efficace et avec confiance;
- D'acquérir une connaissance, une compréhension et une appréciation de la langue française à travers les contextes culturels de cette langue, afin de mieux comprendre les communautés francophones et leurs cultures ainsi que sa propre culture et celle des autres;
- D'acquérir une connaissance, une compréhension et une appréciation des oeuvres écrites, orales et visuelles d'expression française;
- D'explorer son potentiel dans les domaines de l'apprentissage de la langue, de la pensée critique et de l'expression de soi;
- Un diplôme secondaire bilingue est accordé à la fin de la 12^{ème} année.

Accentuer le développement et l'évaluation des 4 savoirs langagiers, ce qui permet à l'élève d'atteindre un bilinguisme fonctionnel littéraire.

Français Langue Seconde-Immersion 8. FFRAL08--S (1705)

Lecture de textes expressifs autour des thèmes de la connaissance de soi et de la famille ainsi que de textes informatifs. Étude de la fable accompagnée de textes variés sur les animaux et un aperçu du roman d'aventures.

Français Langue Seconde-Immersion 9. FFRAL09--S (2705)

Le cours est formé de quatre disciplines: compréhension de texte, expression orale, grammaire et projets. Les étudiants apprendront à exprimer leurs pensées et opinions de plusieurs moyens.

Français Langue Seconde-Immersion 10. FFRAL10--S (3705)

Lecture de nouvelles littéraires et de romans impliquant des jeunes qui doivent faire face à des problèmes de la vie quotidienne. Études des contes et de la poésie pour adolescents.

Français Langue Seconde-Immersion 11. FFRAL11--S (4705)

Étude des 4 savoirs langagiers, accent sur la grammaire avancée et la composition.

Français Langue Seconde-Immersion 12. FFRAL12--S (5705)

Étude de textes informatifs, poétiques, et littéraires afin de permettre à l'élève de penser et de s'exprimer au niveau d'un jeune adulte. Lecture et analyse de romans dictées par le Ministère de l'éducation en préparation à l'examen provincial (40%). Épreuve orale du ministère à la fin du semestre.

Sciences 8. FSCF-08--S (1710)

Le cours de science 8 offre une introduction à trois disciplines fondamentales: les sciences de la vie (les cellules et les systèmes corporels), les sciences physiques (les optiques, les fluides et les dynamiques) et les sciences de la terre (les océans et les réseaux hydrographiques). L'emphase est mise sur l'organisation et sur les méthodes sécuritaires dans un laboratoire.

Sciences 9. FSCF-09--S (2710)

Les élèves approfondiront d'avantage leurs connaissances en biologie, chimie, physique et sciences de la terre. Ce cours donne une introduction aux génétiques, les éléments et le tableau périodique, et l'exploration de l'espace.

Sciences 10. FSCF-10--S (3710)

Ce cours comprend quatre modules. Le premier concentre sur les écosystèmes terrestres et comment ils sont affectés par les activités humaines. Le deuxième est une continuation de la section de chimie de 9^{ième} année. Les élèves révisent les composés chimiques et apprennent plus des réactions chimiques et la radioactivité. Module trois explore la vélocité et l'accélération et module quatre est une continuation des sciences de la terre (l'énergie et les systèmes naturels).

*Examen provincial (20%)

Sciences Humaines 8. FSCHF08--S (1715)

En sciences humaines 8, l'élève développe les notions du temps et de l'espace. Ce cours est un survol de l'évolution de l'humanité à travers l'histoire (Antiquité, Moyen-Age, Renaissance et Grandes Explorations) et dans le monde (Europe, Moyen-Orient, Asie et Amérique). L'élève acquiert une meilleure compréhension des origines du monde actuel en étudiant le développement des grandes religions, l'évolution des sociétés traditionnelles et l'expansion des liens économiques et des échanges commerciaux dans le monde.

Sciences Humaines 9. FSCHF09--S (2715)

En sciences humaines 9, l'élève développe les notions d'évolution, de changement et de progrès de l'humanité au cours de l'histoire. Le cours est divisé en deux composantes majeures: la colonisation européenne en Amérique du Nord et plus particulièrement du Canada, et l'histoire européenne au XVIII^e et XIX^e siècles. L'élève prend connaissance de l'expansion européenne à l'époque de la colonisation et de l'impérialisme ainsi que de l'évolution de la démocratie, du nationalisme et du progrès industriel qui est essentiel à la compréhension du monde actuel.

Sciences Humaines 10. FSCH-10--S (3715)

Sciences humaines 10 est un survol de l'histoire du Canada et de la Colombie-Britannique au XIX^e siècle. L'élève apprend l'émergence du gouvernement responsable, la formation de la Confédération et le développement de l'Ouest canadien avec une emphase sur la Colombie-Britannique. De plus, ce cours présente les principales activités économiques du Canada et de la Colombie-Britannique, ainsi que les relations avec les États-Unis et les pays de la zone du Pacifique.

Sciences Humaines 11. FSCH-11--S (4715)

Ce cours explore les problèmes mondiaux, l'histoire du Canada moderne et le rôle du Canada dans le monde. Les élèves seront capables de discuter sur le système du gouvernement canadien ainsi que sur les interactions entre le Canada et d'autres pays. À travers les projets de recherche et des projets communautaires, les élèves démontreront leur compréhension des interactions des individus avec leur communauté et le monde. L'évaluation inclura la participation en français en classe, les projets oraux et écrits, les débats, les devoirs, les tests et plusieurs essais historiques formels. Un examen provincial complète le cours. Examen provincial (20%).

Education Physique 8 (Mixte). FEPHF08--S (1700)

Le but du programme d'éducation physique est d'inculquer une appréciation d'une vie active en santé tout en accroissant ses compétences en français. Le programme fournira aux étudiants l'occasion d'accomplir les objectifs suivants:

- Participer et s'intéresser à une variété de sports et de loisirs.
- Développer des attitudes positives envers une vie active et saine.
- Acquérir les compétences et les connaissances nécessaires pour développer une vie active et saine.
- Démontrer des comportements sociaux appropriés, une étiquette sportive, un bon esprit sportif et des compétences de leadership en rapport avec les activités physiques (responsabilité personnelle et sociale).
- Apprendre les termes appropriés afin de participer et d'encourager les autres en français.

Education Physique 9 (Mixte). FEPHF09--S (2700)

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- Démontrer des comportements sociaux appropriés, une étiquette sportive, un bon esprit sportif et des compétences de leadership en rapport avec les activités physiques (responsabilité personnelle et sociale).
- Apprendre les termes appropriés afin de participer et d'encourager les autres en français.

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- Développer des attitudes positives envers une vie active et saine.

Home Economics

Life Skills 8. XAT--08--S (1903)

Skills for Life! Introductory experiences in foods and nutrition, clothing and textiles, and technology courses.

Activities: Demonstrations, “hands on” activities and some theory.

Evaluation: 50% theory (quizzes, worksheets and notebooks) and 50% practical (labs, projects).

FOODS COURSES

Foods and Nutrition 10. MFDN-10--S (3811)

This course will build upon the basics learned in Foods 8/9. Students will begin to look at foods used and enjoyed around the world and examine individual dietary needs.

Activities: Demonstrations, labs, projects and theory.

Evaluation: 50% labs, 50% theory.

Recommended: None.

* Fulfills the graduation requirement for Applied Skills.

Foods and Nutrition 11. MFDN-11--S (4811)

This course will introduce FoodSafe Level 1 and will introduce new skills including meal planning, budgeting and intermediate food preparation using a variety of techniques. Ethnic foods will be introduced and then intertwined with diet and health.

Activities: Demonstrations, labs, projects and theory.

Evaluation: 50% labs, 50% theory.

Recommended: Foods and Nutrition 10 (3811) recommended.

* This fulfills the graduation requirement for Applied Skills.

Foods and Nutrition 12. MFDN-12--S (5811)

This course will focus on the presentation and styling of foods in our society. It will continue to celebrate cultural diversity and will expand on the knowledge learned from FoodSafe Level 1 and past food studies courses.

Activities: Demonstrations, labs, projects and theory.

Evaluation: 50% labs, 50% theory/projects.

Recommended: Foods and Nutrition 11 (4811)

* This fulfills the graduation requirement for Applied Skills.

TEXTILES COURSES

Textiles 10. MTXT-10--S (3826)

Learn to alter commercial patterns for a custom fit and build upon your sewing skills enabling you to create more complex garments. Begin to put your design ideas on paper.

Activities: Samples, completion of two or three garments (dependent on degree of difficulty), sketches.

Evaluation: 70% projects, 30% theory.

Recommended: None.

* This fulfills the graduation requirement for Applied Skills.

Textile Arts & Design 10. YHEC-0A--S (3965)

Use your creative ideas to design and complete a variety of culturally diverse textile craft items. Students will learn to use various techniques, equipment and computer technology to produce yet more elaborate textile crafts.

Activities: Craft work: machine sewing, embroidery, chenilling, quilting, stuffed toys. Completion of at least three major projects is required.

Evaluation: 70% projects, 30% theory.

Recommended: None.

Textiles 11. MTXT-11--S (4826)

Learn to use a variety of equipment and techniques in the creation of wearable clothing using advanced construction methods. Wardrobe planning and fashion illustrating will also be introduced.

Activities: Samples, completion of two or three projects (dependent on degree of difficulty: ski wear, raincoat, tailored jacket, special occasion dress), fashion illustrations, projects, and quizzes.

Evaluation: 70% projects, 30% theory.

Recommended: Textiles 10 (3826)

* This fulfills the graduation requirements for Applied Skills.

Textiles 12. MTXT-12--S (5826)

Use commercial patterns or design your own patterns or use a combination of both techniques in the creation of personal garments. Historical, cultural and contemporary influences in clothing will be studied. Students will also develop skills to showcase their work in the community.

Activities: Samples, completion of two garments (ski wear, raincoat, tailored jacket, special occasion dress), fashion illustrations, projects, quizzes.

Evaluation: 70% projects, 30% theory.

Recommended: Textiles (4826)

**This fulfills the graduation requirements for Applied Skills.

Fashion Design Tailoring 12.(BAA) YHEC-2A--S (5965)

Learn to design your own clothes. This course is intended for students who have a strong interest in fashion design. Pattern fitting, pattern design and tailoring techniques will be covered. Hands on experience and skills are learned that may lead you to choose a career in the field of fashion and design.

Activities: Samples, construction of two tailored garments, and another garment using an advanced construction method, fashion illustration and sketching, written assignments.

Evaluation: 80% projects (garments), 20% written assignments

Recommended: Textile Studies 12 (5826)

FAMILY STUDIES COURSES

Family Studies 11. MFM--11--S (4845)

Increase your knowledge of communicating effectively in developing relationships. Emphasis is on adolescent issues and meeting the needs of individuals and families in a responsible manner.

Activities: Theory, "hands on" projects, guest speakers, videos

Evaluation: 50% projects, 50% theory (worksheets, notebook, quizzes).

Recommended: None.

* This fulfills the graduation requirement for Applied Skills.

Family Studies 12. MFM--12--S (5845)

Explore the challenge and complexity of adult life today. Emphasis is on marriage and/or alternatives, family, aging, and dying. Values, goals and the decision-making process will comprise an integral part of this course.

Activities: Theory, "hands on" projects, guest speakers, videos

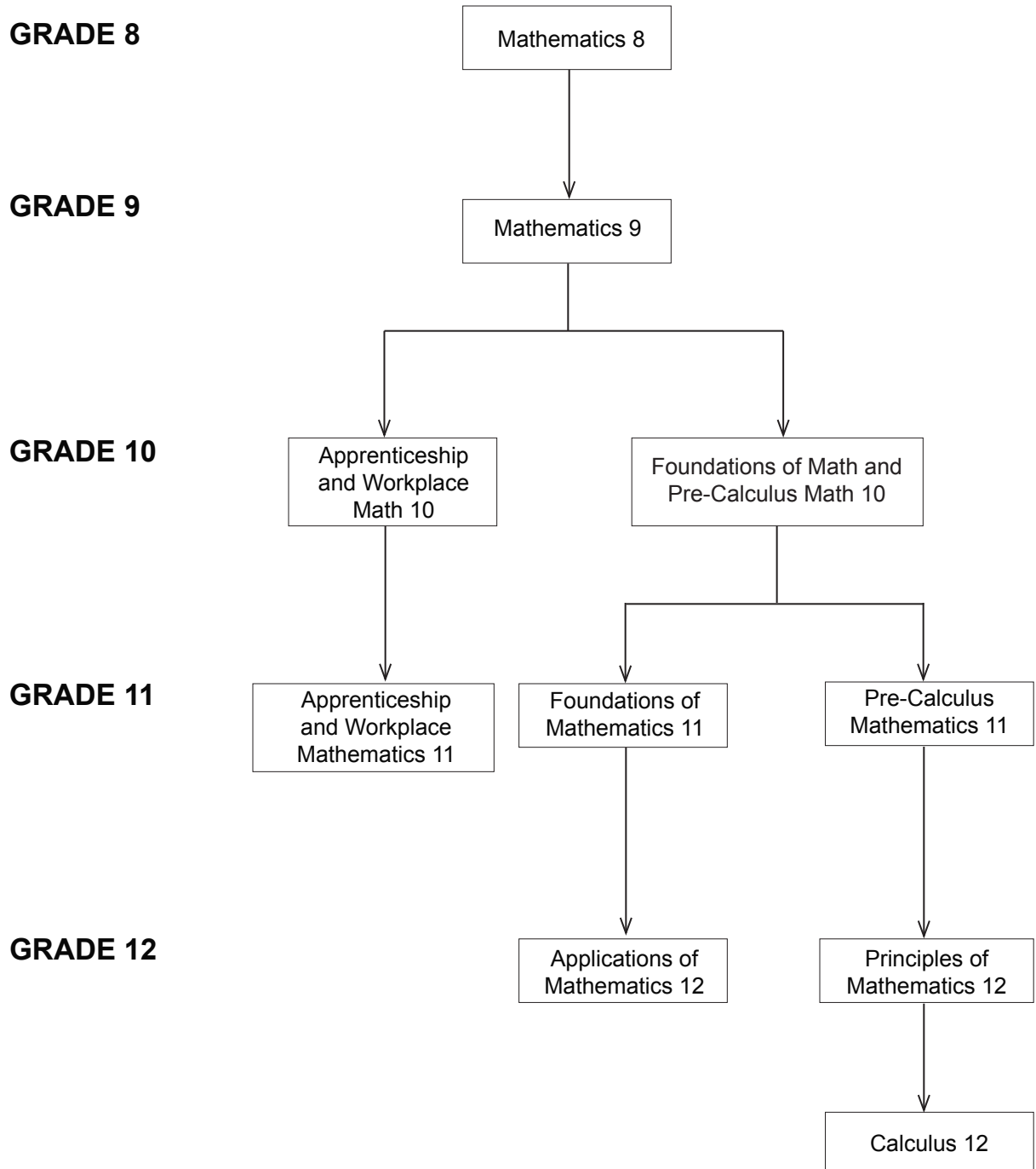
Evaluation: 50% projects, 50% theory (worksheets, notebook, quizzes).

Recommended: None.

* This fulfills the graduation requirement for Applied Skills.

Mathematics

The chart below shows the sequence of courses and the inter-relationships between those courses in the mathematics program. Students are advised to carefully consider their post-secondary goals when deciding which math courses to choose. The math program is designed to meet the needs of all students.



Mathematics 8. MMA--08--S (1100)

This course fosters a deeper understanding of basic number operations on integers and fractions. In addition, students will learn topics such as patterns, linear equations, square roots, ratios, Pythagorean theorem, surface area, tessellations, data representation and basic probability.

Activities: Include projects, regular classroom, and homework assignments.

Evaluation: Homework, projects, quizzes and tests are used to assess student progress in addition to a cumulative final exam.

Recommended: Mathematics 7

Mathematics 9. MMA--09--S (2100)

This course introduces basic concepts in powers, rational numbers, and polynomials. In addition, students will participate in the study of linear equations and inequalities, circle properties, surface area, symmetry and rotations, data manipulation, and basic probability.

Activities: Include regular classroom and home assignments.

Evaluation: Homework, projects, quizzes and tests are used to assess student progress in addition to a cumulative final exam.

Recommended: Mathematics 8

Workplace and Apprenticeship Mathematics 10. MAWM-10--S (3100)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Students will learn topics such as measurement, pythagorean theorem, trigonometric ratios, geometry, unit pricing, currency exchange, finance mathematics, and application of mathematical formulas. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, technology and visualization) are interwoven throughout the mathematical topics.

Activities: Include projects, regular classroom & homework assignments.

Evaluation: Projects, assignments, quizzes, chapter and unit tests are used to assess student progress in addition to a cumulative final exam. There is a required provincial examination (20% of final course mark) at the end of the course.

Recommended: Passing Math 9 with 60% or better.

Foundations of Mathematics and Pre-Calculus 10. MFMP-10--S (3101)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. Students will learn topics such as measurement, trigonometric ratios, irrational numbers, integral and rational exponents, operations with polynomial expressions, and linear relations. The 7 mathematical processes (communication, connections, mental mathematics and estimation, problem solving, technology and visualization) are interwoven throughout the mathematical topics.

Activities: Students should expect daily homework assignments.

Evaluation: Projects, assignments, quizzes, chapter and unit tests are used to assess student progress in addition to a cumulative final exam. There is a required provincial examination (20% of final course mark) at the end of the course.

Recommended: Passing Mathematics 9 with 65% or better.

Pre-Calculus Mathematics 11. MPREC-11-S (4102)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into Science or Engineering post-secondary programs. This course leads to Pre-Calculus 12. Students will learn topics such as radical expressions, rational expressions, trigonometric reasoning, polynomial expressions, quadratic functions, absolute value functions, reciprocal functions, quadratic equations and inequalities, arithmetic sequence & series, and geometric sequence and series. The 7 mathematical processes (communication, connections, mental mathematics and estimation, problem solving, technology and visualization) are interwoven throughout the mathematical topics.

Activities: Students should expect daily homework assignments.

Evaluation: Projects, assignments, quizzes, chapter and unit tests are used to assess student progress in addition to a cumulative final exam.

Recommended: Passing Foundations of Mathematics and Pre-Calculus 10 with a 73% or better.

Foundations of Mathematics 11. MFOM-11-S (4103)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs. This course leads to Foundations of Mathematics 12. Students will learn topics such as application of rates, 2-D/3-D spatial representation, trigonometry, properties of angles and lines, logical reasoning, statistics, systems of linear relations, and quadratic functions. The seven mathematical processes (communication, connections, mental mathematics and estimation, problem solving, technology and visualization) are interwoven throughout the mathematical topics.

Activities: Students should expect daily homework assignments.

Evaluation: Projects, assignments, quizzes, chapter and unit tests are used to assess student progress in addition to a cumulative final exam.

Recommended: Passing Foundations of Mathematics and Pre-Calculus 10 with 65% or better.

Apprenticeship and Workplace Mathematics 11. MAWM-11--S (4106)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Students will learn topics such as surface area measurement, volume measurement, 2-D/3-D spatial representation, SI and imperial units, trigonometry, personal finance, rates of change, slopes, formula manipulation, and graphing. The 7 mathematical processes (communication, connections, mental mathematics and estimation, problem solving, technology and visualization) are interwoven throughout the mathematical topics.

Activities: Includes projects, regular classroom and homework assignments.

Evaluation: Projects, assignments, quizzes, chapter and unit tests are used to assess student progress in addition to a cumulative final exam.

Recommended: Passing Workplace and Apprenticeship Mathematics 10 with a 60% or better or Principles of Mathematics 10 with recommendation from the teacher.

Principles of Mathematics 12. MMA--12--S (5102)

This course is designed for students who wish to further their academic study of Mathematics, particularly for those who are interested in pursuing a career in a math-related field. Topics of study includes function transformation, exponential functions, geometric sequences, logarithm, trigonometry, combinatorics, and probability. Principles of Mathematics 12 is a pre-requisite for many post-secondary degree programs in mathematics, science and engineering.

Activities: Students should expect daily homework assignments, problem sets and problems from the provincial examination specifications.

Evaluation: Assignments, quizzes, chapter and unit tests are used to assess student progress. There is an optional provincial examination at the end of the course.

Recommended: Passing Principles of Mathematics 11 with 70% or better.

Applications of Mathematics 12. MAMA-12--S (5103)

Applications of Mathematics 12 covers a broad range of mathematical concepts, with a more practical focus. This course introduces topics in personal finance, vectors, matrices, probability, statistics, trigonometry, geometric sequences and exponential functions. Applications of Mathematics 12 does not meet all university entrance requirements but may meet some college/technical school requirements. Students are advised to check with the post-secondary institution in which they are interested in attending.

Activities: Activities include projects, regular classroom and homework assignments.

Evaluation: Assignments, projects, quizzes, chapter and unit tests are used to assess student progress. There is an optional provincial examination at the end of the course.

Recommended: Passing Applications of Math 11 with at least 60% or passed MA 11P.

Calculus 12. MCALC12--S (5135)

This course is for students intending to pursue post secondary studies in sciences, mathematics or engineering. Students will learn mathematical concepts involved in both differential and integral calculus.

Activities: Students should expect class work and daily homework assignments.

Evaluation: Assignments, quizzes, chapter and unit tests are used to assess student progress in addition to a cumulative final exam.

Recommended: Passing Principles of Math 12 with 73% or better.

Calculus 12/Physics 12. XAT--12A-Y (5101)

This course runs all year long with credit for both Calculus 12 and Physics 12 awarded. This course is for students intending to pursue post secondary studies in sciences, mathematics or engineering and who wish to study differential and integral calculus before university. Students may wish to write the UBC/SFU Calculus Challenge Exam and will be given that opportunity. By taking Physics 12, within the same course, extensive use of physical examples for the calculus greatly improves both calculus and physics understanding. Topics in the physics component include all aspects of the Physics 12 curriculum and the provincial exam will be expected to be written in June.

Activities: At least two field trips will be included in this course: one to the "Science of Snow" and one to "Playland Physics". Several labs and activities may be outdoors.

Evaluation: Evaluation consists of a combination of tests, assignments, projects and labs with an emphasis on tests.

Recommended: Passing Physics 11 with 65%+ Guideline and Principles of Math 12 with 73% or better.

Modern Languages

Courses offered in the Modern Languages Department are for second-language study. Those with fluency in the target language are encouraged to see the Counselling Department for challenge procedures.

Study of a second language enhances travel and employment opportunities. The completion of the grade 11 level of a language allows for direct entry into university after completion of grade 12. Study of foreign languages has been found to increase cognitive development in other unrelated areas as well as the language center of the brain.

French 8. MFR--08--S (1500)

This is a required course and builds upon students' elementary French learning experiences. They learn to exchange personal information in oral and written form. Themes include exploring aptitudes, restaurant design, consumer habits, and stories of paranormal activity in Canada. Through discussion about these themes, they learn to describe, compare, express their likes and dislikes, give directions, and comprehend articles and a variety of video and listening media.

Activities: Include pair work, group projects, roleplays, listening and writing practice, reading short passages and structured oral practice. Use of the language as a tool for communicating and as a basis to engage in real-life activities is emphasized over learning theory.

Evaluation: Evaluation is done on a continuing basis with marks given for listening, speaking, reading and writing tests.

Recommended: None

French 9. MFR--09--S (2500)

Students participate actively in French in a variety of situations drawn from real life, from exploring life in worldwide francophone cultures, to talking about sports, music, and pop culture in recent decades. Through exploring these themes they learn to discuss actions in the present and past tenses, give directions, learn patterns for French dialogue, increase understanding of a variety of media in the unit themes and acquire more sophisticated writing skills.

Activities: Activities include oral presentations, group projects, written assignments, partner interviews and roleplays, listening and reading passages.

Evaluation: Evaluation is based on oral participation, project evaluations, written assignments, projects and unit tests.

Recommended: French 8.

French 10. MFR--10--S (3500)

Students learn to formalize many of the language patterns to which they have been exposed in previous levels. Through projects and guided practice they develop more sophisticated speech patterns to express ideas in the past, present and future and to combine several ideas into one sentence. Themes include traveling and surviving in a French culture, career choice, French news media and folklore.

Activities: Activities include pair work, group projects, roleplays, creating paragraphs, reading articles from the program as well as French publications, and viewing theme-based videos.

Evaluation: Assessment is increasingly weighted towards writing and less towards project work. Reading, speaking and listening are still important skills evaluated.

Recommended: French 9.

French 11. MFR--11--S (4500)

Through the use of French language resources, students learn to discuss, research and summarize information to complete realistic tasks. Themes include world cuisines, childhood memories, marketing products and advertising to raise global awareness, and dealing with stress. Three new verb tenses, the imperfect, the future, and the conditional enable students to expand their self-expression.

Activities: Include pair work, group projects, reading and practice and extensive writing opportunities.

Evaluation: There is comprehensive assessment in the four skill areas: reading, writing, listening and speaking. Language elements are tested through numerous quizzes; whereas writing skills are assessed through a series of paragraphs connected to the theme unit.

Recommended: French 10.

* French 11 meets the university requirement for a second language.

French 12. MFR--12--S (5500)

Students selecting French 12 can expect to consolidate their knowledge of French gained through grades 5 to 11. Through increasingly sophisticated discussion on topics such as French artists, travel, lifestyle options for graduates and predictions for the 21st century, students refine their communicative competence.

Activities: Include pair work, reading literature, listening activities, a variety of writing assignments responding to literary works and art of the francophone world.

Evaluation: Fluency in written expression is the key component. Because a provincial government exam is still an option for students (worth 40% of their mark if undertaken), part of this course will be dedicated to preparing students for this exam. All assessments focus increasingly on spontaneity, whether this be written, spoken, reading or listening evaluations.

Recommended: French 11

Spanish 9. MSP--09--S (2550)

This is an entry level course for students in grade 9 or 10. They learn the basic vocabulary and expressions to exchange personal information, describe themselves and their family and discuss preferences in food, courses and shopping. Cultural emphasis is on Latin-American countries.

Activities: Includes pairwork, singing, reading, listening and writing practice.

Evaluation: Is based on projects, tests, and listening and writing quizzes. Spanish 9 is an academic course.

Recommended: Successful completion of French 8 is highly recommended.

Spanish 10. MSP--10--S (3550)

Spanish 10 is a second year course for students in grade 10 or 11. Themes for study include the body, technology, daily activities, vacations, sports and clothing. They learn to speak about events in the past (preterite).

Activities: Includes individual, pair and group work, oral presentations, projects, listening and writing practice.

Evaluation: Is based on oral activities, quizzes, listening comprehension and writing assessments.

Recommended: Spanish 9 or permission of the instructor.

Spanish 11. MSP--11--S (4550)

Spanish 11 is a third year Spanish (Second Language) course for students in grades 11 or 12. Themes for study include: school, clothing, hobbies, childhood experiences, fiestas, and giving directions.

Activities: Includes individual, pair and group work, role- plays, oral presentations, projects, writing practice, worksheets, video & audio exercises.

Evaluation: Assessment activities include grammar quizzes, oral and listening comprehension, and writing assessments.

Recommended: Spanish 10 or permission of the instructor.

*This course meets the university requirement for a second language.

Spanish 12. MFR--12--S (5550)

This provincially – examinable course completes the Spanish program. Activities include group work, oral presentations, writing and listening exercises.

Evaluation: Fluency in the written expression is key to success. The provincial exam is optional and, if taken, is assessed at 40% of the final grade.

Recommended: Spanish 11

Physical Education

The goal of the Physical Education program at Kwantlen Park is to instill skills and attitudes that will help our students appreciate health, fitness and physical activity as a life-long pursuit and emphasizes both participation and skill development. A wide variety of sports and skills are encountered throughout the PE program. In addition, the extra curricular athletics program offers students a opportunity for further skill development and leadership.

Physical Education 8. MPE--08B-S Boys (1404)

Physical Education 8. MPE--08G-S Girls (1405)

The Grade 8 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance and leisure activities;
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

Activities: Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, wrestling, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health. Out of school activities may include swimming, skating, and hiking.

Evaluation: Physical Education students will be evaluated in the following three areas:

1. Movement and active living sport skills;
2. Cognitive development: principles and concepts; rules and strategies; and
3. Personal and social responsibility: attitude, participation and cooperation.

Physical Education 9. MPE--09B-S Boys (2404)

Physical Education 9. MPE--09G-S Girls (2405)

The Grade 9 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance and leisure activities;
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

Activities: Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, wrestling, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health. Out of school activities may include swimming, skating, and hiking.

Evaluation: Physical Education students will be evaluated in the following three areas:

1. Movement and active living sport skills;
2. Cognitive development - principles and concepts; rules and strategies; and
3. Personal and social responsibility - attitude, participation and cooperation.

Recommended: PE 8

Physical Education 10. MPE--10B-S Boys (3404)

Physical Education 10. MPE--10G-S Girls (3405)

The Grade 10 PE program will provide students with the opportunity to:

- Participate in and experience a variety of performance and leisure activities;
- Acquire skills and knowledge necessary to develop an active and healthy lifestyle.
- Develop positive attitudes towards physical activities and
- Be able to develop positive personal and social behaviours, and to work cooperatively in group activities.

Activities: Activities include individual and dual activities, team games and dance. Examples of possible activities include: basketball, wrestling, fitness training, weight training, yoga, badminton, minor games, soccer, volleyball, field hockey, dance, floor hockey, 5 km run training and active health. Out of school activities may include swimming, skating, and hiking.

Evaluation: Physical Education students will be evaluated in the following three areas:

1. Movement and active living sport skills;
2. Cognitive development - principles and concepts; rules and strategies; and
3. Personal and social responsibility - attitude, participation and cooperation.

Recommended: PE 9

Physical Education 11 (Co-ed). MPE--11--S (4404)

The Physical Education 11 course is an elective course that is open to grade 11 and 12 students. The objectives of the course are:

- To participate in and develop skills in a variety of athletic and recreational activities;
- To value physical activity as a necessary part of an active, healthy lifestyle;
- To be aware of community resources available for physical and recreational activities; and
- To demonstrate responsibility by fulfilling leadership requirements.

Activities:

* Performance-oriented activities:

Team and individual games and physical fitness.

* Leisure-Oriented activities:

Activities may include golf, snowshoe, racquetball, bowling, hiking, curling, rock climbing, dance, and skating.

* Active Health:

These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities will include weight training, fitness ball, yoga, 5 km fitness run and fitness testing.

* Personal development:

These activities will provide opportunities to understand and appreciate the nature of social responsibility and leadership.

* Leadership Hours

Students are required to complete 10 hours of community and/or in-school PE related leadership experience to receive credit for the course.

These hours are compulsory.

- Officiating
- Team Trainer
- Intramurals

Evaluation: PE11 students will be evaluated in the following five areas:

1. Active Living (participation, attitude, personal/social responsibility)
2. Cognitive (theory, written tests, assignments, journals)
3. Fitness (assessment, 5k, warm up runs, circuits)
4. Teaching Assignment
5. Leadership

Course Fee: There may be a cost associated with optional activities related to the course requirements.

Recommended: Physical Education 10; with mark of C+ or better recommended.

* Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions.

Girls Only: Superfit 11. (BAA) YHRA-1BG-S (4405)

The emphasis of this class is to provide students with opportunity to improve their physical fitness levels and improve their awareness of healthy living within an "all-girls" Physical Education class. Grade 12's taking this course will receive credit for Superfit 11.

Activities: May include aerobics, plyometrics, circuit training, pilates, yoga, exercise ball workouts, and different types of game/sports. Students will also have in-class discussions about healthy living and problem solving around issues within their age group.

Course Fee: There may be a cost associated with the optional activities related to the course outline.

Recommended: PE10 with a mark of C+ or higher.

Co-ed: Superfit 11. (BAA) YHRA-1B--S (4406)

The emphasis of this course is on improving personal fitness levels and to introduce students to a variety of life – long fitness activities. Grade 12's taking this course will receive credit for Superfit 11.

Activities: May include aerobics, plyometrics, circuit training, cross-fit, and power walking/jogging to improve cardiovascular endurance; weight training, yoga and pilates to improve muscular endurance; and field trips.

Course Fee: There may be a cost associated with the optional activities related to the course outline.

Recommended: PE 10 with a mark of C+ or better recommended.

* This course meets Aspects 6.1, 6.3, 6.4 and 6.5 of the Grad Transitions Requirements.

Weight Training 11. (BAA) YHRA-1C--S (4407)

The design of this course is centered on a weight training program. It is a plan for balanced healthy living including: fitness, speed, strength, flexibility, endurance, cardio-vascular endurance and nutrition.

Activities: Develop and create an exercise program incorporating the principles of training; identify and describe different strategies for stress management and relaxation/ and evaluate critically the effects of consumerism on body image and perception of athletes. Fields trips will be determined during the first week of class.

Evaluation: Please see course outline..

Recommended: PE 10 with C+ or better recommended.

* Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions

Physical Education 12. MPE--12--S (5404)

The Physical Education 12 course is an elective course that is open to grade 12 students. The objectives for the course are:

- To participate in and develop skills in a variety of athletic and recreational activities;
- To value physical activity as a necessary part of an active, healthy lifestyle;
- To be aware of community resources available for physical and recreational activities; and
- To demonstrate responsibility by fulfilling leadership requirements.

Activities:

* Performance-oriented activities:

Team and individual games and physical fitness.

* Leisure-Oriented activities:

Activities may include golf, snowshoe, racquetball, bowling, hiking, yoga, curling, rock climbing, dance, skating, and fencing.

* Active Health:

These activities will provide opportunities to acquire skills and knowledge necessary to develop an active and healthy lifestyle. Activities will include CPR certification, weight training, 5 km fitness run and fitness testing.

* Personal development:

These activities will provide opportunities to understand and appreciate the nature of social responsibility and leadership.

*Service Hours

Students are required to complete 10 hours of community and/or in-school PE related leadership experience to receive credit for the course.

These hours are compulsory. Activities that qualify are:

- Officiating
- Team Manager
- Team Trainer
- Intramurals

Evaluation: PE12 students will be evaluated in the following five areas:

1. Active Living (participation, attitude, personal/social responsibility)
2. Cognitive (theory, written tests, assignments, journals)
3. Fitness (assessment, 5 K, warm up runs, circuits)
4. Teaching Assignment
5. Leadership

Course Fee: There may be a cost associated with optional activities related to the course requirements.

Recommended: PE 11 or Superfit with a mark of C+ or better.

*Successful completion of this course fulfills the graduation requirements for APPLIED SKILLS and the 80 hours of physical activity required for Grad Transitions.

Co-ed: Superfit 12. (BAA) XAT--12H--S (5406)

This course is designed to be a progression from Weight Training 11 and Superfit 11. Students will create their own fitness program which will include:

Fitness - speed, strength, flexibility, endurance, and cardiovascular

Nutrition - making the right food choices for the activity level

Rest and Work - work ethic

Activities: Develop and create an exercise program incorporating the principles of training. Identify and describe different strategies for stress management and relaxation. Evaluate critically the effects of consumerism on body image and perception of athletes.

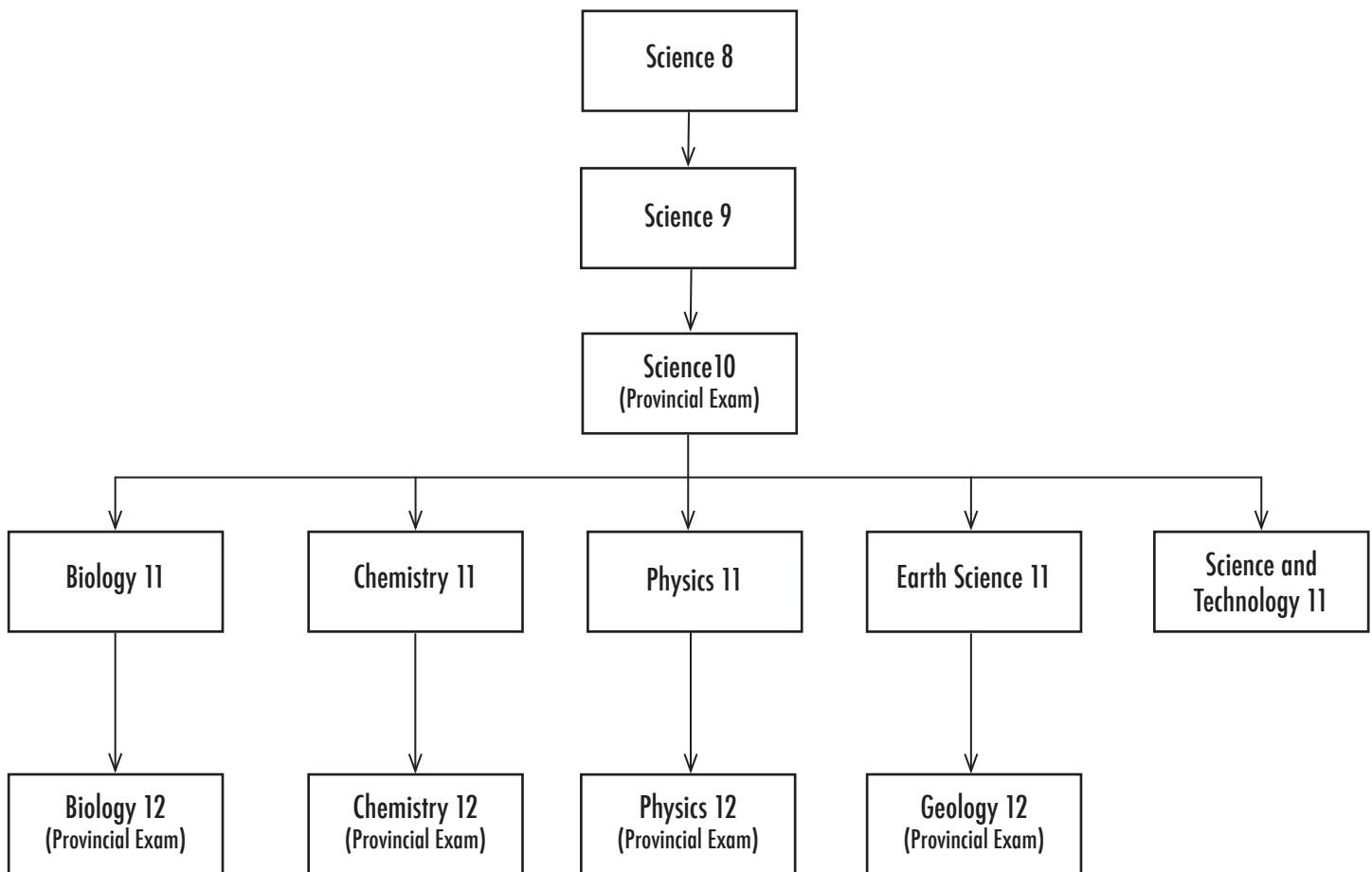
Course Fee: There may be a cost to sue the North Surrey Recreation Centre and other possible field trips pertaining to fitness.

Evaluation: Please see course outline.

Recommended: Any PE 11 course; C+ or better recommended.

Science

Science courses begin in Grade 8 as general programs encompassing all areas of Science: Biology, Chemistry, Physics, and Earth Science. Grade 11 and 12 students will study specific areas of Science. Students should have a clear knowledge of their post secondary goals and interests early in order to select the appropriate choices in senior grades.



Science 8. MSC--08--S (1300)

Introduction: Lab Safety, Scientific Method, Modeling Systems, Graphing, Measurement, Scientific Principles and Technology, Life Science: cells and systems. Physical Science: optics, fluids and dynamics. Earth and Space Science: water systems on earth.

Activities: Students will experience a traditional approach to learning science which will include lectures, labs (group work), computer based activities, demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments and labs with an emphasis on tests.

Science 9. MSC--09--S (2300)

Introduction: Lab Safety, Scientific Method, Graphing, Scientific Principles and Technology. Life Science: reproduction. Physical Science: atoms, elements, and compounds, characteristics of electricity. Earth and Space Science: space exploration.

Activities: Students will experience a traditional approach to learning science which will include lectures, labs (group work), computer based activities, demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments and labs with an emphasis on tests.

Recommended: Science 8

Science 9/Technology 10. XAT--09--Y (3966)

Same as Science 9 but with a focus on projects which will be partially completed in the technology 10 class. This class requires 2 blocks and credit is given for BOTH science 9 and technology 10. Technology 10 does not require any pre-recommended courses and is available for grade 9's to register. This course is designed for students with an interest in science or engineering and is considered the precursor for higher engineering courses. Projects will be selected by the student and will include projects of interest to both girls and boys.

Registration for this course is for TWO courses: Science 9 and Technology 10. Should the integrated course be unable to run, students will be registered for regular Science 9 and Technology 10.

Science 10. MSC--10--S (3300)

Introduction: Lab Safety, Scientific Method, Graphing, Scientific Principles and Technology. Life Science: sustainability of ecosystems. Physical Science: chemical reactions and radioactivity, motion. Earth and Space Science: energy transfer in natural systems, plate tectonics.

Activities: Students will experience a traditional approach to learning science which will include lectures, labs (group work), demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments and labs with an emphasis on tests. Final Mark: 80% School Mark, 20% Provincial Exam.

Recommended: Science 9.

Biology 11. MBI--11--S (4305)

This is an introductory course which examines the diversity of life. Evolutionary and ecological relationships are also discussed. Groups studied include viruses, monerans, protists, fungi, higher plants and higher animals.

Activities: Students will experience a traditional approach to learning biology which will include lectures, labs (group work), computer based activities, demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

Recommended: Science 10

Chemistry 11. MCH--11--S (4320)

This is an introductory course which covers the development of the basic principles governing the behaviour of matter. It provides a sound foundation for students wishing to continue the study of chemistry as well as establishing a technical background for further studies in other sciences.

Activities: Students will experience a traditional approach to learning chemistry which will include lectures, labs (group work), computer based labs, demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

Recommended: Science 10. Students should have completed or be enrolled in Principles of Mathematics 11. This is not a course for weak math students.

Physics 11. MPH--11--S (4330)

Physics 11 is an introductory course dealing mainly with objects in motion, the forces which cause changes in motion, and the energies associated with these situations. Topics include: kinematics, vector kinematics, Newton's Laws, types of forces, vector forces, kinetic and potential energy. This is not a course for students who are having difficulty with algebra. Students should have a C+ average or better in Principles of Mathematics 10.

Activities: Students will experience a traditional approach to learning physics which will include lectures, labs (group work), demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

Recommended: Science 10 and Principles of Mathematics 10. Students should be enrolled in Principles of Mathematics 11.

Earth Science 11. MESC-11--S (4340)

This course offers relevant and practical science that has important applications in the real world. Students will be introduced to diverse aspects of earth and space science. Areas of study include: Earth and Its Environment, Geology, Oceanography, Astronomy, Atmospheric Science and Earth's History. This course can be used to satisfy the Grade 11 Admission requirements for any B.C. university.

Activities: Students will experience a traditional approach to learning earth science which will include lectures, labs, cooperative learning, demonstrations, discussions, problem solving, and field trips.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests.

Recommended: Science 10

Science and Technology 11. MSCT-11--S (4300)

This course deals with the growth of science and technology and its impact on society. Topics are wide-ranging and include telecommunications, predicting the future, transportation, military and defense, food, construction and health. The course provides a Science 11 requirement for graduation and is recommended for students who would have difficulty with Physics 11, Chemistry 11 or Biology 11.

Activities: A variety of assignments in the classroom and library.

Evaluation: 20% for tests, 80% assignments. Emphasis is placed on attendance and daily assignments.

Recommended: Science 10.

Biology 12. MBI--12--S (5310)

Biochemistry, metabolism, and human biology. This is a challenging academic course. Students planning to go on in biology at the college or university level or those considering a career in biological sciences should select this elective.

Activities: Students will experience a traditional approach to learning biology which will include lectures, labs (group work), demonstrations, discussions, and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests. Final Mark: 60% school mark, 40% provincial exam.

Recommended: Biology 11

Chemistry 12. MCH--12--S (5320)

Chemistry 12 is a university preparation course emphasizing student discovery along with the discussion of principles in the classroom. This course is recommended for those students wishing to continue their study of chemistry and related courses at the post-secondary level. Main Topics: Reaction Rates, Chemical Equilibrium, Solubility, Acids & Bases, Redox Reactions.

Activities: Students will experience a traditional approach to learning chemistry which will include lectures, labs (group work), demonstrations, discussions and problem solving. A regular program of home study is expected.

Evaluation: Evaluation consists of a combination of tests, assignments, and labs with an emphasis on tests. Final mark: 60% school mark, 40% provincial exam.

Recommended: Chemistry 11. Students should have at least a C+ standing in Chemistry 11 and have taken Principles of Mathematics 11.

Geology 12. MGEOL-12-S (5350)

This is an intensive academic course, the purpose of which is to prepare students for post-secondary studies in geological science. Topics include: a focus on geology as a discipline; origin and development of earth's landscapes by surficial processes such as weathering, glaciers, and groundwater; geological phenomenon such as rocks, minerals, plate tectonics, interior of earth and geologic time scale.

Activities: Lectures, labs (group work), demonstrations, discussions, and problem solving. A field trip is anticipated. A regular program of home study is expected.

Evaluation: Tests, assignments, and labs with an emphasis on tests. Final mark: 60% school mark, 40% provincial exam.

Recommended: Geography 12 or Earth Science 11.

Physics 12. MPH--12--S (5330)

Physics 12 is a course designed to prepare students for continuing their education in a science or technology field at a university, college, or technical school. Those students considering careers in engineering, medicine, computer science, oceanography, biophysics, environmental science, etc. should select Physics 12 as an elective. Main topics of study include: projectile motion, momentum, circular motion (planetary), electrostatics, electromagnetism, and fluid mechanics. Students should have attained a C+ average or better in both Physics 11 and Principles of Mathematics 11.

Evaluation: Evaluation consists of a combination of tests, assignments and labs with an emphasis on tests. Final mark: 60% school mark, 40% provincial exam.

Recommended: Physics 11 and Principles of Mathematics 11.

Physics 12/Calculus 12. XAT--12A-Y (5101)

This course runs as a combined credit for both Calculus 12 and Physics 12. This course is for students intending to pursue post secondary studies in sciences, mathematics or engineering and who wish to study differential and integral calculus before university. Students may wish to write the UBC/SFU Calculus Challenge Exam and will be given that opportunity. By taking Physics 12, within the same course, extensive use of physical examples for the calculus greatly improves both calculus and physics understanding. Topics in the physics component include all aspects of the Physics 12 curriculum and the provincial exam will be expected to be written in June.

Activities: At least two field trips will be included in this course: one to the "Science of Snow" and one to "Playland Physics". Several labs and activities may be outdoors.

Evaluation: Evaluations consists of a combination of tests, assignments, projects and labs with an emphasis on tests.

Recommended: Passing Physics 11 with a minimum of 65% and Principles of Math 11 with a minimum of 70%.

Service and Leadership

Peer Tutoring 10. (BAA) YIPS-0A--S (3960)

Peer Tutor Program 11. (BAA) YIPS-1A--S (4960)

Peer Tutor Program 12. (BAA) YIPS-2A--S (5960)

Peer Tutoring offers the opportunity to build valuable skills that can be applied to all realms of life. Peer tutors will receive training in positive, effective communication and collaborative skills, and will also study general information on learning difficulties and strategies that can be used with students experiencing difficulty in school. Upon completion of training, peer tutors will spend the majority of the semester in a classroom placement for a subject area that is suited to the peer tutor's strengths and skills.

Activities: Peer Tutors will undergo an initial two week training period before being placed into a classroom. In addition to classroom duties and responsibilities, peer tutors will be required to complete weekly journal writing and record keeping as well as a research project on a topic related to classroom learning.

Evaluation: Students will be evaluated on these activities.

Recommended: C+ or better average. Good work habits. A sincere interest in developing leadership responsibility. Recommendation of two teachers.

*YPTU11 fulfills the graduation requirement for Applied Skills.

**Special permission form required.

Library Science 10. YCAISOA--S (3950)

This course provides students interested in library or information related careers with an introduction to library services and management.

Activities: Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students to find library materials.

Evaluation: Students will be evaluated on the above activities.

Recommended: An interview with the teacher-librarian is mandatory prior to being accepted in this course. Candidates must possess a mature attitude, be able to work independently and have an excellent attendance record. An understanding of the Dewey Decimal System is an asset.

**Special permission form required.

Library Science 11. YCAIS1A--S (4950)

This course provides students interested in library or information related careers with an introduction to library services and management.

Activities: Duties of the library student will include circulation of books, shelving materials, promoting library programs, accessing information online and assisting students to find library materials.

Evaluation: Students will be evaluated on the above activities.

Recommended: An interview with the teacher-librarian is mandatory prior to being accepted in this course. Candidates must possess a mature attitude, be able to work independently and have an excellent attendance record. An understanding of the Dewey Decimal System is an asset.

**Special permission form required.

Peer Mediation 11. YIPS-1B--S (4955)

Peer Mediation 11 is designed to provide students with the skills, knowledge, and attitudes necessary to work as peer mediators in the school. Students will: analyze conflict and recognize the underlying needs and interests which cause it; demonstrate effective communication and perform mediations; analyze their existing anger management strategies and select from a variety of new options; and, demonstrate assertive, responsible behaviour.

Activities: In addition to supporting their peers by performing mediations, peer mediators will also be involved in a leadership position. They will prepare projects to present to classes that address the concerns of our students, and function as positive, supportive role models for the school population.

Evaluation: Daily participation, tests, class assignments, presentations, and projects. Emphasis will be placed on full participation, interaction, and cooperation in the learning group.

Recommended: Must be a student in good standing in grades 10-12. Teacher recommendation and an interview process are required.

*Special permission form required

Recreation Leadership 10. (BAA) YCPA-0A--S (3406)

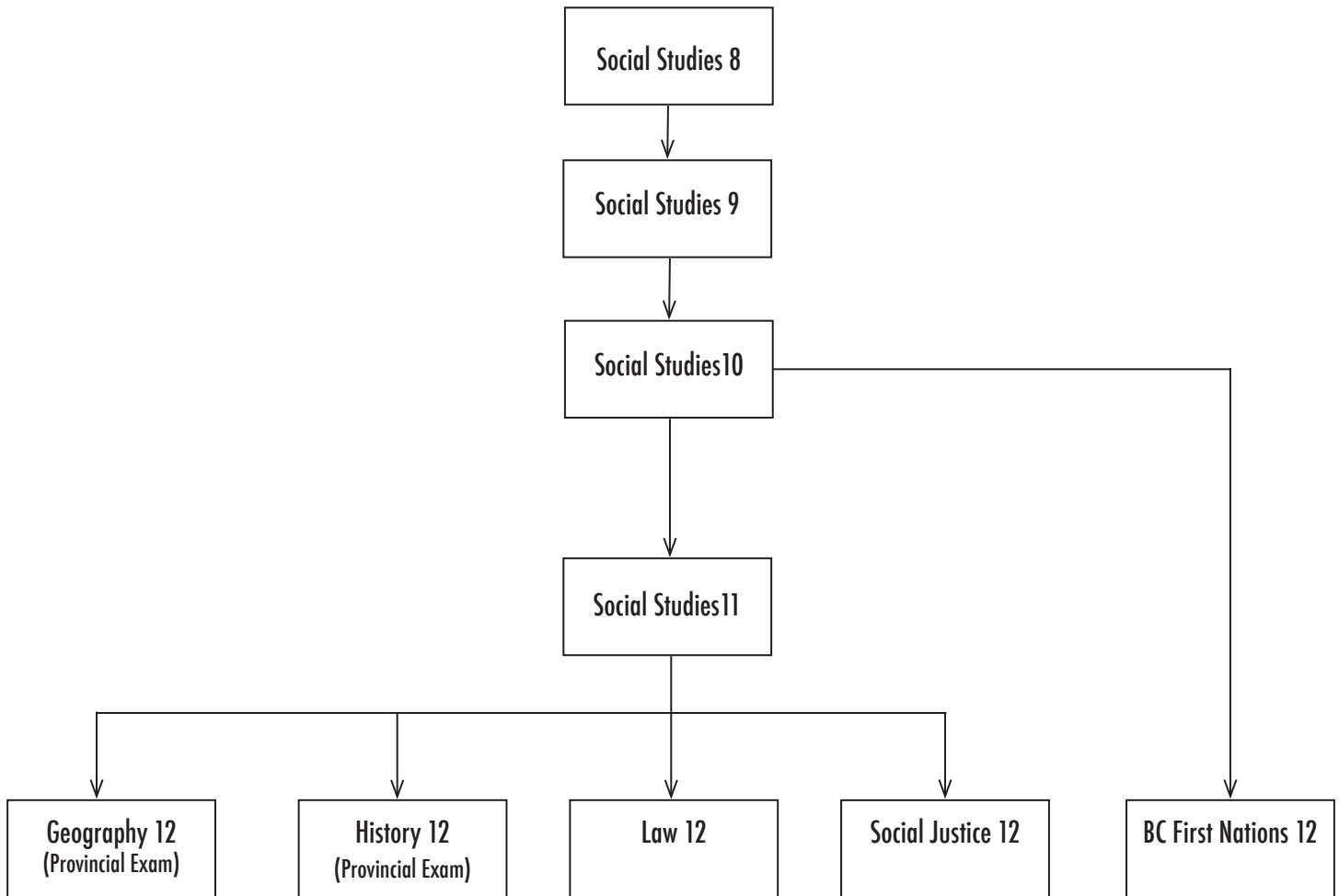
Do you enjoy planning events, working with others in a team environment and enjoy recreational activities such as rock climbing, kayaking, canoeing, snowshoeing and camping? If so, Recreation Leadership 10 may be an ideal elective course for you. This course provides students, who possess positive leadership qualities, an opportunity to apply their skills in planning, organizing and implementing recreational activities in the Kwantlen Park school community. Students will learn about leadership theory and leadership styles, how to plan recreational events, and will gain the tools to work effectively in group situations. Some possible responsibilities may include organizing minor officials for school athletic events, organizing and running the school intramural program and the planning of and changing of messages on the school sign. The opportunity to participate in a variety of indoor and outdoor recreational field experiences will also be provided.

Evaluation: Will be based on assignments, participation in leadership activities and the planning of minor and major events.

Recommended: PE 9 and with a "B" grade or better recommended. An application process for this course may apply

Social Studies

The Social Studies program at Kwantlen Park begins with a general social studies program and leads to the following senior courses: Geography, History, Comparative Civilization, Law and First Nations.



Social Studies 8. MSS--08--S (1200)

Course Content: World Civilization (500-1600 A.D.) This course includes basic geographic skills and historical themes such as: the Middle Ages, Renaissance, and Reformation in Europe, European exploration in the Americas, and impact on First Nations culture and the landscape. When possible, topic and skill areas are integrated with English 8.

Activities: Oral presentations, group and individual projects, library research and class assignments.

Evaluation: Tests, quizzes, projects and presentations.

Social Studies 9. MSS--09--S (2200)

Europe and North America (1500-1815 A.D.)

North America: A study of early migration and indigenous people, and the impact of European contact on First Nations culture and the landscape. The social, political, geographic and economic development of the French and English colonies, and their confrontations. The impact of the American Revolution on Canada.

Europe: Revolutions in Europe as they lead to nation forming, the Industrial Revolution, and the reform movement. The development of global imperialism and colonialism are included.

Activities: Could include but are not limited to:

North America: Geographic and mapping exercises, First Nations or cultural studies, exploration studies, economic and political analysis. Assignments on current topics reflecting Canada's future.

Europe: Reviews on philosophical writers in Europe. Graphing the characteristics of industrialization or population growth/movement. Mapping the growth of nationalism and imperialism or other land use.

Evaluation: Based on course assignments via unit and chapter or theme tests, mapping skills, graphing skills, in-class assignments such as paragraphs, homework accountability, extra reading and evidence of independent study and personal initiative, larger cross grade exams and individual or small group peer assessment and portfolios.

Recommended: Social Studies 8.

Social Studies 10. MSS--10--S (3200)

Emphasis on Canadian studies that covers topics such as: History (1815-1914), development of the west, Confederation, Industrialization of Canada, Canada's relationship with the United States and its Pacific Rim neighbours, and the economic activities of B.C.

Activities: A variety of research assignments, role-playing, oral presentations, map-skill development and decision making strategies are incorporated into various parts of the course. Current events are evaluated where appropriate.

Evaluation: Is based on quizzes, tests and unit exams in addition to oral participation, projects, and homework assignments, mid-term and a provincial final exam (20%).

Recommended: Social Studies 9

Social Studies 11. MSS--11--S (4200)

This course focuses on contemporary Canada and its relationship with the world in three areas: the Canadian identity, Canada in the world community, and Canadian and global citizenship. Specific units of study cover Canadian history in the 20th century from 1914 to the present, the structure and function of government, economic and environmental issues, in developing nations and in Canada, social issues and cultural issues in Canada. Current events are integrated where appropriate.

Activities: Role playing, research assignments, discussions, problem-solving, and decision-making strategies are incorporated into classroom and homework activities. Graphing and map skills are included in a number of assignments.

Evaluation: 80% of final grade is based on quizzes, tests and unit exams in addition to oral participation, group projects and a variety of homework assignments, mid-term and final exams. The Provincial Exam is worth 20%.

Recommended: Social Studies 10.

Law 12. MLAW-12--S (5230)

This course is designed to assist students in developing an understanding of the basic fundamentals of Canadian law. Through the study of law, students will learn that laws can be changed by citizens in response to the needs of society. Law is the moving force in our society and knowledge of its functions empowers individuals to become good Canadian citizens. The course will be structured to enhance students' skills of analysis, organization, research, presentation, individual responsibility, problem solving and debating.

Activities: A variety of materials will be used in this course, including newspapers, government publications, textbooks, video, internet, projects, reports, and guest speakers. Students will be using journals, having class and group discussions, mock trials, doing PowerPoint presentations, projects, reading textbook and newspaper articles, and visiting the Provincial Law Courts.

Evaluation: Based on 30% Exams; 10% Quizzes; 60% on Class work, Homework, and Participation.

Recommended: Social Studies 11

History 12. MHI--12--S (5200)

20th Century (1919-1992) history with a focus on European history. The course will focus on topics such as: the world of 1919; USA and the USSR as emerging powers; the Inter War Years; World War II; the Post-Second World War Period.

Activities: Tests, quizzes, debates, essays, paragraphs, discussions, document analysis.

Evaluation: Tests, quizzes, paragraphs, essays, debates. There is an optional provincial exam in this subject worth 40% of the mark.

Recommended: Social Studies 11 with C+ standing or letter of recommendation from Social Studies 11 teacher.

Geography 12. MGEO-12--S (5220)

Geography 12 is a comprehensive course that is recognized as both a Science and Arts Recommended at many post-secondary institutions. Skills learned in Geography 12 are required in many existing and emergent career areas such as: regional planning; generating computer based maps and diagrams (G.I.S.); environmental impact analysis; location analysis and favourable site selection for various human activities; transportation planning; environmental law; and tourism development. This course examines the complex inter-relationships and interactions between human activities and the diverse natural environments where these activities occur. Main topics of study include: weather and climate, vegetation and soils, tectonics and gradation, and resource assessment and management (with a focus on ecologically sound sustainable development).

Activities: Skill development is based on the analysis of topographic maps, aerial photographs, charts, graphs, statistical data and satellite images. Applied research and critical thinking skills are emphasized (in assignments). A regular program of home study and review is required.

Evaluation: Is based on quizzes, tests unit exams, individual and group class presentations, collaborative problem solving, field research analysis, graphing statistical data, and mapping geographic features and events. The final mark for this course is 60% school mark and 40% in-school or optional provincial exam mark.

Recommended: Social Studies 11 or Earth Science 11 with a C+ standing or letter of recommendation from a Social Studies 11 or Earth Science 11 teacher.

BC First Nations Studies 12. MFNS-12--S (5250)

BC First Nations Studies 12 provides students with the opportunity to gain expertise in the study of traditional and contemporary issues involving the Aboriginal peoples of Canada, with a particular focus on BC First Nations. Designed for both First Nations students and non-native students, its focus is on the study of the traditional cultures, languages, and histories of First Nations, as well as "Indian-White" relations, the development of federal and provincial policies toward Native peoples, Aboriginal rights and title questions, economic development, and self-government, and intergenerational issues. The objective of FNS 12 is to present and examine critically the above mentioned issues, taking into account the perspectives and the richness and diversity of First Nations people. An overview of the topics of study include: Land and Relationships; Contact, Colonialism, and resistance; Cultural Expression; Leadership and Self-Determinism.

Activities: FNS 12 utilizes a variety of strategies and activities including class discussions, groups activities, lectures, essays, individual and group assignment, multi-media assignments, videos/movies, guest speaker(s), current event assignments, response journals, debates, primary source analysis, statistics analysis, mapping, fieldtrip(s) when appropriate and able.

Evaluation: 80% of the final grade is based on the following: class discussions and response journal at 10%; assignments, projects, essays at 50%; tests and quizzes at 20%. The Provincial Exam is worth 20%.

Recommended: Social Studies 10.

Social Justice 12. MSJ--12--S (5040)

Social Justice 12 raises students' awareness of social injustice, to enable them to analyze situations from a social justice perspective. The curriculum provides opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. In addition, it will allow them to support or challenge their and societies beliefs and values through reflection, discussion, and critical analysis. Social Justice 12 includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice. The objective of Social Justice 12 is to promote the pursuit of social justice as an important responsibility for all, and encourages the students to develop the commitment and ability to work towards a more just society. Topics covered include age, family, mental and physical ability and disability, political beliefs, race and ethnicity, religion and faith, sex, sexual orientation, and socioeconomic status.

Activities: SJ 12 utilizes a variety of strategies and activities including class discussions, group activities, lectures, essays, individual and group assignment, multimedia assignments, videos/movies, guest speaker(s), current event assignments, response journals, debates, primary source analysis, statistics and data analysis, fieldtrip(s) when appropriate and able.

Evaluation: 80% of the final grade is based on the following:

Class discussions and response journal = 10%

Assignments, projects and essays = 50%

Tests and quizzes = 20%

Final exam = 20%

Recommended: Social Studies 10.

Technology Education

Technology Education provides an opportunity to apply knowledge in a useful practical manner while developing real-world skills. Students may work towards career paths, areas of interest, or to garner skills to be used over a lifetime. Including Tech Ed as part of any course load gives balance and a “hands on” component not found in many courses. For more information, pictures, and career paths about specific courses offered visit www.kwantlenpark.com and check the Tech Ed Dept pages.

Life Skills/Technology 8. XAT--08--S (1903)

This course is designed to introduce students to the different aspects of technology education. This course explores subject areas such as wood working, metal working, electronics and design & drafting. This provides a strong foundation for further technology studies. Major topics include basic hands on shop projects and small equipment safety.

Art Metal 9/10 (Jewellery). YVPA-0A--S (3940)

This course provides students an opportunity to combine artistry and interesting materials in a “hands on” fashion. This course could lead to a future career or interesting hobby. Each student will have a chance to explore the medium of metal and develop his or her own designs.

Activities: Students will make various projects including rings, pendants, and earrings, as well as door knockers or candle stick holders, stained glass, and enameled items, or anything else your imagination will allow.

Evaluation: Project work, class participation, tests, and quizzes.

Recommendations: None.

* This course fulfils the graduation requirement

Technology Education 9/10: General. MTEG-10---S (3886)

This “hands on” course covers a variety of topics in the area of technology. Possible topics may include construction, metal fabrication, CAD, CO₂ race cars, and rocketry. Emphasis is placed on developing technical and problem-solving skills through group and individual labs and project work.

Activities: Introduction to design through AutoCAD. Development of technical and construction skills using different mediums. Activities may include CO₂ race cars, boats, rockets, and bridge building.

Evaluation: Evaluation is based primarily on projects.

Recommendations: None.

* This course fulfils graduation requirement for Applied Skills.

ELECTRONICS / ENGINEERING

Technology Education 9/10: Electronics. MTEE-10--S (3887)

This course introduces the study of electricity and electronics through experiments, theory, and hands-on building projects. Students will study basic electronic theory, prototyping boards, digital multi-meters, component identification, soldering techniques, electronic symbols, and schematic diagram drawings. Students will build a number of projects that they will have the opportunity to take home (some require a small fee to take home for cost of materials.)

Activities: Projects may include a mini-sumo hockey robot, an electrified maze, a love meter, a L.E.D. blinker circuit, a snoop tube sound amplifier, and a variety of other circuits.

Evaluation: Electronic prototyping, electronic projects, theory

Recommendations: None. This is an introductory course.

* This course fulfils graduation requirement for Applied Skills

Industrial Design 11. MID--11--S (4930)

Students will be provided with a hands-on opportunity to design and create products. Students will follow an industrial design process to research, design, draw, and construct their projects using a variety of tools and materials. This course will help students acquire the skills and knowledge needed to pursue post-secondary training as technologists, technicians, architects, engineers, and industrial designers.

Activities: Projects may include vinyl, plastic, glass, or wood products, electronic integration projects, 3D models, industrial systems design, and robotics engineering challenges like Sumo Hockey.

Evaluation: 40% theory; 60% projects.

Recommendations: None.

* This course fulfils graduation requirement for Applied Skills.

Industrial Design 12. MID--12--S (5930)

Students will learn about a variety of engineering topics and use this knowledge to solve problems in this course commonly known as Engineering and Design 12. This course is similar to Industrial Design 11 with an emphasis on larger, more complex design challenges. Computer Assisted Design (CAD), Computer Assisted Manufacturing (CAM) and Computer Numeric Control (CNC) are major components of this course.

Activities: This course will consist of independent projects and research focused on the student's area of interest in technology and engineering.

Evaluation: 40% theory; 60% project

Recommendations: Industrial Design 11 (4930)

* This course fulfils graduation requirement for Applied Skills.

DRAFTING COURSES

Technology Education 9/10: Drafting and Design.

MTED-10--S (3888)

Students will be introduced to various design processes through studies in 2D and 3D drawings, glass/vinyl/wood/plastic product development, technical sketches, and model making. Course delivery will involve a design and problem solving approach, and content is related to a variety of hi-tech careers.

Activities: Will include computer aided design and drafting (Autocad + Google sketchup), vinyl/glass products, sign making, model building, and hands on construction/ manufacturing techniques.

Evaluation: Based primarily on project and computer work

Recommendations: None

* This course fulfills the graduation requirement for Applied Skills.

Drafting and Design 11. MDD--11--S (4920)

The main objective of this course is to offer a combination of knowledge and "hands on" skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of conventional drawing, measurement, 3D visualization, with product development (graphics/foamboard/glass/vinyl/wood/plastic) primarily with AutoCAD with an emphasis on architectural and mechanical drawings. Students will apply the acquired skills in the design and drawing of teacher/student selected projects.

Activities: Graphic communications techniques, glass/vinyl/wood/plastic product development, computer drafting and model making.

Evaluation: Technical drawing, product development, 3D visualization, and model project work.

Recommendations: None.

* This course fulfils graduation requirement for Applied Skills.

Drafting and Design 12. MDD--12--S (5920)

The main object of this course is to offer an advanced set of skills and knowledge that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include architectural and mechanical drawings, 2D and 3D visualization, house plans, product development from start to finish (glass/vinyl/plastic), and building systems design.

Activities: Students will apply the acquired skills in the design and drawing of teacher/student selected projects

Evaluation: Evaluation is based primarily on computer project work and project development/research

Recommendations: Drafting & Design 11 (4920)

* This course fulfills graduation requirement for Applied Skills.

Drafting and Design 12: Architecture and Habitat Design.

MDDH-12--S (5925)

This course will examine architectural styles in creating 2D and 3D design solutions for a variety of habitat design problems. Building codes and permits, zoning bylaws, the planning process and building inspections will all be examined in developing floor plans, elevations, details, schedules and specifications. The major focus or project of the course is to resolve an architectural design problem including spatial, ergonomic, or landscape considerations such as urban design or community infrastructure.

Evaluation: Is based primarily on computer project work, and secondarily on associated models.

Recommendations: Drafting & Design 12 (5920)

* This course fulfills graduation requirement for Applied Skills.

WOODWORK/CARPENTRY

Technology Education 9/10: Woodwork. MTEW-10--S (3885)

Wood Technology 9/10 serves to introduce in Wood Technology. Students create their own learning experiences through individually designed projects. Emphasis is placed on effective wood design as it applies to traditional cabinet-making techniques. The theory involves safety, machine shop practices, and design awareness. Majority of time will be spent on project work.

Activities: Activities may include student designed projects such as clocks, wood turnings, storage racks, etc. leading towards a major project(s) where students may choose from a number of furniture/cabinet frameworks, which provide variety and challenge.

Evaluation: 30% theory and 70% practical.

Recommendations: None

* This course fulfils graduation requirement for Applied Skills

Carpentry and Joinery 11. MCJ--11--S (4910)**Carpentry and Joinery 12.** MCJ--12--S (5910)

This course is a hands on course in which the students apply previously learned woodworking skills and learn and apply new skills. Woodworking hand tools, portable power tools, and machines are used to build student designed or teacher selected projects. Students will be expected to solve design and construction problems, calculate material amounts and costs, and fabricate projects using wood and wood composites. The major focus of this course is the construction of cabinets and furniture. Content in CJ12 is similar to CJ11 with an emphasis on larger, more complex projects.

Activities: Students will apply the acquired skills in the design and construction of teacher/student selected projects.

Evaluation: Continuous evaluation throughout the course with 30% theory and 70% practical.

Recommendations: CJ11: None.

CJ12: Carpentry & Joinery 11 (4910)

* This course fulfils graduation requirement for Applied Skills.

Carpentry and Joinery 12 – Furniture Construction. MCJF-12--S (5912)

After identifying a variety of wood species and their common applications, students will learn basic furniture construction techniques. Historical and modern furniture styles as well as ergonomics will be utilized in the furniture design. With an effective project work-plan, students will construct a piece of furniture using the acquired skills of machining, joining, and finishing. Students will also be expected to identify and use an appropriate selection of hardware, fasteners, and adhesives in the assembly of the project.

Activities: Projects, shop maintenance and jig production

Evaluation: Continuous throughout the course with 30% theory and tests and 70% practical projects.

Recommendations: Carpentry & Joinery 12 (5910)

* This course fulfils graduation requirement for Applied Skills.

Carpentry and Joinery 12–Woodcraft Products.

MCJP-12--S (5913)

This is a creative course that uses basic woodworking skills with specific hand and machine tools to explore different avenues of woodcraft. Some areas which may be covered include: free form, relief, and Native carving, wood sculpting, wood burning, inlay and Intarsia. Specific hand and machine tool processes will be employed to fabricate a variety of projects.

Activities: Student designed projects

Evaluation: Continuous evaluation throughout the course with 30% theory and tests and 70% practical project work.

Recommendations: Carpentry & Joinery 12 (5910).

* This course fulfils graduation requirement for Applied Skills

METALWORK COURSES**Technology Education 9/10: Metalwork.** MTEM-10--S (3930)

This course will introduce students to the wide variety of machines and tools used in a metal shop. This course teaches the basic operations of the machines in the shop and includes building several projects that are unique in nature and student designed. All projects will be manufactured using hand tools and machine operations.

Activities: Most activities will be “hands on” practical projects including both teacher supplied designs and student designs. Typical processes may include: casting, metal bending, soldering, brazing, welding and finishing techniques. Projects may include CD racks, candle holders, trays, bowls, sculptures, tools, hot plates, safes, pendants, bracelets, rings and lamps.

Evaluation: Project work, shop maintenance tests and quizzes.

Recommendations: None.

* This course fulfils graduation requirement for Applied Skills.

Metal Fabrication and Machining 11. MMFM-11--S (4940)

This course will improve student skills and abilities as they relate to metal fabrication. This course is mainly hands on with some theory based on advanced machine processes. It includes the safe usage of electric ARC, MIG and Gas welders/cutters with an emphasis on the fabrication of metal related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

Activities: Past project examples include go karts, dune buggies, truck tool boxes, hydraulic, and hand operated machinery.

Evaluation: Evaluation is based upon completed project work as well as theory and practical work.

Recommendations: None

* This course fulfils graduation requirement for Applied Skills

Metal Fabrication and Machining 12. MMFMA12--S (5940)

This course offers a combination of knowledge and “hands on” skills that will prove to be valuable over a lifetime and will open doors to a variety of career options. Content in MFM12 is similar to MFM11 with an emphasis on more complex projects and machine processes. Beyond MFM11, this course will also focus on casting and blacksmithing.

Evaluation: Evaluation is based upon completed project work as well as theory and practical tests on the use of equipment as well as shop maintenance.

Recommendations: Metal Fabrication 11. (MFM11 4940).

* This course fulfils graduation requirement for Applied Skills.

Metal Fabrication and Machining 12: Art/Jewellery.

MMFMJ12--S (5941)

This course is Art Metal Level 2 and is available to students in grades 10, 11, and 12. This is a creative course using new & recycled metals as a medium to create original artwork. Students may learn to manipulate metal or construct artistic metal projects through the use of hand tools, MIG welding (wire feed), casting (aluminum/brass/bronze), centrifugal lost wax casting, cuttle bone casting.

Evaluation: Project work, theory and practical.

Recommendations: Metal Art 9/10: Jewelry Design (3940)

* This course fulfils graduation requirement for Applied Skills

Metal Fabrication and Machining 12: Advanced Welding.

MMFMW12--S (5942)

This course extends the fundamentals taught in Metal Fabrication and Machining 12 through a specialized focus on the welding and associated fabrication skills needed to become proficient in this area. Students improve their knowledge and skills through project-based learning.

Activities: Major project(s) involving a variety of welding.

Evaluation: Project work, theory and practical.

Recommendations: Metal 12 (5940)

* This course fulfils graduation requirement for Applied Skills

Metal Fabrication and Machining 12: Advanced Fabrication.

MMFMM12---S (5943)

This course expands on the fundamentals taught in Metal Fabrication and Machining 12 through a focus on structural design and fabrication using steel. Students are provided with an opportunity to improve their knowledge and skills in this area through project-based learning.

Activities: Labs based on a variety of weld joints, and student designed projects such as shelves, storage boxes and racks, furniture, etc. will lead to a major project.

Evaluation: Project work, theory and practical.

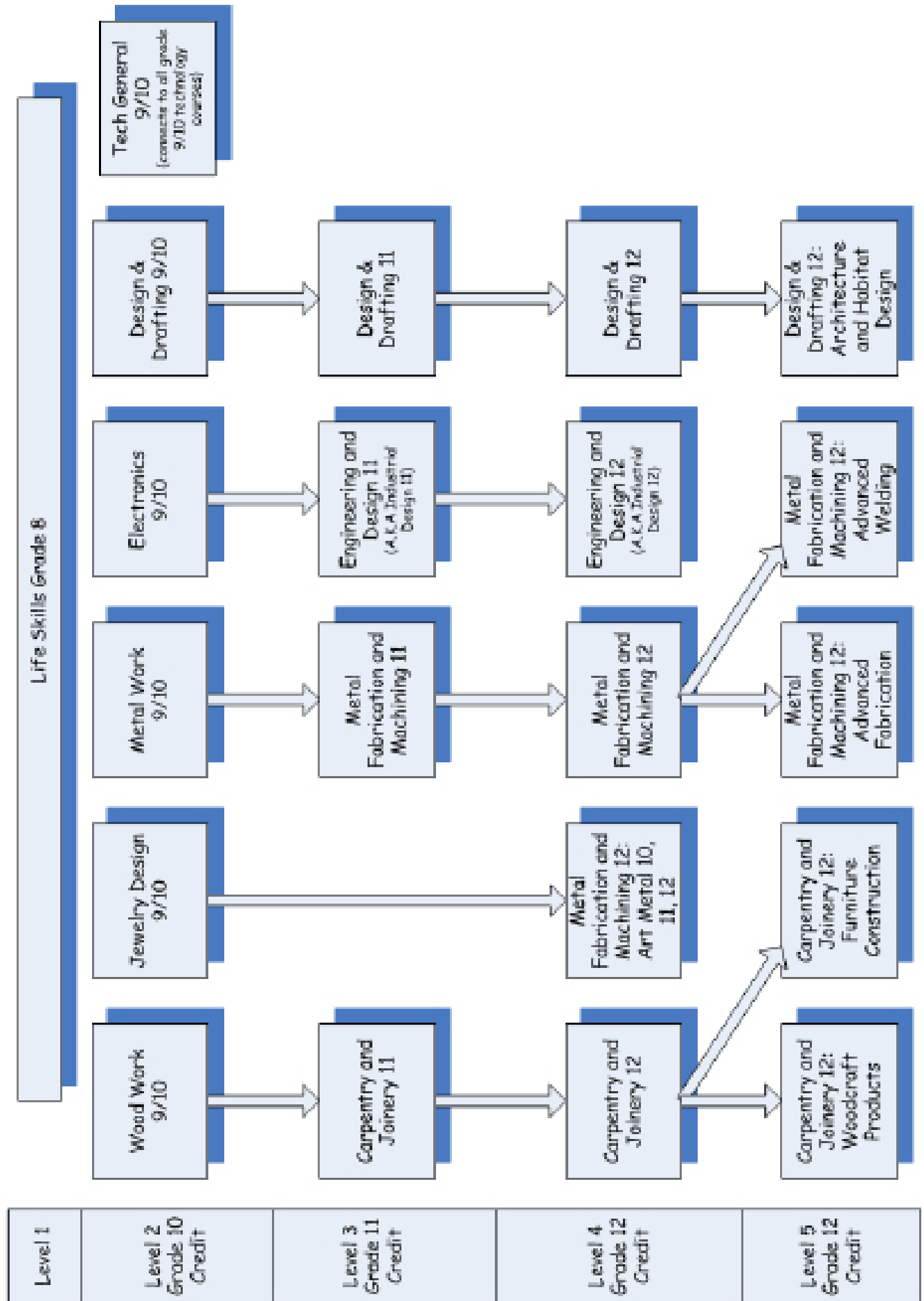
Recommendations: Metal 12 (5940)

* This course fulfils graduation requirement for Applied Skills

Recommended Course Progression for
Technology Education

Technology Education

*See Course Description for More Information
 *Grade 11 and 12 Students without previous tech courses
 can go directly into grade 11 credit courses



Visual and Performing Arts

ART AND MEDIA

The Visual Arts department offers a variety of art courses to suit various interests and skill levels. Courses vary from drawing and painting to sculpture and ceramics. General arts and media arts courses are available for students who want to try a visual arts course for the first time. As well, Kwantlen Park also offers more challenging courses for students who want to pursue visual arts as a career. Come join us in a fun, challenging and creative learning environment.

GENERAL ART COURSES

Fine Arts 8. XAT--08A-S (1904)

This is an introductory course involving half of a semester each of visual art and drama instruction.

Visual Arts 9: General. MVA--09--S (2600)

This course introduces the elements and principles of design as they apply to 2-dimensional and 3-dimensional art. Students will be introduced to art history through a series of exercises and assignments.

Evaluation: Will consist of assignments and projects.

Visual Arts 10: General. MVAG-10--S (3600)

This course is intended for students who wish to refine drawing and painting skills and specialize in the visual arts, namely in the area of painting, drawing, graphics, ceramics and sculpture. Art history appreciation and critiquing of personal, historical, and contemporary works will be integrated into this course.

Activities: Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

* This fulfills the graduation requirement for Fine Arts.

Art Foundations 11. MAF--11--S (4600)

Further exploration of elements and principles of design and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. This course encourages students towards portfolio preparation.

Activities: Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

Recommended: None.

* This fulfills the graduation requirement for Fine Arts.

Art Foundations 12. MAF--12--S (5600)

Advanced exploration of design strategies and composition as they are applied to drawing and painting, sculpture, ceramics and printmaking. Emphasis is placed upon portfolio preparation.

Activities: Drawing, painting, graphics, ceramics, and sculpture using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

Recommended: Art Foundations 11, Ceramics & Sculpture 11, or Drawing & Painting 11; or any Art 10 course with permission of instructor.

* This fulfills the graduation requirement for Fine Arts.

DRAWING & PAINTING COURSES

Studio Arts 11: Drawing and Painting. MSADP11--S (4605)

Further exploration of elements and principles of design and composition as they are applied to drawing, painting, and printmaking. This course encourages students towards portfolio preparation.

Activities: Drawing, painting and graphics using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

Recommended: None.

* This fulfills the graduation requirement for Fine Arts.

Studio Arts 12: Drawing and Painting. MSADP12--S (5605)

Advanced exploration of elements and principles of design and composition as they are applied to drawing, painting, and printmaking. Emphasis is placed upon portfolio preparation.

Activities: Drawing, painting, and graphics using a variety of materials. Students are required to maintain a visual journal.

Evaluation: Evaluation will consist of assignments and projects.

Recommended: Art Foundations 11 or Drawing and Painting 11; Ceramics & Sculpture 11 with permission of instructor.

* This fulfills the graduation requirement for Fine Arts.

CERAMICS & SCULPTURE COURSES

Studio Arts 11: Ceramics and Sculpture. MSACS11--S (4351)

Further exploration to refine elements and principles of design and composition as they are applied to Ceramics, Sculpture, and Fabric Arts. This course encourage students towards portfolio preparation.

Activities: Ceramics, Sculpture, and Fabric Arts using a variety of materials. An idea journal is required.

Evaluation: Evaluation will consist of assignments and projects.

*This fulfills the graduation requirement for Fine Arts.

Studio Arts 12: Ceramics and Sculpture. MSACS12--S (5351)

Advanced exploration of elements and principles of design and composition as they are applied to Ceramics, Sculpture, and Fabric Arts. Emphasis is placed upon portfolio preparation.

Evaluation: Evaluation will consist of assignments, and projects.

Recommended: Art Foundations 11 or Ceramics & Sculpture 11; Drawing & Painting 11 with permission of instructor.

*This fulfills the graduation requirement for Fine Arts.

MEDIA ARTS (VIDEO) COURSES

Visual Arts 10: Media Arts. MVAM-10--S (3601)

An introductory course on video production will teach the students the basics of handling and care of the camera, camera shots and angles, videography, storyboarding, audio, to post-production editing and audio dubbing.

Activities: Activities will include selecting a genre such as drama, documentary, public service announcement, music video, animation, Claymation and learning the power of media messages. Students will be able to critique their work and that of others as well as have the opportunity to enter festivals and have a public screening.

Evaluation: Evaluation will be done mainly on production and film product, based on creativity and application of the skills theory.

Recommended: Students should be willing to share equipment, work in a group and show care and responsibility in the handling of expensive equipment outside of class time.

*VAM10 fulfills the graduation requirement for Fine Arts.

TV/Video Production 11. YCCT-1F--S (4657)

Students will augment their learning of video production after having completed a basics level course in Visual Arts: Media Arts 10. The practical application of skills include microphone, camera work, audio dubbing, enhanced computer digital video editing as well as special effects, and Foley sound learning will continue. Using software such as iMovie, Adobe Photoshop CS3, and Final Cut Pro 3, students will be able to add many effects to editing on computers. Students will critique their work and have opportunities to enter festivals and have public screenings.

Activities: Activities will include selecting a genre such as drama, documentary, PSA, animation, Claymation, and learning the power of the media message through media manipulation. Students are entrusted with expensive equipment and are expected to work maturely in a production crew with fellow students.

Evaluation: Evaluation will be done mainly on production and film product, based on creativity and application of the skills theory. Assessment is also based on storyline, meeting deadlines, post-production quality, and productivity.

Recommended: LD Video Production 10 or Visual Arts: Media Arts 10 recommended. Students should be willing to share equipment, work in a group and show care and responsibility in the handling of expensive equipment. Students are expected to put in hours of independent work outside of class time.

*This fulfills the graduation requirements for Fine Arts.

TV/Video Production 12. (BAA) YCCT-2F--S (5657)

Students will advance their learning of video production after having completed Visual Arts: Media Arts 11. The practical application of skills include advanced microphone, camera work, audio dubbing, enhanced computer digital video editing as well as improving special effects, and Foley sounds. Using software such as iMovie, Adobe Photoshop CS3, and Final Cut Pro, students will be able to create independently developed effects while editing on computers. Students will critique their work and be encouraged to enter festivals and have public screenings.

Activities: Activities will include selecting a genre such as drama, documentary, PSA, animation, Claymation, and learning the power of the media message through media manipulation. Students are entrusted with expensive equipment and are expected to work maturely in a production crew with fellow students.

Evaluation: Evaluation will be done mainly on production and film product, based on creativity and application of the skills theory. Assessment is also based on storyline, meeting deadlines, post-production quality, and productivity.

Recommended: Visual Arts: Media Arts 11. Students should be willing to share equipment, work in a group and show care and responsibility in the handling of expensive equipment. Students are expected to put in hours independent work outside of class time.

*This fulfills the graduation requirements for Fine Arts.

Visual Arts: Media Arts 11 (Digital Photography 11).

MVAMT11--S (4630)

This course will provide opportunities for both beginner and experienced participants to learn and develop their skills. Emphasis is on visual literacy, creating personal imagery and responding critically to the work of other artists/photographers. Students will work specifically with digital cameras and produce both black & white and colour photography. This course provides opportunity to develop a portfolio. This portfolio of photographs and projects will indicate how they have advanced their learning to create quality images and will contain examples of how technical and problem solving strategies in art and design helped them to develop a personal style for communicating ideas.

Evaluation: Evaluation will be primarily based on photo assignments, completion of the portfolio which will be based on creativity, application of elements and principles of design, art theory, and skill development.

Recommended: Students should have their own digital camera, be able to share school equipment, work well with others and show care and responsibility in the handling of expensive equipment.

Visual Arts: Media Arts 12 (Digital Photography 12).

MVAMT12--S (5630)

This course will provide opportunities for those students who have taken Photography 11 to further develop both their creativity and technique. Emphasis will still be on visual literacy, creating personal imagery and responding critically to the work of other artists/photographers, however students will be expected to use previous knowledge to illustrate a deeper understanding of the concepts. Students will work specifically with digital cameras and produce both black & white and colour photography. Students will have the freedom to choose from a variety of given assignments and will work with the instructor to develop an individual, unique and independent course of study.

This course provides students with the opportunity to enhance their portfolio. As such this portfolio will indicate how they have advanced their learning to create quality images and will contain examples of how technical and problem solving strategies in art and design have helped them to develop a personal style for communicated ideas.

Evaluation: Evaluation will be primarily based on photo assignments, completion of the portfolio which will be based on creativity, application of elements and principles of design, art theory, and skill development.

Recommended: Students should have their own digital camera, be able to share school equipment, work well with others and show care and responsibility in the handling of expensive equipment.

YEARBOOK COURSES

Visual Arts 10: Media Arts & Yearbook 10. XAT--10--Y (3052)

This is a course designed to enable students to gain knowledge and skills that are necessary to produce a saleable print medium product. Students need to develop a working knowledge of Adobe Photoshop CS3 and InDesign CS3. Media-tech will give the students awareness of all types of technologies used in a variety of media. This course will give students resume acceptable work experience.

Activities: Page layout, photography, sales, typography, theme development and graphics.

Evaluation: Evaluation will consist of assignments, and productivity. Evaluation of participation is done by teacher and editors.

Recommended: Students must meet teacher's approval to enter this course and must commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

* This is 2 courses occupying 1 block each semester.

** Media Arts 10 fulfills the graduation requirement for Fine Arts.

Yearbook 10 is a BAA course.

Visual Arts: Media Arts 11 & Yearbook 11. XAT--11--Y (4052)

This is a course designed to enable students to improve knowledge and skills that are necessary to produce a saleable print medium product. Students will develop their working knowledge of Adobe Photoshop CS3 and InDesign CS3. Media-tech will give the students hands on experience with a variety of technologies used in a variety of media. This course will give students resume acceptable work experience.

Activities: Page layout, photography, sales, typography, theme development and graphics. Possible claymation and animation.

Evaluation: Evaluation will consist of assignments and productivity. Evaluation of participation is done by teacher and editors.

Recommended: Students MUST get teacher's approval to enter his course and must commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

* This is 2 courses occupying 1 block each semester.

** Media Arts 11 fulfills the graduation requirement for Fine Arts.

Yearbook 11 is a BAA course.

Visual Arts: Media Arts 12 & Yearbook 12. XAT--12--Y (5052)

This is a course designed to enable students to enhance knowledge and skills that are necessary to produce a saleable print medium product, as well as, manage production. Students will improve their working knowledge of Adobe Photoshop CS3 and InDesign CS3. Media-tech will give the students hands on advanced experience with a variety of technologies used in a variety of media. This course will give students resume and acceptable work experience.

Activities: Page layout, photography, sales, typography, theme development and graphics. Evaluation of participation is done by teacher and editors.

Evaluation: Evaluation will consist of assignments and productivity. Evaluation of participation is done by teacher and editors.

Recommended: Students MUST get teacher's approval to enter this course, have credit for Visual Arts: Media Arts 11, and commit to the full year. Students are expected to be positive, cooperative, and responsible. There will be times when an individual must work beyond class time to meet deadlines, sell advertisement space, acquire photographs of special events, collect funds, etc.

* This is 2 courses occupying 1 block each semester.

** Media Arts 12 fulfills the graduation requirement for Fine Arts.

Yearbook 12 is a BAA course.

Visual and Performing Arts

DRAMA AND DANCE

The Drama program starts with training in developing voice, confidence and team work. Students who follow this program to its five year level will be given the opportunity to progress to a high level of expertise, whether that level is Acting, Stage Craft or Directing and Script Writing.

Fine Arts 8. XAT--08P1S (1904)

Course Content: This is an introductory course involving half of a semester each of visual art and drama instruction.

Drama 9: General. MDR--09--S (2650)

This is a continuation of the TPA 8 course with the primary focus on developing the skills of movement, voice, confidence, communication and cooperation.

Activities: Assignments usually involve working with a group on either short term or larger projects. Students will continue expanding their knowledge in scripted work, improvisation, speech, movement, and theatre skills.

Evaluation: Evaluation of acting assignments will be based upon the "product" the group has created but will also emphasize the work habits and teamwork needed for the process of creating.

Recommended: A positive attitude and willingness to learn about drama.

Drama 10: General. MDRG-10--S (3650)

This is a transitional course which shifts the focus from developmental drama to the art of acting. The course is intended to broaden the student's theatrical experience as performer, spectator and critic.

Activities: The class will begin to deal with scripted material and students will perform some projects for audiences outside of the immediate classroom. Emphasis will be placed on creative scenework and original material. Where opportunity arises, students will be encouraged to participate in organized outings to view other amateur and professional play productions.

Evaluation: Major projects will constitute the majority of the marks. Attendance, work habits and group skills will be important. Evaluation will also include a basic knowledge of stagecraft and theatre terminology. Students involved with production work will be expected to assist with various stagecraft duties.

Recommended: A positive attitude and willingness to learn about drama. Completion of TPA 8 or 9 is recommended.

* This course fulfills the graduation requirement for Fine Arts.

Theatre Performance 11: Acting. MTPA-11--S (4650) **Theatre Performance 12: Acting. MTPA-12--S (5650)**

Acting 11 and 12 completes the transition (which started in Drama 10) from the developmental drama to theatre. These courses are designed for students who are serious about challenging themselves as actors. The courses deal extensively with acting theory, technique, skill development and some history of style genre and craft. Students are expected to have a mature attitude about work and be seriously devoted to the course. Out of class rehearsals and performances are required.

Activities: Short term projects will be aimed at developing acting skills. Students will be presented with increasingly challenging projects and performance opportunities. Where opportunity arises, students will be traveling to view other amateur and professional play productions. Written assignments will accompany all play viewings and will also include personal in-depth character analysis of their own work. Students entering this course should have schedules flexible enough to allow for out-of-class rehearsals and performances.

Evaluation: Evaluation is based on class participation, written assignments and performances. Evaluation will also include basic knowledge of stagecraft and theatre terminology. Students involved with production work will be expected to assist with various stagecraft duties.

Recommended: Acting 11: Acting 9 or 10 recommended
Acting 12: Acting 11

* This course fulfills the graduation requirement for Fine Arts.

DANCE COURSES

Dance 10: General. MDNG-10--S (3651)

Dance: Performance 11. MDNP-11--S (4651)

Dance: Performance 12. MDNP-12--S (5651)

This course is a combined grade course and will include exposure to a variety of solo, partner, and ensemble dance forms and techniques, history, composition and appreciation.

Activities: Students will learn to create dance and to use technology in order to enhance the study of movement and dance. Students will learn to create, critique and perform their dances.

Recommended: None. A desire and openness to listen, learn and work well in a multi grade team is required.

* This course fulfills the graduation requirement for Fine Arts.

THEATRE PRODUCTION COURSES

Theatre Production 11. MTPR-11--X (4665)

This is an introductory stagecraft course that covers the theory and practice of set design and construction, stage lighting, sound effects, stage management, and the design and manufacture of props and costume.

Activities: Students in this challenging course will gain practical experience in theatre productions. Significant time will be required outside of the regular schedule for attendance of plays, field trips, technical rehearsals, stage crew work, etc.

Evaluation: Approximately 75% of the mark will be based upon “hands on” involvement at theatre productions. The remainder will be based upon assignments, projects and workshop participation.

Recommended: Open to students in Grade 11 or 12; open to Grade 10’s with permission of instructor. This course runs alongside Theatre Company 11/12 (after school).

* This course fulfills the graduation requirement for Fine Arts.

Theatre Production 12: Technical Theatre. MTPRT12--X (5665)

This is an extension of the areas taught in Theatre Production 11. Students are given increased opportunity to specialize in the area of their choice (sound, lighting, costumes etc.)

Activities: Students in this challenging course will gain practical experience in theatre productions. Significant time will be required outside of the regular schedule for attendance of plays, field trips, workshops, technical rehearsals, stage crew work, etc. Students will be expected to undertake major areas of responsibility.

Evaluation: Approximately 60% of the mark will be based upon “hands on” involvement at theatre productions. The remainder will be based upon assignments, projects and workshop participation.

Recommended: Theatre Production 11 and the permission of the instructor. This course runs alongside Theatre Company 11/12 (after school).

*Students are required to fill in an application form, available from the instructor.

**Fulfills the graduation requirement for Fine Arts.

Theatre Production 12: Theatre Management.

MTPRM12--X (5675)

This is an extension of the areas taught in Theatre Production 11 with specific emphasis on the management aspects of theatre production. Students are expected to have a mature attitude about work and be seriously devoted to the course.

Activities: Students will be expected to undertake major areas of responsibility in the areas of theatre management. Leadership and responsibility are key skills that will be emphasized as much of the work is done independently. Significant time will be required outside of the regular schedule for attendance to plays, field trips, technical rehearsals, stage crew work, etc.

Evaluation: Approximately 50% of the mark will be based upon “hands on” involvement at theatre productions. The remainder will be based upon quizzes, assignments and class projects.

Recommended: Theatre Production 11 and the permission of the instructor. This course runs alongside Theatre Company 11/12 (after school).

*Students are required to fill in an application form, available from the instructor.

** This course fulfills the graduation requirement for Fine Art.

THEATRE COMPANY

Drama 10: Theatre Performance. MDRR-10--X (3658)

This is an introductory course where the students increase their knowledge of the theatrical arts and improve their skill level by producing plays for public performance. Students are expected to have a mature attitude about work and be seriously devoted to the course.

Activities: The students will take on all the jobs necessary to ready a script for performance, from acting to backstage management. This course will run outside of the regular school day and students will be expected to have an excellent attendance and punctuality history. TC12 will require students to take on extra responsibilities in the production of plays and mentorship of younger students.

Evaluation: Approximately 75% of the mark will be based upon “hands on” involvement at theatre productions and in-class rehearsals. Regular attendance is crucial. The remainder will be based upon assignments and projects. Evening performances are required.

*These courses fulfill the graduation requirements for Fine Arts.

**Students who sign up for Theatre Company must take it as a 9th course and are admitted by audition only.

Theatre Company 11. (BAA) YVPA-1B--X (4666)

Theatre Company 12. (BAA) YVPA-2B--X (5666)

This is a practical theatre arts course where the students increase their knowledge of the theatrical arts and improve their skill level by producing plays for public performance. Students are expected to have a mature attitude about work and be seriously devoted to the course.

Activities: The students will take on all the jobs necessary to ready a script for performance, from acting to backstage management. This course will run outside of the regular school day and students will be expected to have an excellent attendance and punctuality history. TC 12 will require students to take on extra responsibilities in the production of plays and mentorship of younger students.

Evaluation: Approximately 75% of the mark will be based upon “hands on” involvement at theatre productions, in-class rehearsals and preparatory assignments. Regular attendance is crucial. The remainder will be based upon assignments and projects. Evening performances are required.

Recommended Pre-courses:

- TC 11: Acting 10 and a successful audition in September.
- TC 12: Theatre Company 11, Acting 10 or 11, and a successful audition in September.

If the student wants to join Theatre Company, but does not have the Acting prerequisite, he/she must take the Acting prerequisite in the 1st semester.

* Theatre Company 11 fulfills the graduation requirements for Fine Arts.

**Students who sign up for Theatre Company must take it as a 9th course.

Visual and Performing Arts

MUSIC

The goal of the Kwantlen Music Department is to develop students' musical skills and appreciation so that music will play a part in their lives no matter what their chosen career. Music students of all levels will participate in rehearsals, concerts, festivals and tours throughout the year. These activities will focus on three areas. Musical skills, practical and theoretical. Appreciation of music from all ages, cultures and genres and performance of music and the fostering of the cooperation and responsibility that every member of an ensemble must have.

CONCERT BAND COURSES

Music 8: Concert Band. (Year long) MMU--08CBY (1670)

This class gives students an opportunity to continue studying the instrument they began to learn in grade 7 band. This is also a good opportunity to learn a different instrument if the one learned in grade 7 didn't interest them any more. Students will receive training in ensemble skills, being a member of a musical team, with emphasize on team skills, commitment to performances, rhythmic accuracy and musical notation. Also open to beginners.

Music 9: Concert Band. (Year long) MMU--09CBY (2670)

Students individual music abilities are molded into a performing group. Students will receive training on their instrument, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous year.

Recommended: Successful completion of Band 7 or 8 or the director's permission.

Music 10: Concert Band (Year long). MMCB-10--Y (3670)

Students individual music abilities are molded into a performing group. Students will receive training on their instrument, ensemble skills and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous year.

Recommended: Successful completion of Band 8 or 9 or the director's permission.

* This course fulfills the graduation requirement for Fine Arts .

Instrumental Music 11: Concert Band (Yearlong).

MIMCB11--Y (4670)

Instrumental Music 12: Concert Band (Yearlong).

MIMCB12--Y (5670)

Students will develop increasing levels of music proficiency through the widest possible range of repertoire. Music career and post secondary music education will be explored. Individual music abilities are molded into a performing group. Students will receive professional training on their instrument, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous years.

Recommended: The director's permission.

* This course fulfills the graduation requirement for Fine Arts.

GUITAR COURSES

Music 10: Guitar. Semester MMGR-10--S (3695)

Instrumental Music 11: Guitar. Semester MIMG-11--S (4695)

Instrumental Music 12: Guitar. Semester MIMG-12--S (5695)

Students will learn open chords, as well as strumming and finger picking patters which will enable them to play several styles of music including popular, rock, folk, country, blues and more. Students will also be introduced to the playing of music from notation and from tablature which will enable them to play lead guitar and classical.

Recommended: None for Guitar 9-11. Students who wish to receive credit for Guitar 12 need to have previous guitar experience and perform at a higher level.

* This course fulfills the graduation requirement for Fine Arts.

JAZZ BAND COURSES

Jazz Band 9/10 (Semester). MMJB-10--Y (3690)

This course is for students who wish to play jazz. We will focus on the basic styles of jazz, swing, Latin, ballad, funk, blues and so on, as well as the development of improvisation. Membership in the jazz bands, as with any other music courses, will require a high degree of commitment in preparation of the music and rehearsals.

Recommended: Concert Band 8 or 9, or Jazz Band 9.

* Jazz Band 10 fulfills the graduation requirement for Fine Arts.

Senior Jazz Band (Semester).

MIMJB11--S (4690)

MIMJB12--S (5690)

This course is for serious performance oriented students who wish to continue playing jazz. We will focus on the basic styles of jazz, swing, Latin, ballad, funk, blues, etc., as well as the development of improvisation. Membership in the jazz bands, as with any other music course, will require a high degree of commitment in preparation of the music and rehearsals.

Students will also gain experience in sound production equipment, career opportunities in the music and entertainment industries and more.

Recommended: Jazz Band 10 or director's permission, Jazz Band 11 or director's permission.

* This course fulfills the graduation requirement for Fine Arts.

MUSIC COMPOSITION COURSES

Music: Composition and Technology 11. MMCT-11--S (4696)

Music: Composition and Technology 12. MMCT-12--S (5696)

This is an introductory course to provide students the information and skills to compose their own music. We will explore notational styles and techniques from the beginning of music to the present. The course will be project based and individualized wherever possible. Music career and post secondary music education will be explored.

Recommended: Concert Band 9 or 10, open to Grades 10-12. Concert Band 11 or permission of instructor.

* This course fulfills the graduation requirements for Fine Arts.

VOCAL COURSES

Choir 8 – 12

Grade 8. MMU--08CH (1689)

Grade 9. MMU--09CBS (2689)

Grade 10. MMCC-10--S (3680)

Grade 11. MCMCC11--S (4680)

Grade 12. MCMCC12--S (5680)

This course is for students who wish to further their musical knowledge. It focuses on the basic traditional musical styles from the middle ages to the present. The students will be introduced to solo-singing, 2-4 parts harmonies and music history. There will be an increase in complexity and excitement of repertoire over the previous years.

* This course fulfills the graduation requirement for Fine Arts.

AFTER-SCHOOL BAND COURSES

Concert Band 7-12 (After-school).

Grade 7 and 8. MMU--08CBX (1672)

Grade 9. MMU--09CBX (2672)

Grade 10. MMCB-10--X (3672)

Grade 11. MIMCB11--X (4672)

Grade 12. MIMCB12--X (5672)

Students will develop increasing levels of music proficiency through the widest possible range of repertoire. Music career and post secondary music education will be explored. Individual music abilities are molded into a performing group. Students will receive professional training on their instrument, ensemble skills, and rhythmic and notation fluency. Membership in the band will require a high degree of commitment in preparation of the music and rehearsals. There will be an increase in complexity and excitement of repertoire over the previous years.

* This course fulfills the graduation requirement for Fine Arts.

**This course runs after school on Tuesdays and Thursdays for the full year.