

**École Secondaire
Sullivan Heights
Secondary**



Course Selection for

2009 - 2010

Grade 10, 11 & 12

2004 GRADUATION PROGRAM - 80 CREDITS

This applies to all students who are starting Grade 10.

1. Required 48 credits:

• Language Arts 10, 11, 12	12 credits
• Social Studies 10	4 credits
• Social Studies 11 or FNS 12	4 credits
• Science 10	4 credits
• Science 11 or 12	4 credits
• Mathematics 10	4 credits
• Mathematics 11 or 12	4 credits
• Physical Education 10	4 credits
• FNA or ASK 10, 11 or 12	4 credits
• Planning 10	4 credits

2. Graduation Transitions	4 credits
3. Electives (Grade 10, 11 and 12)	28 credits
TOTAL	80 credits

A minimum of 16 credits must be at the Grade 12 level. This includes 4 credits for a Language Arts 12 course, but does not include the 4 credits for Graduation Portfolio Assessment.

SCHOOL & 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 is listed below. To find out more about the program options, including admission requirements, contact the counselling department or administration at Sullivan Heights Secondary.

School-Based Services

Counselling

The Sullivan Heights Counselling Department provides personal service for students and is a resource for teachers and families. Counsellors act as advocates for students and their families. Seeing a counsellor is simple: telephone or drop by the counselling centre to make an appointment.

Personal Counselling

- Confidential discussion of personal concerns.

Educational Counselling

- Selection of courses, program planning, graduation requirements, post secondary entrance requirements and reference materials, student concerns regarding courses, study skills.

Career Counselling

- Exploration of values, interests, abilities, needs as they relate to career opportunities.
- Establishment of career goals and exploration of related occupations.
- School-based and district career education opportunities, job search, career exploration, post secondary information.

Referrals

- After consultation counsellors will provide appropriate referrals to other school system services or non-school agencies.

Learning Support Team

The learner support team works with classroom teachers to provide assistance to students with learning difficulties. The LST is primarily an enrolling program at Sullivan Heights where students with identified learning difficulties are offered a support block instead of an elective. The LST offers a range of services that include review and remediation of basic skills, assistance in improving study skills, and one-to-one teaching to help the student understand difficult concepts. Students learning English as a second language also receive support from the LST team.

Support Blocks for Distributed Learning

Are you a self-disciplined, self-motivated, visual learner with good time management skills? In support of students taking distributed learning (DL) courses through Surrey Connect, or another DL School, you may now sign up for one block where you can take an online course in a classroom here at Sullivan Heights. Benefits include having both a classroom teacher and a DL teacher supporting your learning and being able to control the pace that you move through the online course.

English as a Second Language (ESL)

The ESL Program at Sullivan Heights Secondary may involve direct ESL instruction and/or in-class support. Whenever possible, ESL teachers and regular classroom teachers work together to provide ESL students with the best possible opportunities for learning and success. All ESL students are integrated into regular classes.

Library

The school library is open for much of the school day, including before school, at lunch, and after school. Materials range from conventional print sources to video resources which provide assistance for student research, as well as reading pleasure. The teacher librarian is there to help with the research process and is able to make suggestions for recreational reading. The library has a library homepage linked via www.sullivanheights.com. It is constantly updated with links to enhance research in various subject areas as well as links to the Ministry of Education.

French Immersion

Secondary Immersion is a continuation of Early and Late Immersion. Students in Grade 12 study French language arts and one other option. Students completing the Immersion Program in Grade 12 receive a bilingual graduation certificate. For the 2009/2010 school year our school will offer this program in Grade 12 only, as this is the last year for the program at Sullivan Heights.

SCHOOL & DISTRICT SERVICES

District-Based Services

Adolescent Day Treatment Program

This is a short-term program for psychiatrically fragile adolescents (ages 13-18) and is in a non-school setting. Referrals are through a committee with representatives from the Ministries of Education, Health, and Children and Families. The program provides individual instruction in a small classroom setting with limited enrolment.

Connections Programs

Connections programs provide appropriate educational services for pupils aged 12 - 15 whose social, emotional and/or academic problems have prevented them from functioning successfully in school. Instruction is individualized with emphasis on upgrading basic academic skills in the core subjects: English, Social Studies, Mathematics, and Science. Teaching effective coping skills for everyday school, home and peer-related interactions is emphasized.

Aboriginal Youth Program

This program is available for Aboriginal youth, ages 12 to 15, who are experiencing difficulties in the regular classroom (functioning below grade level, at risk of "dropping out") and interested in participating in a learning environment with an Aboriginal focus. While the curriculum does feature Aboriginal content in an historical and cultural sense, it also focuses upon literacy skills, career and personal planning and work experience. A referral process can be initiated through the counselling department or school-based team of your school. The program operates out of Building 500 at the District Conference Center.

Advanced Placement (AP)

The Advanced Placement Program is an enriched and accelerated course of study whereby students can complete university-level course requirements while taking grade 12 courses. Those courses designated as "Advanced Placement" are intended to challenge academically-talented and well-motivated students in Calculus, Computing Science, Biology, Chemistry, English, German, French, Psychology, Economics, European History, Music Theory, History of Art and Studio Art. Upon successful completion of an international standardized examination in a course (a score of 4 on a 5 point scale) students receive an AP certificate which may permit them to study at the second year level and/or receive credit for a specific first year level course.

B.A.S.E.S Program

The B.A.S.E.S. Program is designed to prepare students for independent living after graduation. Placements are based on very specific criteria and are made by the District's special education office, in consultation with parents and a district psychologist. The B.A.S.E.S. curriculum consists of functional academics and life skills. Students are also integrated into regular classes according to their needs, interests and abilities. Student needs and abilities vary widely. In some cases a special education assistant supports students in integration. Social skills are taught across the curriculum. In Grades 11 and 12, students have an opportunity to attend work experience or work in a vocational setting. B.A.S.E.S. students graduate from high school with a non-academic School Leaving Certificate.

Youth Care Workers

School Based Youth care workers provide support for students in regular classroom settings who might be at risk for suspension or referral for a special program. They may also provide support for students referred to or in transition from alternate programs.

District Resource Counsellors

- Consult with counsellors, administrators and school-based teams regarding at-risk students.
- Consult, negotiate and coordinate with students, parents, and district and school personnel regarding the placement of students who are suspended over five days.
- Participate in or represent our school district on specific community committees.
- Act as an advocate for students and families.
- Act as a resource for school-based crisis response teams.
- Liaise with conjoint Ministry programs.

French Immersion

The French Immersion Program is offered at Sullivan Heights, Kwantlen Park, Panorama Ridge, Lord Tweedsmuir and Earl Marriott Secondary Schools. Students have the opportunity to further develop their language skills in a challenging academic environment.

Growing Together

This is a program for pregnant and parenting teens which is offered at Guildford Park Secondary.

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 or directly at 604-590-2255.

International Baccalaureate 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 the 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 Semiahmoo Secondary School for course descriptions.

Integrated Academic Program (Inter-A)

Inter-A is a cross-graded (grades 7 - 12), continuous program that features peer tutors and cooperative group skills located at Kwantlen Park Secondary. Students are guided to use cooperation, inquiry, organization and reasoning skills to conduct research in a variety of discipline areas (Fine Arts, Sciences, Humanities, Cooperative Education, Business Education) using an integrated approach. Students are able to complete senior coursework with emphasis on work experience and cooperative education.

Integration Support Teachers

This is a district-based service supporting low incidence students and their classroom teachers.

Lee School

Referrals are made through Student Support Services for students with behavioral and/or emotional problems. The program is located in a non-school setting.

Program of Artists, Performers and Athletes (PAPA)

The PAPA Program has been established to accommodate students who are competing or performing at a provincial, national or international level. The PAPA Program has been designed to help students successfully manage the conflicts that arise between rigorous training schedules and successful academic achievements. The program is featured at Earl Marriott and Elgin Park Secondary Schools.

School Liaison Officers (SLO)

The school liaison team consists of R.C.M.P. officers who provide educational programs to elementary schools and problem-solving support for secondary students. Officers' duties include some enforcement and participation in special projects.

School Psychologists

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

Speech/Language Pathologists

A support service for those students whose educational and/or social progress is adversely affected by communication difficulties.

T.R.E.E.S. Program

(Teen Recreation and Educational Enhancement Services)

TREES is an alternate school in Surrey that combines academic programming and recreational activities with individual, group and family counselling service. Students are referred to the TREES program through the Ministry of Children and Families because they have exhausted all other Surrey School District programs. The student must have a social worker. The program is located in a non-educational setting.

Visiting Teacher Program

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

Other Special Support Services that are available include:

- Multicultural workers
- Hearing and vision services
- Educational evaluation
- Career preparation and work experience
- First Nations education

CAREER PROGRAMS

PLANNING 10

Planning 10 is among the courses required to meet graduation requirements within the Graduation Program 2004. Through Planning 10, Students explore the elements of Education and Careers, Finances, Health and the Graduation Program. 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 provides 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
- Plan actions required to pursue post secondary destinations and career paths

WORK EXPERIENCE 12A/CAREER TRANSITIONS 12

Work Experience 12A (WE12A) is intended to provide students with the knowledge and skills to be successful in the world of work, the opportunity to explore alternative career pathways, and to make sound decisions with respect to personal health and financial matters. The course is designed to link classroom knowledge and activities to skills and attitudes that are required in the work place. This course also directly relates to the Grad Transition Plan, wherein students will have completed at least two of the three major components by the end of the course.

Benefits:

- Receive **8 Ministry authorized credits** (100 hours), **WEX 12A (4)** and **Career Transitions (4)**
- Meets the Grad Transitions requirement for volunteer work hours
- Leads to the completion of the Grad Transition- Financial Planning and Healthy Living
- Explore career choices to make informed decisions
- Gain valuable experience with workplace situations and equipment
- Increase self-confidence and self-awareness
- Possibility of paid work after the placement
- Obtain references and contacts that will assist with future job searches and scholarship applications

SECONDARY SCHOOL APPRENTICESHIP

Students registered with the Career Centre and the Industry Training Authority (ITA) can receive 4 credits for every 120 hours of paid work if they are working in an apprenticeable trade (up to a maximum of 16 credits). For example, Sullivan Heights students in the past have earned credits through chef training at Earl's or through working with a family member, friend or other employer in trades such as roofing, flooring, hairdressing and electrical. Students are provided with a work booklet and record their work and progress, much like students in a work experience class. For every 120 hours of work, the employer will also do an evaluation on the student. Students who think they might already be working in a trade should enquire with the Career Centre immediately to verify if in fact they are. Students who graduate with a C+ average in their Grade 12 year and demonstrate that they will continue with the trade for 6 months after graduation are eligible for a \$1,000 scholarship.

DISTRICT WIDE CAREER EDUCATION PROGRAMS

The Surrey School District offers opportunities for students who are ready to specialize in an area of real interest. Most of these programs offer dual credit for both high school graduation and post-secondary education. If you are interested in any district programs, please see Mr. Tait or Ms. Rogerson in the Career Centre.

DISTRICT-WIDE CAREER EDUCATION PROGRAMS

PROGRAM	CONTENT	WHERE	CREDENTIALS	WHEN TO APPLY	PROGRAM LENGTH	MINIMUM REQUIREMENTS
Automotive Service Technician	Automotive Service Technician Training	Lord Tweedsmuir •4 Weeks at Kwantlen University College	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ Kwantlen Certificate of Completion 	During Course Selection	21 Weeks February Intake (Includes 1 Week in July)	<ul style="list-style-type: none"> ▪ C in Principles or Applications of Math 11 ▪ Physics 11 or Science & Technology 11 recommended ▪ English 11 ▪ AST 11
Bakery & Pastry Arts	General Baking Training (Cake & Pastry Specialization)	Vancouver Community College	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ VCC Certificate of Completion 	During Course Selection	10 Month Program February Intake (2-Week break in summer)	<ul style="list-style-type: none"> ▪ C in Principles or Applications of Math 10 ▪ English 10 ▪ Food Safe Certificate Level 1
Carpentry	Carpentry Training	Guildford Park Or Frank Hurt *4 Weeks at Kwantlen University College	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ Kwantlen Certificate of Completion 	During Course Selection	20 Weeks February Intake	<ul style="list-style-type: none"> ▪ C in Principles or Essentials of Math 10 ▪ C in English 10 ▪ Reading & Measurement Skills ▪ Physical ability to do the work
Culinary Arts	Cook Training	Tamanawis & VCC	<ul style="list-style-type: none"> ▪ Dual credit for coursework; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ VCC Certificate of Completion 	During Course Selection	24 Weeks including July February Intake	<ul style="list-style-type: none"> ▪ Math 10 ▪ English 10 ▪ Food Safe Certificate Level 1
Electrical & Industrial Electronics	Electrical Installations Training	Princess Margaret	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ BCIT Certificate 	During Course Selection	40 Weeks (2 Semesters) February Intake	<ul style="list-style-type: none"> ▪ C in Principles or Applications of Math 10 ▪ Principles or Applications of Math 11 is strongly recommended ▪ Physics 11 is strongly recommended
Hairdressing	Theory and Salon Training	School District #36 Hairdressing School	<ul style="list-style-type: none"> ▪ Level 1 Apprenticeship Technical Training ▪ Cosmetology Industry Association Certificate of Completion 	During Course Selection	2 Semesters February Intake	<ul style="list-style-type: none"> ▪ Successful completion of Grade 10 ▪ C in English and Math 10 ▪ Physical ability to do the work
Horticulture	Skills for Landscape/Greenhouse Industry or Retail Nursery	Kwantlen University College Langley Campus	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ Kwantlen Certificate of Completion 	During Course Selection	2 Semesters Feb. Intake	<ul style="list-style-type: none"> ▪ Successful completion of Grade 10 recommended ▪ C in Math 10 ▪ C in English 10 ▪ Physical ability to do the work
Joinery	Advanced Woodworking & Design	Fleetwood Park	<ul style="list-style-type: none"> ▪ Industry Certificate of Completion ▪ Level 1 Apprenticeship Technical Training 	During Course Selection	20 Weeks February Intake	<ul style="list-style-type: none"> ▪ Successful completion of Grade 10 ▪ C in Principles or Applications of Math 10 ▪ C in English 10 ▪ Woodworking 10

Masonry	Skills and knowledge to work with bricks, blocks and stone	Kwantlen Cloverdale Campus	<ul style="list-style-type: none"> ▪ Dual credit for course work high school & college ▪ Level 1 Apprenticeship Technical Training ▪ Kwantlen Certificate of Completion 	During Course Selection	20 Weeks February Intake	<ul style="list-style-type: none"> ▪ Successful completion of Grade 10 ▪ C in Math ▪ C in English 10 ▪ Grade 11 completion recommended ▪ Physical ability to do the work
Millwright	Skills to work in Industrial Mechanics, Machinist & Metal Works	Kwantlen Cloverdale Campus	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ Kwantlen Certificate of Completion 	During Course Selection	24 Weeks February Intake (Includes July)	<ul style="list-style-type: none"> ▪ C in Principles or Applications of Math 11 ▪ C in English 11 ▪ Pass Kwantlen Test for Trades ▪ Physics 11 recommended during ▪ Grade 11 completion recommended ▪ Physical ability to do the work
Parts & Warehousing	Automotive Parts Person Warehousing Training	Kwantlen Cloverdale Campus	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ Kwantlen Certificate of Completion 	During Course Selection	20 Weeks September Intake February Intake	<ul style="list-style-type: none"> ▪ Successful completion of Grade 10 ▪ Physical ability to do the work
Plumbing	Skill & knowledge to begin work in Plumbing	Panaorama Ridge	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training ▪ Kwantlen Certificate of Completion 	During Course Selection	21 Weeks September Intake February Intake	<ul style="list-style-type: none"> ▪ C in Principles or Applications of Math 10 ▪ C in English 10 ▪ Physics 11 recommended
Steel Fabrication	Steel Fabrication Training	BCIT Burnaby Campus	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level 1 Apprenticeship Technical Training 	During Course Selection	23 Weeks August Intake February Intake	<ul style="list-style-type: none"> ▪ Successful completion of Grade 10 ▪ C in Math 10 ▪ C in English 10 ▪ Physical ability to do the work
Welding	Welding, Various Methods	Kwantlen Cloverdale Campus	<ul style="list-style-type: none"> ▪ Dual credit for course work; high school & college ▪ Level C Certification ▪ Kwantlen Credential 	During Course Selection	28 Weeks February Intake (Includes July & August)	<ul style="list-style-type: none"> ▪ Successful completion of Grade 10 ▪ C in Math 10 ▪ C in English 10 ▪ Grade 11 completion recommended ▪ Physical ability to do the work
Secondary School Apprenticeship	On-the-job, Registered Trades Training in Many Different Areas	Employer's Site Outside of School Hours	Apprenticeship Credit, Possible SSA Scholarship (\$1,000)	Anytime After Age 15 Student Must Be Employed	Continuous Entry	<ul style="list-style-type: none"> ▪ Must Meet Academic Requirements of the Trade In Order To Continue With Next Level of Training ▪ Check Individual Trade Requirements

POTENTIAL CO-OPS FOR 2009/2010

LEADERSHIP	ART
Will include courses such as: <ul style="list-style-type: none"> ▪ English 11 ▪ Biology 11 ▪ Leadership 11 ▪ PE 11 ▪ WEX 12A 	Will include courses such as: <ul style="list-style-type: none"> ▪ Art 12/VA2D12 or Media Arts ▪ Art 11/VA2D11 or Media Arts 11 ▪ WEX12A, WEX12B

What is Leadership Co-op?

This program allows students to take an active leadership role in school events, both in and outside of school. Students will help plan a number of events in the school, and will also participate in field trips throughout the semester. A Co-op is a program that integrates a student's academic studies with related work experience. A co-op will allow for a more authentic work placement where students will attend a job placement for three consecutive weeks, will give the student ample opportunity to pursue work and leadership events, and will provide students with valuable work experience necessary to apply for school scholarships and post-secondary scholarships and programs. Also, a Co-op offers the Career Facilitators the opportunity to seek placements in areas that are now not usually accessible to our students, such as in health care, law offices, banks, museums, sporting organizations, engineering and architectural firms.

Who is it for?

A Co-op is designed for students interested in enhancing their resume and career paths with on-the-job training, while at the same time, fulfilling their graduation requirements. Whether or not a student is intending to go to post-secondary education or directly into the work force, this program could be for them.

Benefits:

- ✓ Student will be in one class with the same classmates for an entire semester
- ✓ 20 credit program for 2nd semester
- ✓ 3 week work placement
- ✓ Extended field trips & planning for school/community events

Requirements:

- ✓ Must have Parent/Guardian permission
- ✓ Must apply during Course Selection
- ✓ Must be co-operative, punctual, mature and reliable
- ✓ Must have excellent school attendance
- ✓ Must complete "Letter of Intent"

How do I apply?

- ✓ Indicate your interest through the course selection process
- ✓ An interview with the program teacher may be required
- ✓ A review of attendance and punctuality will be conducted

Requirements for all Co-ops:

- Must be at least 15 years of age
- Must have Parent/Guardian permission
- Must apply during course selection
- Must be co-operative, punctual, mature and reliable
- Must have excellent school attendance

Special Info re: VISUAL ARTS COOP PROGRAM

This intensive, one-semester program is specially designed for "gifted" and "talented" young artists wishing to have enhanced portfolio instruction supplemented by "applied" projects and area-related work experience. Students who are interested in being considered for this challenging program must have minimum "B" academic standing, the proven ability to work independently and strong foundational art skills. As part of the interview process, student must submit a resume, a letter of reference and a selection of 3-5 artworks to showcase.

FRENCH IMMERSION PROGRAM DESCRIPTION

INTRODUCTION FRANÇAIS LANGUE SECONDE: IMMERSION

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 les connaissances, 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 œuvres 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.

Rationale

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 and valued.

Learning French in a 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 student's 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.

Français 12 (FRAL12)

Comme pour le cours de français 11, les élèves amélioreront leur compréhension de la structure de la langue française en étudiant la grammaire et la littérature française à un niveau satisfaisant afin d'être prêt pour l'examen provincial. Pour cela, les élèves continueront à perfectionner les quatre habiletés langagières : l'expression orale et écrite et la compréhension orale et écrite. L'emphase se fera sur les habiletés à écrire des essais et à analyser des auteurs français contemporains tant canadiens qu'internationaux. De plus, les étudiants continueront à lire de façon autonome en se donnant des défis.

ADVANCED PLACEMENT PROGRAM FOR SULLIVAN HEIGHTS SECONDARY

AP Biology (APBIO2)

The AP Biology course is designed to be an equivalent of a two-semester college introductory course. The course is meant to be taken by students after the successful completion of Biology 11 (73% minimum). The AP Biology Exam seeks to cover the following areas:

- I. Molecules and Cells (25%)
- II. Heredity and Evolution (25%)
- III. Organisms and Populations (50%)

These two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology makes these goals even more challenging.

AP Psychology (APPSY2)

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of human beings and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major sub fields within Psychology. They also learn about the methods psychologists use in their science and practice. Similar to an introductory psychology course at the post-secondary level, students will investigate topics such as:

- I. History and Research Methods
- II. Biological Bases and Statistics
- III. Perception
- IV. Learning, Memory, and Intelligence
- V. Life Development
- VI. Psychological Disorders and Personality

Students interested in taking Psychology should have a minimum of 73% in Social Studies 11.

AP European History (APHI2)

The study of AP European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Topics to be covered include:

- I. Intellectual and Cultural History
- II. Political and Diplomatic History
- III. Social and Economic History

Students who choose to enroll in this course should have achieved at least 73% in Social Studies 11.

AP English 12 (APELC2)

Students in this course engage in the careful reading of literary works. Through such study, they will sharpen their awareness of language and their understanding of the writer's craft. They will develop critical standards for the independent appreciation of any literary work, and increase sensitivity to literature as shared experience. To achieve these goals, students will study the individual work, its language, characters, action, and theme. AP students are involved in both the study and practice of writing and the study of literature. They will learn to use the modes of discourse and to recognize the assumption underlying various rhetorical strategies.

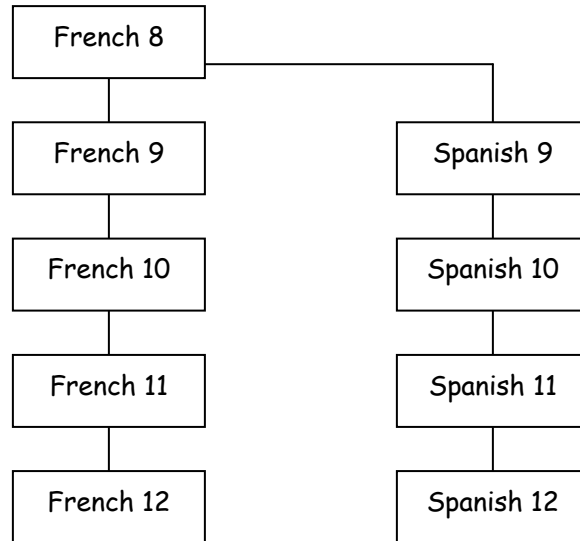
Writing assignments will focus on the critical analysis of literature and include essays in exposition and argument. Although much of the writing in the course will be about literature, speaking and writing about different kinds of subjects should further develop a sense of how style, subject, and audience are related. The desired goals are the honest and effective use of language and organizations of ideas in a clear, coherent and persuasive way.

Students interested in this course will need a minimum of 73% in English 11.

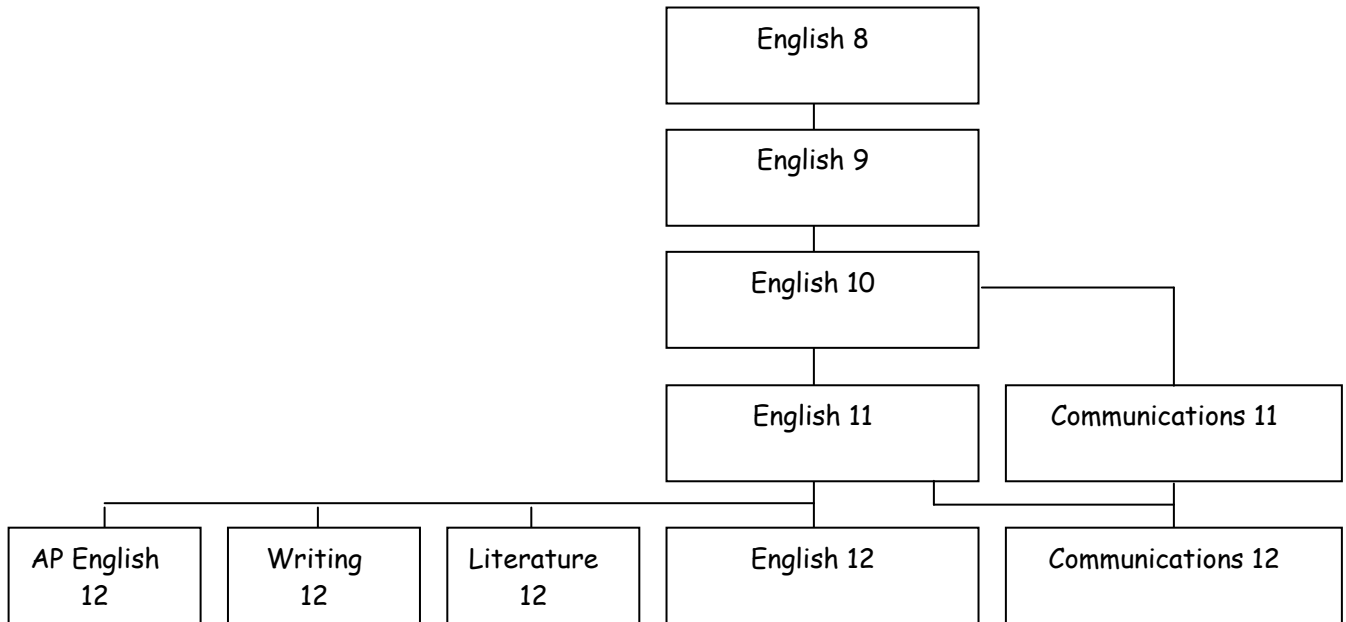
NOTE: Although students who are successful at the course will be given credit for English 12, students must still write the English 12 Provincial for graduation purposes.

The Advanced Placement program has students write post-secondary level entrance exams. For most universities and colleges a minimum score of 4 (out of 5) is needed for advanced placement credit to be given. Please see your counsellor for a list of associated post-secondary schools in B.C. that accept these courses and the number of credits granted

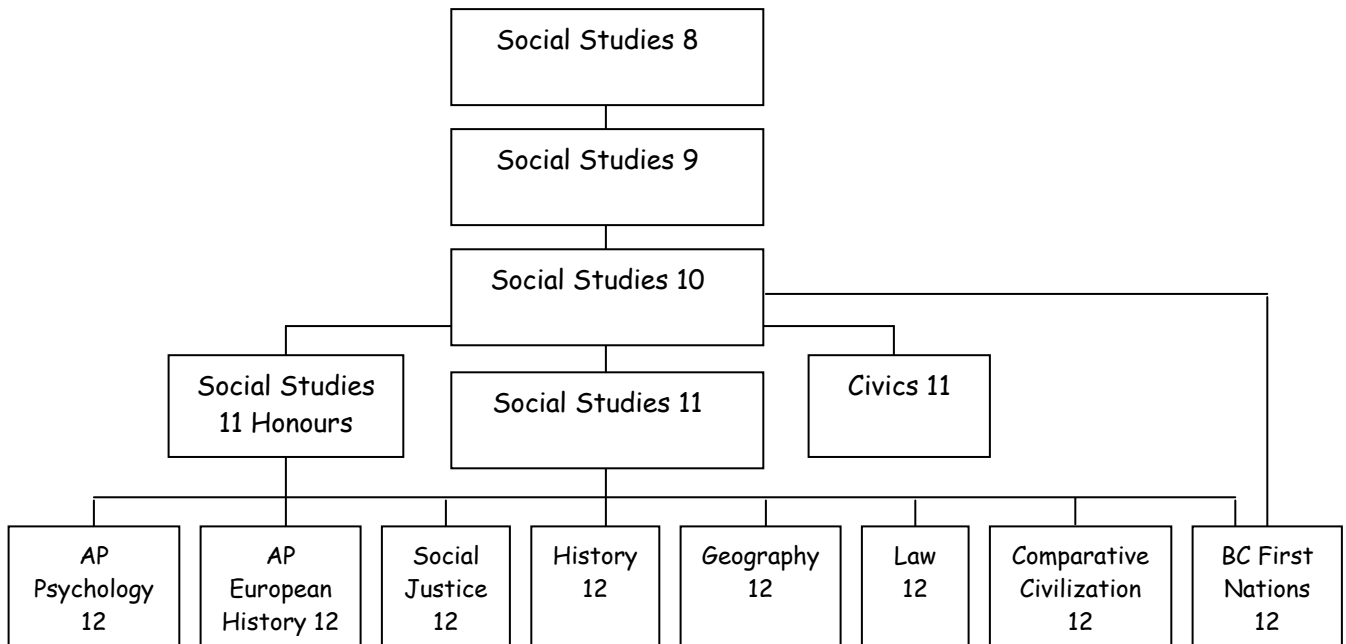
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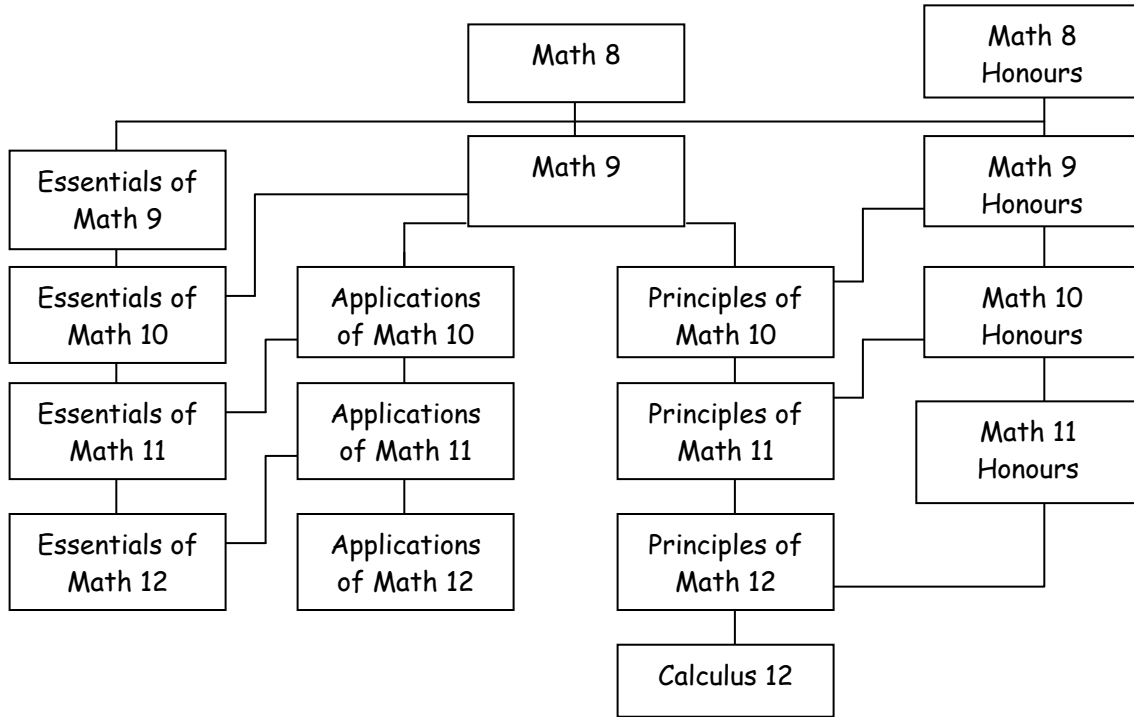
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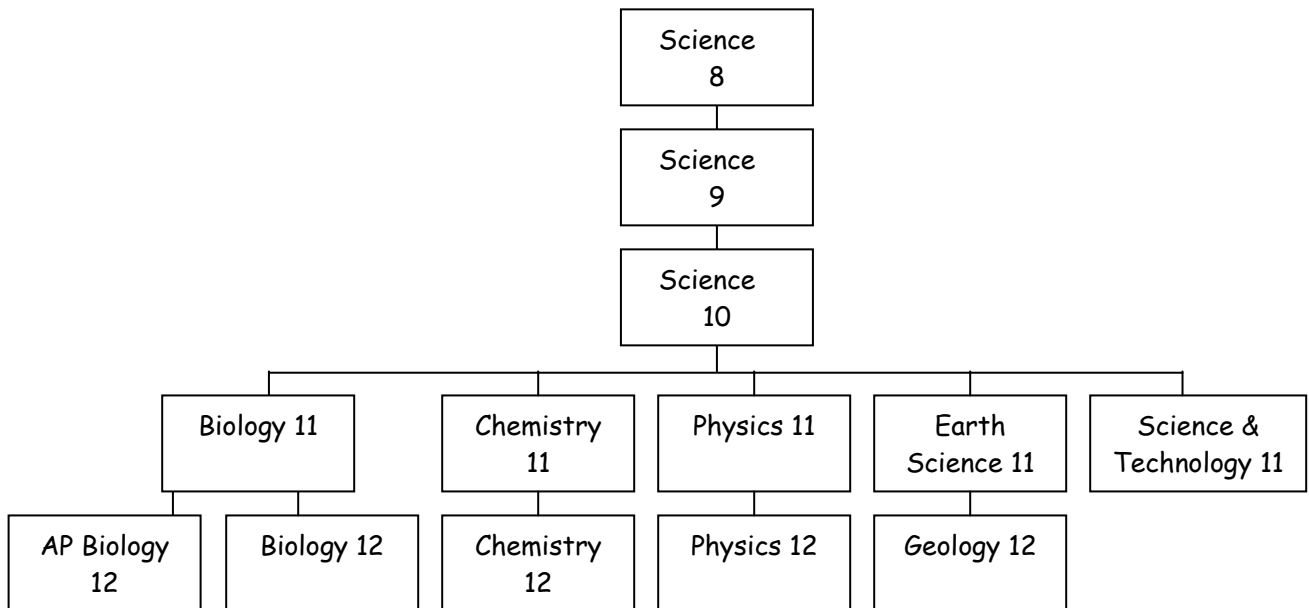
SOCIAL STUDIES FLOW CHART



MATHEMATICS FLOW CHART



SCIENCES FLOW CHART



BUSINESS EDUCATION

Accounting 12 (ACC12)

You will acquire basic bookkeeping skills for personal use or to gain an entry-level position in a company. This course uses industry-standard software to prepare accounting reports for small businesses. You will also learn more advanced concepts such as payroll, taxation, budgeting and inventory. This course is strongly recommended for students who plan to continue with accounting, at high school and post-secondary.

Data Management 12 (DM12)

This is an in-depth business technology course aimed at improving proficiency with Microsoft Office, PowerPoint, Excel and Access. Students will analyze a variety of business situations to determine the appropriate software to solve business problems. Students will research business topics on the Internet and present the findings using PowerPoint slideshow. Students will have the opportunity to create spreadsheets and databases, which can be manipulated with searchers, sorts and queries to produce problem-solving reports. Topics include data integration, E-mail, Internet, computer viruses and the ethical use of data.

Desktop Publishing 12 (ICTM12)

Discover the ease of bringing together text and graphics in this hands-on course. Learn how to set up your document, place text and edit text, create and change layout, and write text around images. Explore these features while creating brochures, flyers, newsletters, posters, advertisements, books and magazines. The leading desktop publishing software will provide students with the most current desktop publishing skills.

Economics 12 (EC12)

Recommended completion: Social Studies 11

Economics 12 is designed for all students who have an interest in a business or managerial career, and who are interested in how the Canadian economy works. This course will benefit students who plan to attend post secondary institutions. In this course, students will study the evolution of modern economic systems and current issues such as the production of goods and services and the organization of business. The course will also focus on the following topics: the stock market, banking, government budgets, the deficit, taxes, inflation, recession, employment and unemployment

Entrepreneurship 12 (ENT12)

Calling all students who are looking for a successful business career. Entrepreneurship 12 provides you with the opportunity to learn valuable business skills and the essentials of the business plan while you are still in high school. In groups and individually, you will use the Internet and other resources to explore entrepreneurial concepts, business plan components, business plan operations, and teamwork and networking. Within teams, you will plan, research and develop venture plans. Entrepreneurship 12 will develop your confidence and leadership skills while providing beneficial knowledge to help you succeed in business and in life.

Marketing 12 (MK12)

Marketing is an ever-present force in our lives today. Explore how businesses introduce their goods, services, and ideas to potential customers and how this affects your own life. A fundamental and essential department, marketing is the fun and creative part of business. Course organizers include marketing concepts, marketing research, marketing practice, and marketing strategies.

Information Technology 10 (INT10)

This course is open to all grade 9 or 10 students.

In this course, Microsoft Office Suite is introduced including word processing, spreadsheets, slide show presentations, and web site design. Internet research, and an introduction to computer hardware and software technology round out the balance of this course. Topics will include copyright and privacy considerations, ergonomics, and the purchasing of computer systems. This course will be of particular interest to students who wish to further their studies by taking Information Technology 11 and 12.

ICTX: Modular Survey Course 12 (ICTX12)

Information Technology 12 is intended to build upon the skills and attitudes developed in Information Technology 11. This course provides students a more in-depth background for students intending to continue studies at university or college in the highly competitive areas of computers, science, math and business. The primary focus of the course is advanced web application programming in Flash (ActionScript), and programming web-based JAVA applets. Students will become proficient at writing interactive multimedia applications such as digital galleries, simulations and games. Students will create and publish a web based portfolio of all their work at the end of the course. Additional topics in Photoshop (bit maps), Fireworks (vectors), and Cinema 4D (3-D modeling) may be covered as time and student interest allows.

HOME ECONOMICS

Sociology and Human Behaviour 12 (FM12)

Interested in a career that involves working with people? Are you planning to become a teacher, counsellor, or psychologist? If understanding human behaviour in today's society fascinates you, this is the course which will be of greatest help to you. The focus is on the reciprocal relationships among self, family and society. Students study how individuals and families function in society and how contemporary issues affect them. An advanced course in the sociology of the individual and the family. Study human interaction as it is affected by changing societal, economic and technological conditions. Relationships that are examined:

- Factors that affect family relationships.
- Global issues affecting families.
- Understanding the development and care-giving for a variety of age groups.
- Family resource management: independence, adulthood, parenthood, sexuality, marriage, divorce, adoption, rape, abuse, all issues of the individual's lifespan.
- Guest speakers and individualization of projects will focus on student interest.

Home Economics 10: Foods (HEF10)

This course is open to all grade 10 students and has no prerequisites.

This exciting course is for students who like to develop meal planning and food preparation skills. Students enjoy more advanced recipes, creative labs, foreign food cookery, and specialty baking!

Food Studies 11 (FDS11)

No prerequisite

Beyond the basics!

This course extends knowledge, skills and attitudes about food learned in previous courses. It focuses on individual students time management, creativity, personal skills and interests. There will also be a focus on creative meal planning, the interrelation of diet, fitness, performance and health, special dietary needs and healthy food preparation techniques.

Students will plan and prepare nutritious food for individuals, families and groups.

Food Studies 12 (FDS12)

No prerequisite

Is there a "gourmet" in you? Explore new foods and flavours! Discover your creative talents.

This is an advanced course with emphasis on gourmet food preparation. It extends knowledge skills and attitudes about food learned previously. Learn to manage our "fast paced" lifestyle by balancing foods

of today with special diets, multicultural diversity and local and global concerns.

Students will plan and prepare nutritious food from many countries.

Home Economics 10: Textiles (HET10)

This course is open to all grade 9 and 10 students and has no prerequisites.

This clothing design and construction course will concentrate on fashion trends, individual designs and fabric creation. Students will study fabric selection and care, pattern design, fitting and alterations, basic clothing construction techniques including waistbands, zippers, facings, collars, hems and cuffs. Decorate your project using machine embroidery, photo transfer and appliqué. Using the computer and AutoCAD, students will study fashion illustration and create individual patterns and fashion designs. Colour and line and their role in clothing selection will also be investigated. Advanced students concentrate on individual design and fabric creation. They will also work with the teacher to individualize projects and create wonderful one of a kind garments.

Evaluation: is based on completion of a minimum of two major projects, samples, assignments and tests.

Textile Studies 11 (TEX11)

Design! Create! Personalize! Develop the ability to express yourself creatively through the medium of textiles. Learn to use various equipment and techniques. You will create textile items from fibers, yarns and fabrics to make wearable clothing and/or decorative accessories for personal use. Recycle, reuse and reduce. Students will develop skills to showcase their work in the home, business and community.

Textile Studies 12 (TEX12)

Create your own designs! Discover the latest technology in the textile industry. Students will increase their awareness of the versatility of textiles. Use commercial patterns or design your own. A highly individualized approach allows students choices regarding projects. Add your personal touch! Study global issues in the textile field. Skills learned may be applied to further study in fashion design, production, marketing and other textile related careers.

Textiles: Arts and Design 11/12 (TXT11, TXT12)

Do you love sewing and want to use your creativity to individualize your world? Here is a fun course for those of you who wish to design and sew unique items that are not necessarily clothing. Learn how to design and create your own room furnishings, such as beanbag chairs, pillows, table toppers, curtains or floor coverings. Use computer art and machine embroidery, photo transfer and other techniques to create quilts, gifts and fashion accessories. Tie-dye, appliqué or

silk-screen your own fabrics. A special unit will teach how to sew expert dolls and jointed teddy bears. Senior students will develop individualized projects.

Evaluation is based on successful completion of projects, assignments, tests and effective use of class time.

HOSPITALITY TOURISM

Tourism is big business! It's BC's second largest industry with every indication it will be number one soon. \$5 billion annually is realized from business and leisure visitors. 200,000 people in BC work in tourism or tourism-related industries. It is a natural career choice!

If you like to work with people or want to improve your customer service skills, tourism is for you! Certificates in many areas are awarded in the program. These will prove invaluable as you look for that part-time job in our community, or if you continue to a career in tourism. They look great on your resume! These programs are also applicable towards a passport membership in the Pacific Rim Institute of Tourism's Association of Professionals. As a tourism professional your skills are recognized around the world. So you can take your experience and training in tourism and work just about anywhere!

Tourism 12 (TRM12)

This course, open to any Grade 11 and 12 student, is an introductory course to develop student awareness of the rapidly growing tourism industry. If you enjoy working with people and want to qualify for a career in the tourism field or obtain a part time employment, this course would be an asset to you.

Students will:

- *Develop an understanding of BC's second largest and growing sector
- *Explore training options and careers available
- *Examine local and provincial tourism first hand through field trips and speakers
- *Certify in well respected SuperHost Programs - Fundamentals, Customers with Disabilities, Service Across Cultures, Japanese Service Expectations
- *Certify in Serving It Right and Food Safe Level 1
- *Appreciate the delicate issues of ecotourism and sustainable tourism
- *Study international travel industry and destinations around the world
- *Study the cruise line industry and tourism careers on ships
- *Participate in Tourism Trade Fairs
- *Practice skills learned in hospitality officer hours
- *Study the accommodation sector, tour hotels and participate in a hotel trade fair
- *Tour Vancouver Community College and other Lower Mainland tourism programs

PHYSICAL EDUCATION

Physical Education 10 (PE10)

The goal of our physical education program is to instill an appreciation for an active, healthy lifestyle. The program will provide students with the opportunity to fulfill the following objectives:

- To participate and enjoy a variety of performance, fitness, and leisure-oriented activities.
- To develop positive attitudes towards active living.
- To acquire the skills and knowledge necessary to develop an active and healthy lifestyle.
- To demonstrate appropriate social behaviour, etiquette, fair play and leadership skills related to physical activity (personal and social responsibility).

Physical Education 11 (PE11)

Through participation in a variety of activities, students will develop a positive attitude towards active living, demonstrate a functional level of activity-specific motor skills and develop career and occupational opportunities related to physical activities. Students will be introduced to available community recreational facilities and services. Emphasis will be placed on the development of leadership skills and possibly first aid certification. Volunteer hours will be required.

Physical Education 12 (PE12)

This course enables students to enhance their quality of life through active living. Emphasis will be placed upon leadership skills acquisition, CPR certification and further opportunities to use community recreational facilities and services and outdoor pursuits.

TECHNOLOGY EDUCATION

Technology Education 10: Woodwork (TEW10)

This course is open to all grade 9 or 10 students.

This course is an introductory course that undertakes various aspects of the cabinet-making trade. We begin by studying, designing and constructing a project within specific design guidelines. Emphasis is given to awareness and application of wood design, a working knowledge of wood (species, products, structures, fastenings and finishing applications) safe and correct use of power tools, developing a responsible and safe attitude toward power, and maintenance and repair of tools. In grade 10, students may begin to design and construct their own projects. Lathe and wood-turning projects are bonus activities.

Carpentry & Joinery 11 (CJ11)

The main objective of this course is to offer a combination of knowledge and "hand-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 safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood-related products. Students will apply the acquired skills in the design and construction of teacher/student selected projects.

Carpentry & Joinery 12 (CJ12)

The main objective of this course is to offer an advanced combination of knowledge and "hands-on" skills that will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood-related products. Students will apply the acquired skills in the design and construction of advanced teacher/student selected projects. Post-secondary and career options are explored in the related subject areas.

Carpentry & Joinery 12:Woodcraft Products (CJP12)

This is an artistic course that uses basic woodworking skills in specific hand and machine tools to explore differing 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.

Technology Education 10: Drafting (TED10)

This course is open to all grade 10 students.

Recommended completion: Technology Ed 9: Drafting.

Students will develop additional drafting skills acquired in Drafting 9. Mechanical and architectural drafting is covered using both board drawing and CAD. A greater emphasis will be placed upon the use of drafting skills in the areas of modeling and problem-solving. Career exploration will also be included.

Evaluation: Letter grades are based on the number of drawing assignments completed, their accuracy and neatness, as well as the student's portfolio of completed work.

Drafting & Design 11 (DDF11)

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 board drawing, measurement, and a variety of software applications, primarily 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.

Drafting & Design 12 (DDF12)

The main objective 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 a blending of conventional board drawing, measurement, and a variety of software applications, primarily AutoCAD with a further emphasis on architectural and mechanical drawing. Students will apply the acquired skills in the design and drawing of teacher/student selected projects which could serve a portfolio for post-secondary entrance or to career exploration. Scale models may also be created.

Drafting 12:Technical Visualization (DDT12)

This course will utilize computer-generated models, animation, and rendering to provide learning opportunities for students to perceive and create still or moving images in 2D or 3D. Technical knowledge, skills and tools will be employed to allow students to develop the attributes and skills necessary to explore career paths in technical visualization, animation, or industrial design.

Drafting & Design 12:Advanced Design (DDA12)

This course will utilize elements of research and development, the design process and design principles and elements to develop new solutions to products, architecture and other-made objects. Students will identify needs, target groups and markets to develop contemporary solutions for local circumstances. Examples may include fashion, landscaping, manufacturing, or ergonomic and human factors.

Drafting & Design 12:Engineering & Mechanical Drafting (DDE12)

Students will produce advanced working drawings or solid models of gears, cams, fasteners, and complex machine parts following drafting standards, conventions, and details. Production of complete assembly drawings will be used to demonstrate the relationships between various components and the proper selection of appropriate materials. Drafting symbols and conventions for welding, electrical and piping drawing will also be utilized. Students may imply 3D modeling techniques for greater object visualization.

Drafting & Design 12:Architecture & Habitat Design (DDH12)

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.

Technology Education 10: Electronics (TEE10)

Recommendation: completion of Technology Education 9: Electronics.

This course is open to all grade 10 students.

This course is an advancement of Electronics Technology 9. Students will be introduced to more sophisticated problem-solving and trouble-shooting techniques, with an introduction to digital electronics. A wide variety of projects are available to the student. An introduction to robotics will be included, with programming in Parallax Basic and PIC Basic. CAD and the World-Wide Web will be available as tools and sources of information.

Evaluation: Letter grades are based on project work, labs, tests, quizzes and work habits.

Electronics 11 (EL11)

The main objective of the electronics courses 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 wide variety of career options open to both males and females through post-secondary. The areas of focus will include a blending of safety, use and care of tools and equipment, circuit theory as it applies to DC, AC analog and digital circuits or systems. Emphasis will be placed on the application of theory to design (where applicable), and assemble, test and, if necessary, trouble-shoot various teacher/student selected labs or projects.

Electronics 12 (EL12)

Students will learn to solve more complex circuits using Ohm's law and Kirchhoff's current and voltage laws. They will also further their knowledge of design and development processes of printed circuit boards. Digital electronics will be a central component of this course, with further development of electromechanical and robotic devices. CAD and the World-Wide Web will be available as tools and sources of information.

Evaluation: Grades are based on project work and labs completed, tests, quizzes and work habits.

Electronics 12: Analog Systems (ELAS12)

This is a course in advanced electronics. Focus will be on linear systems and analog systems, e.g. sound which use OpAmps as amplifiers. Students will apply their knowledge through complex solid-state circuitry. Theoretical work will build upon the areas of work and study experienced in Electronics 11. Students will have the option of working on self-directed projects, or projects made available by the teacher. Students will be encouraged to bring their own electronic devices in for repairs and credit at the same time.

Electronics 12: Digital Systems (ELDS12)

This is an enriched electronics program, with the same basic materials, but with an expanded component in audio, digital circuits, and robotics. This course will be attached to the Electronics and Electrical Career Preparation Program in partnership with the Surrey Secondary Apprenticeship Program and Kwantlen College.

Evaluation: Grades are based on project work primarily and work habits.

Electronics 12: Robotics (ELR12)

This is a course in advanced electronics, in which students will further develop their skills and knowledge in electronics and electro-mechanics which will be applied directly to robotics. The course will focus on Parallax Basic and PIC Basic as programming languages in an attempt to introduce students to AI. Students will have the option of working on self-directed projects, or projects made available by the teacher. Students will be encouraged to bring their own electronic devices in for repairs and credit at the same time.

Technology Education 10: Metalwork (TEM10)

This course is open to all grade 9 or 10 students.

This is an introductory course in metal shaping and fabrication. Students will have the opportunity to design and construct projects based on their individual needs through the safe use of hand and power tools. Students will be introduced to fuel and arc welding techniques as well as other manufacturing processes.

Metal Fabrication & Machining 11 (MFMAF1)

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 safety, measurement, theory, tools and equipment, and materials and processes 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. Specific course objectives may include oxy-acetylene welding/cutting/ brazing, electric arc welding (stick), MIG and aluminum welding (wire feed) and plasma torch (cutting). Lathe and milling machine practices, sheet metal, casting and blacksmithing (forging)) may also be included.

Metal Fabrication & Machining 12 (MFMAF2)

The main objective of this course is to offer an advanced combination of knowledge and "hands-on" skills that will build on previous experience in metalwork. The areas of focus will include a blending of safety, advanced, and precision measurement using

metric and imperial micrometers, theory, tools and equipment. The students will utilize the design process to make working drawings that will become practical realities. Post-secondary and career options are explored in the related subject areas.

Metal Fabrication & Machining 12:Advanced Welding (MFMW12)

Advanced welding will include oxy-fuel welding, soldering, brazing, shielded metal arc welding (Arc), gas metal arc welding (MIG), and gas tungsten arc welding (TIG). Gas welding will include equipment, welding rods, fluxes, equipment preparation and adjustment, joints, forehand, backhand, weld pool, brazing and braze welding, gas welding safety precautions. Oxy-acetylene cutting operations, cutting tip size, and pressures will be covered. Both shielded metal arc and gas metal arc welding equipment and accessories, welding symbols, preparation of material, safety precautions, and finishing techniques will be explored.

FINE ARTS

SULLIVAN HEIGHTS PERFORMANCE PROGRAM

At Sullivan Heights Secondary, grade 11 and 12 students have the opportunity to explore and link their learning in the three major components of the performing arts: dance, drama and choir. By taking a series of classes in these areas, students can tailor a coherent and logical program. With the help of instructors a progression of projects and challenges will be proposed to maximize the development of a student's skills and abilities. Performance program students will be part of Musical Production and Theatre Company classes and may select up to three courses each year from the following classes offered: Dance 11/12, Acting 11/12, Concert Choir 11/12, Vocal Ensemble Choir 11/12, Directing/Scriptwriting 12, and Theatre Production 11/12.

MUSIC

In the following courses students will perform music of various styles and from various historical periods, developing technical competency and stylistic interpretation. Students will also develop a deeper understanding of theory, history and composition as it relates to the music being performed and will grow to

value the role of music in society and its relationship to other art forms. All band courses require the acquisition of a band instrument.

Beginning Band 10 (BBA10)

Beginning Band 10 is for all students who wish to learn how to play an instrument and have not played an instrument before. Instrument choices include trumpet, clarinet, trombone, flute, sax and many more. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music and perform in concerts and festivals.

Band 10 Advanced (BAA10)

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

This course is designed for students who have reached an advanced intermediate level of proficiency on a band instrument. Students will experience a significant increase in complexity and excitement of repertoire over previous band levels.

Evaluation will be based on progress, attitude, and participation in music department activities.

Jazz Band 10 (MJB10)

Offered outside School Hours

This course focuses on advanced intermediate level of jazz band performance. Various styles of jazz will be studied. (Swing, Latin, funk, rock) Through ensembles and solo works. Improvisation and solo will include intermediate techniques based on scales and chords.

** Enrolment is limited to standard big band instruments (saxes, trumpets, trombone, piano, bass, guitar and drums) Other instruments by directors permission. Evaluation will be based on progress, attitude and participation in Jazz Band activities.

Concert Choir 10 (MCC10)

This is a course for any student who has ever dreamed of being able to sing. An emphasis in this course will be on singing songs that are current in the pop, musical theatre and jazz genres. Singers will be able to sing solo and in ensemble situations. Students will receive instruction and practice in vocal techniques, breath support, range enhancement, tone improvement, microphone technique, PA system operation and stage presence.

Upon completion of this course students will have basic ear training and music reading skills as well as experience singing harmony through several selected ensemble pieces.

Beginner Guitar 10, 11, 12 (MBGR10, IMBG11, IMBG12)

This is an introductory course. Students in this course will learn many open chords and many bar chords. Students will also learn the basics of Classical guitar as well as many strumming patterns which will enable them to play several styles of music including popular, rock, folk and blues music. Students will be introduced to the playing of music from notation and tablature.

Guitar 10, 11, 12 Instrumental Music (MGR10, IMG11, IMG12)

Advanced Guitar is designed for students who look to study more advanced guitar. In advanced guitar students will learn Intermediate to advanced classical guitar pieces, Scales in 5 positions on the guitar, and advanced chording. Students must have received a B or better in beginner guitar to enter advanced guitar. (A Classical/ Nylon string guitar is necessary for advanced guitar.)

Beginning Band 11 (BBA11)

Beginning Band 11 is for all students who wish to learn how to play an instrument and have not played an instrument before. Instrument choices include trumpet, clarinet, trombone, flute, sax and many more. Students will learn rhythm, music notation and music reading while having the opportunity to play fun music and perform in concerts and festivals.

Band 11 Advanced (BAA11)

Prerequisite: Successful completion of Band 10 or director's permission.

Students will develop increasing levels of musical proficiency through the widest possible range of repertoire, which could lead to more substantial performance opportunities. The goal of lifelong music enjoyment will be explored, along with post secondary education and careers in music. Evaluation will be based on progress, attitude, and participation in music department activities.

Jazz Band 11 (IMJB11)

Offered outside School Hours

This course focuses on advanced level of jazz band performance. Various styles of jazz will be studied. (Swing, Latin, funk, rock) Through ensembles and solo works. Improvisation and solo will include intermediate techniques based on scales and chords.

** Enrolment is limited to standard big band instruments (saxes, trumpets, trombone, piano, bass, guitar and drums) Other instruments by directors permission. Evaluation will be based on progress, attitude and participation in Jazz Band activities.

Concert Choir 11 (CMCC11)

This is a course for any student who has ever dreamed of being able to sing. An emphasis in this course will be on singing songs that are current in the pop, musical theatre and jazz genres. Singers will be able to sing solo and in ensemble situations. Students will receive instruction and practice in vocal techniques, breath support, range enhancement, tone improvement, microphone technique, PA system operation and stage presence.

Upon completion of this course students will have basic ear training and music reading skills as well as experience singing harmony through several selected ensemble pieces.

Concert Band 12 Advanced (IMCB12)

Prerequisite: Successful completion of Band 11 or director's permission.

Students will develop increasing levels of musical proficiency through the widest possible range of repertoire, which could lead to more substantial performance opportunities. The goal of lifelong music enjoyment will be explored, along with post secondary education and careers in music. Evaluation will be based on progress, attitude, and participation in music department activities.

Jazz Band 12 (IMJB12)

Offered outside School Hours

This course focuses on advanced level of jazz band performance. Various styles of jazz will be studied. (Swing, Latin, funk, rock) Through ensembles and solo works. Improvisation and solo will include intermediate techniques based on scales and chords.

** Enrolment is limited to standard big band instruments (saxes, trumpets, trombone, piano, bass, guitar and drums) Other instruments by directors permission. Evaluation will be based on progress, attitude and participation in Jazz Band activities.

Concert Choir 12 (CMCC12)

This is a course for any student who has ever dreamed of being able to sing. An emphasis in this course will be on singing songs that are current in the pop, musical theatre and jazz genres. Singers will be able to sing solo and in ensemble situations. Students will receive instruction and practice in vocal techniques, breath support, range enhancement, tone improvement, microphone technique, PA system operation and stage presence.

Upon completion of this course students will have basic ear training and music reading skills as well as experience singing harmony through several selected ensemble pieces.

Music Composition and Technology (MCT11)

This is a computer generated music composition course which teaches students how to create their own music through a computer "sequencing" program. Once a composition has been successfully composed, students will transfer their work into a musical notation program and eventually score the work to be played by a group of musicians. The course also includes a written assignment which involves completing short compositions written in "the old fashioned way" by hand. To excel at this course, students should have a good foundation in music theory. Some time will also be spent on scoring music to video. Students must be capable of working independently in this course.

Music Composition and Technology (MCT12)

This is a computer generated music composition course which teaches students how to create their own music through a computer "sequencing" program. Once a composition has been successfully composed, students will transfer their work into a musical notation program and eventually score the work to be played by a group of musicians. The course also includes a written assignment which involves completing short compositions written in "the old fashioned way" by hand. To excel at this course, students should have a good foundation in music theory. Some time will also be spent on scoring music to video. Students must be capable of working independently in this course.

DRAMA

Drama 10 (DRG10)

Prerequisite: None (Experience in Drama 9 is an asset)
Drama 10 is a course that continues to develop the teamwork, confidence building and creativity that students have gained in Drama 9. However at the Grade 10 level there is a much greater emphasis on the performance product and not just the process of self-exploration/discovery through drama. It will involve theatre units of study such as: improvisation and theatre sports, mime and clowning, comedic character development, karaoke vocal exploration, soap opera acting, radio drama, creative movement exploration, air bands, monologue development, Stanislavski scene study, and one act plays. While there is little written homework, students are required to memorize lines and rehearse their assigned scenes (performances) outside of class time. In this course student actors also begin to explore directing their peers in a variety of performance-based assignments. Also, if interested, Grade 10 Drama students can audition for the Theatre Company class in September.

Musical Theatre 10/11/12 (MUTH10, YMUT11, YMUT12)

Prerequisite: None, previous stage experience is recommended

This course is the ultimate in performing arts. It combines dance, music, and drama in one platform. We will study the history of North American musicals from Gershwin to Sondheim as well as build skills in acting, on solo and ensemble vocal technique and choreography. Students should expect to put on a minimum of one public performance in the Bell Center for the Performing Arts and one public performance in our Studio each year. Also, if interested, musical theatre students can audition for the Theatre Company class in September.

Theatre Production: Stagecraft 11/12 (TPR11, TPR12)

Credits: Theatre Production 11 provides 2 fine arts and 2 applied skills credits.

Stagecraft 11 Prerequisite: None

Stagecraft 12 Prerequisite: Stagecraft 11

Theatre Production is a hands-on course that allows students to survey the various aspects of backstage work in theatre. The program is designed to deliver a set of academic and practical experiences that will prove useful in the pursuit of a career in the entertainment industry. Units will include: set construction, stage lighting, costume design, make up, prop creation, sound for the stage, production techniques, set painting, mask creation, publicity and stage management. Students enrolled in this class will be expected to work on Sullivan Stars productions run out of the Drama Studio or the BCPA Theatre. Also, if interested, stagecraft students can interview for the Theatre Company class in September.

Theatre Performance: Acting 11/12 (TPA11/TPA12)

Acting 11 Prerequisite: None, Previous experience Drama 9/10 is an asset.

Action 12 Prerequisite: Acting 11

In this course students will learn what acting is all about: from understanding a script to creating a part and performing it for various audiences. Units will include: performances of different acting styles/forms such as: theatre of the absurd, realism (method acting), commedia, political theatre, Shakespeare, mime, British farce, forum theatre, etc.), stage fighting, audition preparation (monologue work), improvisation, theatre sports, stand-up comedy, and one act plays with scene study (both in comedy and tragedy). Students should expect to produce high quality work that will be shown to outside audiences in our drama studio. Also, if interested, acting students can audition for the Theatre Company class in September.

Theatre Performance: Directing and Scriptwriting 11/12 (TPDS 11, TPDS12)

Prerequisite: Instructor's Permission

The techniques of directing, the role of the director and the essentials of scriptwriting will be examined in this course. Emphasis is placed on the interpretive skills and leadership required of a director and on completing at least one short script from a variety of theatrical genres. This course is offered concurrently with other acting courses. Students should be prepared to take a self-directed approach to learning. Also, if interested, directing and scriptwriting students can audition for the Theatre Company class in September.

Theatre Company / Theatre Troupe Elite 10/11/12 (DRR10, YTHC11, YTHC12)

Prerequisite: Successful Entrance Audition or Interview in September.

Note: If you wish to take Theatre Company please sign-up for another drama course offered in the timetable (see co requisite below) and come to auditions.

Operating as a Theatre Company outside the regular timetable, students will be involved in the production, direction, and acting in a school play. Students are expected to attend all scheduled rehearsals once the production begins and they are cast in a role. The Company will produce a play out of the Bell Centre for the Performing Arts - either a musical, a series of one-act plays, or a full-length drama. The Company may also operate as an ensemble to produce their own original work. Students may be asked to submit a final written assignment reflecting their own work. Like a professional theatre company, students are expected to audition for the course in September. At least 120 hours must be completed for four credits.

Co requisite: This course is open to all Grade 10, 11, and 12 students who are also enrolling in another Theatre Program course happening inside of the timetable (Either: Drama, Acting, Musical Theatre, Directing/Scriptwriting, TV/Film, or Stagecraft.

Drama: Film & Television 11/12 (DFT11, DFT12)

Film & TV 11 Prerequisite: None

Film & TV 12 Prerequisite: Film & TV 11

A hands on film course designed to introduce students to the techniques of the film process. Topics covered will include film analysis, screenwriting for television and film, acting for film and television, film "shorts", storyboarding, camera operation, film lighting, film shooting, film editing, Foley (sound effects) production, and special effects. Emphasis will be placed on group activities and students will be expected to work as actors and production teams. Students will script, storyboard and produce items such as: original documentaries, public service

announcements, music videos, dramas, sitcoms, and a student newscast. This course relies heavily on team-based projects. A positive attitude and committed attendance are mandatory for success. Completed projects can be shown at the Shooting Stars Film Festival, on the Sullivan Heights TV Network and could even be submitted to a variety of provincial and international competitions.

DANCE

Dance 10: General (DNG 10)

This course offers a basic foundation in dance skills and techniques. No dance experience is necessary and students in grade 9 or 10 are welcome. This is a fun course to learn a variety of dances to be performed in the school.

Dance 10: Choreography (DNC10)

Students with a strong background in dance and some leadership qualities will be asked to develop dance sequences from a variety of genres. Students will work as choreographers and directors in small and large groups.

Dance Performance 11/12 Beginners (DNPB11, DNPB12)

This course is for students who have always wanted to learn to dance, but have not yet had the opportunity. Students will learn the basics of jazz, hip hop, modern, tap, and musical theatre in a fun and supportive atmosphere. This class is perfect for people of all fitness levels to learn new skills in strength, flexibility and coordination through the learning of combinations. This class would also be appropriate for student who have taken dance in previous years, but have not danced recently. Students will advance at individual levels and be encouraged to challenge themselves. Students will have performance opportunities. There will be course and costume fees for this course.

Dance Performance 10, 11 or 12 (DNP11, DNP12)

Recommended: Dance 9/10 with a B grade

This course is for students who have taken dance 9, 10 and/or 11, or who are currently enrolled in a dance studio. Students will learn the fundamentals of jazz, hip hop, lyrical, tap, and musical theatre in a fun and supportive atmosphere. Students will focus on technique, flexibility, strength and choreography, and will be encouraged to challenge themselves to reach new levels. Dancers will take part in performances, and may have competition opportunities. There will be costume and course fees for this course.

Elite Performance Dance 10/11/12 (DNP10, DNC11, DNC12)

This course is for students who take part in extra-curricular dance teams. This course will fit into the regular timetable, but students will be expected to dance outside of class time through both semesters. In return, they will receive spare blocks in the regular timetable. Extra-curricular expectations may range from dancing on a dance team, doing choreography for younger students and running out-of-school dance classes. This class is rehearsal and performance based. Students will be involved in a variety of shows at the Bell Centre and will be involved in competitions. Students must receive permission to enroll in this class.

VISUAL ARTS

The visual arts curriculum is grouped under four content-based curriculum organizers. These can be expressed through both the viewing and creating of original works of art. Students will learn to use a variety of image development and design strategies, creating works of art that can be personal, social, cultural and historical in context. Students will explore the visual elements, and principles of art and design through a variety of materials, technologies and processes.

The Visual Arts Curriculum for Surrey School District has been divided into four specific course areas from grades 9 - 12. They are as follows:

- A general art course at all grade levels.
- A visual arts two-dimensional course that may include one or more of the following: drawing, painting, printmaking, mixed media.
- A visual arts three-dimensional course that may include one or more of the following: ceramics, sculpture, fabric/textiles, mixed media.
- A visual arts media arts course that may include one or more of the following: video production/ studies photography, photojournalism/ yearbook, computer/ digital graphics, mixed media.

Visual Arts 10 (VAG10)

Traditional and Electronic Art

This entry-level semester course provides students with an exciting opportunity to explore traditional and electronic forms of art. Traditional art includes four main areas: drawing, painting, printmaking and sculpture (term1). Electronic art includes digital photography and computer image manipulation (term 2). Students learn art terminology and elements and principles of design. They are also encouraged to draw upon personal interests and ideas. Evaluation focuses on meeting project/assignment criteria with an emphasis on aesthetics, originality and quality. Art skills create a foundation for future careers in:

Graphic Design, Industrial Design, Interior Design, Animation (character, comic book and game design), Movie Industry (prop and set construction), Photography and Architecture, etc. No prior art experience is required to enroll in this course, but students with advanced skills receive enriched programming.

Art Foundations 11 (Traditional Art) (AF11)

Art 11 is designed for two purposes. The first is to encourage students with previous art experience to continue their studies in drawing, painting, sculpture, printmaking and media arts. The second purpose is to provide beginner-level students with an introductory-level course.

Art Foundations 12 (Traditional Art) (AF12)

Art 12 is designed for students who wish to continue their general art studies at an advanced level. The course will review and expand on imagery development, applied and commercial design, art media and techniques, and historical and contemporary developments in art. Emphasis will be placed on individual expression and developing a unique style. Students will be required to keep a portfolio and a sketchbook.

Studio Arts 12: Drawing and Painting (SADP12)

This specialized course is a continuation of Art Foundations 11/12. Pictorial and commercial art genres are introduced. A range of drawing and painting techniques are explored. Students will be required to keep a portfolio and a sketchbook. Evaluation will be based on evidence of research, planning, process and product.

Studio Arts 12: Ceramics and Sculpture (SACS12)

This specialized course is a continuation of Art Foundations 11/12 studies at a more advanced level. A mix of sculpture and ceramic medias (papier-mâché, cardboard, wire and clay) are introduced. Assignments/projects (craft, decorative and figurative) include use of hand building, modeling, and wheel-throwing techniques. Evaluation is based on evidence of research, planning, process and product.

Visual Arts: Media Arts 10 (VAM10)

This Media Arts course will introduce students to the medium of photography while providing a strong foundation of visual arts and thorough knowledge of the elements and principles of design. As well as introducing basic photographic technique and mechanics, students will have an opportunity to consider and explore the medium of photography in terms of both a commercial application, and as a fine art medium. Student will be introduced to computer applications as an extension of digital photography, as

preparation for future media arts course work at the senior level. This course is an entry level fine arts course which is ideal for grade 9 and 10 students with no art background. It is especially useful for non-art students who plan to take Media Arts; Graphic Communications in grade 11 or 12.

Visual Arts: Media Art 11 (VAMT11)

This course is designed for students who wish to explore photography, graphic arts and media technology (particularly Adobe Photoshop 7.0). Students will have the opportunity to create personally meaningful images that incorporate social, cultural or historical contexts. They will gain an understanding of the societal influence of media arts by carrying out individual and collaborative assignments/projects focusing on graphic design, storyboard, digital restoration, advertorial and artistic pursuits. Evaluation will be based on evidence of research, concept development, photocomposition, and draft and final product. Although not required, a background in Art Foundations 9-11 is highly desirable.

Visual Arts: Media Arts 12 (VAMT12)

(Advanced Photography/Photo-Journalism/Computer/Digital Graphics)
Recommended completion of Media Arts 11 or Art Foundations 11/12

Media Arts 12 is designed for students interested in pursuing career paths in one or more media technologies. Students are expected to possess a strong understanding of social, cultural and historical contexts of art, have prior knowledge of photography and digital art applications (particularly Adobe Photoshop 7.0) and be open to peer mentoring. Assignments/projects are contract driven and aimed at meeting post-secondary portfolio requirements.

Photojournalism/Yearbook Production 11/12 (YYB11, YYB12)

Students must go through an application process to be accepted into this course. See Ms. Rogerson in the Career Center for an application.

Open to students in grade 11 or 12 who wish to create the Sullivan Stars Yearbook. You will be part of the team that creates the Sullivan Annual. Are you Creative, Mature and Prepared to give generously of your time? Students will use technology to prepare and manage the yearbook. You will learn Digital Photography, Page Layout and Design, Print Journalism as well as PageMaker/ InDesign and basic Photoshop skills necessary for the production of the yearbook. This class requires some work outside of class to complete photography assignments. Deadlines are a critical reality of this class. This course will be offered in the timetable during 1st semester, however students will be expected to complete some

assignments in February and March to meet printing deadlines. If you have an eye for detail and work well as a team, this course is for you.

LEADERSHIP PROGRAMS

Peer Tutoring 11 (YPTU11)

Recommendations: Students in grade 11 or 12 who maintain an overall C+ or higher, and who have a sincere desire to work with people, a strong work ethic, and excellent attendance.

Peer Tutoring 11 is an introductory course that provides students with the opportunity to learn about teaching and learning. This course is designed for peer tutors to address the diversity of a given student population and model successful learning behaviours, as well as organizational, study and communication skills. There is an extensive practical component to the course in which students are placed in a classroom environment to tutor younger students.

Peer Tutoring 12 (YPTU12)

Recommendations: Successful interview with instructor, and successful completion of Peer Tutoring 11.

Peer Tutoring 12 provides students with the opportunity to expand on previous experiences with tutoring. This course is designed for peer tutors to gain a deeper understanding of the dynamic nature of the teaching process through the exploration of learning theories and processes. There is an extensive practical component to the course in which students are placed in the classroom to tutor younger students.

P.E. Assistant 10/11 (YRECL0, YRECL1)

*Prerequisite: B or above in previous P.E. courses.
3 teacher references*

This course will provide opportunities to develop communication and leadership skills in the Physical Education setting. P.E. Assistants will assist in the organization of the P.E. Class, provide assistance to individual students and provide leadership for special events. Admittance to the course is by application only.

Leadership Co-op

This program allows students to take an active leadership role in school events, both in and outside of school. Students will help plan a number of events in the school, and will also participate in field trips throughout the semester. A Co-op is a program that integrates a student's academic studies with related work experience. A co-op will allow for a more authentic work placement where students will attend a

job placement for three consecutive weeks, will give the student ample opportunity to pursue work and leadership events, and will provide students with valuable work experience necessary to apply for school scholarships and post-secondary scholarships and programs. Also, a Co-op offers the Career Facilitators the opportunity to seek placements in areas that are now not usually accessible to our students, such as in health care, law offices, banks, museums, sporting organizations, engineering and architectural firms.

MODERN LANGUAGES

The principle goal of our language program is to develop communication skills so that students will have the desire and ability to express themselves in real-life situations. Students should be aware that a grade 11 language course is a prerequisite for most universities in B.C.

French 10 (FR10)

Strongly recommend C or higher in French 9

French 10 is a challenging but rewarding course. It is designed around themes and encourages students to work together in groups and produce projects such as magazines, video interviews, skits, consumer guides, and a video talk show. By the end of French 10, students will have developed more sophisticated language structures and vocabulary.

Evaluation is based on communicative proficiency in all four language skills (speaking, listening, reading and writing).

French 11 (FR11)

Strongly recommend C or higher in French 10.

French 11 is an exciting fast-paced course that is a continuation of French 10. It is centered on a variety of themes such as ethnic foods, childhood, advertising, and festivals. Students are expected to work in groups as well as individually to produce a variety of theme-based projects. Projects may include an ethnic food fair, restaurant menus, or a complete ad campaign for a new product. Due to the communicative nature of this course, active participation is an essential part of this class. French 11 also acts as a preparatory course for French 12 and its provincial exam; therefore, a great deal of emphasis is placed on oral and written expression. By the end of French 11 students should be able to express themselves in the past, present and future

time frames using more complex structures and a wide variety of vocabulary.

Evaluation will be based on communicative proficiency in all four language skills (speaking, listening, reading and writing).

French 12 (FR12)

Strongly recommend C+ or higher in French 11.

French 12 is a course designed for students who wish to explore French language and culture in greater detail and build upon vocabulary and language concepts learned in French 11. It introduces more complex facets of language and literature and explores French culture in greater depth. Preparation for the Provincial French 12 Exam is obviously the prime focus of this course. Students will be able to recognize and show proficiency in eleven verb tenses. Students will be able to comfortably express themselves using complex language structures and a wide variety of vocabulary.

Evaluation will focus on all four language skills (speaking, listening, reading and writing). Written and oral proficiency will be emphasized as they are key elements to communicating effectively. French 12 has a provincial exam at the end of the course, worth 40% of the final mark.

Spanish 10 (SP10)

Strongly recommend C or higher in Spanish 9

Spanish 10 is a continuation of Spanish 9. This course allows students to build on their language skills in order to participate in a variety of communicative activities such as presenting a video talk show as well as a variety of skits, creating environmental brochures and planning a class party or festival. Students will be able to express opinions, and preferences using past, present and future tenses. As well, a wide variety of vocabulary will be explored through the unit themes. Some of the unit themes are centered on movies and TV, restaurants, the environment, and parties and celebrations.

Evaluation will be based on communicative proficiency in all four language skills (speaking, listening, reading and writing).

Spanish 11 (SP11)

Strongly recommend C or higher in Spanish 10

Spanish 11 is a rewarding, but challenging course. Students will be able to have more extensive conversations and participate in more involved activities - all in Spanish. It is centered on a variety of themes such as childhood, advertising, and festivals. Students are expected to work in groups as well as individually to produce a variety of theme-based projects. Some such projects may include a childhood memory album, a video commercial advertising a new product and an e-mail exchange with

a class from a Spanish-speaking country. Due to the communicative nature of this course, active participation is an essential part of this class. Spanish 11 also acts as a preparatory course for Spanish 12 and its provincial exam; therefore, a great deal of emphasis is placed on oral and written expression. By the end of Spanish 11, students should be able to express themselves in the past, present and future time frames using more complex structures and a wide variety of vocabulary. Evaluation will be based on communicative proficiency in all four language skills (speaking, listening, reading, and writing).

Spanish 12 (SP12)

Strongly recommend C+ or higher in Spanish 11

Spanish 12 is a course designed for students with a genuine interest in the language and culture of Spanish-speaking countries. It is a continuation of Spanish 11, which continues to build vocabulary and language concepts. Students will be able to have more extensive conversations and participate in discussions about issues that are relevant to them. Themes include fiestas (celebrations), shopping, film, travel, and the outdoors. Due to the communicative nature of this course, active participation is essential. By the end of Spanish 12 students should be able to express themselves comfortably in the past, present and future time frames using more complex structures and a wide variety of vocabulary.

Evaluation will be based on communicative proficiency in all four language skills (speaking, listening, reading, and writing). Spanish 12 also has a provincial exam at the end of the course worth 40% of the final mark. Therefore, a great deal of emphasis will be placed on oral and written expression.

ENGLISH

English 10 (EN10)

The major goal of English 10 is to provide learning strategies for the following skills: study, organization, reading, writing, oral communication, library research, and media viewing. The course content will include:

- Study and response to literature (short stories, novels, poetry, plays and media viewing).
- Study and response to the writing process (generating, drafting, revising, editing and publishing).
- Study and response to the fundamentals of effective writing (grammar, spelling, vocabulary, sentence structure and paragraph structure, and essay writing).

Students are expected to work independently as well as cooperatively. Since students will be learning in an integrated classroom, they are expected to appreciate

and respect the learning styles and varying points of view of other students. Students write a government exam for this course. Eighty percent of the final grade is determined by the mark achieved during the term and twenty percent by the government exam.

Communications 11 (COM11)

Teacher recommendation required.

Communications 11, an alternative to English 11, is designed for students not proceeding directly to university or a university-transfer program. Like English 11, it integrates the skills of reading, writing, oral communication, viewing and representing. It is intended to develop and enhance students' appreciation of literature and language. Communications 11 does not lead to English 12.

Communications 12 (COM12)

Prerequisite: English 11 or Communications 11

Communications 12, an alternative to English 12, is designed for students not proceeding directly to university or a university-transfer program. Like English 12, it integrates the skills of reading, writing, oral communication, viewing and representing. It is intended to develop and enhance students' appreciation of literature and language. The activities and resources are increasingly more sophisticated, but are carefully selected to appeal to the range of students' interests and abilities. Students write a government examination for this course. Sixty percent of the final grade is determined by the mark achieved during the term and 40% by the government exam.

English 11 (EN11)

English 11 is a mandatory course that all students must pass in order to proceed to a grade 12 English course needed for graduation. English 11 integrates the skills of reading, writing, oral communication, viewing and representing. It continues to develop and enhance students' appreciation of literature and language. The activities and resources are increasingly more sophisticated, but are carefully selected to appeal to a range of student interest and ability.

- Students will read for a variety of purposes, demonstrate interpretive understanding, and critically analyze short stories, novels, poetry, drama - e.g. A Shakespeare play, and nonfiction.
- In writing, students will write in a variety of formats employing all stages of the writing process: pre-writing, drafting, editing, proofreading, and publishing. Emphasis will be on multi-paragraph composition.
- Oral communication skills will develop a critical awareness and appreciation of audience, purpose and context.

- In viewing, students will identify, analyze, interpret, and evaluate techniques used to convey meaning in visual and mass media.
- Students select and create a variety of representational forms to assist in the expression, development, and extension of ideas.

English 12 (EN12)

Prerequisite: English 11

English 12 is mandatory for all students, except those in Communications 12, in order to graduate. The culmination of twelve years of school, it hopes to foster an appreciation of literature and language that will continue in the years ahead. It incorporates all the goals, strategies and skills of other courses. Students write a provincial exam; sixty percent of the final grade is determined by work done during the semester and forty percent by the government exam.

AP English 12 (APELC2)

Students in this course engage in the careful reading of literary works. Through such study, they will sharpen their awareness of language and their understanding of the writer's craft. They will develop critical standards for the independent appreciation of any literary work, and increase sensitivity to literature as shared experience. To achieve these goals, students will study the individual work, its language, characters, action, and theme. AP students are involved in both the study and practice of writing and the study of literature. They will learn to use the modes of discourse and to recognize the assumption underlying various rhetorical strategies.

Writing assignments will focus on the critical analysis of literature and include essays in exposition and argument. Although much of the writing in the course will be about literature, speaking and writing about different kinds of subjects should further develop a sense of how style, subject, and audience are related. The desired goals are the honest and effective use of language and organizations of ideas in a clear, coherent and persuasive way.

Students interested in this course will need a minimum of 73% in English 11.

NOTE: Although students who are successful at the course will be given credit for English 12, students must still write the English 12 Provincial for graduation purposes.

English Literature 12 (LIT12)

The aim of English Literature 12 is to enhance students' literacy through the study of a body of works representative of the literary heritage of English-speaking peoples. English Literature 12 offers senior students opportunities to examine and appreciate this rich heritage. The study of great works of English Literature increases students' interpersonal skills, aesthetic appreciation, and critical judgment. In

addition, it promotes the development of strong communication skills, intellectual discipline, and the open-mindedness required for the world of work and further learning. Students who will go on to study English literature or related humanities subjects will benefit from exposure to the overview and the sense of literature's historical place provided in this course. Students are required to write a provincial exam.

Writing 12 (WR12)

Recommended completion: English 11

If you have an imagination or need to develop one, this is the course for you. The desire to express yourself and to learn to write are the prerequisites for this course. Students will write short stories, poetry, and plays. There is also special space for students to pursue their favourite style of writing. The textbook for the course is the students' own work. Class is discussion oriented.

MATHEMATICS

The provincial mathematics curriculum has recently been revised. Two strands of mathematics entitled "Principles of Mathematics" and "Applications of Mathematics" form the bases of the curriculum. The mathematics program is designed to provide all students with the opportunities to progress in achieving their intellectual, social, human and career goals. Students should explore the course options, keep their career objectives in mind, and choose the courses they need to fulfill their goals. It is also critical that both parents and students maintain contact with the math teacher if a concern or questions arise regarding math placement.

Principles of Mathematics 12 (MA12)

Prerequisite: Students must have a C+ Math 11 or a contract signed by the student and their parent.

Mathematics 12 is a prerequisite for Calculus as it is designed to prepare students to study mathematics at a post secondary institution. Some of the topics in this course are a continuation from Mathematics 10 and 11. It is important for you to know that 40% of your grade will be based on a very demanding provincial exam that tests your knowledge of this course.

Principles of Mathematics 11 (MA11)

Prerequisite: Students must have a C+ Math 10 or a contract signed by the student and their parent.

This course should be considered by students who have an interest in mathematics. It is a prerequisite for many post secondary programs. Topics include solving and graphing linear functions and their systems, quadratic equations, polynomial functions,

and rational equations. It will also prepare students to become confident in using mathematics in the workplace and prepares them for vocational and trades program.

Principles of Math 11 Honours (MA11H)

Recommended: Any student who has achieved 80% or better in Math 10 or Math 10 Honours may enroll.

Mathematics 11 Honours follows the course content of the Principals of Math 11. Additional enrichment opportunities come through analysis of real life applications of concepts, projects, and through preparation for mathematics contests which emphasize thinking and reasoning skills. Evaluation is based on assignments/projects, homework, quizzes and unit tests.

Principles of Math 10 Honours (MA10H)

Recommended: Any student who has achieved 80% or better in Math 9 or Math 9 Honours may enroll.

Mathematics 10 Honours follows the course content of the Principals of Math 10. Additional enrichment opportunities come through analysis of real life applications of concepts, projects, and through preparation for mathematics contests which emphasize thinking and reasoning skills. Honours math students write the Principals of Math 10 provincial exam which counts for twenty percent of the course mark and eighty percent by the mark achieved during the term. Evaluation is based on assignments/projects, homework, quizzes and unit tests.

Principles of Math 10 (MA10)

Recommended: Math 9 with C+ or better final grade

This course emphasizes both algebraic (40%) and geometric (40%) concepts introduced in Math 9. Basic number and number operations (10%) and data analysis (10%) are continued. Students write a government exam for this course. Twenty percent of the final grade is determined by the government exam and eighty percent by the mark achieved during the term. Evaluation is based on assignments, homework, quizzes and unit tests.

Essentials of Mathematics 11 (EMA11)

Essentials of Mathematics 11 will provide students with skills necessary to be informed citizens. It will prepare them to become confident in using mathematics in the workplace and prepares them for a limited number of vocational and trades programs.

Essentials of Mathematics 10 (EMA10)

Recommended completion: Math 9E or Math 9 with teacher recommendation

Topics for Essentials of Math include: problem solving, personal banking, wages, salaries and expenses, spreadsheets, rates, ratio and proportion,

trigonometry, geometry, probability and statistics. Students write a government exam for this course. Twenty percent of the final grade is determined by the government exam and eighty percent by the mark achieved during the term. Evaluation is based on assignments, homework, quizzes and unit tests.

Applications of Mathematics 11 (AMA11)

Applications of Mathematics 11 continues a hands-on approach in the learning of mathematics. Using appropriate technology, students continue to learn to solve consumer problems, analyze graphs, reconcile financial statements, analyze situations using linear and non-linear programming techniques, solve equations and inequalities, and work with circle properties. Graphing calculators are mandatory in this course. Applications 11 prepares students for entrance to some trades and technical programs where calculus is not required.

Applications of Math 10 (AMA10)

Applications of Mathematics 10 enables students to learn math in a more hands-on, project-oriented environment. Using appropriate technology, students learn to plot linear and non-linear data, work with scale factors, learn trigonometry and probability. Graphing calculators are mandatory in this course. Students write a government exam for this course. Twenty percent of the final grade is determined by the government exam and eighty percent by the mark achieved during the term.

Calculus 12 (CALC12)

This is an excellent preparatory course for university mathematics and for students planning to study sciences. Course content is differentiation and integration with applications.

SCIENCES

Science 10 (SC10)

The Science 10 Program is an extension of the grade 9 Program. This is a provincially examinable course. The scientific method plays a major role in how students design and perform investigations in a safe laboratory environment. Five major themes are investigated in this course: applications of science (lab skills, and process), biology (ecology investigations and nutrient cycles), chemistry (atomic theory, reactions, acids and bases, organic chemistry), physics (motion, velocity, and acceleration), and earth science (heat, weather, ocean currents, radioactivity, and plate tectonics)

Biology 11 (BI11)

Prerequisite: Students must have a C+ in Science 10 or a contract signed by the student and their parent.

Biology 11 is an information-intensive survey course which focuses on the great variety of organisms that exist in our world today. Three major themes are investigated: unity and diversity, microbiology, and ecological relationships. Specific topics will include: adaptation and evolution, microbiology (bacteria, viruses, and protists), mycology (fungi), plant biology (moss, ferns, angiosperms and gymnosperms), animal biology (sponges, jellyfish, flatworms, roundworms, annelids, mollusks, echinoderms, arthropods and chordates), and ecology. Dissections are one of the required components of this course. Students should have a strong understanding of the proper use of and care of a microscope. Drawing skills are also an asset. Biology 11 is a prerequisite for Biology 12.

Biology 12 (BI12)

Prerequisite: Students must have a C+ in Biology 11 or a contract signed by the student and their parent.

Biology 12 is an information intensive provincially examinable course that focuses on human physiology. From atoms to cells, tissues, organs and organ systems, the human body is studied in detail. Functions, structures and interrelationships are emphasized. Three major units form the basis of the course framework. Cell biology (biochemistry - cell compounds, biological molecules, cells and DNA), cellular processes (transcription and translation, cancer, cell membranes and enzymes) and human biology (digestion, circulation, respiration, the nervous system, excretion, reproduction and the endocrine system). Dissections are one of the required components of this course. Evaluation includes a provincial exam that is worth 40% of the final mark.

AP Biology (APBIO2)

The AP Biology course is designed to be an equivalent of a two-semester college introductory course. The course is meant to be taken by students after the successful completion of Biology 11 (73% minimum). The AP Biology Exam seeks to cover the following areas:

- IV. Molecules and Cells (25%)
- V. Heredity and Evolution (25%)
- VI. Organisms and Populations (50%)

These two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology makes these goals even more challenging.

Chemistry 11 (CH11)

Prerequisite: Students must have a C+ in Science 10 or a contract signed by the student and their parent.

Chemistry 11 is a course which deals with the properties and reactions of matter. It takes an in depth look at identification and characterization of changes of matter and the energy associated with these changes. Specific topics include: chemistry safety, atoms, molecules and ion, the mole, chemical reactions, atomic theory and the periodic table, solution chemistry and organic chemistry. This course builds on the basics of chemistry units taught in grades 8, 9, and 10. Students should know how to name and write chemical formulae and how to balance and classify chemical reactions. They should be able to distinguish between ionic and covalent bonds and have a strong familiarity with the Periodic Table. Chemistry 11 provides the appropriate background for the biochemistry unit of Biology 12 and is a prerequisite for Chemistry 12.

Chemistry 12 (CH12)

Prerequisite: Students must have a C+ in Chemistry 11 or a contract signed by the student and their parent. Strong math skills are an asset.

Chemistry 12 is an advanced course for those students who plan to continue studying science at a post secondary institution. It is a problem centered laboratory course that explores advanced chemical concepts that built upon the concepts of Chemistry 11. A thorough understanding of "the mole" is required. Experimentation and problem solving form the backbone of this course. Topics of study include: reaction kinetics, equilibrium, solubility of ionic substances, acids, bases and salts, and oxidation reduction reactions. Evaluation includes a provincial exam that is worth 40% of the final mark.

Earth Science 11 (ESC11)

Recommended: C in Science 10.

Earth Science 11 introduces students to the diverse aspects of earth and space science. Specific topics for investigation will include: the earth and its environment, geological science (rocks, crystals and minerals, weathering and erosion, plate tectonics, volcanism, and earthquakes), oceanographic science, astronomical science, (the earth and the moon, stars and the sun, galaxies, the universe and space technologies) atmospheric science (weather systems - wind, clouds, pressure, evaporation, and precipitation) and earth's history (geologic time). Any student interested in enrolling Geography 12 should seriously consider taking this course. The topics covered provide a solid foundation and the appropriate background to allow for success.

Geology 12 (GEOL12)

Recommended: completion of Earth Sciences 11.

Geology 12 is a course that explores local and regional geology. The following topics are the bases for Geology 12: earth materials (introduction to geology, minerals, igneous rocks and processes, sedimentary rocks and processes and metamorphic rocks and processes); earth minerals (mineral, rock and energy resources); time and the fossil record; internal process and structures (plate tectonics, seismology, isostasy, earth's interior and structural geology); earth processes (weathering and erosion, running water, glaciers and ground water; comparative planetology). Evaluation includes a provincial exam that is worth 40% of the final mark.

Physics 11 (PH11)

Prerequisite: Students must have a C+ in Science 10 or a contract signed by the student and their parent. Strong math skills are an asset in this course.

Physics 11 focuses on the principles and theories of motion and energy. Specific curriculum organizers include: wave motion and geometric optics, kinematics (velocity and acceleration), dynamics (forces, friction, and momentum), energy, (conservation, heat energy, power, work and efficiency), special relativity, and nuclear fission and fusion. Graphical analysis techniques and experimental error analysis are emphasized. Physics 11 is a prerequisite for Physics 12.

Physics 12 (PH12)

Prerequisite: Students must have a C+ in Physics 11 or a contract signed by the student and their parent.

Physics 12 is an advanced course for those students who plan to continue studying science at a post secondary institution. It builds upon the conceptual framework created in Physics 11. Graphical analysis techniques and experimental error analysis continue to be emphasized. Topics of study include: vector kinematics in two dimensions, dynamics, vector dynamics, work, energy and power, momentum, equilibrium, circular motion, gravitation, electrostatics, electric circuits, and electromagnetism. Evaluation includes a provincial exam that is worth 40% of the final mark.

Science and Technology 11 (SCT11)

Science and Technology 11 deals with inventions and discoveries, and the way in which science and technology affect the well being of individuals and the global society. Core topics include: the nature and interaction of science, technology and society, as well as computers and information technology. Optional topics include: environment and resources, human requirements and lifestyles, choices and the future. This course is designed to enable students who have

struggled with junior science courses in the past to succeed. The optional units are chosen based on student interest and aptitude. Note: This course is meant to act as a final science course for students who do not wish to continue studies within the field of science.

SOCIAL STUDIES

Social Studies 10 (SS10)

Social Studies 10 focuses on Canada from 1815 - 1914. Major themes include the fur trade, the Rebellions of Upper and Lower Canada, the Riel Rebellion, development of the West, and Confederation. British Columbia's economy and Canada's economic relationship with the United States are also studied. Geographic knowledge and skills will be reinforced during the study of Canada's economy and history. Students engage in critical thinking skills and current events.

Social Studies 11 (SS11)

Canadian history from the late 19th century to the present is studied in this course. The growth of Canada as a nation and struggle for self-government are considered. Topics include: WWI, WWII, the Roarin' 20s, the Great Depression, and the FLQ Crisis. The students will gain an understanding of the Canadian government system. In the geography section, students examine the growth of urbanization and population patterns, nationally and internationally.

SS 11 Honours (SS11H)

Recommended Completion: B in SS 10

The aim for the Social Studies 11 Honours Course is to provide an academic environment for students intending to carry on to post-secondary education (university). Enriched opportunities are provided such as field trips (Burns Bog, Victoria - Parliament Building - Royal BC Museum - UN Symposium) debates, co-ordinating local elections for student body, and critical thinking activities.

Civic Studies 11 (CIV11)

The following over-riding goals reflect the prescribed learning outcomes for Civic Studies 11. Students will:

- learn to become more mindful of their connections to the civic world and their responsibilities as members of various local and global communities.
- be able to access a variety of information sources on a wide range of civic issues.
- learn how to become informed decision makers on matters of public concern and

better able to critically assess the effects of their choices on themselves and others.

- learn to become active citizens and responsible agents of change.

BC First Nations Studies (FNS12)

BC First Nations Studies 12 satisfies the graduation requirement for Social Studies 11 or it may be taken as a Selected Studies elective. This course is suitable for students from all backgrounds and cultures. BC First Nations Studies 12 is an exciting, academic course that focuses on how the culture and traditions of our local First Nations people are reflected in today's social, economic and political events. Students may experience field trips, guest speakers, debates, mock treaty negotiations, role plays, story telling as well as traditional art and cuisine. A provincial exam is optional for this course (worth 20%).

Comparative Civilizations 12 (CCN12)

Recommended completion: Social Studies 11

Comparative Civilizations traces the history of both European and non-European civilization and emphasizes the artistic expressions of different cultures. An expansion of Western Civilization, Comparative Civilizations 12 emphasizes cultural rather than political history. This course will examine the traditions and way of life of the people from the selected time periods to be studied. It will also focus on literature, art, architecture, music and dance from the selected time periods. In making cross-cultural comparison, at least one European and one Asian culture will be studied.

Geography 12 (GEO12)

Recommended completion: C+ or higher Social Studies 11

Both physical and human geography are studied in this course. The physical section considers the structure of the earth, the agents which help to shape the earth, climatology and the earth's waters and lands. The human section considers man and his environment: resource management, conservation, pollution and other current concerns. Evaluation includes a government final examination counting for 40% of the student's final grade.

History 12 (HI12)

Recommended completion: C+ or higher Social Studies 11

History 12 is a world history course that deals with the major events and trends of the 20th century. It concentrates on the time period between 1919 and 1991, with an emphasis on the West and its relation to world affairs. These years were dominated by the effects of the world wars, including the decline of European power, the polarization of the Cold War, the end of colonial empires, and the emergence of a new era. They were also years of significant economic,

social, and technological change. History 12 begins with the Paris Peace Conference of 1919 and ends with the collapse of the Soviet Union in 1991. Evaluation includes a government final examination counting for 40% of the student's final grade.

Law 12 (LAW12)

Recommended completion: C+ or higher Social Studies 11

This is a practical course in which the student gains an understanding of the origins and processes of Canadian Law. The course enables the students to better understand their legal rights, limitations and obligations. Some of the topics covered include: the functions of law, criminal law, civil law, family law, youth and the law and civil rights.

Social Justice 12 (SJ12)

The aim of Social Justice 12 is to raise students' awareness of social injustice, to enable them to analyse situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. The course includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice.

AP Psychology (APPSY2)

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of human beings and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major sub fields within Psychology. They also learn about the methods psychologists use in their science and practice. Similar to an introductory psychology course at the post-secondary level, students will investigate topics such as:

VII. History and Research Methods

VIII. Biological Bases and Statistics

IX. Perception

X. Learning, Memory, and Intelligence

XI. Life Development

XII. Psychological Disorders and Personality

Students interested in taking Psychology should have a minimum of 73% in Social Studies 11.

AP European History (APHI2)

The study of AP European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Topics to be covered include:

- IV. Intellectual and Cultural History
- V. Political and Diplomatic History
- VI. Social and Economic History

Students who choose to enroll in this course should have achieved at least 73% in Social Studies 11.

SURREY CONNECT

Support Blocks for Distributed Learning (SRCNS)

Are you a self-disciplined, self-motivated, visual learner with good time management skills? In support of students taking distributed learning (DL) courses through Surrey Connect, or another DL School, you may now sign up for one block where you can take an online course in a classroom here at Sullivan Heights. Benefits include having both a classroom teacher and a DL teacher supporting your learning and being able to control the pace that you move through the online course.

POST SECONDARY INFORMATION

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. Sullivan Heights counselling staff and 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. The following information highlights a few of the many scholarship opportunities that are available. Please check the school website (www.sullivanheights.com).

Grade 12 Graduation Program Examinations

Scholarship

A student may receive a \$1000 Examinations Scholarship if he or she:

- Is a Canadian citizen or permanent resident (landed immigrant) at the time of the Grade 12 Exams
- Achieves at least a "B" in English 12
- Achieves 86% or higher on each of his or her three best Grade 12 provincial exams (can include English 12 provincial exam)
- AP Exam scores can be used as an Exam mark (AP score of 4=86%; 5= 95%)
- Fulfills the graduation requirements of the 2004 Graduation Program

A student may receive a \$2500 Examinations Scholarship Award if he or she:

- Ranks among the top twenty scholarship students

Dogwood District Award

To win a \$1000 scholarship, a student must:

- Be a Canadian citizen or permanent resident (landed immigrant)
- Demonstrate superior achievement in any of the following areas:
 - Fine Arts (Visual Arts, Dance, Drama, Music)
 - Applied Skills (Business Ed, Technology Ed, Home Economics)
 - Physical Activity (not limited to Physical Education)
 - Second Languages (Sullivan offers Spanish and French)

University Entrance Scholarships

(up to \$30,000)

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

School District and School Scholarships, Bursaries and Awards

Students are considered for a variety of school-based and community awards based largely on their Grade Point Average 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. The Surrey and White Rock Scholarship and Bursary Foundation administer several of the district-based scholarships and provide application forms to schools each year.

Post Secondary Applications for B.C. Institutions

Students can apply on-line for public B.C. post secondary institutions at

<http://portal.bccampus.ca/home.jsp>