

# Dover Bay Secondary School

## Home of the Dolphins



## COURSE CATALOGUE

### 2019- 2020

**6135 McGirr Road, Nanaimo, B.C. V9V 1M1**  
Telephone: (250) 756-4595 Fax: (250) 751-3405  
Website: [www.doverbay.ca](http://www.doverbay.ca)

# TABLE OF CONTENTS

## **Program Planning**

<i>Graduation Requirements</i> .....	3
<i>University and College Requirements</i> .....	3
<i>Ways to Earn Credits Outside of School</i> .....	4
<i>Personalizing Your Program</i> .....	4
<i>District programs – Career Pathways</i> .....	5
<i>Trades Training, Work Experience, Apprenticeships, University Enrichment Courses</i>	

## **Courses**

<i>English</i> .....	7
<i>Social Studies</i> .....	9
<i>Mathematics</i> .....	10
<i>Science</i> .....	11
<i>Physical Education</i> .....	13
<i>Languages</i> .....	16
<i>Business Education</i> .....	17
<i>Information &amp; Communications Technologies</i> .....	18
<i>Industrial Education - Wood</i> .....	20
<i>Industrial Education – Mechanics / Metal Work &amp; Fabrication</i> .....	21
<i>Home Economics and Culinary Arts</i> .....	22
<i>Visual and Performing Arts</i> .....	23
<i>Performing Arts Academy</i> .....	24
<i>Music Program</i> .....	25
<i>Dance Programs</i> .....	25
<i>Career Education</i> .....	26
<i>Other Course Offerings</i> .....	26

## PROGRAM PLANNING

### Explore your interests, challenge yourself and find your future path!

In this guide, you will find the information you need to design your high school program to meet your future career and education goals. Opportunities are abundant; follow your interests and find your future! Dover Bay offers a variety of courses that explore Humanities, Science, Math, Technology, Languages, Fine Arts, Trades and Business. Carefully selecting courses will prepare you for college, university, trades and work place careers.

There are many ways to build a high school program. Check out external credits, trades training opportunities, university enrichment courses, language challenge exams, work experience and apprenticeship options, distance learning and Dover Bay's Performing Arts and Baseball Academies.

### Graduation Requirements

Requirements for graduation are specific and are outlined in the chart below. Students must carefully plan their programs to ensure that graduation requirements are met and that they have selected the pre-requisite course for post-secondary Education.

Grade 10	Grade 11	Grade 12
English 10	English 11	English 12
Socials 10	Socials 11 or 12	Elective 12
Science 10	Science 11 or 12	Elective 12
Math 10	Math 11 or 12	Elective 12
PE 10	Elective 11	Elective 11/12
Career Life Education	Elective 11	Elective 11/12
Elective 10	Elective 11	Elective 11/12
Elective 10	Elective 11	Elective 11/12
	<b>Career Life Connections</b>	

Please refer to the Grad Planner, Ministry of Education website, for more detailed information. Career Life courses are replacing Planning 10 and Graduation Transitions at Dover Bay.

### University and College Requirements

University admission requires English 12 plus three to five Academically Approved courses. Be sure to check out the entrance requirements for the college or university program you are interested in attending.

Common Academically Approved Courses are within the departments of English, Social Studies, Science, Math and Modern Languages

# Ways to Earn Credits Outside of School

## External Credits

Students may earn credits towards graduation for successfully completing learning activities outside of school. External Credits approved by the Ministry are available for advanced accomplishments in Dance, Music, Athletics, Youth Development programs (Scouts, Guides, Cadets), ICBC Driver's Education, First Aid, Refereeing and many others. Students interested in exploring External Credits should consult with their counsellor for details.

## Language Challenge Exams

Students who have acquired a second language outside of school may be eligible to write a language challenge exam. The exams are offered by the Delta School District and include French, German, Japanese, Korean, Mandarin (simplified and traditional), Punjabi and Spanish. Application to write the exams is due in the fall and the exams are held early in the new year.

## Island ConnectEd

Island ConnectEd is a distance learning school. It provides students with an opportunity to learn independently and to access courses that may not fit their timetable or that are not currently being offered at Dover Bay. Island ConnectEd has a classroom within Dover that has a teacher and a computer assisted learning tutor available to support students with their course work. Please note that distance learning courses taken in grade 12, that are pre-requisites for post-secondary, often must be completed before March 31. Check to be sure.

## Musical Theatre

Audition for the musical next year! Want credit for all those after-school hours? Musical Theatre 9 through 12 will give you hands-on training in performance: stage, dance and choral. The course will only run if enough interest is shown, and roles will be auditioned after sign up. Because this is an after-hours course, you will still be able to take your other arts electives in the timetable. Four credits. Remember that, as this is a credit course, criteria for Fine Arts curriculum must be met.

## Work Experience 12

Work Experience 12 helps students prepare for the transition from secondary school to the work place and provides an opportunity to get hands-on experiences in a career-related environment. Through worksite experiences, students get the opportunity to observe and practice employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. Work placements can be volunteer or paid. If the student is employed, the employer sponsor must provide WCB coverage. The Ministry of Education covers WCB for non-paid employment placements. Registration is on-going but the course begins AFTER an orientation with the instructor and the work site is approved. The minimum age for this course is 14 years old.

## Youth Work In Trades (Apprenticeship Program)

This program allows youth to get a head start for a career in the trades by earning Apprenticeship training hours, getting high school course credits, and becoming eligible for a \$1000 Apprenticeship Award. See full description under District Programs.

# Personalizing Your Program

## Dover Bay Performing Arts Academy

The Performing Arts Academy is designed for aspiring actors who wish to participate in an enriched performing arts education. The program develops acting skills and knowledge of theatre and film. Students will develop competitive auditioning skills and a professional portfolio to prepare them for a career and education in the performing arts. Students are encouraged to take additional courses in Dance and Theatre Production.

## Dover Bay Baseball Academy

The Baseball Academy at Dover Bay prepares aspiring baseball student-athletes for collegiate level athletics. Students will develop and improve fundamental baseball skills and knowledge of the game. The Academy will focus on fostering a healthy balance between academics and athletics, preparing eager Academy player for college baseball. There is a per semester fee for this program.

## Other District Academies

Secondary specialized academies provide students with an opportunity to pursue their areas of interest while completing their academic studies. Students participating in an academy, attend the school the academy is offered at. More information about the academies, and how to apply, is available on the Nanaimo Ladysmith Public Schools website (search Programs, Secondary Academies).

- Hockey Canada Skills Academy NDSS
- NLPS Soccer Academy NDSS
- Jazz Academy Wellington
- Baseball Academy Dover Bay
- Vancouver Island Beach Volleyball Academy NDSS
- Performing Arts Academy Dover Bay
- Lacrosse Academy NDSS

## Island ConnectEd

Island ConnectEd is a distance learning school in NLPS. It provides students with an opportunity to learn independently and to access courses that may not fit their timetable or that are not currently being offered at Dover Bay. Island ConnectEd has a classroom within Dover that has a teacher and a Computer Assisted Learning Tutor available to support students with their course work. Please note that distance learning courses taken in grade 12, that are pre-requisites for post-secondary, often must be completed before March 31. Check to be sure.

## Independent Directed Studies

Independent Directed Studies allows students to initiate their own learning under teacher supervision. The IDS program allows students to pursue learning outcomes that extend beyond those normally taught in the classroom. To participate in an IDS course, a student must have demonstrated the ability to work independently, and to have their directed studies plan approved by the principal.

## District Programs

A significant labour shortage in British Columbia is projected over the next ten years, over a million job opportunities are expected. Career Pathways (CTC) programs allow students to learn more about “in demand” jobs, gain work-based training, and/or earn post-secondary training while attending high school. To learn more about our programs please visit our website or meet with one of our program advisors.

**Website/Register Today:** [www.ctc-careerpaths.ca](http://www.ctc-careerpaths.ca)

**Dual Credit Programs:** students earn both high school and post-secondary credits

## Youth Train In Trades (Dual Credit Program)

This program is open to grade 12/13 students. The Dual Credit Trades and Applied Skills Program is a provincially recognized partnership between Nanaimo Ladysmith Public Schools and Post-Secondary institutions. Students involved in this program earn both high school and university credits (dual credits) during their studies while completing the first year toward a Red Seal Trade or Certification Program. Successful applicants are sponsored and do not pay tuition fees. Students are required to pay for application fees, activity fees, books and supplies. Since students are classified as high school students they are not eligible for student loans. Students normally graduate at the same time as their peers but receive a post-secondary credential, in addition, to their high school diploma.

### **Seats are currently offered in the following programs:**

*Applied Business Technology for Administrative Assistant | Legal Secretary | Accounting Assistant | Aircraft Maintenance Technician | Automotive Service Technician | Automotive Collision Repair | Automotive Refinishing | Baker | Carpenter | Professional Cook Level 1 and 2 | Dental Assistant | Electrician | Hairdresser | Heavy Duty Mechanic | Healthcare Assistant | Heavy Equipment Operator | Health Care Assistant | Horticulture | Information Technology & Applied Systems | Machinist | Marine Service Technician | Motorcycle/Marine Technician | Refrigeration Mechanic – HVAC | Welder*

Students are encouraged to consult with their school counselor or our CTC advisor about this graduation option. Although basic requirements vary from program to program, a passion for the trades training or an applied skills program is a minimum standard for admission. Applications are processed as they arrive at the CTC Office and seats are awarded on an ongoing basis. For most programs, applicants must complete a VIU assessment prior to consideration for this program. See the website for current program details. <https://www.ctc-careerpaths.ca/>

### **Youth Explore Trades Sampler (Dual Credit Program)**

The Trades Sampler Program, offered at the VIU campus, from February-April, provides a hands-on experience in a variety of in-demand trade careers (i.e. welding, carpentry, electrical, motorcycle and marine technician, auto service technician, heavy mechanical trades, etc.) The deadline for applications will be early December. However, waitlist applications may be considered if received after this date. A Student Transition Plan will be developed between the student and Career Pathways (CTC) program advisor; this plan will identify graduation requirements and the transition plan from high school to the work place and/or post-secondary training. See our website for more details and deadlines: <https://www.ctc-careerpaths.ca/>

### **VIU Enrichment Courses (Dual Credit Program)**

Grade 11 students register to attend VIU courses during grade 12. The Dual Credit Enrichment program offers VIU classes to youth that are planning on attending a specific post-secondary program after graduation. High school transcripts must show a minimum of three "A's" and one "B", final or interim grades, for English 10/11, Math 10/11, Social Studies 10/11, Science 10/11 and/or courses that are pre-requisites or relevant (i.e. music, drama, etc.) If you qualify, do not miss the opportunity to be awarded the highest priority for registration to almost all first year courses. Information sessions and pre-registration usually opens in early February and closes in March. Approved applicants are selected and contacted in April to register for the VIU classes. Students can enroll in up to two courses per semester and four courses per year. The courses must lead to a specific occupation. The school district sponsors (pays) tuition but students are responsible for all other costs such as the application fee, student fees, student activity fee, materials, textbooks, etc. It is important to discuss this option with a counselor, parent, VIU advisor and CTC advisor. See the website for more details and current deadlines. See website for current program details: <https://www.ctc-careerpaths.ca/>

### **Youth Work In Trades (Apprenticeship Program)**

This program is open to youth ages 14 – 19 years. Employers must provide a registered ITA employer sponsor. This program allows youth to get a head start for a career in the trades by earning ITA work based training hours, getting high school course credits, and becoming eligible for a \$1000 ITA Award. High school course credits begins AFTER the student is registered with the ITA with an approved ITA employer sponsor and the application package has been approved. The employer sponsor must provide WCB coverage for paid positions; WCB is covered by the Ministry of Education for volunteer work placements. These courses can be completed outside of the regular school schedule, such as evenings, weekends, school breaks and summer. The student will earn 4 credits for completing 120 work hours and required pre-employment

### **Youth Explore Trades Skills (Woodlands)**

This program is open to grades 11 and 12 (special permission may be given to grade 10). This program is a semester long program and is located at Woodlands Secondary School. A student will complete academic classes and participate in daily building construction projects. Students have the potential to earn up to 4 courses or 16 credits. Most students choose to complete Math and English. Trades related projects promote skills in carpentry, plumbing, and electrical projects. They are usually done onsite, although sometimes students will work on their projects offsite or choose to mentor elementary students. Transportation is available from most schools. This program is available during both semesters so students can leave and return to their parent school. The goal of this program is to help prepare students for a career in construction or create a pathway to the **Youth Train in Trades** program or **Youth Work in Trades** program (Apprenticeship Program).

# ENGLISH

## English Language Arts 10-12

The redesigned curriculum represents an integrated and holistic approach to teaching and learning. In the English Language Arts curriculum, all six of the language arts elements (reading, listening, viewing, writing, speaking, and representing) are connected and used in each course. Each of the courses offered will be an English Language Arts class with a different emphasis. The difference between English First People (EFP) and English Language Arts (ELA) courses is the focus on Aboriginal context and content. The academic demand is equal in both ELA & EFP classes.

### English 10

English 10 courses will consist of **Composition 10**, paired with a focus area of the student's choice.

**Composition 10** is designed for all grade 10 students in order to develop their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Content may include narrative, expository, descriptive, persuasive, and/or opinion pieces. Students will work individually and collaboratively to explore and create coherent, purposeful compositions and essays.

### With a Focus in:

**New Media 10** is a program of studies designed to reflect the changing role of technology in today's society, and the increasing importance of digital media in communicating and exchanging ideas. The New Media of choice recognizes that digital literacy is an essential component of the educated citizen.

**Literary Studies 10** is designed for students who are interested in the study of literature in general. In this instance, literature could consist of a variety of texts: novels, short stories, film and/or poetry. The course allows students to go more deeply into literature as they explore specific themes, periods, authors, or areas of the world through fiction and non-fiction literary works, in a variety of media.

**Creative Writing 10** is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers. Students will collaborate and develop their skills through the writing and design processes.

**Spoken Language 10** provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance,

oral language, professional applications, and public speaking. Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling, or who want to gain more experience and skill in this area.

### English First Peoples 10 – With a Focus in:

**EFP New Media 10** is a program of studies designed to reflect the changing role of technology in today's society, and the increasing importance of digital media in communicating and exchanging ideas. The New Media area of choice recognizes that digital literacy is an essential component of the educated citizen.

**EFP Literary Studies 10** allows students to delve more deeply into literature. Students may explore selected First Peoples themes, periods, authors, or areas of the world, through literary works (fiction and nonfiction) in a variety of media. Texts may include novels, short stories, plays and/or poetry.

**EFP Writing 10** is designed for students who are interested in using writing for self-expression and various creative purposes. Creative Writing provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, histories, stories, and connections to place.

**EFP Spoken Language 10** provides opportunities for students to individually and collaboratively study, create, and use language to produce original pieces in a variety of modes. This area of choice will provide students with opportunities for performance, oral language, professional applications, and/or public speaking. EFP Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling, or who want to gain more experience and skill in this area.

### English 11 – With a Focus in:

**New Media 11** is designed to reflect the changing role of technology in today's society, and the increasing importance of digital media in communicating and exchanging ideas. Coursework is aimed at providing students with skills vital for success in an increasingly complex digital world, by affording opportunities to demonstrate understanding, and to communicate increasingly sophisticated ideas, through a wide variety of digital and print media.

**Literary Studies 11** allows students to delve more deeply into literature. Students may explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media, which may include novels, short stories, film and/or poetry. Giving students the choice of a range of literary topics allows them to follow their passion.

**Creative Writing 11** is designed for students who are interested in using writing for self-expression and other various creative purposes. The course provides students with in-depth opportunities to become better writers. Students will collaborate and develop their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

**Composition 11** is designed for students who have an interest in refining their skills in written communication in a variety of contexts, as they continue to explore, extend, and improve their writing. The course provides opportunities for students, individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Students will work individually and collaboratively to explore and create compositions and essays.

**Spoken Language 11** provides opportunities for students to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance, oral language, professional applications, and/or public speaking. Spoken Language 11 will appeal to students who enjoy public performance, oral storytelling, and/or who want to gain more experience and skill in this area.

### **English First Peoples 11 – With a Focus in:**

**EFP Literary Studies + New Media 11** is designed for students who are interested in studying First Peoples literature and examining the evolving role of technology in today's society, especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics.

This provides a foundation for students to think critically and creatively as they continue to explore, extend, and strengthen their own writing and communication. Students examine the increasingly complex digital world and have opportunities to demonstrate understanding and communicate sophisticated ideas through a wide variety of digital and print media.

**EFP Literary Studies + Writing 11** is designed for students who are interested in studying First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Within a supportive community, students work individually and collaboratively to

explore oral and written literature and create powerful, purposeful compositions.

**EFP Literary Studies + Spoken Language 11** is designed for students who are interested in studying First Peoples literature and oral tradition and in strengthening their oral language proficiencies. The course emphasizes oral self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own repertoire of oral language expressions. Within a supportive community, students work individually and collaboratively to explore oral and written literature and create powerful, purposeful oral and written compositions.

**All students take an English Language Arts Grade 12 course (English 12 or EFP 12) in grade 12.**

### **English 12**

**English Studies 12** curriculum is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. **English Studies 12 is a Graduation Requirement.**

**English First Peoples 12** curriculum uses First Nations content and context to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews.

**Composition 12** is designed to support students in their refinement and pursuit of mastery of written communication and prepare them for the rigor of Post-Secondary academic writing. Students will read and study exemplary compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, and write original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, and revising to build a body of publishable work that demonstrates breadth, depth, and



evidence of sophisticated and specialized writing for a range of situations.

Note: this is an elective course that does not meet English Grad requirements

## SOCIAL STUDIES

The main purpose of the Social Studies curriculum is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens.

Social Studies offers students the opportunities to build understandings and knowledge on topics found in the disciplines of history, geography, political science, and economics, with contributions from other disciplines such as sociology, psychology, and anthropology. The new curriculum places greater emphasis on developing disciplinary thinking skills through six major thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment.

Today's easy access to information of uncertain quality and accuracy makes it more important than ever to teach students the skills needed to gather, assess, analyze, and synthesize information and ideas from multiple sources. Once students have gathered and analyzed information, they will use it to solve problems, make decisions, and communicate their ideas effectively.

**Social Studies 10** maintains the same structure and format as the K–9 curriculum. The Grade 10 Social Studies curriculum finishes the historical sequence started in the new Grade 7 curriculum and finishes in the present day, with issues in modern Canadian and world history, geography, civics, and economics. It prepares students to be active, thoughtful citizens as well as having them consider issues they may want to pursue in Grade 11 and 12 Social Studies courses. Following Social Studies 10, all students are required to take a minimum of one Social Studies course at the grade 11 or 12 level.

**Senior Social Studies – any combination of these courses may be taken once in either your grade 11 or grade 12 year.**

**20<sup>th</sup> Century World History** examines the major events of the 20<sup>th</sup> Century from 1919 to 1991. Using the themes of geopolitics, economics, ideology, social change, and the role of the individual, the course focuses on the major events of the century including the aftermath of Versailles, the Great Depression, rise of dictators, World War II, the Cold War, end of European empires, and civil rights in the United States and South Africa. **Open to both grade 11 and 12 students.**

**Comparative Cultures** will provide the opportunity to learn about the diversity and complexity of culture and the integral role it plays in the development of belief systems, social organizations and artistic expression. Students will learn how belief systems and values help create the power structures that develop within a culture. In addition, this course will address the geographical factors that have influenced agriculture and trade. **Open to both grade 11 and 12 students.**

**Contemporary Indigenous Studies** will look at the various experiences of indigenous people in Canada and around the world. It will focus on the impact of colonialism on Indigenous societies. The course content will include the principle that identities, worldviews, and language of indigenous peoples are renewed, sustained, and transformed through the connection to the land. In addition, students will study the ways that Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism. The course will look at the ways that Indigenous peoples continue to advocate and assert rights to self-determination. The course will centre around the communal responsibility that reconciliation requires all colonial societies to work together to foster healing and address injustices of the past. **Open to both grade 11 and 12 students.**

**Economic Theory** is an introduction to the essentials of economics including understandings about the role of market forces, supply and demand, scarcity and how monetary systems function in the global economy. Students will explore the nature of goods and services and how banking institutions function in the economy. There will be some discussion about the differences between command and centralized economies such as in communist nations, as compared to free enterprise capitalist economies. Finally, the role and functioning of stock markets and their role in the economy shall be studied and explored. **Open to both grade 11 and 12 students.**

**Genocide Studies** will focus on the use of the term “genocide” and how it has been used to describe atrocities that have resulted in political, legal, social, and cultural ramifications. Despite international commitments to prohibit genocide, violence targeted against groups of people or minorities has continued to challenge global peace and prosperity. Through Project Based Inquiry and other strategies students will learn that while genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope. **Open to both grade 11 and 12 students.**

**Human Geography** examines the influence people have had on our physical environment as well as its influence on us. Students will analyze data from a variety of sources to better understand our globally connected world. Along the way, you will learn how to interpret how demographic patterns and population distribution are influenced by physical features and natural

resources. At the same time as physical features affect our choices as a species, human activities alter landscapes in a variety of ways. Students will examine the implications of our changes to the natural landscape environmentally as well as other geographic factors. You will consider reasoned judgements about controversial choices humans have made, past and present, and determine what responsibility we might have to respond. **This course is open to Grade 11 and 12 students.**

**Physical Geography** examines the inter-relationship between people and their environment. Physical Geography includes such things as volcanoes, earthquakes, tsunamis, water, wind and ice. Time will be spent looking at the environmental impacts human activities have on the planet. This course may meet science prerequisites for some universities. **Open to both grade 11 and 12 students.**

**Law Studies** presents an overview of the Canadian legal system. Emphasis is on legal rights and responsibilities that allow citizens to reflect critically on their role in society. Topics include the history of law, Canadian Charter of Rights and Freedoms, Criminal law, correctional systems and Youth Criminal Justice. Students will examine current events going on in Canada and the world. Some projects include the wrongfully accused, famous trials, prison systems, not criminally responsible defence, environmental law and a mock trial. Meets academic requirements for some university programs. **Open to both grade 11 and 12 students.**

**Philosophy** examines the fundamental nature of knowledge, reality and existence by providing tools for investigating meaning and fostering understanding of different ways of thinking. Students will learn methods of reasoning and argument in philosophy by examining issues with no definitive answers. This course will assess the relevance of philosophical ideas for everyday life and current social and political issues. **Open to both grade 11 and 12 students.**

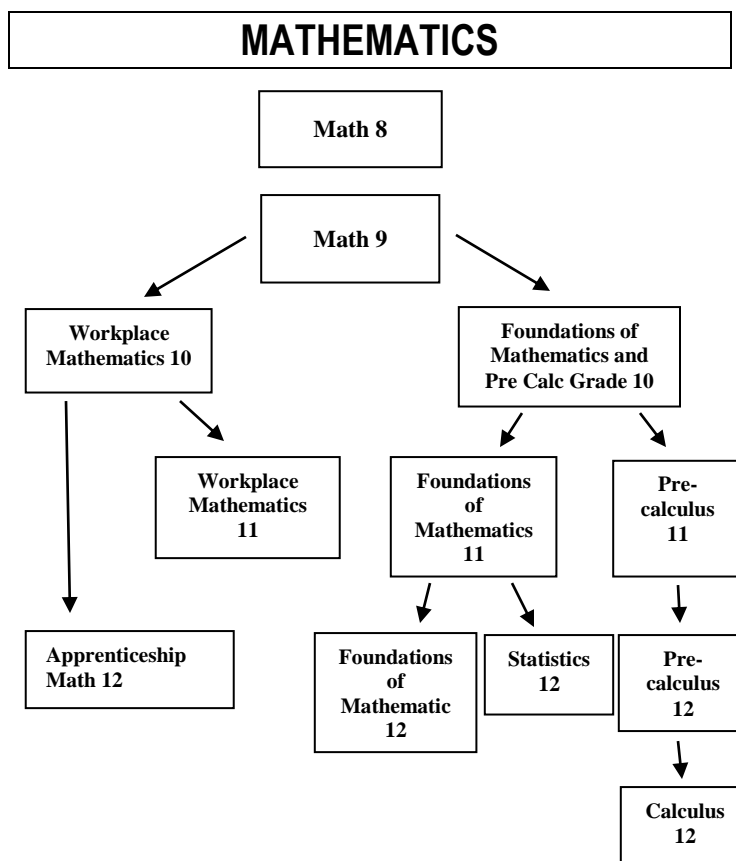
**Political Studies** examines political systems around the world including ideologies and how citizens interact with their government. Students will learn how political decisions are made and how decision making in a democratic system of government is influenced by the distribution of political and social power. Content will include historical and current issues, including local, regional, national and international politics. **Open to both grade 11 and 12 students.**

**Social Justice** raises students' awareness of social injustice, to enable them to analyze 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. Social Justice 12 will provide opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. In addition, it will allow them to support or challenge their beliefs and values through reflection, discussion, and critical analysis. This course builds on students' innate sense of justice, motivating them to think and act ethically, and empowering them to realize their capacity to effect positive change in the world. **Open to both grade 11 and 12 students.**

**Expressing and Exploring- Current and Historical Issues through the Arts** People say that life imitates art, and now is your chance to explore this idea. In this unique half day program we will learn about the Social Studies themes of Genocide Studies, Social Justice and Philosophy and **then further investigate** them through the dramatic arts of storytelling, script writing and theatre. In this 8 credit program students will receive both a senior Socials and a senior Fine Arts credit.

**Psychology\*\*** covers topics such as contemporary approaches to psychology, the nature-nurture debate, human development, theories of personality, learning and thought processes, memory storage and retrieval, emotions, motivation, conflict, adjustment mechanisms, and psychological disorders. Students will conduct a social experiment of choice. **Open to both grade 11 and 12 students. \*\*This course is an elective and must be taken in addition to another senior Social Studies class to meet graduation requirements.**



## DESIGN OF PATHWAYS

### **WORKPLACE AND APPRENTICESHIP MATH** is

designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

Topics include algebra, geometry, measurement, number, financial mathematics, statistics and probability.

### **FOUNDATIONS OF MATH** is designed to provide

students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

### **PRE CALCULUS** is designed to provide students with the

mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and numbers, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

### **Workplace Math 10** is designed for students wishing to

pursue a trade or go directly into the workforce. Topics covered include: working with metric and imperial units and converting one to the other, applied measurement (i.e. volume and surface area), trigonometry, graphing, measures of central tendency, probability, and financial literacy.

### **Foundations and Pre Calculus 10** is designed for

students wishing to pursue either the Foundations or Pre-calculus streams. Topics covered include: trigonometry, algebra, the real number system, exponential laws, polynomials, factoring, relations and functions, equations of lines and their characteristics, parallel and perpendicular lines, systems of linear equations and finance.

### **Workplace Math 11** is designed for students who plan to

enter the workforce. Either this course **or** Apprenticeship Math 12 can be taken to meet the math graduation requirement. Topics covered include probability and statistics, 3 dimensional views and scale diagrams, linear relationships and slope, financial literacy and budgeting.

### **Foundations of Math 11** is designed for students who plan

on entering the social sciences or humanities in post-secondary school. Topics covered include relationships of angles, graphical analysis of linear inequalities, quadratic functions and systems of equations, optimization, statistics, scale models and financial literacy.

**Pre Calculus Math 11** is designed for students planning on pursuing a post-secondary program in sciences, math or engineering. Topics covered include: powers and radicals, rational expressions and equations, coordinate trigonometry (and sine and cosine laws), relations and functions (linear, quadratic and polynomial and exponential) and financial literacy.

### **Apprenticeship Math 12**

Students can choose to take Apprenticeship Math 12 or Workplace Math 11 after taking Workplace Math 10. In this course students will learn to do precise measuring in metric and imperial units, solving triangles using various methods including trigonometry, draw and calculate various 3D objects, work with different formulae and circle geometry. At the end of the course, students will do a research project linking math to a trade of their choice.

### **Foundations of Math 12** is designed for students who plan

on entering the social sciences or humanities in post-secondary school. Topics covered include geometric explorations, graphical representations of various functions, regression analysis, combinatorics, odds and probability and financial planning.

### **Pre Calculus Math 12** is designed for students planning to

pursue a post-secondary program in the sciences, math or engineering. Topics covered include: transformations of relations, exponential functions and equations, geometric sequences and series, logarithms, polynomial functions and equations, rational functions and trigonometry functions, equations and identities.

### **Calculus 12** topics include problem solving, overview and

history of Calculus, functions, graphs and limits, derivatives, antiderivatives and applications of derivatives and antiderivatives. Students who plan on taking Calculus 12 (which is only offered 2nd semester) must have previously completed Pre-Calculus 12

### **Statistics 12** is designed for students going into social

sciences or some arts programs where a statistics course will be a mandatory course. It is also for students interested in understanding the role of data analysis in our world. Topics include: the role of statistics, methods of gathering data, methods for displaying data, methods for analyzing data, using technology to work with data and understanding and communicating what data is telling us.

## SCIENCE

**Science 10** continues to introduce and use the methods and applications of science. Science 10 is designed to provide opportunities for students to develop scientific knowledge, skills,

and attitudes that will be relevant in their everyday lives and their future careers. Areas of study include; genetics in the determination of the diversity of life, changes associated with chemical processes, energy transformations, and the formation of the universe

**Life Sciences 11 (Previously Biology 11)** presents a representative sample of organisms and introduces students to a variety of laboratory skills and scientific processes. The three main themes in Life Sciences 11 are characteristics of living things, processes of evolution, and taxonomy. Under these themes, the Life Sciences 11 curriculum will specifically cover ideas around evolution, viruses, taxonomy, microbiology (bacteria and protists), mycology, botany, zoology, and ecology. Life Sciences 11 demands that students be prepared to develop a strong understanding of biological terminology as the course progresses. These skills are also extended into Anatomy and Physiology 12, and will prove helpful for first year biology courses in BC post- secondary institutions.

**Chemistry 11** is an introductory course for students with a general interest in Chemistry as well as for those who require Chemistry for more advanced study in the Sciences and is recommended for Biology 12. Topics include the study of atoms and molecules, as well as how they are bonded and how bonding can affect their structure and properties. The study of the mole and how it is used in quantitative measurements in chemistry involving solids, liquids and gases. The study of organic chemistry, the wide variety of organic compounds and how they react. This course involves the development of skills in experimentation, including observation, analysis and recording of results in lab reports. Ability in mathematics is essential.

**Physics 11** is an introductory course which covers the Topics of kinematics, free fall with gravity, dynamics, work, energy, momentum, power, circuitry, and relativity. It is strongly recommended that Pre-Calculus Math 11 be taken prior to or concurrently. Students who have weak Algebra skills may wish to take Physics 11 in their Grade 12 year.

**Earth Science 11** is a survey course designed to introduce students to the diverse aspects of Earth and Space Science. Students entering this course should have a good knowledge of Science skills and course content from their junior grades.

**Environmental Sciences 11** is a newly created science 11 course. The course will have students explore topics within the big ideas of diversity in local ecosystems, processes and changes within local ecosystems, sustainability within local ecosystems, and the conservation and restoration of ecosystems. Students will be participate in several projects

dealing with these big ideas that specifically involve the skills of questioning and predicting, evaluating, applying and innovating, and communicating.

**Science for Citizens 11** focuses on practical applications of science, personal and public health practices, workplace safety, the impact of technology in the workplace, the impact of humans on Earth's systems. As a part of this course, students will be required to complete several certifications including WHMIS, Food Safe, and Serving it Right.

**Anatomy and Physiology 12 (Previously Biology 12)** focuses on human biology using the three main themes of homeostasis, DNA and Cells, and Organization. Under these themes, the Anatomy and Physiology 12 curriculum is organized into the main sections of: cell compounds and biological molecules, cell structure and membranes, DNA and its role in protein synthesis as well as disorders like cancer, enzymes, digestion, circulation, respiration, the nervous system, the urinary system, and the reproductive system. An ability to work with and understand biological terminology is essential for students to be successful.

**AP Biology 12** is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students will have the opportunity to take the AP Biology Exam to possibly receive college credit for the course.

**Required Bi 11 and Bi 12. Minimum B+ in Bi 12 recommended.**

**Chemistry 12** is a course which provides an in-depth study of reaction rates, equilibrium, solubility, acids and bases, and oxidation-reduction. Success in the course requires ability in problem solving and the handling of numerical calculations, as well as a demonstrated ability to perform, analyze and report on experiments in the various topics. Good math skills are essential.

**AP Chemistry 12** provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by

the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities. Students will have the opportunity to take the AP Chemistry Exam to possibly receive college credit for the course.

**Required Ch 11 and Ch 12. Minimum B+ in Chem 12 recommended.**

**Physics 12** is a survey of physics for those students requiring physics for post-secondary studies. The following topics are studied: Vectors, 2D kinematics, dynamics, energy and momentum, static equilibrium, circular motion, electrostatics, and electromagnetism. The course will be easier for those students with a good mathematical sense and a solid foundation in algebra and trigonometry. Students are expected to develop skills in problem solving and in collection, analysis and reporting of experimental results. It is strongly recommended that Pre-Calculus Math 12 be taken concurrently.

**Recommendation: PH 11 (C+ or better), Pre-Calc Math 11 (C+ or better)**

**AP Physics 12** is an algebra-based, introductory college-level physics course. Students explore principle on Newtonian mechanics (including rotational motion); work, energy, power, mechanical waves and sound; and introductory simple circuits. The course is based on six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students will have the opportunity to take the AP Physics Exam to possibly receive college credit for the course.

**Required Phys11 and Phys12.**

**Minimum B+ in Phys 12 recommended.**

## PHYSICAL EDUCATION

### Yoga 9-12

What is yoga? Yoga is a practice that promotes both physical and emotional wellbeing. It builds strength and flexibility and also makes you more aware of yourself and what you need to stay happy and healthy. This course offers a daily practice that will always be both active and restful. You will learn how to do yoga poses properly to get the most benefit and prevent injury. The goal is to learn poses and sequencing well enough to develop your own practice. Assessment will be based on individual progress and participation. Some anatomy will be taught in order to learn about muscles joints and movement.

### Physical and Health Education 10 – Health & Wellness

reinforces skills, principles and rules acquired in previous years, with an emphasis on cooperative play and recreational activities. Particular concentration is on achievement of personal fitness goals and student participation in areas of interest. Students taking this course may be given an opportunity to choose some of the units in which they wish to participate. There is a stronger emphasis on lifetime and leisure-oriented sport activities. Field trips to community recreational activities may also be part of the course. There is also a health curriculum component in this course, including making decisions around students' personal health and relationships.

### Physical and Health Education 10 - Performance

reinforces skills, principles and rules acquired in previous years, with an emphasis on competitive team and individual play. Particular concentration is on achievement of personal fitness goals. Skills and game strategies will also be a focus. Students taking this course may be given an opportunity to choose some of the units in which they wish to participate. Field trips to community recreational activities may also be part of the course. There is also a health curriculum component in this course, including making decisions around students' personal health and relationships.

### Physical and Health Education 10 – Fitness and Conditioning

is designed for student who may enjoy the more personalized fitness components of Physical Education. Students will participate in daily activities focused on the Health-related components of physical fitness: muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition. Students will learn more about these components, and how daily choices about activity and nutrition impact each. Students will engage in goal-setting and begin building personalized fitness programs to reach their goals. Students will also have an opportunity to learn about potential barriers to fitness, and about current myths and fads.

### Physical and Health Education 10 - Basketball

has been developed to support and encourage students to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching and team building skills, and goal setting and organizational skills within a basketball setting. Students will learn to apply current information presented in physical education, health, coaching theory, and career and personal planning to a basketball. Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers.

**Physical and Health Education 10 – Volleyball** is designed to provide students with an opportunity to improve skills through sport. The foundation of the course will be to acquire advanced volleyball skills and strategies: individual and team defense, blocking, setting, serving, and individual and team offense, in both indoor (6 v 6) and beach (2 v 2) volleyball. Sport-specific training is included and will cover core strength training, flexibility, speed and agility. All students will go through Level 1 Officials training (Novice or Local) and be accredited volleyball officials. Rules and scorekeeping will be taught so students may act as minor officials and scorekeepers for league and tournament matches. Introductory coaching techniques will be taught, and students will have the opportunity to show leadership by teaching skills to peers and/or students outside the school. Finally, there will be a mental training and team-building component in this course.

**Physical and Health Education 10 – Soccer** is designed for students who want to develop their skills through soccer. The course offers students the opportunity to improve their skills and knowledge about soccer in a challenging environment. Training will focus on improving both individual and team defending and attacking skills and principles. Physical training and developing a soccer specific program will include endurance, strength, speed and agility, and flexibility activities. Injury treatment and prevention as well as recovery principles will also be part of the course. Mental training, goal setting and team tactics will be covered in the classroom setting. Futsal will be included as a training component as weather conditions change.

**Physical and Health Education 10 - Dance** is focused on the elements of dance in the areas of choreographic form and performance structures. Students will gain an understanding of how personal fitness can be maintained and improved through regular participation in physical activities such as dance. Students will continue to build on their movement concepts and strategies through dance as a means of expression. Students will have the ability to improve their physical literacy through exposure to a variety of different dance genres including contemporary, modern stage, tap, hip hop, jazzercise and world culture dance. This course is a P.E. credit, therefore health-related decisions, such as those related to healthy eating, substance use, and sexual health, will be explored in order to support the achievement of personal healthy-living goals. Students will also gain the ability to collaborate with one another to better understand their role as a dancer, a choreographer and an audience in a variety of different contexts. This course is designed to ensure student success despite their level of dance.

**Physical and Health Education 10– Dance Fitness and Conditioning** will improve your overall fitness through music and movement. The main goal is to teach you how to create a stronger mind and body through group fitness activities with the involvement of the elements of movement as it relates to the art of dance. This course will include boot camp style workouts, yoga, stretching/relaxation/breathing techniques, dance/group fitness choreography and fitness theory. The overall message of this course is to dance for fun and fitness and to acquire strategies to be the strongest person you can be, both mentally and physically. This course is a P.E. credit, therefore health-related decisions, such as those related to healthy eating, substance use, and sexual health, will be explored in order to support the achievement of personal healthy-living goals. Determination, resilience, creativity, collaboration, personal reflection, communication, respect, and social responsibility comprise the core values of this course. Students are expected to adhere to studio etiquette which is strictly enforced: no outside shoes, no food or drink, no phones or other electronics and students must dress appropriately for exercise. All students with the determination to acquire a healthy mind and body are welcome. No previous dance experience required regardless of the student's grade level.

**Outdoor Education 10** can help students further develop an appreciation and understanding of the different types of outdoor activities available to us on Vancouver Island. Participation and spending time outdoors allows for the development of survival craft skills, knowledge and awareness of the environment. Participating safely in outdoor activities requires communication, teamwork and collaboration. Students will develop skills in canoeing, rock climbing, knot tying, camp set up as well as emergency shelter building. Students will also be taught ACT-CPR and Basic First Aid as well as strategies for adapting and responding to changing conditions and emergencies. In the end students should be able to explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation. Weekly hikes/walks and field trips are planned to further enhance the outdoor experience ( Blueback Beach, Oliver Woods, Saxon Park, Linley Valley, Westwood lake).

*Note: Outdoor Ed is an elective and must be taken as well as a PE 10 course.*

**Active Living 11 (formerly PE 11)** focuses on leisure-oriented activities that may take students off-campus. The course may consist of performance-oriented activities (such as volleyball, basketball and soccer) and leisure oriented activities, which include bowling, tennis, skating, swimming, disk golf and various cardiovascular opportunities. Students may have the opportunity to volunteer their services to the school and community during non-class hours.

**Fitness and Conditioning 11** is designed for student who may enjoy the more personalized fitness components of Physical Education. Students will participate in daily activities focused on the Health-related components of physical fitness: muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition. Students will learn more about these components, and how daily choices about activity and nutrition impact each. Students will engage in goal-setting and begin building personalized fitness programs to reach their goals. Students will also have an opportunity to learn about potential barriers to fitness, and about current myths and fads.

**Active Living 11 – Basketball** has been developed to support and encourage students to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching and team building skills, and goal setting and organizational skills within a basketball setting. Students will learn to apply current information presented in physical education, health, coaching theory, and career and personal planning to a basketball. Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers.

**Active Living 11 – Volleyball** is designed to provide students with an opportunity to improve skills through sport. The foundation of the course will be to acquire advanced volleyball skills and strategies: individual and team defense, blocking, setting, serving, and individual and team offense, in both indoor (6 v 6) and beach (2 v 2) volleyball. Sport-specific training is included and will cover core strength training, flexibility, speed and agility. All students will go through Level 1 Officials training (Novice or Local) and be accredited volleyball officials. Rules and scorekeeping will be taught so students may act as minor officials and scorekeepers for league and tournament matches. Introductory coaching techniques will be taught, and students will have the opportunity to show leadership by teaching skills to peers and/or students outside the school. Finally, there will be a mental training and team-building component in this course.

**Active Living 11 – Soccer** is designed for students who want to develop their skills through soccer. The course offers students the opportunity to improve their skills and knowledge about soccer in a challenging environment. Training will focus on improving both individual and team defending and attacking skills and principles. Physical training and developing a soccer specific program will include endurance, strength, speed and agility, and flexibility activities. Injury treatment and prevention as well as recovery principles will also be part of the course. Mental training, goal setting and team tactics will be covered in the classroom setting. Futsal will be included as a training component as weather conditions change.

**Active Living 11 --Outdoor Education** can help students to further develop an appreciation and understanding of the different types of outdoor activities available to us on Vancouver Island. Participation and spending time outdoors allows for the development of survival craft skills, knowledge and awareness of the environment. Participating safely in outdoor activities requires communication, teamwork and collaboration. Students will develop skills in canoeing, rock climbing, knot tying, camp set up as well as emergency shelter building. Students will also be taught ACT-CPR and Basic First Aid as well as strategies for adapting and responding to changing conditions and emergencies. In the end students should be able to explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation. Weekly hikes/walks and field trips are planned to further enhance the outdoor experience ( Blueback Beach, Oliver Woods, Saxor Park, Linley Valley, Westwood Lake).

**Active Living 12 (formerly PE 12)** focuses on leisure-oriented activities that may take students off-campus. The course may consist of performance-oriented activities (such as volleyball, basketball and soccer) and leisure oriented activities, which may include bowling, tennis, skating, swimming, disk golf and various cardiovascular opportunities. Students may have the opportunity to volunteer their services to the school and community during non-class hours.

**Fitness and Conditioning 12** is designed for student who may enjoy the more personalized fitness components of Physical Education. Students will participate in daily activities focused on the Health-related components of physical fitness: muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition. Students will learn more about these components, and how daily choices about activity and nutrition impact each. Students will engage in goal-setting and begin building personalized fitness programs to reach their goals. Students will also have an opportunity to learn about potential barriers to fitness, and about current myths and fads.

**Active Living 12 – Basketball** has been developed to support and encourage students to develop their individual sport skills, physical strength and conditioning, health and nutritional knowledge, coaching and team building skills, and goal setting and organizational skills within a basketball setting. Students will learn to apply current information presented in physical education, health, coaching theory, and career and personal planning to a basketball. Basketball specific skill instruction will be augmented with classroom theory sessions, strength and conditioning classes, and guest speakers.

**Active Living 12 – Volleyball** is designed to provide students with an opportunity to improve skills through sport. The foundation of the course will be to acquire advanced volleyball skills and strategies: individual and team defense, blocking,

setting, serving, and individual and team offense, in both indoor (6 v 6) and beach (2 v 2) volleyball. Sport-specific training is included and will cover core strength training, flexibility, speed and agility. All students will go through Level 1 Officials training (Novice or Local) and be accredited volleyball officials. Rules and scorekeeping will be taught so students may act as minor officials and scorekeepers for league and tournament matches. Introductory coaching techniques will be taught, and students will have the opportunity to show leadership by teaching skills to peers and/or students outside the school. Finally, there will be a mental training and team-building component in this course.

**Active Living 12 – Soccer** is designed for students who want to develop their skills through soccer. The course offers students the opportunity to improve their skills and knowledge about soccer in a challenging environment. Training will focus on improving both individual and team defending and attacking skills and principles. Physical training and developing a soccer specific program will include endurance, strength, speed and agility, and flexibility activities. Injury treatment and prevention as well as recovery principles will also be part of the course. Mental training, goal setting and team tactics will be covered in the classroom setting. Futsal will be included as a training component as weather conditions change.

**Active Living - Outdoor Education 12** directs students towards a lifelong appreciation and awareness of the different types of outdoor activities available to us on Vancouver Island. Students are guided on how to implement ways to reduce potential negative impacts of outdoor activities on the local environment. Through projects, presentations and guest speakers students will demonstrate and explain cultural and environmental sensitivities regarding the use of outdoor locations. Students will develop skills in canoeing, rock climbing, knot tying, camp set up as well as emergency shelter building. Students will also be taught ACT-CPR and Basic First Aid as well as strategies for adapting and responding to changing conditions and emergencies. In the end students should be able to explain how developing competence in outdoor activities can increase confidence and encourage lifelong participation. Weekly hikes/walks and field trips are planned to further enhance the outdoor experience ( Blueback Beach, Oliver Woods, Saxor Park, Linley Valley, Westwood Lake). Students considering a Career and/or Educational path related to recreation, environmental conservation or other related area would benefit from this curriculum as careers in the outdoors will be explored.

**LANGUAGES**

**French 10** Students will continue to build on French listening and viewing skills and will continue to learn to express themselves with growing fluency, orally and in writing. Students will develop an appreciation for francophone culture and creative works while developing practical skills and vocabulary to

communicate and understand meaning in French. Students will discover the relevance of French language for travel, career and study opportunities through authentic learning activities.

**Introductory French 11** has been developed to offer an opportunity for students who did not begin French in the elementary grades to enter French at the secondary level. Introductory French 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for French 11. It should be noted that this course does not replace the richness of the regular Core French 5-10 curriculum. It is assumed that students would have limited to no background in Core French prior to enrolment.

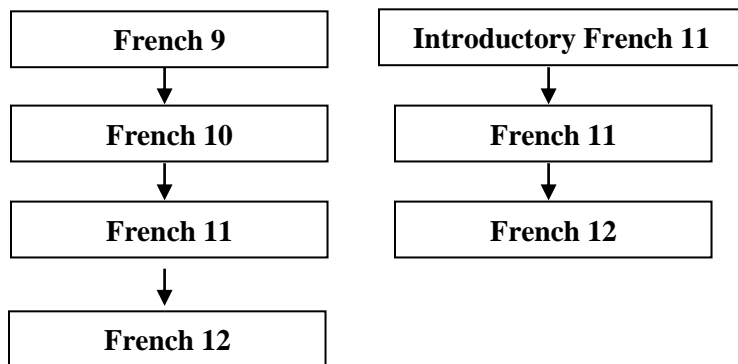
**French 11** Students will develop stronger French listening and viewing skills and will continue to learn to express themselves with increasing fluency, orally and in writing. Students will develop a deeper appreciation for francophone culture and creative works while continuing to develop practical skills and vocabulary to communicate and understand meaning in French. Students will expand their understanding of the relevance of French language for travel, career and study opportunities through authentic learning activities.

\*Completion of this course gives students a Language 11 credit, which is required for entrance to some university programs.

**Recommendation for French 11 is French 10 or Introductory French 11**

**French 12** Students will refine their French listening and viewing skills and will become more proficient at expressing themselves with increasing fluency, orally and in writing. Students will continue to develop a deeper appreciation for francophone culture and creative works while improving practical skills and vocabulary to communicate and understand meaning in French. Students will understand the value of French language for travel, career, study and personal growth opportunities through authentic learning activities.

\*\*Completion of this course satisfies the first year language elective requirement for graduation in some university programs.





## BUSINESS EDUCATION

**Spanish 10** students will continue to build on Spanish listening and viewing skills and will continue to learn to express themselves with growing fluency, orally and in writing. Students will develop an appreciation for Hispanic culture and creative works while developing practical skills and vocabulary to communicate and understand meaning in Spanish. Students will discover the relevance of Spanish language for travel, career and study opportunities through authentic learning activities.

**Beginner Spanish 11** combines Spanish 9 & 10 to provide the skills and foundation for Spanish 11. It is designed for students who begin their Spanish studies after Grade 9. This course provides a cultural and linguistic overview through interactive and authentic learning experiences. Students who successfully complete Beginners' Spanish 11 may move on to Spanish 11 and receive a senior language credit.

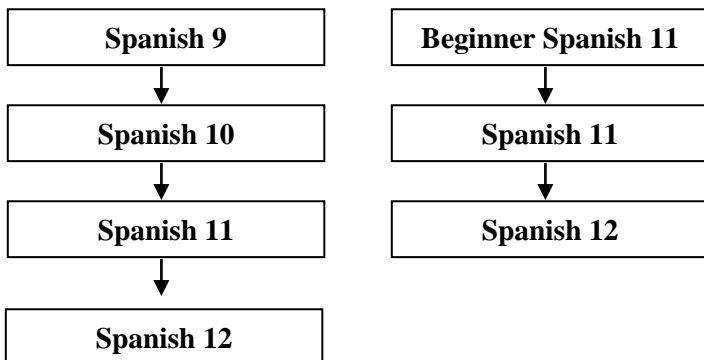
**Spanish 11** students will develop stronger Spanish listening and viewing skills and will continue to learn to express themselves with increasing fluency, orally and in writing. Students will develop a deeper appreciation for Hispanic culture and creative works while continuing to develop practical skills and vocabulary to communicate and understand meaning in Spanish. Students will expand their understanding of the relevance of Spanish language for travel, career and study opportunities through authentic learning activities.

\*Completion of this course gives students a Language 11 credit, which is required for entrance to some university programs.

**Recommendation is Spanish 10 or Beginners' Spanish 11**

**Spanish 12** students will refine their Spanish listening and viewing skills and will become more proficient at expressing themselves with increasing fluency, orally and in writing. Students will continue to develop a deeper appreciation for Hispanic culture and creative works while improving practical skills and vocabulary to communicate and understand meaning in Spanish. Students will understand the value of Spanish language for travel, career, study and personal growth opportunities through authentic learning activities.

\*\*Completion of this course satisfies the first year language elective requirement for graduation in some university programs.



**Entrepreneurship and Marketing 10** helps you decide if you have the right stuff to own your own business one day. You will explore a variety of opportunities for entrepreneurs. You will analyze the characteristics of an entrepreneur and assess your potential as business owner. There will also be opportunities to test your business ideas out through a variety of realistic business projects. You will look into the factors that contribute to the success of a business as well as the barriers that various groups of entrepreneurs face. You will have many opportunities to be creative, & innovative as you follow the development of a business from the ideas stage through to opening day! This course will also help you increase your experience with a variety of computer skills including: MS Word and Publisher, Photoshop, Paint, and internet research.

**Marketing and Promotion 11** students will answer the questions: How do you motivate someone to buy your product? What is good customer service? How do you increase sales? Why do businesses select target markets? Where and when should you advertise? All of these concepts involve marketing. Marketing skills have applications in all career areas: learn how to sell products, services and/or ideas. Practice working as a member of a team that produces results, and on time. This course emphasizes retail marketing. It will enable you to develop and use your creative side (or find it) through projects that emphasize product innovation, brand awareness, advertising, store layout and design, etc. Students will also have the opportunity to get hands on experience in retail management and develop cash register skills by working at The Wave (Dover Bay's, student managed, retail store). This course will definitely be an asset to anyone who wants to work in retail, plans to take any business program at the post-secondary level, or has plans to go into a career in business management.

**Entrepreneurship 12** students will have the opportunity to get hands on experience in retail management, leadership and customer service. You will also develop cash register skills in this course. You will be able to explore the pros and cons of working for yourself one day. "Do you have what it takes?" This course answers that question. There will be many opportunities to assess your own entrepreneurial potential. There will also be opportunities to test your business ideas out through marketing projects and real business situations. You will practice all of the steps that are required to develop a business: applying for a business name, a business license, and develop a business plan. This course is also excellent preparation for any business program at the post-secondary level.

**E-Commerce 12 (formerly Marketing 12)** is the economics of e-commerce, cyber marketing, and revenue models as opposed to the retail focus in Marketing 11. There is

big money to be made in the global economy and this course will show you how it is done with e-commerce. Topics include: 1) Ethical Marketing, 2) Cultural Appropriation, 3) Revenue Models, 4) Digital Retail, 5) Brand Awareness; and more. There will be many opportunities to test your business ideas out through marketing projects and real business situations. Students in this course often assist in the day-to-day operations of The Wave (Dover Bay's, student managed, retail store). Skills in word processing, spreadsheets, and desktop publishing will also be developed. This is a great course to prepare yourself for any post-secondary business program!

### **Business Computer Applications 12**

If you see yourself using a computer to produce business documents in your career, you will love this course! You will learn the ins and outs of all the programs in MS Office (Word, Power Point, Access, & Excel). Other programs will also be explored, for example Adobe Photoshop and/or Dreamweaver. Students will gain an understanding of how to use the computer as a problem-solving tool in real life situations. Students will also use computer programs that are designed to develop an individualized typing program for each student. The goal is to improve your speed and accuracy while developing touch typing technique. Post-secondary institutions expect that students have a number of the skills learned in this course, therefore, this course is highly recommended for students who will continue their education beyond high school.

## **INFORMATION & COMMUNICATION TECHNOLOGIES**

**Media Design 10** introduces the students to the different aspects of computer animation. Computer animation offers a unique opportunity for students to utilize their graphic, written and technology skills – all requirements for the future workforce. The course will be divided into several sections including 2D FLASH Animation (hugely fun and entertaining), 3D Animation (addicting and creative), and Video Editing (Adding sounds and Post Production to DVD and Video). Students will synthesize information from a variety of electronic sources for their presentations. We will also investigate the Billion Dollar Industry of Computer Animation by exploring and watching current 3D animation movies.

### **Web Development 10**

The internet is changing the way we work in society. Being able to effectively use different computer programs will make students more valuable to potential employers. Web Development 11 is a great course that permits the arts and academics to combine with ease. This course is designed to introduce students to areas of central importance to modern

computing. These areas are: HTML, CSS, Dreamweaver, Flash and Content Management Systems such as Word Press. Students who intend to specialize in math, science, computer science or engineering at a post-secondary institution should include this course in their program.

**NOTE:** This course can be taken in Grades 10, 11 or 12.

**Computer Studies 10** is a preparatory course in Computer Science. The course will cover Basic Computer programming, Digital Imagery and Media Development, Applied Digital Communications, Web Page Publishing, and Multimedia Presentations beyond PowerPoint. While most students can do Facebook and get cheat codes, this course will empower students to outperform their peers in digital presentations and communication. In IT 10, students will also learn the hardware of computers, digital imagery techniques to craft unique graphics. A final project will be developed using multimedia software that will combine text, graphics, video and sound in a professional style format.

**Drafting 10** is designed as a continuation of Drafting 9, this course will improve your skill level in areas of Landscape, Interior Design and Engineering, as well as residential and commercial architecture. Using the latest AutoCad and Envisioneer products, you need only your creative talents. For students new to Drafting, projects and learning will be adapted to meet your needs and interests.

### **Electronics and Robotics 10**

The Robotics Industry is one of the fastest growing in the world. Technology companies engineer robots for fields in health, military, retail and many more and most products we buy have software involved or associated with them. This generation of students need knowledge in coding, programming, designing, and engineering and this industry will be in high demand for the jobs of the future. This project-based course deals with the design and implementation of behavior-based robots to accomplish specific tasks. Students will learn about the evolution of Robotics, use electronic tools and test equipment in order to build, test, and modify various types of circuits and simple robots. Programming and building materials *may* include using VEX IQ and VEX EDR systems, while learning to code with Robot C and other platforms. Various opportunities are available to work individually and in partnerships. The course is a mixture of lectures, discussion, projects, class presentations and friendly competitions. Previous robotics courses are an asset as well as skills using computer programs such as google docs and google slides.

### **Photography 10**

Are you interested in graphic design, photography, photo journalism or publishing? This is the course for you. Get

practical experience and build your portfolio by learning a variety of different photography skills. This course is to introduce students to the power of a digital camera, get experience with a DSLR camera and to develop skills with Adobe Photoshop and Adobe IN-Design. Students may also do a unit on black and white film photography

### **Computer Programming 11**

In the Programming 12 course, students will use several different programming languages to develop programming skills. Using the Internet and other informational sources students will gain an expansive understanding of the software development industry. Students will continue to learn logics and graphic programming. This course is appropriate for individuals who are contemplating a career in software development, computer studies, and computer game programming. It is recommended that students who choose this course have a good skill level in mathematics.

**Drafting 11** is a continuation from Grade 10. Student projects will reflect a professional standard and focus on detail in their designs and creativity. Using AutoCad and Envisioneer products, the Residential, Commercial and engineering designs will be more sophisticated. New students are welcome, and projects will be adapted to fit interests and expectations.

### **Robotics 11**

The Robotics Industry is one of the fastest growing in the world. Technology companies engineer robots for fields in health, military, retail and many more and most products we buy have software involved or associated with them. This course is about furthering the students understanding of the world in electronics and encoding. It is delivered using a combination of theory and practical based exercises. This course also expands on topics from Robotics 10, which allows students to control electronic circuits with an Arduino microcontroller. Students will continue to build and design their own robots that are able to complete a set of challenges using VEX IQ and VEX EDR equipment. They will use considerably more sensory feedback systems into their robot designs. Students also have the opportunity to potentially compete in various school and district robotics competitions.

**Media Design 11** is the most popular computer elective course at Dover Bay. Animation 11 will provide students with basic skills required to Model and Animate in 3 dimensions with a high-end computer animation program as demonstrated in current advertising, multimedia and film production. The course could be a “quick start” into a career or post-secondary course associated with the new and expanding fields in film, television, publishing, multimedia and other career paths.

**Topics covered:** Techniques such as composition, elements of

design, focal point, use of space, 3D drawing and character animation will be introduced. The course also investigates the creation of the Toy Story movie to understand the process of animation production. We will also investigate the Billion Dollar Industry of Computer Animation by exploring and watching current 3D animation movies. Graduate animators from Dover Bay currently work at Electronic Arts and in the Movie Industry.

### **Computer Science 11**

Mobile game design and development is currently one of the largest emerging IT fields around. Today’s mobile devices have changed how we communicate and entertain, making mobile application developers one of the fastest growing careers! Do you play games on your phone or iPad? Always wanted to create your own game? Then this is the course for you.

Computer Science 11 focuses on providing students with a solid foundation in the technical skills needed to be successful in the emerging field of mobile application, design and development. Students will gain a strong knowledge of multiplatform mobile technologies such as android and apple devices and learn the important design aspects, use of control flow, algorithms and basic programming skills for their games. This course is a great introduction into Computer Programming 11 and Media Design 11.

**Photography 11** is a continuation of Photography 10.

Students will continue to develop their skills with digital cameras and continue to enhance their photo journalism skills. We will also continue to dive further into Adobe Photoshop and Adobe In-Design. Students are expected to take photographs for the development of our yearbook and possibly use their skills to design yearbook pages. Students may also do a unit on black and white film photography. Didn’t take Digital Photography 10? That is fine, Digital Photography 10 is **not** a prerequisite.

### **Graphic Production 11 (formerly Yearbook 11)**

Have you ever wondered what it would be like to see your work published? Would you like to learn about leading industry software packages such as Adobe In-design and Photoshop? The yearbook course is for you. Students will photograph, design, interview, and create great pages that go into the yearbook, for all to see. We use Digital SLR cameras that encourage students to take professional quality pictures. Then, they can manipulate them with our classroom software. The course satisfies both the Applied Skills and Fine Arts requirements for graduation.

### **Drama Film and Television 11**

Shoot video? Ever wonder how to what it REALLY takes to make those videos look more professional? This introductory course will show you how. All areas of the production process will be covered to help you achieve your goals more affectively: storytelling, storyboarding, camera shots and angles, directing,

filming, editing, audio, lighting, and production management. Assignments will include shooting two or more films that will later be sent to festivals around the world. Theory work will include viewing and critiquing films and apply that learning into their final projects. Students can expect to finish the course and be able to produce their own independent films.

**Computer Programming 12** students will use several different programming languages to develop programming skills. Using the Internet and other informational sources students will gain an expansive understanding of the software development industry. Students will continue to learn logics and graphic programming. This course is appropriate for individuals who are contemplating a career in software development, computer studies, and COMPUTER GAME PROGRAMMING. It is recommended that students who choose this course have a good skill level in mathematics.

**Robotics 12** is a continuation of Robotics 11 and focuses on more advanced skills in programming and design using VEX EDR Robots. Students will explore robotic technologies in the industry as well as various careers in which robotic systems will be used. The course is delivered using a combination of theory and practical based exercises. Students will develop knowledge in feedback loops, battery technology, wiring and cabling as well as wireless communication options. Students will be expected to work both individually and in teams to compete in friendly class competitions and learn about the design process. Previous robotics experience is essential and welcomed. Robotics 12 is a fun, fast paced and exciting elective to be apart of, with the growing need for engineers and technicians and with the many University opportunities to explore Robotics after graduation.

**Drafting 12** is a continuation of Drafting 11. Students will continue to grow and develop skills in a personally designed project-based environment. You will improve your skills and develop a strong portfolio of projects and achievements. Those new to drafting are welcome, and the course may be adapted to meet your interests.

**Computer Science 12** is a continuation of Computer Science 11. We will focus and expand the foundation and technical skills needed to be successful in the emerging field of mobile application. Delve into the difference between iOS, android, Windows, smart phone and tablet designs. Students will further develop their skills in Game Salad with the creation of social games and serious games. Possibility of experimentation with Unity3d or Flash Action scripting if time permits. If you are

interested in the gaming industry, or mobile industry, then this course is for you.

## **Digital Media Development 12**

Using the 3D Studio Max software, an industry standard program, students will advance their skills in modeling & animation and explore Character Animation. Students will work on projects demonstrating problem solving abilities, tutorial comprehension, and tutorial creation aptitude. Students will model and animate characters in a 3D environment possibly working in groups to complete projects. Topics of field of view, advanced lighting, and post rendering compilation will also be incorporated. Is Electronic Arts or Pixar looking for you?

## **Photography 12**

In this course, students will be taking on a leadership role within the school. They will be responsible for taking photos for the yearbook (during school time **and** after school hours) and work closely with the yearbook class. They will also be taking photographs for our school newspaper, our TV monitor system and our school website. Students will also dive further into the potential of a DSLR camera, while continuing to develop their Adobe Photoshop and Adobe In-design skills. This course is a must for any student wishing to pursue a career in graphic design, photography or journalism as careers in photography are discussed along with learning about different photographers from around the world.

## **Graphic Production 12 (formerly Yearbook 12)**

Students enrolled in Graphic Production 12 will build upon their knowledge learned in Graphic Production 11. These students will take on a leadership role and editorial responsibilities in the production of the school yearbook. All grade 12 students are welcome, Graphic Production 11 in not a necessary requirement. All you need is a desire to produce a quality yearbook, learn about the professional printing process and how to create a published document from the beginning to the end.

## **Drama Film and Television 12**

Successful students currently employed within the film industry in Vancouver and Toronto highly recommend this course if you are a filmmaker wishing to make the film industry a career. An advanced course in filmmaking that goes beyond the material learned in Film 11, students will extend techniques in cinematography, sound, editing, directing, etc. and produce their learning within two to three films. Students can expect to finish the course and be able to produce and promote their own independent films and/or find possible employment within the film industry as crew.

## INDUSTRIAL EDUCATION - WOOD

**Woodwork 10** is intended for students who do not wish to wait until Woodwork 11 to continue with their exploration in wood-working. This course is a continuation of the Grade 9 woodworking course. Students are presented with a greater variety of project choices, all of which will require the mastery of more advanced woodworking skills.

**Woodwork 11** is suited to serious woodworkers, ones that might be interested in a career in the wood industry. Proper machine use and tool procedures will be taught so students can conduct themselves in a safe manner at school or on the jobsite. Joinery, fasteners, adhesives, plan reading and all machine operations appropriate for the required projects is also taught to ensure **safe**, solid furniture or cabinet production. Finishes appropriate to the project will be chosen and applied so the object will last. Projects may include tables, dressers, chairs, jewelry boxes or chests, lathe turnings, clocks or medicine chests.

**Woodwork 12** is largely a self-directed experience in which the learning outcomes and projects are a result of negotiation between the teacher and the student. In recognition of the student's accumulated woodworking experience, he or she is encouraged to direct their project building energies towards the construction of items of personal challenge and usefulness. Students may focus on basic residential construction and design and build garden or storage sheds for clients. It is expected that larger-scale "master piece" type projects will be built by students in this course.

**Furniture and Cabinetry 12** is largely a self-directed experience in which the learning outcomes and projects are a result of negotiation between the teacher and the student. In recognition of the student's accumulated woodworking experience, he or she is encouraged to direct their project building energies towards the construction of items of personal challenge and usefulness. It is expected that larger-scale "master piece" type projects will be built by students in this course.

## INDUSTRIAL EDUCATION – MECHANICS / METAL WORK AND FABRICATION

These classes are mainly competency-based with the focus of mostly hands-on shop work. For the hands-on part of the course you are expected to work in the shop diagnosing and repairing automotive service problems. The instruction in the Autobody

trade will also be done. Shop hours worked relate directly to a percent mark. Logging work hours is required much like at a job setting in the trades. A student successfully completing all courses will be adequately prepared to pursue a rewarding career in a variety of associated trades and technologies.

**Power Technology 10 (LEVEL 1)** introduces the student to the automobile by studying various components such as the basics of automotive engines, tires, and brakes and related theories of operation. Lab procedures involve the use of hand tools, servicing of the automobile. Labs must be completed. Autobody repair and refinishing will be explored. Successfully completing this is course is required in preparation for **AST LEVEL 2 COURSE**.

**Automotive Technology 11 (LEVEL 2)** introduces the concepts of electrical/electronic functions found in the vehicles today. Heating and cooling systems will be explored. A basic introduction to Autobody with the focus on dent repair, filling, priming, and colour coats will be covered. Lab procedures are used to enhance learning and guide the students throughout the program. Labs must be completed. Successful completion of this is course is required in preparation for **AST LEVEL 3 COURSE**.

**Automotive Technology 12 LEVEL 3** is an advanced course that introduces the concepts of electrical/electronic functions found in the vehicles today. Drivability and Computer Controls systems will be explored. Autobody with the focus on dent repair, filling, priming, and colour coats was covered in level 2 and will be reviewed and built upon in further studies. Lab procedures are used to enhance learning and guide the students throughout the program.

### METALWORK

These classes are mainly competency-based theory with the focus of mostly hands on shop work. This course covers topics in most areas of welding, sheet metal, and machining operations using a variety of ferrous and non-ferrous materials. A student successfully completing all courses will be adequately prepared to pursue a rewarding career in a variety of associated trades and technologies.

**Metalwork 10 (LEVEL 1)** is a general metalwork course providing a variety of practical exploratory experiences in various areas of the metal trades. The fundamentals of computer controlled machining is covered from CAD drawings to numerical control files which run the CNC machines. Hands on practical experience is a major part of this program. SMAW, GMAW, OXY/ACE, welding tasks are performed. Manual lathing and milling operations are introduced. This course can meet the Fine

Arts or Applied Skills requirements for graduation. This course is a preferred prerequisite for both the CTC “Welding, Heavy Mechanical Trades, and Refrigeration Mechanics.

**Metalwork 11 (LEVEL 2)** is a general metalwork course providing a variety of practical exploratory experiences in various areas of the metal trades. The fundamentals of computer controlled machining is covered from CAD drawings to numerical control files which run the CNC machines. Any level 1 projects not completed will be done at the Level 2 class. The expectations and demands of quality are higher at this level. GTAW is introduced in Level 2. Hands on practical experience is a major part of this program. This course can meet the Fine Arts or Applied Skills requirements for graduation. . This course is a preferred prerequisite for both the CTC “Welding, Heavy Mechanical Trades, and Refrigeration Mechanics.

**Metalwork 12 (LEVEL3)** is a specific metalwork course providing a variety of practical exploratory experiences in various areas of the metal trades. The fundamentals of computer controlled machining is covered from CAD drawings to numerical control files which run the CNC machines. Hands on practical experience is a major part of this program. This Level 3 programs allows a lot of freedom for project choices. This course can meet the Fine Arts or Applied Skills requirements for graduation. This course is a preferred prerequisite for both the CTC “Welding, Heavy Mechanical Trades, and Refrigeration Mechanics.

## HOME ECONOMICS and CULINARY ARTS

**Food Studies 10** allows students to explore and prepare the foods from the different regions of Canada, including First Peoples food protocols. Learn about customs and traditions while exploring new tastes and revisiting old favorites. The focus is on food trends including nutrition, marketing, and how global food systems impact our food choices. This course involves theory and written work, as well as practical cooking labs.

**Food Studies 11** provides the knowledge and training in foods required for personal and family use as well as the study of nutrition. Topics include recipe development and modification, cookery techniques, baking principles, causes and impacts of food recalls, food marketing practices and labelling, national and indigenous food guides, and food security issues. This course involves theory and written work, as well as practical cooking labs.

**Food Studies 12** students will learn about foods and cultures from around the world. Students will prepare a wide range of foods to learn new culinary skills and to develop an appreciation for the uniqueness of each country’s cuisine and customs. The production of more complicated food items and multi-course

meals requiring advanced techniques will be studied. Additionally, students will gain knowledge and understanding of global issues related to food production and consumption, food justice, indigenous food sovereignty, and how they affect their food choices. This course involves theory and written work, as well as practical cooking labs.

### **Specialized Studies in Food 12: Baking and Pastry**

**Arts** is for students with a keen interest in baked goods and desserts. The focus will be on baking theory and principles specific to making artisan breads, pastries, cookies, cakes, custards/mousse, chocolates and confectionary, as well as advanced decorating techniques. This course involves theory and written work, plus practical cooking labs. Students will be introduced to the core skills and knowledge necessary to pursue a career as a baker. This course is open to grade 11 students.

**Textiles 10** is a foundational course, exploring the necessary skills and technologies used in creating garments and textile items. Students will have the opportunity to design and construct clothing, accessories, home furnishings, toys, or crafts. Projects are student driven by matching their ability and interests. Instruction will focus on the different characteristics of fabrics; pattern reading; developing hand and machine sewing techniques; alterations and/or upcycling of garments; the principles of design; First Peoples textile practices; and the environmental and ethical factors that impact the textile industry.

**Textiles 11** Students build on their knowledge and experience by creating and designing several sewing projects. Most projects are chosen by the students based on their skill level and will focus on further developing their basic and advanced sewing techniques. Students will learn about modifying patterns, repurposing items, using specialty fabrics, the life cycle of a textile item, and the elements and principles of design.

**Textiles 12** further develops the knowledge, design skills, and techniques examined in previous Textiles classes. Students will learn advanced sewing techniques and work with challenging fabrics. They will explore methods for designing patterns, textile manipulations, historical uses of textiles including First Peoples practices, as well as ethical and environmental factors in textile production. Projects are chosen by the students to match their abilities and interests.

**Fashion Industry 12** has been developed to support and encourage students to explore the creativity and individuality of basic fashion design concepts. Students will gain skills and knowledge in the fashion industry while choosing a key area to focus on, such as clothing design, costuming, online craft shops, pattern drafting, fashion sketching, the history of fashion, etc. The elements and principles of design will be applied to alter an

existing garment or create an original piece. Students will have the opportunity to develop a portfolio that will explore concepts in trends, accessories, design, product development, and marketing. This course will help prepare students who have a passion and want to pursue a career in Fashion Design. Students will concentrate on building their portfolio and on learning more advanced sewing techniques. Portfolios and prerequisites for acceptance to post-secondary institutes will be introduced. This course is open to grade 11 students.

**Family and Society 10 (formerly Family Studies)** focuses on family and relationship dynamics. Students will learn to define the term “family” as it pertains to them, challenges families face, both locally and internationally, special caregiving issues, and access to resources. Students will also explore the role of children in families and society, including the rights of children locally and globally.

**Interpersonal and Family Relationships 11 (formerly Family Studies)** will focus on personal growth and family dynamics. Student learning will center around understanding types of interpersonal relationships, the nature of committed relationships, factors involved in ending relationships and components of healthy relationships. Students will explore learning in the areas of conflict resolution, self-identity, plus relationships and community.

**Child Development and Caregiving 12 (formerly Family Studies)** will focus on child development from conception to adolescence. Students will learn about pregnancy, including health practices for conception and during pregnancy, prenatal development, and methods of childbirth and delivery. Exploration in theories of child development, including cultural influences, and how and why theories change over time. Students will explore stages of child development from birth to age 12, including cognitive, social, physical, and emotional development, and language and speech. There will be many hands-on experiences with children in the community to help gain insight into their lives. Computerized babies will also be available to bring learning to life.

**Culinary Arts 10** is an introductory class covering all areas of a commercial kitchen including hot station, cold station, baking and pastry. Students will use basic techniques to complete recipes. They will demonstrate safe food and equipment practices while working under close observation of chef instructors. Students develop professionalism required by the industry as they prepare and serve daily dishes.

**Culinary Arts 11 (formerly Cook Training)** further explores advanced cooking techniques. Students will demonstrate correct and safe use of all equipment under the

guidance from chef instructors. Students begin to select appropriate methods to apply to recipes and prepare ingredients with accuracy and possible substitutions. Students begin to prioritize steps in order to complete multiple recipes at once.

**Culinary Arts 12 (formerly Cook Training)** students explore artistic elements of food preparation and develop well-balanced dishes. Students will use diverse cooking practices to prepare ethnic and multicultural dishes. Students begin to critique their dishes and form inspiration from cooking trends. Students will identify appropriate tools, materials and processes necessary for food production. Students will share their knowledge as they collaborate with other group members.

Culinary Arts 10, 11 and 12 have opportunities to complete Food Safe level 1, work in banquet service and compete in Skills Canada for baking and Culinary Arts.

## VISUAL AND PERFORMING ARTS

**Art Studio 10** is considered the last foundation year of introductory studio courses. It offers instruction in visual art media and the processes involved in creating art. Confidence is increased in the utilization of the elements and principles of design and students can produce imagery that demonstrates the development of their artistic skills, personal interests, and creativity. Projects in drawing, painting, sculpture, graphics and printmaking continue to build skills and expertise.

**Art Studio 11 and 12 (formerly Art Foundations)** is intended for senior students who may or may not have taken any junior level art courses and would like an art course that covers the basics of art and design while offering art experiences that suit their age and interest level. The visual arts areas of expression are drawing and painting, sculpture and ceramics, graphic arts (collage, poster design) and printmaking (linocuts, silkscreen printing, monoprints, etc.).

**Graphic Arts 11 and 12 (formerly Graphic Design and Printmaking)** introduces the student to the world of the graphic designer. Today, graphic design is both an art and a profession in which artists selectively arrange visual elements through the use of typography (lettering), images (created by either illustrators or photographers), and colours in order to convey a message to an audience. Graphic designers combine words and images to create a new art form.

Graphic art processes include, the relief process (linocuts, woodcuts), intaglio (etching), and the stencil or serigraphy process (silkscreen printing).

Printmaking methods explore a variety of themes and

approaches: fabric (t-shirts or fabric design), advertising art forms such as magazine design, poster design, cartooning, and the use of printmaking as an art form in itself. A black & white photo unit may be included.

**Studio Arts 2D 11 and 12 (formerly Drawing and Painting)** is intended for those students who wish to focus their studies on two-dimensional art processes and continue to develop their personal means of expression and design. Drawing skills are reviewed and enlarged upon through the use of a variety of wet and dry media (charcoal, conte, pastel, pen and ink, etc.). Painting skills also continue to be developed through the use of a variety of painting media (acrylics, water colour, and collage) and the use of technique. The study of art both past and present support the exploration of style, media and process.

**Studio Arts 3D 11 and 12 (formerly Ceramics and Sculpture)** provides students with the opportunity to engage in a focused and in-depth study of ceramics and sculptural processes. Students will become knowledgeable and skillful in the materials and processes used in the development of 3-D art forms. This will include the creation of freestanding hand built clay sculptures. In addition, students will explore a variety of sculptural processes such as soapstone carving and Paper Mache sculpture. Students are provided with opportunities to expand their technical skills no matter what level of experience they currently possess and to develop the skills, knowledge and attitudes required to create skillful, purposeful and creative artwork.

**Drama 10** marks the transition between Drama and Acting. Beginning with creative drama, the course explores movement and voice techniques, and then works toward performance of either story theatre or vignette-based plays.

**Drama 11 (formerly Acting 11)** is an introduction to formal theatre. Because theatre is primarily concerned with communication to an audience, this course will deal with a new discipline in its own right. The theatre course will use the creative skills developed in Drama 8, 9, and 10, and add to them an understanding of genres in theatre as well as emphasize more specific technical performance skills such as monologue.

**Drama 12 (formerly Acting 12)** will concentrate on acting styles from classical to modern. After a short course on audition techniques including monologue, the course will finish with a scene-based production.

**Theatre Production 11** is a course for those interested in what goes on backstage. Covering the fundamentals of

backstage jobs, from lighting to stage management, the course will teach design principles in such areas as set, costume, make-up and lighting, as well as give students the opportunity to apply their knowledge to school productions.

**Theatre Production 12** is an advanced course in backstage theatre. In addition to more fully developing the topics of Theatre Production 11, students will work on sound, costumes, and in-depth work on stage management.

**Directing and Script Development 11 and 12** is for students who want to explore, create and refine the literary process by writing and directing your own works through the role of scriptwriter and director.

**Expressing and Exploring- Current and Historical Issues through the Arts** People say that life imitates art, and now is your chance to explore this idea. In this unique half day program we will learn about the Social Studies themes of Genocide Studies, Social Justice and Philosophy and **then further investigate** them through the dramatic arts of storytelling, script writing and theatre. In this 8 credit program students will receive both a senior Socials and a senior Fine Arts credit.

### **Musical Theatre 10-12**

Thinking of auditioning for the musical next year? Want credit for all those after-school hours? Musical Theatre 9 through 12 will give you hands-on training in performance: stage, dance and choral. Roles will be auditioned in June for the production in end of November or early December of the next school year. This is an after school, curricular course meeting each Monday, Wednesday and Friday after school.

## **PERFORMING ARTS ACADEMY**

### **Introduction**

Dover Bay Secondary's Fine Arts Department offers a Performing Arts Academy. This course is designed for aspiring actors who wish to participate in an enriched educational experience of performing arts education.

The program offers students with a focus on performing the opportunity to further develop their acting skills and knowledge in theatre and film toward a high level of excellence. In addition, students will develop competitive auditioning skills and a professional portfolio to prepare them for career and education opportunities in the performing arts.

The Performing Arts Academy will provide committed students with an opportunity to enroll in enriched performing arts classes with students of similar interests and needs while continuing with a regular academic course load.



Students in the Performance Academy Acting Program are strongly encouraged to take advantage of the courses offered in Dance, Choral, Theatre Production or Film, on the understanding that a wide range of skills improve employability in the Arts

Theatre Company 10  
Theatre Company 11  
Theatre Company 12

### Goals

- Students will be placed in a learning environment focused on intensive performing arts skills
- Students will have the opportunity to develop a network of support with students and teachers of similar interests and commitment to the performing arts.
- Students are exposed to a wide variety of genres in the arts. (e.g. film, theatre, musical theatre)
- Students will develop self-motivation skills and teamwork skills necessary to succeed in a competitive workplace environment.
- Students will become aware of their level of performance in relation to their potential.
- Students are made aware of various career and employment opportunities and university/college options, as well as, have working arrangements with professional theatre group in the community.
- Students will participate in public performances and have opportunities to create scripts.
- Students are exposed to guest speakers or clinicians in the area of performing arts.
- Students are given opportunities for additional graduation requirements in performing arts (applied skills in film or theatre production).

### The Student Actor

The Performing Arts Academy students will have the unique opportunity to align academic and performance goals within an integrated, supportive, arts-friendly academic environment. Students will be given the opportunity to enrich their experiences with film, television and stagecraft. Even Applied Skills credits necessary for graduation can be achieved within the performing arts through Film and Television as well as Stagecraft.

Students will be members of a group of individuals committed to academic and performance success and will receive outstanding instruction in an environment dedicated to excellence.

By committing to the Performing Arts Academy students will enhance their skills and knowledge in the performing arts field as well as engage in performance opportunities at the highest possible level during their junior years, senior years, and upon graduation. At the junior level, students will engage in performance or children's theatre for elementary schools.

## MUSIC PROGRAM

**Instrumental Music (Concert Band 10)** is the main ensemble for brass, woodwind, and percussion. These bands will involve the majority of students in the Music Program and perform a wide variety of musical styles, including Classics, Overtures, Film Music, and some Pop music. The Concert Band will perform in concerts, festivals, and on tour.

**Recommendation:** *Previous level of Concert Band or permission of instructor.*

**Contemporary Music 10 (formerly Jazz)** is open to players of trumpet, trombone, saxophone, keyboard, guitar, bass, and drums. Jazz Band musicians will study and perform Jazz, Latin, and Rock styles and they will have an opportunity to learn solo improvisation. This Band will perform in concerts, festivals, and on tour. Contemporary Music cannot accommodate all music program students.

Students desiring to participate in extra-curricular band groups must also be registered and participate in a concert band or jazz band course or have their counsellor's permission.

**CONTEMPORARY MUSIC PLAYERS ARE STRONGLY URGED TO ELECT INSTRUMENTAL MUSIC IN ADDITION TO CONTEMPORARY MUSIC IF THEIR SCHEDULE PERMITS.**

**Recommendation:** *Previous level of Jazz Band or permission of instructor.*

**Instrumental Music 11 and 12 (formerly Concert)** is the main ensemble for brass, woodwind, and percussion. These bands will involve the majority of students in the Music Program and perform a wide variety of musical styles, including Classics, Overtures, Film Music, and some Pop music. The Concert Band will perform in concerts, festivals, and on tour.

**Recommendation:** *Previous level of Concert Band or permission of instructor.*

**Contemporary Music 11 and 12 (formerly Jazz)** is open to Grades 9 to 12 players of trumpet, trombone, saxophone, keyboard, guitar, bass, and drums. Jazz Band musicians will study and perform Jazz, Latin, and Rock styles and they will have an opportunity to learn solo improvisation. The Jazz Band will perform in concerts, festivals, and on tour. Jazz Band cannot accommodate all music program students.

**JAZZ BAND PLAYERS ARE STRONGLY URGED TO ELECT CONCERT BAND IN ADDITION TO JAZZ BAND IF THEIR SCHEDULE PERMITS.**

Students desiring to participate in extra-curricular band groups must also be registered and participate in a concert band or jazz

band course or have their counsellor's permission.

**Recommendation:** *Previous level of Jazz Band or permission of instructor.*

## DANCE PROGRAMS

### Dance Foundations 10

The focus of this course is on movement in a variety of genres including, but not limited to, contemporary, hip hop, jazz, modern stage, ballet and tap. Students will learn basic technique and develop their skills through intensive daily training (combinations, stretch and strength). Students will explore the basic principles of choreography and performance and how to utilize these principles in order to create and perform dynamic choreography. Students will choose to focus on choreography or performance depending on his or her preference and all students will participate in a final showcase.

### Dance Foundations 11 and 12

The focus of this course is on movement in a variety of genres including contemporary, hip hop, jazz, modern stage, ballet and tap. Students will continue to develop basic technique in each area and develop their skills through intensive daily training (combinations, barre work, stretch and strength). Students will learn the basic principles of choreography and performance and how to utilize these principles in order to create and perform dynamic choreography. Students will choose to focus on choreography or performance depending on his or her preference and all students will participate in a final showcase. This is an excellent course for student who dance outside of the timetable and want to improve their overall technique and choreography/performance skills.

### Dance Fitness Conditioning 11 and 12

The purpose of this course is to improve your overall fitness through music and movement. The main goal is to teach you how to create a stronger mind and body through group fitness activities with the involvement of the elements of movement as it relates to the art of dance. This course will include boot camp style workouts, yoga, stretching/relaxation/breathing techniques, dance/group fitness choreography and fitness theory. The overall message of this course is to dance for fun and fitness.

Determination, resilience, creativity, collaboration, personal reflection, communication, respect, and social responsibility comprise the core values of this course. Students are expected to adhere to studio etiquette which is strictly enforced: no outside shoes, no food or drink, no phones or other electronics and students must dress appropriately for exercise. All students with the determination to acquire a healthy mind and body are

welcome. No previous dance experience required regardless of the student's grade level.

## CAREER EDUCATION

The Career Education curriculum supports students in the process of becoming successful, educated citizens by providing them with opportunities to explore a variety of careers and options for their future. Career Education helps students to discover a bridge between classroom learning and workplace and post-secondary realities and is designed to make learning meaningful and relevant.

**Career Life Education 10** is a required course and is taken in either grade 10 or 11, in the year that best fits each student's education plan. In this course, students consider the impact of personal and career choices on themselves and others, recognize the need for a healthy balance between school and other life activities, appreciate the role of personal networks in choosing and advancing their career paths, connect experiential learning to potential career paths and create career and education plans. Students will develop an understanding of lifelong learning in preparation for evolving career opportunities.

### Career Life Connections 11 and 12

Career Life Connections are required courses for graduation. Students will identify the aptitudes and achievements necessary to reach their goals. Students will develop post-graduation plans by exploring career and post-secondary education opportunities. Specific topics include career choices, education options, financial planning and health and well-being. Students will design, assemble and present a capstone project that demonstrates their learning and achievement and that is a reflection of their post-graduation plan. These are mandatory 2 credit courses that run outside the timetable.

**Work Experience 12** helps students prepare for the transition from secondary school to the work place and provides an opportunity to get hands-on experiences in a career-related environment. Students get the opportunity to observe and gain employability, technical and applied skills relating to specific occupations or industries. Through worksite experiences, students get the opportunity to observe and practice employability skills required in the workplace, as well as technical and applied skills relating to specific occupations or industries. Work placements can be volunteer or paid. If the student is employed, the employer sponsor must provide WCB coverage. The Ministry of Education covers WCB for non-paid employment placements. Registration is on-going but the course begins AFTER an **orientation with the instructor** and the **work**

site is approved. The minimum age for this course is 14 years old.

## OTHER COURSE OFFERINGS

**Peer Tutoring 11** is an option for very responsible students who model exemplary student behaviour interested in the opportunity to help fellow students and to develop their own interpersonal skills. After a short orientation/training session with the peer tutoring teacher, students will be placed in an appropriate setting to assist a teacher. Students will be involved in the tutoring of individual students or groups. Students are graded by their sponsor teacher, and on weekly journals and assignments. Diverse placements are available to the peer tutor ranging from electives (e.g. computer studies, PE, drama), academic courses (e.g. Science, French, Math), to special settings such as Skills for Life and the L.A. Centre. Students considering this course need to have a proven record of reliability and good work habits, as well as a desire to help others. A strength in at least two subject areas is also desirable.

### **Human Services 12 (Peer Tutoring Focus)**

In this course, students will be provided an opportunity to develop leadership skills and continue to assist their fellow students through Peer Tutoring.

**Leadership 11** increases students' understanding of leadership and to apply leadership skills and styles in a variety of group and individual projects. This course aims to foster an awareness of our responsibility as individuals and as members of the community. Students have the opportunity to develop lifelong skills in areas such as communication, conflict resolution, problem solving, team building, goal setting, time management, project planning and public speaking. *Note: This course is outside the timetable and is year long.*

**Leadership 12** will build on the skills learned and practiced in Leadership 11, while providing a greater opportunity to take a leadership role within the course. Students will have the opportunity to build skills in a variety of projects and activities and activities within the school and community. Students will continue to build skill in communication, conflict resolution, problem solving, team building, goal setting, time management, project planning, and public speaking. *Note: This course is outside the timetable and is year long.*

### **Softball Academy**

Dover Bay is teaming with the ideals of Softball Canada who has taken [Sport for Life's](#) generic LTAD model and created a softball-specific version called Softball's Long-Term Player Development (LTPD) model using a combination of recent sport-science

research and best practices. The eight stage LTPD model identifies the optimal training, competition and recovery principles and practices for our players through sequential stages from childhood through to adulthood. It recognizes there are two distinct streams in softball – the lifelong recreational sport and the elite competitive arena – and it is designed to promote and support players in both.

Promoting excellence alongside recreation is important. The model ensures players develop the physical literacy necessary to enjoy softball, and sport in general, for a lifetime as well as identifies the pathway and skills for players to reach their potential and excel at the international level through a systematic and logical development. It addresses the physical, technical/tactical, mental, emotional, cognitive and social needs of the player as they pass through each stage of development.

\*note: there is a per semester cost for this program

### **Baseball Academy**

Our academy's purpose is to prepare aspiring baseball student-athletes for collegiate level athletics and improve fundamental baseball skills and knowledge of the game. The Academy will focus on fostering a healthy balance between academics and athletics, preparing eager Academy players for college baseball.

Our program utilizes the Long Term Athlete Development (LTAD) model. Developed and adopted by Baseball Canada to maximize a participant's potential and involvement in the sport. Framework aims to define optimal training, competition, and recovery throughout an athlete's career to enable them to reach their full potential as an athlete. Tailoring a student's sports development program to suit basic principles of growth and maturation, (especially during early years) increases their participation in baseball and other physical activities.

\*note: there is a per semester cost for this program

### **Workforce Training Certifications 12 (Ministry course – WTC12) (1-4 credits)**

Workforce Training Certificates 12 (WTC12) is an elective course, developed to provide students with the opportunity to participate in workforce training opportunities while in high school. This course will allow students to complete one or more training certificates that support their personalized learning plan and increase their ability to successfully transition to the paid workforce. This course is designed for each student to match employment ready skills with certification training.

*Note: This course is outside the timetable and is year long.*

## **Expressing and Exploring- Current and Historical**

**Issues through the Arts** People say that life imitates art, and now is your chance to explore this idea. In this unique half day program we will learn about the Social Studies themes of Genocide Studies, Social Justice and Philosophy and then further investigate them through the dramatic arts of storytelling, script writing and theatre. In this 8 credit program students will receive both a senior Socials and a senior Fine Arts credit.

## **Yoga 9-12**

What is yoga? Yoga is a practice that promotes both physical and emotional wellbeing. It builds strength and flexibility and also makes you more aware of yourself and what you need to stay happy and healthy. This course offers a daily practice that will always be both active and restful. You will learn how to do yoga poses properly to get the most benefit and prevent injury. The goal is to learn poses and sequencing well enough to develop your own practice. Assessment will be based on individual progress and participation. Some anatomy will be taught in order to learn about muscles joints and movement.