

# **COURSE PLANNING BOOK**

## **2022-2023**



*"We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively and mindfully."*

## **University Hill Secondary School**

**3228 Ross Drive  
Vancouver BC V6S 0C6**

**Tel: 604-713-8258  
Fax: 604-713-8257**

**Acknowledging that we work on the land on which we gather is the unceded territory of the Coast Salish Peoples, including the territories of the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitu**

*Revised – March 3, 2022*

# TABLE OF CONTENTS

Choosing Your Courses .....	2
Course Requirements .....	3
Graduation Requirements .....	3
Scholarships & Bursaries .....	4
AP- Advanced Placement Courses and Information .....	6
Applied Design, Skills and Technology .....	12
Business Education .....	12
Information Technology .....	13
Home Economics .....	13
Technical Studies .....	14
English .....	16
ELL- English Language Learning .....	19
Fine Arts .....	21
Music .....	21
Theatre Arts .....	23
Visual Arts .....	24
Mathematics .....	26
Modern Languages .....	28
Physical Education .....	30
Science .....	32
Social Studies .....	35
Diverse Learners and Student Services .....	38
Skills Development Centre .....	38
Strategies Program .....	38
Personal Development .....	39
Vancouver District Programs .....	41
Youth TRAIN Programs .....	41
Dual Credit Programs (Youth Work in Trades & School Based Programs) .....	42
University Transition Program .....	44



## CHOOSING YOUR COURSES

### GENERAL INFORMATION

The purpose of this Course Booklet is to provide students and their parents with information regarding the courses and services available at University Hill Secondary School. The descriptions are general in nature and are not intended to outline the complete content of each course, program, or service. Due to certain constraints, a few of the courses described here may not be offered every year. The Counsellors assist students in selecting program majors and courses which meet the graduation requirements of the Ministry of Education, as well as satisfy individual goals and interests.

Staff, students, and parents share a responsibility to ensure that a suitable program is undertaken; however, subject to the school program requirements, final approval rests with parents. **Please note that graduation requirements are NOT the same as university entrance requirements. Universities and other post-secondary institutions have differing entrance requirements.** Students are responsible for knowing the requirements of the post-secondary school of their choice. The Counselling Centre has information about post-secondary institutions. Students may consult with their counsellor. All post-secondary information is available on-line.

### COURSE SELECTION

Students will make their course selections in February 2022 for September 2022. It is important that the course selections are made carefully because those selections determine what courses are on the timetable. Course changes will not be allowed after September 16, 2022, unless there are exceptional circumstances.

**Course Change Policy:** Students wishing to drop a course(s) *must* follow the following deadlines and guidelines.

\*Deadline to request course changes is September 16, 2022.

\*Any requests to change courses after September 16, 2022, will *not* be considered unless there are exceptional, extenuating and unforeseen circumstances that have arisen. These requests will require application in writing to and approval from the grade administrator.

### WHAT CAN PARENTS DO?

- \* Discuss the options with your son/daughter and encourage him/her to explore a full range of post-secondary options. Begin gathering information in grades 9 and 10. Attend course virtual planning nights at the school.
- \* Email your son/daughter's counsellor if you have questions about post-secondary education options.
- \* ***Note that student course selection choices must be signed off by a parent or guardian.***

### WHAT CAN STUDENTS DO?

- \* Develop good study habits; remember you are competing only with yourself to meet your goals.
- \* Research the career fields you are interested in by looking up the admission requirements of post-secondary institutions and attending post-secondary information sessions at the school and district career fairs.
- \* Talk with your counsellor about volunteer work.
- \* Talk to your counsellor starting in grade 10 or 11 if you are considering applying to an American University.



## COURSE REQUIREMENTS

**Grade 8** - Students in Grade 8 take eight courses. Required courses are:

- English 8
- Social Studies 8
- Mathematics 8
- Science 8
- Physical and Health Education 8
- French 8
- ADST 8 (a rotation of Home Economics 8, Technical Studies 8 & Business Education 8)
- Fine Arts 8 (a rotation of Music 8, Art 8 & Drama 8)
- Career Education 8

**Grade 9** - Students in Grade 9 take eight courses. Required courses are:

- English 9
- Social Studies 9
- Mathematics 9
- Science 9
- Physical and Health Education 9
- French 9
- Applied Skills 9 (1 Applied Skills Elective)
- Fine Arts 9 (1 Fine Arts Elective)
- Career Education 9

## GRADUATION PROGRAM REQUIREMENTS 2022/2023

All students can find Graduation Requirements here: <https://curriculum.gov.bc.ca/graduation-info>

Post-secondary institutions require students to complete specific courses to get into certain programs. All students need to keep in mind the requirements of any post-secondary programs in which they may be interested.

### For Students in Grades 10-12

To graduate, students require 80 credits total, with a minimum of 16 at the grade 12 level and 28 elective course credits. 52 credits are required from the following:

▪ Language Arts 10	(4 credits)
▪ Language Arts 11	(4 credits)
▪ Language Arts 12	(4 credits)
▪ Social Studies 10	(4 credits)
▪ Social Studies 11 or 12	(4 credits)
▪ Science 10	(4 credits)
▪ Science 11 or 12	(4 credits)
▪ Mathematics 10	(4 credits)
▪ Mathematics 11 or 12	(4 credits)
▪ Physical Education 10	(4 credits)
▪ Arts Education or Applied Design, Skills and/or Technologies Skills 10, 11, 12	(4 credits)
▪ Elective Courses	(28 credits)
▪ Career Life Education	(4 credits)
▪ Career Life Connections	(2 credits)
▪ Capstone Project	(2 credits)



## SCHOLARSHIPS & BURSARIES

### SCHOOL ACADEMIC AWARDS CRITERIA

#### The criteria for all grades are:

- the only courses counted for academic awards are those courses in which the student is enrolled at University Hill
- minimum 60% in all courses
- English must count in the calculated average
- The courses: Community Service 11 & 12, Peer Tutoring 12, Library Services 11, Career Preparation and Work Experience are not included in the average but are included in the course count.
- an “N” in a course automatically eliminates the student from the school awards

#### The criteria specific for Grades 8-11

- must take 8 courses at U-Hill (exceptions decided by the Principal); the best 7 of these 8 courses is used to calculate the students’ academic averages

#### The criteria specific for Grade 12

- must take 7 courses at U-Hill (exceptions decided by the Principal); the best 6 of these 7 courses is used to calculate the students’ academic averages
- CLC/Capstone Project does not count as a course and is not included in the average

### TERM AWARDS

A term award will be awarded to one student per grade in each of the following 3 categories in each of the two semesters. These students are chosen by staff based on the criteria indicated below.

#### Student of the Term Award

- a student who has good relationships with peers and staff
- a student who makes the class a better place to learn
- a student who is supportive of the learning environment and who helps others when appropriate
- a socially responsible student who values education and is a role model to other students in the class
- a student with integrity who always tries his/her best and demonstrates a sincere and honest approach to learning
- not necessarily the student with the best marks

#### Citizenship Award

- a model “citizen” of U-Hill
- a friendly student with a positive attitude towards learning
- a responsible student with humble and generous character
- a caring leader and role model who demonstrates moral and ethical behaviour
- a helpful student who is involved in and contributes to the school community

#### U-Hill Renaissance Award

- a student who demonstrates exemplary capacity across all aspects of school life
- a student who carries a diverse and rigorous course load
- a student who is wide-reaching in their involvement in a multitude and variety of school events, clubs, and activities
- a helpful student who contributes to the school community and has a positive impact on school culture



## **YEAR END AWARDS**

### **Academic Awards**

For graduating students to qualify for year-end academic awards, graduating students must have been attending University Hill for Grades 11 and 12, and have taken and/or be enrolled in at least seven grade 11 & 12 courses. The average of the best six Grade 12 marks (for Terms 1 & 2 in current year) including English 12 will be used for the calculation for the academic award. Exceptions will be made for students enrolled in concurrent studies.

### **Scholarships**

Scholarships are awarded to the top graduating students in June. These awards are provided through donations from school fundraising, community service clubs, the U-Hill Support Society, the PAC, education associations, and local businesses and professional associations.



---

## AP - ADVANCED PLACEMENT COURSES

---

The Advanced Placement Program is a cooperative educational endeavor between secondary schools, colleges and universities administered by the College Board. For students willing and able to apply themselves to college-level studies, the AP Program is designed to enrich their secondary experience in a variety of subject areas. It provides the means for colleges to grant credit, advanced placement, or both, to students who have applied themselves successfully in AP subject areas. Information on credit and/or placement of students at the college and university level after successful completion of AP examinations is available through University Hill's AP Coordinator, the information offices of individual universities, or through the College Board.

Further information about these offerings and the AP examinations can be obtained from the AP coordinator, or through the teachers of the individual courses. AP examinations are offered in May of each school year.

### ADVANCED PLACEMENT SELECTION CRITERIA:

To apply for any AP courses, students **MUST** complete an AP supplemental applications was due **on February 17, 2022** to be considered for the AP course(s) of their choice. Application forms will be available from subject teachers and in the main school office.

**Applications can be returned to:**

- Mr. Low 1E4 (Math, Science)
- Mr. Wilkie 2E3 (Math, Science)
- Ms. Sodhi 1B4 (Economics)
- Ms. McGhee 1F4 (English)

- Students who wish to enroll in an AP course(s) must also enroll in courses across other subject areas.
- Students who wish to take AP course(s), must be enrolled in a minimum of 7 courses at U-Hill.
- Students **MUST** have completed the necessary pre-requisite courses as indicated in the AP course description(s) in the course planning guide and must have these pre-requisites approved by the AP selection committee.
- Students will be ranked and priority will be given to students who have achieved a minimum of 86% in the pre-requisite course(s) with no course mark below 60% and a minimum average of 86% in the best 6 of 7 courses at U-Hill.

### PRIORITY WILL BE GIVEN TO:

- Students who are involved in extra-curricular activities and show well-roundedness.
- Students who have demonstrated good character, leadership and initiative at U-Hill.
- Students who show good citizenship through their contribution to the school community.



## ADVANCED PLACEMENT GUIDELINES:

- Students may take up to a maximum of 4 AP courses at U-Hill per year.
- **Course Change Policy:** Students wishing to drop an AP course(s) MUST follow regular course drop deadlines and guidelines.
  - \*Deadline to change courses is September 16, 2022.
  - \*Any requests to change courses after September 16, 2022 will NOT be considered unless there are exceptional, extenuating and unforeseen circumstances that have arisen. These requests will require application in writing to and approval from the grade administrator.
- Students **MUST** write the AP exam for each AP course they are enrolled in at U-Hill in order to get credit for that AP course(s). Students who choose to NOT write the AP exam(s) will NOT have the “AP” version of the course recorded on their transcript and will NOT get credit for the AP course. Students should seriously consider this when applying for post-secondary institutions.

## ADVANCED PLACEMENT ADDITIONAL INFORMATION:

- **Fees:** A non-refundable amount of \$200 will be charged for each AP exam that a student registers for, a non-refundable fee will also be charged for AP Course supplies. Please see the specific AP course teacher for amounts. Exams ordered after the Collegeboard Ordering Deadline will be charged \$40.00USD (converted to \$CDN) last fee.
- Only 1 section of each AP course will be offered in a school year with a maximum of 30 students per course.
- Students approved for an AP course(s) will be ranked based on the criteria above with the first 30 students being registered in the course and the remaining approved students put on a waitlist.
- All applications, and the resulting selection process including waitlists, will be kept confidential due to the complexity of factors to be considered.

## ADVANCED PLACEMENT COURSES

### AP ENGLISH LITERATURE AND COMPOSITION 12 AELC- -12

*Pre-Requisite Course Required: Completion of Focused Literary Studies 11 or Creative Writing 11.*

***Please submit a handwritten Statement of Interest to Ms. McGhee***

The AP English Literature and Composition 12 course engages students in the careful reading and critical analysis of literature from several genres and historical periods. The course is an excellent preparation for the critical thinking and writing required in all areas of post-secondary studies. Through close reading of selected texts, students will:

- deepen their understanding of how writers use language to develop meaning and pleasure for readers
- consider a work’s themes, structure, and style, figurative language, imagery, symbolism, and tone
- extend their ability to comprehend analyze, evaluate, compare a variety of texts
- persuade clearly, cogently, and elegantly, their interpretation of a literary work
- work collaboratively with a community of peers who have proficiency in and enthusiasm for literature

Students who take this course may choose to take the AP exam in May in order to receive the AP credit, and will also receive credit for English Studies 12. Success in this high-level course requires critical thinking, good work habits and a solid foundation in writing and reading. Strong essay writing skills are an asset, but these will be developed over the course of the year. Students must come with an open mind and a genuine interest in learning, but there is no minimum average mark required for registration.

This is an 8-credit course - 4 credits will be received for AP Literature and Composition on successful completion of the AP Exam, and 4 credits will be received for English Studies 12. Students who achieve a 4 or 5 in this course's AP Exam will be eligible for advanced credit in First Year English at many colleges and universities.





## **AP CALCULUS 12 AB**

### **ACAL-12**

*Prerequisites Required: Pre-Calculus 11 with a minimum grade of 86%, Pre-Calculus 12 with a minimum grade of 86% (Or to be taken concurrently if you are in your Grade 12 year)*

***A supplemental AP application form and a recommendation from your Pre-Calculus teacher is required.***

AP Calculus AB consists of a full high school academic year of work and is comparable to calculus courses in colleges and universities. Students are expected to write the AP Calculus AB exam and it is highly recommended that those wishing to take AP Calculus 12 AB be very strong in Mathematics. Those who are taking Pre-Calculus 12 concurrently must have a strong understanding of trigonometry and logarithms. Priority will be given to those who have taken their Pre-Calculus 11 and 12 at UHill and/or those who are entering their graduating year.

Most of the year will be devoted to differential and integral calculus. Topics include: Functions, Graphs, and Limits, Concept of Derivatives, Derivatives at a Point, Derivative as a function, Second Derivatives, Applications of Derivatives, Computation of Derivatives, Interpretations and Properties of Definite Integrals, Application of Integrals, Fundamental Theorem of Calculus, Techniques of Antidifferentiation, Applications of Antidifferentiation, and Numerical Approximations to Definite Integrals. A graphing calculator is required.

## **AP STATISTICS 12**

### **ASTA-12**

*Prerequisites Required: Pre-Calculus 11 with a minimum grade of 86%. Note: AP Statistics and AP Calculus AB cannot be taken concurrently. A supplemental AP application form and a recommendation from your Pre-Calculus teacher is required.*

AP Statistics is an introductory statistics course that allows students to learn theory and tools for collecting, analyzing and drawing conclusions from data. Students develop their knowledge of the concepts using technology, investigations, problem solving and writing as they explore the three main themes,

- variation and distribution
- patterns and uncertainty
- data-based predictions, decisions and conclusions

A graphing calculator is recommended.

## **PRE AP BIOLOGY 11**

### **MLFSC11ENR**

*Pre-Requisite Course Required: Science 10. A supplemental AP application form is required.*

This course is similar to an enriched Biology 11 curriculum; however, it will take a more laboratory intensive, inquiry-based study of how living organisms evolve and interact with their environment. This course is designed for students planning to enter AP Biology 12 and write the AP Biology exam. It is strongly recommended that Chemistry 11 precede or be taken concurrently with Biology 11 Pre-AP.

Students in Pre-AP Biology 11 do not have to take the AP Biology exam, as the exam covers content from both Pre-AP Biology 11 and AP Biology 12. It is recommended that a student waits until finishing AP Biology 12 before writing the exam. If you are interested in taking the exam in your grade 11 year, please talk to your teacher.

Biology AP is divided into four Big Ideas and seven Scientific Practices. This course will cover two Big Ideas and start developing students' Scientific Practices. Topics used to cover these ideas include: Evolution, Immunology, Cell Systems, Ecology, Plant and Animal Systems.



## **AP BIOLOGY 12** **ABIO-12**

*Pre-Requisite Course Required: Biology 11 Pre-AP. A supplemental AP application form is required.*

This course is the continuation of Biology 11 Pre AP and students are expected to know the curriculum and laboratory experiments from Biology 11 Honors. It is strongly recommended that student complete Chemistry 11 preceding this course. Students are expected to write the AP Biology exam.

This course will explore the final two Big Ideas and offer students more time to use their *Scientific Practices*. Topics used to cover this material include: Biochemistry, Gene Regulation, Ecology, Mendelian Genetics, Mitosis and Meiosis, and the Endocrine and Nervous System.

AP Biology 12 students write the AP Biology exam in May.

## **PRE-AP CHEMISTRY 11** **MCH- -11ENR**

*Pre-Requisite Course Required: Science 10. A supplemental AP application form is required.*

This course is similar to an enriched Chemistry 11 curriculum; however, it will take a more laboratory intensive, inquiry-based study of how the macroscale (the scale at which they observe phenomena) to the nanoscale (the scale at which atoms and molecules interact). Students demonstrate that they have made these connections symbolically, graphically, and mathematically throughout the year. This course is designed for students planning to enter AP Chemistry 12 and write the AP Chemistry exam.

Students in Pre-AP Chemistry 11 do not have to take the AP Chemistry exam, as the exam covers content from both Pre-AP Chemistry 11 and AP Chemistry 12. It is recommended that a student waits until finishing AP Chemistry 12 before writing the exam. If you are interested in taking the exam in your grade 11 year, please talk to your teacher.

The concepts are organized around chemical principles called *big ideas* that include the following topics: Atoms, Reactions and Stoichiometry, Chemical Energy and Thermodynamics, Atomic and Molecular Structure, Gases and Intermolecular Forces.

## **AP CHEMISTRY 12** **ACHE-12**

*Pre-Requisite Course Required: Chemistry 11 Pre AP, Application Form Submitted*  
**A supplemental AP application form is required.**

This course is the continuation of **Chemistry 11 Pre AP** and students are expected to know the curriculum and laboratory experiments from Chemistry 11 Pre-AP. Students are expected to write the AP Chemistry exam. AP Chemistry students will write the AP Chemistry exam in May.

The primary goal of AP Chemistry is for students to connect the macroscale (the scale at which they observe phenomena) to the nanoscale (the scale at which atoms and molecules interact). Students demonstrate that they have made these connections symbolically, graphically, and mathematically throughout the year.

The concepts covered include: Kinetics, General and Solubility Equilibria, Acid-Base Equilibria, and Reactions Involving Electron Transfer.



## **AP PHYSICS 1**

### **APHH-11**

*Pre-Requisite Course Required: Science 10, Pre-Calculus 11, Application Form Submitted  
(Pre-Calculus 11 may be taken concurrently)*

***A supplemental AP application form is required.***

It is recommended that **Pre-Calculus 11** precede or be taken concurrently with AP Physics 1. The student should also be competent in math and physics at the grade 10 level. This is a mathematically intensive course, to develop the student's understanding of the physical world through lectured discussions, and inquiry-based activities. Students develop critical thinking and reasoning skills and apply these skills to solving physics problems in one and two-dimensions.

This course includes: Newtonian Mechanics (kinematics, dynamics, circular motion and gravitation, equilibrium, rotational motion), Work, Energy, Power, Mechanical Waves and Sound, Simple Circuitry

Students write the AP Physics 1 exam in May. Upon successful completion of the course they will continue with AP Physics 2 the year after.

## **AP PHYSICS 2**

### **APHH-12**

*Pre-Requisite Course Required: AP Physics 1, Application Form Submitted.*

*Recommended: Pre-Calculus 12 (To be taken concurrently)*

***A supplemental AP application form is required.***

This course is the continuation of **AP Physics 1** and students are expected to know the curriculum and laboratory experiments from AP Physics 1. This is a mathematically intensive course to develop the student's understanding of the physical world through lectured discussion and inquiring based-activities. Students develop critical thinking skills and apply these skills to solving problems in two and three-dimensions.

This course includes: Fluid Mechanics, Thermodynamics and Kinetic Theory, Electrostatics and Circuits with Capacitors, Electromagnetism, Optics, Quantum, Atomic and Nuclear Physics.

AP Physics 2 students write the AP Physics 2 exam in May.

## **AP ECONOMICS-MICROECONOMICS 12**

### **AMI- -12**

*Pre-Requisite Course Required: none, open to all in Gr 11 & 12*

***A supplemental AP application form is required.***

Microeconomics will focus on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.



## **AP HUMAN GEOGRAPHY 12**

### **AHG- -12**

*Pre-Requisite Course Required: Senior Humanities (Law, Social Studies, History, and/or Geography)*

By understanding how human population has changed over time, students can better understand the reasons for and effects of current geographic patterns in population. Study of population theories, models, and problems will show students the widespread effect that human population growth and decline has on people throughout world. The course will take the student through an understanding of global patterns in population concerns including in-migration, outmigration, city growth and population density. Human geography looks at the factors that influence human settlement patterns including language, culture, ethnicity, and other factors. The course will also examine the factors that contribute to the development of a country's infrastructure. This will include an analysis of the United Nations standards for development and human rights and concerns. Political geography will be discussed and analyzed in the context of human conflict. **Students should have strong research and communication skills.**



---

## APPLIED DESIGN, SKILLS AND TECHNOLOGY

---

The Applied Design, Skills and Technology Department has four components:  
Business Education; Information Technology; Home Economics and Technical Studies.

### **GRADE 8 APPLIED SKILLS ROTATION**

**General Explorations**

**Food Studies**

**Business Education and Computers**

**MADG08**

**MADFS08**

**MADCC08**

In grade 8, students will explore Business Education, Computer skills and keyboarding, Home Economics (Food studies and Textiles and design) and Technical Studies (Woodwork and Metalwork). This is an opportunity to explore what Applied Skills has to offer students, providing a foundation in the design process and skills in the various areas that will serve students in their years at high school, and help them to focus their interests and choose future electives.

### **BUSINESS EDUCATION**

#### **ACCOUNTING 11**

**MAC- -11**

Students' need financial, economic, and consumer skills to survive in our complex society. This course is designed as an introduction to accounting concepts for those seeking entry level employment skills, or a career in Accounting/Business/Commerce.

#### **ACCOUNTING 12**

**MACC- -12**

This course enables students to use industry standard computer software and systems to analyze and solve accounting problems, building toward a career in Accounting/Business/Commerce.

#### **ENTREPRENEURSHIP 12**

**MENT-12**

This course allows students to develop and demonstrate their entrepreneurial spirit, characteristics and work ethic. A well-developed interest in business, innovation, and self-employment are required. Students will be responsible for developing and implementing a number of business ventures through-out the course of the year. They will learn how to develop and evaluate a business, build a personal network of business contacts, hone their creative and critical thinking, apply teamwork skills and put presentation skills to the test. Entrepreneurial Thinking is becoming a skill set more and more universities and employers are looking for.

#### **ECONOMICS 12**

**MEC- -12**

Students will learn how the economy works from both a macro and micro economic perspective. In addition to economic concepts, students will also be taught how to think like an economist. Topics will include: Supply and Demand, Banking and money creation, Fiscal policy, Government policies, Price controls, the Canadian and the Global economy, the Stock Market, and current business news and trends.

#### **AP ECONOMICS-MICROECONOMICS 12**

**AMI- -12**

(See AP Section)



## **INFORMATION TECHNOLOGY**

### **INFORMATION AND COMMUNICATIONS TECHNOLOGIES 9 MADIT09**

This course is designed for students who have no experience with computers. It has several units to give students a taste of the variety of fields involved in technology. The following topics will be covered: Components of a computer, business applications of computers, web design, 2d graphic design, 3d modelling and programming.

### **COMPUTER STUDIES 10 MCSTU10**

This course is designed for students who have no experience with computers. It has several units to give students a taste of the variety of fields involved in technology. The following topics will be covered: Components of a computer, business applications of computers, web design, 2d graphic design, 3d modelling and programming.

### **COMPUTER INFORMATION SYSTEMS 11 MCINF11**

This course is a follow up to the introductory computer studies courses. The content is more specific allowing students to go into more depth on the topics. It assumes some prior knowledge with computers. We dive deeper into web development and programming. The course will adequately prepare students for programming 12 along with giving the basics and some advanced techniques of web design.

### **COMPUTER INFORMATION SYSTEMS 12 MCINF12**

This course is a follow up to the introductory computer studies courses. The content is more specific allowing students to go into more detail on the topics. It assumes some prior knowledge with computers. We dive deeper into web development and programming. The course will adequately prepare students for programming 12 along with giving the basics and some advanced techniques of web design.

### **COMPUTER PROGRAMMING 12 MCMPR12**

This course explores more advanced concepts of programming. Some prior knowledge of programming is expected. The course will be taught in Java using the IntelliJ IDE. If a student's background is in another programming language they should be able to manage the course. The topics that will be covered are: Designing Data Types, Data structures, Algorithms and recursion, GUI's, Databases and using external libraries.

## **HOME ECONOMICS**

### **JUNIOR FOODS FOOD STUDIES 9 FOOD STUDIES 10 & INTRO 11**

**MADFS09  
MFOOD10**

Junior Foods is a first course in foods for any student in Grade 9, 10 or 11. Students will learn to prepare a variety of foods while studying the elements of meal planning and recipe development and modification. Topics will include: baking and flour mixtures, staple grains including pasta and rice, plant base proteins, milk, eggs, fruit and vegetable units. Students will prepare a variety of dishes using a wide range of equipment and with an emphasis on safety. Well being in relation to foods and nutrition, eating practices, economic and environmental factors will also be incorporated.

\*Note: This course may only be taken once, in either Grade 9, 10 or 11. Priority given to grade 10/11

**SENIOR FOODS****FOOD STUDIES 11****FOOD STUDIES 12****MFOOD11****MFOOD12**

Senior Foods is an advanced course in foods for any student in Grade 11 or 12. Higher level techniques and skills in the lab will be developed. Topics include: preservation, seasonal and festive foods, healthy snacks and meals, protein cookery, staple grains, pastry, yeast breads and baking. Students will complete theory on nutrition, healthy lifestyles, eating practices, economic and environmental factors that influence food choices. To finish the year, a “Foods around the World” project will be completed. Students will use advanced food preparation techniques, equipment and terminology and apply time management to meal planning. A variety of group and independently planned labs will be carried out with nutrition and food preparation skills emphasized.

\*Note: This course may only be taken once, in either Grade 11 or Grade 12

**TECHNICAL STUDIES****JEWELRY 11****JEWELRY 12****YIA- -1A****MTAMJ12**

This course will introduce students to a variety of jewelry making techniques. These techniques may include but are not limited to beading, wire work, casting, and metal smithing/fabrication. The design process will also be part of the course. A variety of materials may be used such as silver, copper, aluminum, gems, beads and wire.

**GENERAL EXPLORATIONS 9 (TECHNOLOGY)****GENERAL EXPLORATIONS 10 (TECHNOLOGY)****MADGE09****MTEXP10**

If you would like to learn how to design things build things and have fun doing it this is the class for you. You will be allowed to explore your creative side. Your critical thinking skills may be put to the test in design challenges. Students will get hands on experience in designing and building projects. The transferable skills are extremely valuable, whether you want to be a surgeon, dentist, engineer, or trades person. Students will have the opportunity to work with a variety of materials (such as wood, metal, plastics, etc.), tools and equipment. This course may also explore drafting, electronics and robotics. The skills developed will also help students in their future studies at University Hill, especially in areas such as engineering, drafting, and other explorations classes. Projects may include designing and building a robot (VEX or Lego), a design project using a CADD program, various wood and metal projects, electronic circuit, egg car, piggy bank, metal picture frame, key fob, wooden whistle, gumball machine, etc.

**DRAFTING 10****DRAFTING 11****DRAFTING 12****MTDRF10****MTDRF11****MTDRF12**

Students will be introduced to drafting in order to improve their technical drawing skills. The technical drawing skills may be put to use in designing and building projects. The designing/engineering of the projects will be done by the students and to help them as they may be introduced to a variety of materials, tools and equipment. They will apply this knowledge to planning and problem solving in order to complete various assignments. The assignments will help develop their creative/critical thinking skills, understanding of the design process and how to graphically represent their designs. Students will also have the opportunity to develop skills in the use of computer aided drafting and design programs such as Sketchup and Layout. Topics covered may include architecture, interior design, furniture design, mechanical design etc.



**ENGINEERING 11**  
**ENGINEERING 12**

**MENR-11**  
**MENR-12**

This course is designed for students who plan to pursue engineering and/or applied science related careers. This course will explore engineering design basics, a variety of construction techniques using various materials, tools and equipment, and incorporate some drafting and possibly CADD work. Their problem-solving skills will be developed through hands-on project design challenges. Projects may include a trebuchet, model bridge, compressed air dragster, pendulum golf, wind powered boat, mousetrap car, compressed air rocket etc. In addition, students may have the opportunity to design, build and program a robot.





---

## ENGLISH

---

### **ENGLISH 8 MEN-08**

English 8 develops and builds on the skills learned in English 7. Using oral, written, visual, and digital texts, students will:

- Individually and collaboratively learn strong communication and comprehension skills
- Develop an appreciation of language and literature
- Learn to engage fully as literate and responsible citizens in a digital age

Curricular competencies include critical and creative thinking, personal and social awareness of cultural values and identity, and communication through planning, editing, and refining texts for a variety of purposes and audiences. Students will use an increasing repertoire of conventions of Canadian spelling and punctuation to communicate effectively and clearly.

### **ENGLISH 9 MEN-09**

English 9 continues to develop the skills practiced in English 8. Through a variety of learning formats such as modified workshops, small groups, and whole class instruction, students will:

- Develop strong communication skills
- Learn to understand and appreciate language and literature
- Learn to engage fully as literate and responsible citizens in a digital age
- Develop respect for a range of perspectives and worldviews

Curricular competencies include critical, creative, and reflective thinking, construction of personal and cultural identity and communicating through learning and practicing different phases of the writing process, including prewriting, drafting, peer response, revising, editing and publishing.

### **ENGLISH 10 – FOCUSED LITERACY STUDIES AND COMPOSITION MLTST-10 MCMPS-10**

Focused Literary Studies and Composition 10 is designed for students who are interested in the study of literature in general and in developing their skills in written communication. Students will:

- delve more deeply into literature in a variety of forms and genres
- learn to think critically as they explore, extend, and refine their writing
- develop their literacy skills through close reading of appropriately challenging texts
- work individually and collaboratively to explore and create coherent, purposeful compositions

Curricular competencies include critical, and creative higher-level thinking skills, personal and social awareness of their place as educated global citizens, and communicating through writing and editing narrative, expository, descriptive, persuasive, and opinion pieces. Students will examine their writing for specific audiences and specific disciplines, practice how to cite sources, consider the credibility, quality and reliability of evidence, and sources.

This bundled four credit course builds on skills learned in English 9 and is designed to lead into English 11 courses (4 credits). Two credits are for Focused Literary Studies, and two credits are for Composition.



## **ENGLISH 10 - CREATIVE WRITING 10 AND NEW MEDIA 10**

### **MCTWR10**

### **MNMD-10**

Creative Writing and New Media 10 is designed for students who have an interest in creative expression through language, and in developing digital literacy. Students will:

- Become better writers by exploring personal and cultural identities, memories, and stories in a wide range of genres
- Examine the changing role of technology in today's society
- Examine and develop digital media skills needed for communicating and exchanging ideas

Curricular competencies include personal and social awareness of the skills needed collaborate in a supportive community of writers, creative and critical thinking, and communication through experimentation with writing and design processes and digital communication skills. Students will explore contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels, creative non-fiction, historical fiction, poetry, song lyrics, and multimodal creative forms that combine visual, written, and oral texts in digital and print forms. They will also develop journalism and publishing skills through projects, such as the creation of a digital portfolio.

This bundled four credit course builds on skills learned in English 9 and is designed to lead into Creative Writing 11 (four credits). Two credits are for Creative Writing, and two credits are for New Media.

## **FOCUSED LITERARY STUDIES 11**

### **MLTST11**

Focused Literacy Studies 11 builds on literacy analysis skills learned in Focused Literary Studies and Composition 10 and allows students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. In this course, students will:

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

This four credit course builds on and complements skills learned in English 10 courses with emphasis on literary analysis. Students with an interest in discussing literature in depth should consider taking this class.

## **CREATIVE WRITING 11**

### **MCTWR11**

Creative Writing 11 is a class designed for students who are strong writers and who are interested in using writing for self-expression and various creative purposes. This course is strongly recommended to students who enjoy writing, and who are interested in exploring their literary voice. In this course student will:

- develop skills of literary analysis
- explore and apply writing processes to improve stylistics, critical analysis, creative and timed writing
- explore personal and cultural identities, memories, and stories by reading a broad breadth of literature

This four credit course builds on and complements skills learned in all English 10 courses and has a balance of reading and writing creatively. Students with an interest in and passion for developing their writing should consider taking this class.



## **ENGLISH STUDIES 12**

### **MENST12**

English 12 course represents essential learning in language arts, including reading and writing, speaking, and listening, viewing, and representing. It is designed to provide BC graduates with the literacy skills and competencies required for success in further education, in careers, and in everyday life. Using oral, written, visual and digital texts, students will:

- individually and collaboratively improve their comprehension of a wide variety of genres
- construct meaningful connections between self, text, and world
- think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- develop appropriate written and oral language skills to express themselves eloquently and effectively on a variety of topics.

This four credit course builds on and complements skills learned in English 10 and 11 courses.

### **AP ENGLISH LITERATURE AND COMPOSITION 12**

(Please see AP Section)



## ELL- ENGLISH LANGUAGE LEARNING

### ELL COMMUNICATIONS LEVEL 1 ELL COMMUNICATIONS LEVEL 2

**XLDCE10C01**  
**XLDCE10C02**

The aim of these multi-level courses is to prepare students from integration into the mainstream academic program with regards to oral competency, reading comprehension and writing skills. Students will practice grammar and reading comprehension strategies and skills and will also focus on developing speaking and listening comprehension in a variety of contexts. With an emphasis on oral fluency, students engage in activities such as role-play, oral presentations, interviews, and dramatic presentations in a cooperative and supportive setting. Students are also encouraged to practice pronunciation, stress, and intonation to increase confidence and to promote functional competence in English for academic purposes across many disciplines. Through all forms of communication, they will increase their knowledge of global cultures and cross-cultural intelligence.

### ELL ENGLISH LEVEL 1 ELL ENGLISH LEVEL 2

**XLDCE10EN1**  
**XLDCE10EN2**

These multi-level courses are designed to develop students' English proficiency in all areas of language focusing on grammar, vocabulary development, reading comprehension, and the appreciation of literature written in English. Students learn and practice the skills and vocabulary specific to the study of academic English and will begin to develop different phases of the writing process, including prewriting, drafting, peer response, revising, editing, and publishing. A variety of appropriately challenging literature is used to develop academic understanding and to help students to relate reading to writing. Students will also learn writing styles specific to English classes, such as Literary paragraphs and analysis, creative stories, poetry, scripts, and personal writing.

### ENGLISH LEARNING CENTRE

**XLDCE10ELC**

The aim of ELC is to continue to develop skills learned in ELL Communications and to assist students to improve and become more proficient in their use and understanding of the English language as they transition into English 8, 9, 10, 11 or 12. Students will work on developing their skills, and expressing themselves, in a variety of situations and forms, particularly in speaking and writing. Students will be given the opportunity for personal and intellectual growth through speaking, reading, writing, viewing, and representing. The goal of ELC is for students to reach a level of English language proficiency that will help them meet the expected learning outcomes of the Provincial Curriculum.

Throughout the year, students will be studying, practicing, and improving their vocabulary, sentence structure, grammar and usage, capitalization, punctuation, summarizing texts in their own words, note-taking, paragraph and essay structure, reading comprehension, as well as their oral speaking skills.

**Please note: All ELL students will be expected to complete at least one year of ELC to improve their language skills once they transition out of ELL English and Communications classes.**

### ELL ENGLISH 10 - COMPOSITION AND SPOKEN LANGUAGE MCMPS10TRN/MSPLG10TRN

ELL English 10 - Composition and Spoken Language is a transitional English class designed to assist ELL learners in developing their oral language skills, and to support them in developing and refining their skills in written communication in a variety of contexts. Using a variety of texts as models, students will:

- learn to think critically
- explore, extend, and refine their writing
- practice oral language through performance and public speaking
- draft, reflect, and revise writing to build a body of work that demonstrates breadth and depth
- develop the spoken language skills that are necessary in everyday, educational, and professional contexts
- improve reading and oral comprehension skills through study of a wide variety of texts



Core competencies include personal and social awareness of cultural identity and strengths as an English speaker, creative and critical thinking about English texts (both oral and written) and communicating effectively in written and spoken forms.

This bundled 4 credit courses is designed to support transitional ELL students in developing the foundational skills needed for the academic rigor of grade 11 and 12 English courses. Students who are successful in this course will receive 4 credits for English 10 - 2 credits for Composition, and 2 credits for Spoken Language. Students must be placed in this course by the ELL and English departments based on English proficiency observed in ELL Communications level 2 and ELL English level 2.

**ELL SOCIAL STUDIES LEVEL 1**  
**ELL SOCIAL STUDIES LEVEL 2**

**XLDCE10SS1**  
**XLDCE10SS2**

This course is designed to help students learn the content of Grade 8/9 Social Studies as well as the skills and vocabulary required for successful entry into grade level Social Studies courses. Topics include Canadian and European history, geography, and the cultural composition of Canadian society.

**SOCIAL STUDIES 10 TRANSITIONAL**  
**MSS- -10TRN**

Social Studies 10 Transitional explores Canada's role in the modern world with special attention paid to: the major wars of the 20th century, global and environmental issues, as well as Canada's electoral and legal system. The emphasis in this transitional course is placed equally on acquiring academic language skills and developing an understanding of designated core content in Social Studies 10.

**ELL SCIENCE**  
**XLDCE10SC**

Students will study scientific concepts in topics including biology, chemistry, physics, and earth science. The emphasis will be to learn the science laboratory skills and to develop English Language skills required for grade level Science courses.



## FINE ARTS

University Hill takes pride in our Fine Arts program. Art, Music and Theatre combine to deliver an outstanding program of Fine Arts for the benefit of our school and community.

### GRADE 8 FINE ARTS ROTATION

**MUSIC 8****DRAMA 8****VISUAL ARTS 8****MMU--08CC1****MDR--08****MVA--08**

In grade 8, students will explore choir, drama, and visual arts. This is an opportunity to explore what Fine Arts has to offer students, and to help them choose future electives.

### MUSIC

Students learning music develop a strong sense of community and leadership as members of a performing organization. U Hill's high-powered Music program attends district concerts, local festivals and performs on tour internationally as well as doing school and community concerts, workshops, and weekend retreats throughout the year! Strength of character is cultivated through independence, self-motivation, discipline, confidence, cooperation, critical thinking, and literacy in music. Communicating music integrates diverse worldviews through individual and collective expression in a meaningful context. Creativity, innovation, artistic interpretation, and technical capacity in music are all transferable skills to other areas of life.

**MUSIC 8: CHOIR 8****MMU--08CC1***Prerequisites: none*

Students in grade eight get an opportunity to sing in the Fine Arts 8 Concert Choir during their 3-month rotation focusing on music. Students learn self-communication through effective vocal technique, ear training, and sight reading. This class introduces the concept of responsibility as a member of a performing organization. The class surveys and studies all aspects of serious choral literature in all styles. Concert and sectional attendance are part of the course. This experience is open to all grade eight students.

**CONCERT CHOIR****MMU--09CC1 / MMUCC10 / MCMCC11 / MCMCC12***Grades: 9 to 12**\*Pre-Requisite: motivation and interest in singing*

**\*\*Because of the semester system, this will be an off-timetable class EITHER at lunch (3x per week with sectionals), or Tuesday after school 3:06 – 6:00 pm.**

Students choosing to sing in Concert Choir work together as a community to learn self-communication, discipline and cooperation through musicianship, effective vocal production, ear training, and sight reading. The class surveys and studies all aspects of serious choral literature in all styles. Concert and sectional attendance are part of the course. This experience is open to any student who wishes to be part of a singing ensemble at the school. Leadership opportunities exist for advanced singers. Students are expected to wear uniforms for performance and attend yearly events such as retreats, workshops, and performance tours.

**CHAMBER CHOIR****MMU--09CH1 / MMUCH10 / MMUCH11 / MMUCH12***Grades: 9 to 12**\*Recommended: previous choral singing experience strongly recommended**\*Pre-Requisite: Audition required or permission of teacher*

**Please Note: Because of the semester system, this is an off-timetable class, Tuesday from 3-6 pm.**

**Chamber Choir Continued....**

In this ensemble, students focus on advanced musicianship and develop confidence through performance, community through cooperation and independence through leadership. Students engage in a serious study of acappella literature from a variety of periods and styles. Students learn advanced ear training, correct vocal production, and style. Students wear a uniform for performance and attend an annual performance tour. The tour will include workshops, adjudications and performances at universities or festivals and will rotate from local to international. Please be prepared to make a time commitment if you choose to take this class. Concert and sectional attendance are part of the course. Chamber Choir students are also required to concurrently enroll in Concert Choir.

**JUNIOR ORCHESTRA**

**MMU--08OR1 / MMU--09OR1 / MMUOR10 / MMUOR11 / MMUOR12**

*Grades: 8 to 12*

*\*pre-requisite: previous experience reading music notation and on an instrument.*

*\* Please Note: This is an off-timetable class after school Tuesday and Thursday 3:15 – 4:45 pm.*

This course is open to beginning to intermediate level players with experience reading music notation. Students will learn the fundamentals of musicianship in a performing ensemble. Students can play an instrument from one of the following categories: violin, viola, cello, and double bass. Students in Junior Orchestra work together as a community to learn self-communication, discipline and cooperation through instrumental musicianship, ear training, and sight reading. Students are expected to wear uniforms for performance and attend a yearly retreat. Concert and sectional attendance are part of the course.

**SENIOR ORCHESTRA**

**MMU—08OR2 / MMU--09OR2 / MMUOR10—1 / MMUOR11—1 / MMUOR12—1**

*Grades: 9 to 12*

*\*Strongly recommended: Intermediate to advanced musicianship skills on a string instrument*

*\*Pre-Requisite: Audition required or permission of teacher*

*\* Please Note: This is an off-timetable class, 7:30 am.*

In this ensemble, students focus on advanced musicianship and develop confidence through performance, community through cooperation and critical thinking through musical excellence. Students learn advanced ear training, varied string techniques, and style. The Senior Orchestra is designed for serious music students who will be challenged by advanced musical repertoire. Students are expected to wear a uniform for performance and attend an annual performance tour. The tour will include performances, adjudications and workshops at universities or festivals, and will rotate semi-local to international locations from year to year. Please be prepared to make a time commitment if you choose to take this class. Concert and sectional attendance are part of the course.

**JUNIOR BAND**

**MMU--08BA1 / MMU--09BA1 / MMUCB10 / MIMCB11 / MIMCB12**

*Grades: 8 to 12*

*\*pre-requisite: previous experience reading music notation and on an instrument.*

*\* Please Note: This is an off-timetable class after school Monday and Wednesday 3:15 – 4:45 pm.*

This course is open to beginning to intermediate level players with experience reading music notation. Students will learn the fundamentals of musicianship in a performing ensemble. Students can play an instrument from one of the following categories: brass, woodwind, percussion, or double bass. People with previous experience reading music notation on a different instrument or playing piano may choose from several instruments. Students in Junior Band work together as a community to learn self-communication, discipline and cooperation through instrumental musicianship, ear training, and sight reading. Students are expected to wear uniforms for performance and attend a yearly retreat. Concert and sectional attendance are part of the course.



## SENIOR BAND

**MMU--09BA2 / MMUCB10—1 / MIMCB11—1 / MIMCB12—1**

*Grades: 9 to 12*

*\*Strongly recommended: Intermediate to advanced musicianship skills on woodwind, brass, or percussion*

*\*Pre-Requisite: Audition required or permission of teacher*

*\* Please Note: This is an off-timetable class, 7:30 am.*

In this ensemble, students focus on advanced musicianship and develop confidence through performance, community through cooperation and critical thinking through musical excellence.

Students learn advanced ear training, varied instrumental techniques, and style. The Senior Band is designed for serious music students who will be challenged by advanced musical repertoire. Students are expected to wear a uniform for performance and attend an annual performance tour. The tour will include performances, adjudications and workshops at universities or festivals, and will rotate semi-local to international locations from year to year. Please be prepared to make a time commitment if you choose to take this class. Concert and sectional attendance are part of the course.

## THEATRE ARTS

Theatre Arts is a thriving program which offers a space whereby students can explore, discover, and grow. Theatre Arts has the power to assist students with self-confidence, imagination, empathy, collaboration, communication, trust, and social awareness by providing a space for creativity, innovation, expression, and acceptance.

### DRAMA 8

**MDR-08**

Drama 8 is an introductory course aimed at exploring role, character development and drama as a means of expression through collaboration and ensemble work. Through theatre games, script building and script analysis, students will learn to take risks, build confidence, and improve problem solving skills. This course will be offered to all grade 8's during the fine arts rotation.

### DRAMA 9/10 (Acting)

**MDR--09/MDRM-10**

Acting 9/10 focuses on the creative elements of drama intended to build trust, self-confidence, imagination, expressive powers, and concentration. From there it moves into basic skill building through ensemble and performance work. (E.g., vocal work, character building, improvisation, acting, play building, and script writing and analysis) This course aims also to encourage students in their exploration, understanding, and appreciation of theatre and to acquire strategies and techniques to support the creative process.

### DRAMA 11/12 (Acting)

**MDRM-11/MDRM-12**

The Acting 11/12 course incorporates creative drama, reviewing fundamentals learned in previous grades and working to build trust, self-confidence, sensory awareness, and concentration; however, the emphasis in the senior levels is on ensemble work building to performance, and developing skills in acting and production. Students assume responsibility in a variety of roles, including directing, researching, writing, and stage managing, in performance projects and lessons involving their peers working in Acting 11/12. Students will extend their knowledge of performance and production to different periods, styles, playwrights, and media, including theatre, film, and radio.



**JUNIOR THEATRE COMPANY 9-10****MDR-09SC1/MDRTC10****SENIOR THEATRE COMPANY 11-12****MDRTC11/MDRTC12**

Theatre Company is open to students only who wish to create, rehearse, and refine dramatic works through collaboration, presentation, and production. As a member of Theatre Company, students are expected to take creative risks, develop imagination, and build confidence by engaging in script work in preparation for the One-Act Play Festival and the Spring Production. Rehearsal and preparation outside class time is required of each company member.

**FILM AND TELEVISION 11-12****MDFT-11/MDFT-12**

Film and Television 11-12 students extend their understanding of how film and video technologies are used to influence meaning and purpose in film and television works. By examining how film and television images both influence and are influenced by context, students enhance their visual literacy. As they develop this literacy, they gain the understanding needed to create meaningful images (including time, sound, movement, and light) and critique their own work and the work of others. Students gain understanding of how social, cultural, and historical contexts influence the nature and purpose of film and television works. They examine political influences on film and television messages, as well as the economic effects of film and television production in society. Students also assess the impact of film and television production and images on audiences and on society in general. Students learn about the nature of the film and television industry and the roles and responsibilities of people who work within it.

**THEATRE PRODUCTION 9-12 (Stagecraft)****MDR--09CO1/MDRD-10/ MD RTP11/MD RTP12**

Stagecraft (production) students work as a technical team and are an integral part of the University Hill Secondary theatrical productions. They must be self-starters and committed team players. Students will be involved in learning about all technical aspects of designing, constructing, and running a show: lighting, sound, costumes, props, publicity, stage management, set design and construction. Students will be expected to commit to some after schoolwork each term to ensure that productions run smoothly and that deadlines are met. It is expected that grade twelve students will assume leadership and mentor younger technical theatre students.

**VISUAL ARTS**

Our Visual Arts program has a tradition of encouraging students to produce high quality student work in drawing and painting, photography, printmaking, ceramics, and sculpture which raises awareness and builds community.

**Visual Arts 8****MVA-08**

Students will work with mostly with clay and graphite pencil with a focus on skill building in order to discover where their personal strengths and interests lie. They will learn basic hand-building pottery techniques, have a brief introduction to observational drawing skills, engage in student critiques, and complete an inquiry assignment. They will make a ceramic pot with a repeated texture and design and carve an abstract motif into stamps to make pendants, ornaments, and plates. It is expected that students will grow more conscious of the elements and principles of design present in their own decision-making. Students will also learn about historical and contemporary developments in art with a special focus on Traditional Japanese views of beauty. All hands-on assignments will be completed in-class with the exception of minor research or planning. Therefore, students are encouraged to access the art room during available lunch or FIT hours before or after their regularly scheduled classes if they fall behind. Success in the course requires that students be creative and challenge themselves.



**VISUAL ARTS 9: Studio Arts 2D**  
**VISUAL ARTS 10: Studio Arts 2D**  
**STUDIO ARTS 11: Studio Arts 2D**  
**STUDIO ARTS 12: Studio Arts 2D**

**MVA-09DA**  
**MVAD-10**  
**MVAD- 11**  
**MVAD- 12**

These courses focus primarily on 2D Art. Students will be introduced to a variety of drawing and painting techniques such as life-drawing, block-printing, photomontage, portrait drawing, constructing dioramas, paper cutting, and graphic design projects. Some other techniques may include weaving, sewing, Indigenous beadwork, needle point, assemblage, and felting. Some of the materials include graphite, spray paint, oil pastels, charcoal, ink, acrylic paint, and wool. They will become acquainted with the historical and contemporary developments in the art world as well as what careers are available in the arts. Depending on availability, an art gallery tour will be provided. Success in the course requires students to be well organized, self-disciplined, motivated, and creative.

**VISUAL ARTS 9: Studio Arts**  
**VISUAL ARTS 10: Studio Arts 3D**  
**STUDIO ARTS 11: Studio Arts 3D**  
**STUDIO ARTS 12: Studio Arts 3D**

**MVA –09CR**  
**MVAC-10**  
**MVAC- 11**  
**MVAC 12**

These courses focus primarily on hand-building with clay but may also include felting, leather-work, and Indigenous beadwork. They will become familiar with the historical, cultural, and contemporary developments in ceramics, sculpture, and jewelry-making while fostering their own unique style and interests. A growing awareness of the elements and principles of design will influence their creative process. Projects may include vases, planters, mugs, wind-chimes, teapots, rice bowls, tea light lanterns, chopstick holders, plates, platters, soya sauce dishes and dispensers, sculpted figurines, pendants, earrings, key chains, brooches, and ornaments. Depending on availability, an art gallery tour will be provided during the course. Students are encouraged to produce expressive and well-crafted pieces.

**PHOTOGRAPHY 11:**  
**PHOTOGRAPHY 12:**

**MVAPH11**  
**MVAPH12**

No previous experience in photography is necessary—all levels are welcome in this class. Students will learn how to set an exposure so their camera can capture what their eyes see; how to read a photo and identify what makes it “good”; and how to use Photoshop and Lightroom to add creative flair to their own work. They will go on photo walks, field trips, and participate in contests where they may win cash prizes or have their work exhibited in a gallery. We will study photographers past and present to help students discover their own style and inspire them to take creative risks. This is a very hands-on class: there are daily activities with props and equipment that will allow students to apply their new skills and insights, building their creative confidence. Students who do not have a camera can easily borrow one from the school.

**ANNUAL PRODUCTION 10**  
**ANNUAL PRODUCTION 11**  
**ANNUAL PRODUCTION 12**

**YCCT-0C**  
**YCCT-1C**  
**YCCT-2C**

This is a rewarding, hands-on class for grade 10-12 students interested in graphic design; photography; publishing; advertising and marketing; and/or journalism. Over the course of the year, students will work collaboratively to create a quality yearbook that reflects the school year in photos. They will come up with unique page ideas; they'll learn to use Adobe Photoshop and Lightroom; they'll have access to digital cameras to document school life and events; and they'll study graphic design to create attractive pages. Students should be mature, self-motivated, and able to work independently as well as in a team.



---

## MATHEMATICS

---

The BC Ministry of Education launched a new provincial Mathematics curriculum for Math 8 & 9 (in 2016), Math 10 (2017), and Pre-calculus 11 & 12 (2020). As different post-secondary schools have small differences in their entrance requirements, students who are undecided as to what post-secondary path they plan to pursue are advised to follow the pre-calculus stream of math. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

### **MATHEMATICS 8**

#### **MMA--08**

*Prerequisite Required: Mathematics 7*

Along with the general core competencies, this course centers on a more formal approach to the curricular competencies whose focus is on ratios, rates, and percent, computational fluency including working with fractions, linear relationships, surface area and volume, and data analysis. Other content such as radicals, algebra, and financial literacy are also included. We will continue to develop numeracy, communication, and problem-solving skills that will connect the mathematics discussed in the classroom to the real world. Students will further develop their mental math, reasoning, estimation, and visualization skills. Calculators will NOT be used.

### **MATHEMATICS 9**

#### **MMA--09**

*Prerequisite Required: Mathematics 8*

Along with the general core competencies, this course centers on a more formal approach to beginning algebra, including simplification of expressions, study of exponents and radicals, factoring, solution of equations and inequalities and linear relations, and financial literacy. Trigonometry will also be introduced. Throughout the year, we will be engaging in problem solving and applying the skills learned to things relevant to the local community. A scientific calculator is required for the trigonometry component of the course.

### **FOUNDATION OF MATHEMATICS/PRE-CALCULUS 10**

#### **MFMP-10**

*Prerequisite Required: Mathematics 9*

Along with the general core competencies, this course broadens algebra skills, goes further into depth on powers, prime factorization, and polynomials (including multiplying and factoring), linear relations, and trigonometry. We will also be studying relations and functions (connecting data, graphs, and situations), arithmetic sequences, systems of equations, and financial literacy. Within the curricular competencies, we will be focused on using reasoning, analysis, estimation, fluent, flexible, and strategic thinking, and the use of technology for graphing.

### **PRE-CALCULUS 11**

#### **MPREC11**

*Prerequisite Required: Foundation of Mathematics/Pre-Calculus 10*

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into Math, Science, Engineering or Commerce at the post-secondary level. Topics covered include the real number system, powers with rational exponents, radical operations and equations, polynomial factoring, rational expressions and equations, quadratic functions and equations, linear and quadratic inequalities, trigonometry including non-right-angle triangles and angles in standard position, and financial literacy. Students who are planning on post-secondary education in the above areas must also take Pre-Calculus 12.



### **PRE-CALCULUS 11 Support (Double Block)**

#### **XSPBK1ACAL**

*Prerequisite Required: Foundation of Mathematics/Pre-Calculus 10*

This course covers the identical curriculum as Pre-calculus 11 (see description above). This course is offered as a double block (students have math class daily for the entire year) as this allows students to be able to go at a pace that allows them to better learn the material. Priority will be given to students who received a grade of C or lower in Mathematics 10 as they will be automatically enrolled in this class.

### **PRE-CALCULUS 12**

#### **MPREC12**

*Prerequisite Required: Pre-Calculus 11*

Pre-Calculus provides the background skills needed to continue with the study of Calculus. The study of trigonometry, logarithmic functions, transformations, polynomial functions and equations, conics, rational functions, and geometric sequences and series is included. Please note that this course is required for study in any of the science, mathematics, or business disciplines at university. Students should check with their counselor to ensure the correct Mathematics course has been selected in order to continue in their field of study at post-secondary institutions.

### **CALCULUS 12**

#### **MCALC 12**

*Prerequisite Required: Pre-Calculus 12 (or to be taken concurrently)*

Students who have completed Pre-Calculus 12 may take this course. Those students who wish to take Calculus 12 concurrently with Pre-Calculus 12 should have the permission of the teacher and be a very strong Mathematics student in Math 11. The study of Calculus requires a sound understanding of algebra and analytic and trigonometric geometry. Calculus 12 is an intro course covering the study of elementary functions. Topics in both Differential and Integral Calculus are included in the curriculum. Many students who take this course write the AP Calculus AB exam in May. Students may also opt to write the UBC-SFU-UVIC-UNBC Challenge Exam in June.

### **AP CALCULUS 12 AB**

#### **ACAL-12**

### **AP STATISTICS 12**

#### **ASTA-12**

(Please see AP Section for both AP Courses)



## MODERN LANGUAGES

The Modern Languages Department offers two programs: French and Spanish. The communicative approach is being used as the basic philosophy for language learning at all levels and the international standards of the levels of language proficiency of the European Common Framework of Languages are adopted into our teaching and assessment. We focus on five areas of language acquisition: Reading, Writing, Oral Production, Oral Interaction, and Listening. We encourage students to learn many languages to prosper in our global economy.

### BONJOUR!

**FRENCH 8:**

**MFR- -08**

**FRENCH 9:**

**MFR- -09**

**FRENCH 10:**

**MFR- -10**

What is AIM?

In the junior levels, French 8, French 9, and French 10 are taught using a new approach to learning. This new method is called THE AIM METHOD (Accelerated Integrative Method). Many Vancouver Schools have adopted this method and it is also taught in the USA, Australia and is growing around the world helping to teach French, English, Spanish and Mandarin. With AIM, authentic learning is achieved through scaffolding techniques which use storytelling, gestures, active collaboration, and repetition. The use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs, and dance, allows students to rapidly achieve levels of oral and written proficiency rarely seen with conventional methods.

AIM is a sequential program designed to accelerate the acquisition of French as a second language for students with little or no fluency in the language.

- ✓ Successful at promoting fluency – a highly communicative program that meets all provincial ministry outcomes
- ✓ Modular and sequential, with emphasis on developmental learning
- ✓ A program that ensures an extensive vocabulary is taught, then subsequently reviewed, and consolidated from one unit to the next
- ✓ A program that builds on students' past experiences
- ✓ Motivating
- ✓ Flexible and adaptable allowing teachers to customize activities to suit every situation and all students
- ✓ Based on a variety of proven successful techniques, strategies and methodologies
- ✓ A program that promotes the development of higher-level thinking skills
- ✓ A truly multidimensional approach

**FRENCH 11**

**MFR—11**

This intermediate course emphasizes both oral and written proficiency. Course work includes an intensive study of the formation and usage of basic verb tenses (present, passé composé, future, imperative, imperfect), and the use of pronouns (direct/indirect demonstrative).

We will explore and respond to authentic cultural works from the Francophone world. In this course, students will also study countries of the French speaking world and identify the contributions of Francophones to Canada and the world. Students will study similarities and differences between Francophone cultures and their own.



**FRENCH 12**  
**MFR--12**

Students continue to develop listening and speaking skills, to expand control of basic vocabulary and grammatical structures and to improve their general ability to read and write French. Course work includes an intensive study of the formation and usage of verb tenses (future, conditional, pluperfect, subjunctive), pronouns, expressions of quantity, prepositions, adverbs, negative expressions, "si" clauses and indirect speech.

We will explore and respond to authentic cultural works from the Francophone world. In this course, students will continue their study of countries of the French speaking world through literature, art, and film. They will discuss contemporary issues in the Francophone world.

**HOLA!**

**SPANISH 10**  
**MSP--10**

Students will engage in conversations with each other and teacher, comprehend written and spoken language, recognize the relationships between Spanish letter patterns, pronunciation and meaning. They will develop strategies to increase understanding of vocabulary and grammar (present tense of verbs, numbers, stem-changing verbs, family structures, and the present progressive).

**SPANISH 11**  
**MSP--11**

Students will engage in conversations with each other and teacher, comprehend written and spoken language, recognize the relationships between Spanish letter patterns, pronunciation, and meaning. They will develop strategies to increase understanding of vocabulary and grammar (verbs in the preterite, object pronouns, comparisons, reflexive verbs, travel, fashion, food).

**SPANISH 12**  
**MSP--12**

Students will engage in conversations with each other and teacher, comprehend written and spoken language, recognize the relationships between Spanish letter patterns, pronunciation and meaning. They will develop strategies to increase understanding of vocabulary and grammar (regular and irregular verbs in the preterite review, imperfect tense, subjunctive, and imperative use; vocabulary around the health, technology, and the environment).



## PHYSICAL EDUCATION

Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. In our grade 8-10 co-educational classes, our team of educators will support student competencies in physical literacy and healthy and active living by engaging students in both individual and team activities, leadership opportunities, workshops and indoor and outdoor recreational pursuits within our community. Piqued interests and passions that have been developed within these domains are the focus of courses offered at the senior level.

Expectations:

- Regular attendance
- Participation and leadership
- Gym strip and non-marking running shoes or appropriate footwear

**PHYSICAL AND HEALTH EDUCATION 8**  
**PHYSICAL AND HEALTH EDUCATION 9**  
**PHYSICAL AND HEALTH EDUCATION 10**

**MPHE-08**  
**MPHE-09**  
**MPHED-10**

PHE 8, 9 and 10 have 4 similar competencies:

- Physical Literacy
- Healthy and Active Living
- Social and Community Health
- Mental Well Being

Students will be engaged in individual, dual and team activities to work on movement concepts and strategies. Students will be responsible for setting personal goals, learning how to monitor and adjust physical exertion levels, and engage in fair play and leadership. Many reflective opportunities will take place where students can identify what they know and understand, observe the preparation needed for performance, and reflect on how they apply movement skills and game strategies. Students will also have opportunities to explore recreational pursuits in the community.

Workshops and presentations in sexual education, identity and relationships, substance use, stress, bullying, stereotyping, nutrition, and abusive situations will be led by teachers, counsellors and community leaders.

**ACTIVE LIVING 11**  
**ACTIVE LIVING 12**

**MACLV-11**  
**MACLV-12**

The goal of this course is to enhance student's quality of life through the following 3 big ideas: health and well-being, safety, and participation. Students will be exposed to a diverse program of physical activities with an emphasis on team sports, individual pursuits, games, skill acquisition and physical fitness. Students will also develop knowledge, skills and attitudes that will allow them to incorporate physical activity into their daily lives. Students are encouraged to further their mastery of individual and team sport theory and skills.

**FIELD TRIPS ARE AN INTEGRAL COMPONENT OF THIS COURSE. THERE WILL BE A COURSE FEE.**

**WARRIOR FITNESS & CONDITIONING 11**  
**WARRIOR FITNESS & CONDITIONING 12**

**MFTCD-11**  
**MFTCD-11**

The goal of this course is to enhance student's quality of life through the following 4 big ideas: healthy and active living, human anatomy and physiology, principles of training and social responsibility. In Warrior, students will have the opportunity to create, implement and evaluate their own personal fitness plan. Once the teacher has provided instruction in the fitness center on the FITT principle, components of fitness, overload principle, specificity, safety and proper technique of all equipment, motivational techniques and strategies, it will be time to move from guided practice to independent practice. These classes will take place in the weight room, dance studio, gym and outside.

**FIELD TRIPS ARE AN INTEGRAL COMPONENT OF THIS COURSE. THERE WILL BE A COURSE FEE.**



## **YOGA FOR LIFE 12**

### **YLRA-2A**

*Open to all in GR 11 & 12*

This course is intended to introduce students to the practice and study of yoga as a form of exercise, stress management, as well as a tool for mindfulness and self-awareness. Yoga class is a space in which students will learn to safely work on flexibility, spinal mobility, posture, sitting, increased strength and graceful movements. Assessment will be based on physical practice and observations, research and communication and presentations.

## **LEADERSHIP 11/12**

### **YHRA-1A/YHRA-2A**

Come help build community at University Hill! The leadership course is intended to allow students to explore skills such as communication, teamwork, problem solving, conflict resolution, fundraising, creativity, strategy, collaboration, event planning and decision making. There will be an application process for entry into this course.





---

## SCIENCE

---

The Science Program has two major divisions: **Junior Science** and **Senior Science**.

The purpose of the **Junior Science** program is to teach students about the physical world, to teach them to observe it and to think about it in different ways. Students investigate their surroundings from a personal perspective. They study not only the physical characteristics of their environment, but also how the environment affects their lives and how they, in turn, can affect their environment. It is essential that citizens of a world facing such problems as energy shortage and pollution understand what scientists do and how they work in research. All the courses make extensive use of labs, projects, and field studies, where appropriate. The skills addressed by the new curriculum are questioning and predicting, planning and conducting experiments, analyzing and evaluating data, applying learnings to new situations and communicating scientific ideas to the community.

### SCIENCE 8 MSC—08

The skills and processes of science are developed through the core competencies of communication, thinking and personal and social skills. The core will cover material related to four big ideas:

- Life processes are performed at the cellular level.
- The behaviour of matter can be explained by scientific theories.
- Energy can be transferred as both particles and waves.
- The Earth's geological processes can be explained by scientific theory.

In addition, emphasis is placed on laboratory skill development, critical thinking, and data analysis.

### SCIENCE 9 MSC--09

The skills and processes of science are developed through the core competencies of communication, thinking and personal and social skills. The core will cover material related to four big ideas:

- Cells are derived from cells.
- The electron arrangement of atoms impacts their chemical nature.
- Electricity is the flow of electrons.
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected.

In addition, emphasis is placed on laboratory skill development, critical thinking, and data analysis.

### SCIENCE 10 MSC--10

The skills and processes of science are developed through the core competencies of communication, thinking and personal and social skills. The core will cover material related to four big ideas:

- Biology: Genes are the foundation for the diversity of living things.
- Chemistry: Chemical process require energy as atoms are rearranged.
- Physics: Energy is conserved, and its transformation can affect the environment.
- Space Science: The formation of the universe can be explained by the big bang theory.

In addition, emphasis is placed on laboratory skill development, critical thinking, and data analysis.

### ELL SCIENCE XLDCE10SC1

Students will study scientific concepts in topics including biology, chemistry, physics and earth / space science. The emphasis will be to learn the science laboratory skills and to develop English Language skills required for grade level Science courses.



While the **Senior Science Program** is comprised of advanced electives, bear in mind that all students must complete one Senior Science course in order to fulfill the graduation requirements. Students should carefully choose which Science 11 course(s) they take, since this dictates which Science 12 course(s) they are allowed. Requirements for graduation and post-secondary institutions must also be considered.

## **LIFE SCIENCES 11**

### **MLFSC11**

Students are introduced to a variety of biological skills and scientific processes. This course allows the student to develop an understanding of the vast array of living organisms on the planet. Lab work is an important aspect of this course. The curriculum that will be studied is organized into three big ideas:

Life is a result of interactions at the molecular and cellular levels.

Evolution occurs at the population level.

Organisms are grouped based on common characteristics.

Life Sciences 11 is a language-intensive course, with a large amount of new vocabulary. It is recommended that students be proficient in English before enrolling in this course.

## **ANATOMY AND PHYSIOLOGY 12**

### **MATPH12**

Students will continue to develop their biological skills and scientific processes. It is strongly recommended that **Life Sciences 11** precede this course. It is also helpful to have finished **Chemistry 11** or be taking it concurrently. Students are expected to know how to use dissection and compound microscopes, conduct experiments in biology, calculate magnification and have a basic understanding of organic chemistry and body systems in animals.

In this course, students will explore cell biology, the human body (anatomy and physiology) and associated medical terms. The three big ideas are:

Homeostasis is maintained through physiological processes

Gene expression is an interaction between genes and the environment

Organ systems have complex interrelationships and maintain homeostasis

## **BIOLOGY 11 PRE AP**

### **MLFSC11DC1**

*(Please see AP Section)*

## **AP BIOLOGY 12**

### **ABIO-12**

*(Please see AP Section)*

## **CHEMISTRY 11**

### **MCH--11**

Chemistry 11 has five big ideas that will be covered core topics. One or two optional topics may be covered, depending on available time. Approximately 20% of time will involve laboratory work. The core topics are:

Matter is made of atoms and molecules

The mole is a quantity used to measure atoms and molecules

Matter and energy are conserved in chemical reactions

Solubility is determined by the nature of the solute and solvent

Organic chemistry has significant implications for human and environmental health



## **CHEMISTRY 11 PRE AP**

### **MCH- -11ENR**

*(Please see AP Section)*

## **CHEMISTRY 12**

### **MCH--12**

Chemistry 12 is organized around five units. Approximately 20% of the time will involve laboratory work. The concepts of the mole, molarity, solutions, and ions taught in **Chemistry 11** are required to be successful in this course. The five big ideas covered will be:

- Reaction rates and collision theory
- Dynamic equilibrium
- Saturated solutions are in dynamic equilibrium
- Acids and base strength depend on the degree of ionization
- Oxidation and reduction are the gain or loss of electrons

## **AP CHEMISTRY 12**

### **ACHE-12**

*(Please see AP Section)*

## **PHYSICS 11**

### **MPH--11**

It is recommended that **Pre-Calculus 11** precede or be taken concurrently with Physics 11. This course allows the student to develop an understanding of the physical world in one and two dimensions. It consists of traditional laboratory and lecture sessions integrated into a technologically enhanced science classroom. The four big ideas covered are:

- An object's motion can be described, predicted, and analyzed
- Forces influence the motion of an object
- Energy is found in different forms and has the ability to do work
- Mechanical waves transfer energy but not matter

## **AP PHYSICS 1**

### **APHH-11**

*(Please see AP Section)*

## **PHYSICS 12**

### **MPH- -12**

It is recommended that **Pre-Calculus 12** precede or be taken concurrently with Physics 12. This course allows the student to develop an understanding of the physical world in two and three dimensions. This course consists of laboratory and lecture sessions and students are required to keep an inquiry laboratory journal. The four big ideas are:

- Measurement of motion depends on frame of reference
- Forces can cause linear and circular motion
- Forces and energy interactions occur within fields
- Momentum is conserved with a closed and isolated system

Each year, students participate in the tour of the particle-accelerator at TRIUMF, UBC.

## **AP PHYSICS 2**

### **APHH-12**

*(Please see AP Section)*



---

## SOCIAL STUDIES

---

The Social Studies program strives to develop thoughtful, well-spoken, and knowledgeable citizens who are able to consider multiple perspectives and to make reasoned judgements. We focus on historical thinking and problem solving, the development of skills to master content, and the understanding of the inter-relationship of content areas. In all courses, students will have opportunities to critically reflect on events of the past in order to make better sense of current and future issues and events, and to express their understanding in a cogent manner. Social Studies helps meet the school goal of inspiring globally minded, well-rounded students.

### **SOCIAL STUDIES 8**

#### **MSS--08**

Social Studies 8 explores the development of our world from the 7<sup>th</sup> Century to 1750 through the main concepts and "Big Ideas" of contact and conflict, human and environmental factors, exploration, and colonization, and changing ideas about the world. Asian, European, and Middle Eastern history will be examined, along with North American exploration and the effects that first contact had on indigenous communities. Students will examine factors that have shaped modern society and make connections between the past and present.

### **SOCIAL STUDIES 9**

#### **MSS--09**

Social Studies 9 build on the themes developed in Socials 8. This course focuses on global and Canadian history between 1750 and 1914 through the lens of four "Big Ideas": emerging ideologies, the influence of the physical environment, disparities in power, and how collective identity is constructed and can change over time. Highlights include the Industrial Revolution and early settlement and the expansion of Canada.

Students will learn about:

- political, social, economic, and technical revolutions (e.g. American Revolution)
- the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world (treaty process; residential schools)
- global demographic shifts, including patterns of migration and population growth
- nationalism and the development of modern nation-states, including Canada
- local, regional, and global conflicts
- discriminatory policies, attitudes, and historical wrongs (Head Tax; Komagata Maru)
- physiographic features of Canada and geological processes

### **SOCIAL STUDIES 10**

#### **MSS--10**

Social Studies 10 is a required course for graduation in BC. The course will follow the revised BC curriculum with a focus on Canada and the World from 1900 to the Present

This course focuses on four "Big Ideas" regarding global and regional conflicts, the development of political institutions, perspectives about Canadian society, and historical and contemporary injustices which shape and challenge Canada's identity. Highlights include the study of the Canadian parliamentary system, Canada's role in the World Wars, urbanization, and the impact of technology in the postwar years.

Students will learn about:

- development, structure, and function of Canadian and other institutions, including First Peoples governance
- political and economic ideologies and the development of public policy
- changing conceptions of identity in Canada



- Canadian autonomy and domestic conflict
- discriminatory policies and injustices in Canada and the world
- international conflicts and cooperation
- human-environment interaction
- economic development and Canada's role in a global economy
- truth and reconciliation in Canada

## **EXPLORATIONS IN SOCIAL STUDIES 11**

### **MEPSS11**

Explorations 11 introduces students in grade 11 or 12 to 20<sup>th</sup> Century and contemporary issues drawn from other senior social studies courses. Students will explore a variety of important themes and “Big Ideas” in the development of cultures, societies and political systems and will examine how political decisions, cultural expressions and social justice initiatives influence individuals, societies, and the world. This new course will help students develop curricular skills and is a great introduction to other senior social studies courses

Students will learn from a variety of select topics such as:

- global history
- geography (physical and human)
- comparative cultures
- law and social justice

## **BA PSYCHOLOGY 11**

### **YPSYC1A**

(This course earns elective credits towards graduation, not Social Studies credits)

This introductory course focuses on the study of human behaviour, mind and thought. It draws broadly on research and theoretical work of scientists and practitioners to provide the student with practical psychological information. Core topics include learning theories, motivation and emotions, nervous system, personality, social problems, abnormal behaviour, cross-cultural and developmental psychology, intelligence, creativity, and perception. At the conclusion of this course, students will have a basic understanding of psychology as it relates to their personal, social, and educational life and be able to apply their understanding in practical ways. Students will learn how this interdisciplinary subject is central to many professions including medicine, law, information technology, engineering, education, and business.

## **20<sup>th</sup> CENTURY WORLD HISTORY 12**

### **MWH--12**

This is a survey course in the history of the modern world in the 20th century. The course includes an overview of political, social, and economic development and the consideration of such ideas. Nationalism, imperialism, and communism with an international focus. Students will learn about the rise of authoritarian regimes (Italian Fascism, Nazi Germany), civil wars (the Chinese Civil War, Korean War, Vietnam War), independence movements (India and Pakistan) and revolutions (Russian Revolution, Chinese Communist Revolution, the Iranian Revolution). We will also examine human rights movements (American Civil Rights, Apartheid), genocide (Armenian Genocide, The Holocaust, Holodomor), global conflicts (WW II, the Cold War, the First Gulf War), migrations (Greek/Armenian) and territorial boundaries (The Paris Peace Treaties, Palestine and Israel). Moreover, students will learn about interdependence and international co-operation (League of Nations, United Nations, NATO, the Warsaw Pact, European Union), social and cultural developments (Women's rights and the changing role of women, American pop culture), and communication and transportation technologies (WW II technologies, the rise of the internet, the Space Age). Every opportunity is taken to discuss contemporary trends, problems, and events in the political life of today's world. Students interested in current events will benefit from the background that this course provides.

## **AP HUMAN GEOGRAPHY 12**

### **AHG--12**

*(Please see AP Section)*



## **LAW STUDIES 12**

### **MLST-12**

Law 12 is offered to both Grade 11 and 12 students. It is a participatory course wherein students are expected to actively discuss current issues as they pertain to law. In addition, several mock trials based on actual cases in the text and current issues will be developed by the students. There is a heavy vocabulary component so that students can replicate as closely as possible the legal setting. Students are expected to become very familiar with the Charter of Rights and Freedoms. Both criminal and civil law will be explored. Guest speakers and field trips will enhance the students understanding of law. Evaluation will include quizzes, extent of participation in the mock trials, enthusiasm during discussion, and knowledge of current legal issues.

## **DEBATE/PUBLIC SPEAKING**

### **YCPA-0C**

*Open to all in gr 10, 11 & 12 - (This course earns elective credits towards graduation, not Social Studies credits)*

This course is open to any student from grades 10-12. There are no prerequisites. This course is designed to teach the student how to do effective research, create an argument and debate that issue. The student will demonstrate public speaking skills and develop the skills required to engage in a formal debate. This course is encouraged for those who wish to improve their public speaking skills and to develop their communication abilities. Students whose first language is not English are encouraged to join as this course will help them develop their English communication skills. Students will learn the structure and format of the various formal debate styles used in North America and Europe. This includes cross examination and British parliamentary style. Students who sign up for this course are also encouraged to join the school debate team. All students must eventually engage in a formal debate. Public speaking skills will be demonstrated through practical usage. Students will develop the skills required for spontaneous impromptu speech in front of an audience. This course will help the student gain the confidence needed to address a crowd of any size and on any issue.

## **BC FIRST PEOPLES 12**

### **MBCFP12**

This course focuses on an important part of the history of British Columbia: the diversity, depth, and integrity of the cultures of BC's Aboriginal peoples. The course emphasizes the languages, cultures, and history of First Nations peoples and is designed to introduce authentic Aboriginal content into the senior secondary curriculum with the support of Aboriginal peoples. The course provides an opportunity for students to acquire knowledge and understanding of the traditions, history, and present realities of BC Aboriginal peoples, as well as a chance to consider future challenges and opportunities. BC First Nations Studies 12 will provide a foundation for all learners to develop an appreciation and respect for the similarities among and differences between the diverse cultures of the world. As such, it will help to promote understanding of First Nations peoples among all students, allow for an enlightened discussion of Aboriginal issues, and contribute to Aboriginal students' sense of place and belonging in the public school system. First Peoples 12 is one of three provincial courses available for students to complete the social studies Graduation Program requirement.

## **PHYSICAL GEOGRAPHY 12**

### **MPGEO12**

Geography 12 explores the complex systems that impact our planet. Students will understand the natural processes that have an impact on the landscape and human settlement. We will explore the interactions between human activities and the atmosphere that affect local and global weather and climate. The first part of the year will focus on physical geography, such as mapping, plate tectonics, erosion, weather systems, and biomes. The second part of the year focuses on sustainability and environmental issues that concern all living things on earth. By taking this course students will become more aware of the forces that shaped and are continuing to shape our globe. They will also become aware of the global distribution of resources and gain insight into the many environmental issues and interrelationships that exist on our planet.

Students enrolled in this course will have priority enrolment in any Geography related field trips, including international travel.



## DIVERSE LEARNERS & STUDENT SERVICES

### SKILLS DEVELOPMENT CENTRE

#### GRADE 8 – 12

XLDCD08/XLDCD09/ YLE- -0A/ YLE- -1A/ YLE- -2A

The Skills Development Centre provides the opportunity to develop a variety of basic skills, particularly in reading, writing and mathematics. Study skills and organizational skills are included as an integral part of the program. These skills will be developed through instruction in each student's academic content areas. Students will be encouraged to identify their own learning needs to strengthen and develop independence as successful learners. Skills is a credit course for Grade 10, Grade 11, and Grade 12. Referrals to the SDC are made through the Counsellor. Students must be recommended by school staff to be able to participate in this course.

#### Specific Skills Taught

- |                          |                       |                             |
|--------------------------|-----------------------|-----------------------------|
| - Goal setting           | - Time management     | - Memory strategies         |
| - Test-taking strategies | - Note-taking         | - Reading for understanding |
| - Vocabulary development | - Spelling            | - Writing process           |
| - Mathematical skills    | - Organization skills |                             |

#### Student Expectations

- Regular attendance, on time, with required course materials
- Use of student agenda and course activity logs to organize and keep track of schoolwork
- Responsible behaviour and productive work habits

#### Evaluation

Based on: Expectations, Assignments and Application of Skills Learned

### STRATEGIES PROGRAM

#### RESOURCE ROOM

#### STRATEGIES SKILLS FOR LIFE

#### STRATEGIES MEDIA ARTS

#### STRATEGIES DRAMA

#### STRATEGIES PE

XSIEPOH

XSIEPOE

XSIEPOAE

XSIEPOF

XSIEPOG

Secondary Strategies is a program designed for students who have a significant neurologically based learning disability which affects the consistency of their academic work. The program offers a supportive environment for students whose needs cannot be met in a regular program with necessary adaptations.

The students work on a block schedule and are integrated where possible and practical. Students are provided support, where necessary and where possible, from Peer Tutoring students, a Student Support Worker and/or the Strategies teacher. Students work with the Strategies teacher for modified and/or adapted core academic subjects – English and Math. The Strategies students may also have a resource block to support their academic integrated subjects. Strategies elective courses are small group courses taught by elective area teachers. The elective course offerings vary from year to year but can include Physical Education, Drama, Business Education, and Home Economics.

Career Education and work experience play a crucial role in the Strategies student's curriculum. Beginning at age 15, the knowledge, skills, and attitudes for a successful work experience are emphasized. This enables the students to make informed choices, upon graduation, as to college programs they may want to apply for or employment areas they may want to pursue.

NOTE: All the Strategies courses are modified and/or adapted according to the needs of the individual student. These courses lead to a School Leaving Certificate. The courses do not lead to a Dogwood Certificate. The integrated courses will be modified or adapted as appropriate. <http://www.vsb.bc.ca/programs/secondary-strategies>



## **PERSONAL DEVELOPMENT**

### **COMMUNITY SERVICE 11 YCPM-1D**

This course is designed to involve students in a variety of service activities in the school. Students must apply to their Grade Counsellor for enrolment in this course which is only open to Grade 11 and 12 students. Note that as Community Service is a credit course, hours performed for Community Service may not be counted toward service hours required for Graduation.

### **PEER TUTORING 12 YIPS-2B**

Peer Tutoring is a credit course designed to provide experiences working with diverse learners. The course provides training in effective strategies for supporting other students in academic areas through tutoring. It also provides an opportunity to learn leadership skills that will have future applications. Students must be willing to follow criteria as outlined on the U-Hill website. This course is recommended for Grade 12 students.

### **LIBRARY SERVICES 11 YBMO-1B**

A grade 11 or 12 student with particular interest and enthusiasm in working in the Library must obtain prior permission from Ms. Love. Only 1 student will be accepted per block.

### **CAREER EDUCATION 8 MCE-08**

Career Education 8 students will explore personal development, connections to community, goal setting and career investigation.

### **CAREER EDUCATION 9 MCE-09**

Career Education 9 students will continue with the exploration of personal development, connections to community, goal setting and career investigation.

### **CAREER AND LIFE EXPLORATION 10 (CLE) MCLE-10**

Career and Life Exploration (CLE) is a Ministry graduation requirement. CLE is combined with Career and Life Connections (CLC) which is completed by the end of grade 12 with a Capstone project. The aim of the course is to provide students 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 intended to make their learning meaningful and relevant. Curricular Competencies are action-based statements that reflect the “Do” component of the curriculum and identify what students will do to demonstrate their learning. The course is intended to promote as much flexibility and creativity as possible, enabling students to explore and find multiple ways to demonstrate their learning. The curricular competencies in the Career Education curriculum focus particularly on the Personal and Social Competencies and are designed to address three themes:

- self-awareness, working with others (collaboration and communication)
- career knowledge and awareness
- career planning





## **Career and Life Connections (CLC) & Capstone (Graduation required courses 2 credits each)**

### **MCLC-12**

The **CLC** component focusses on three major themes to prepare student for life after high school:

- Personal development (preparation for post-graduation)
- Connections to the community (perspectives & transferable skills)
- Career life plan (career, finances, education, health & well-being)

Students are required to acquire a minimum of 30 hours career exploration/work/volunteering within grades 11 & 12.

The **Capstone** component is designed for grade 12 students to produce a culminating project, stemming from the student's pursuit of a self-identified area of interest. Capstone allows senior students to consolidate and share their learning from school and life experiences into a meaningful product to be presented at a major Capstone event held in the spring.

**These courses are offered online through MS Teams.** Students can work with the teachers 1 on 1 by appointment.

Graduation is contingent upon successful completion of this course.

### **PEER COUNSELLING 12 (YIPS-2C) / MENTAL HEALTH LEADERSHIP (YPA—OA) (4 credits)**

This course is designed to introduce students to the basic skills necessary to establish and maintain successful helping relationships with peers. Skills learned will also promote and support successful relationships with family members and other members of society. Students will develop skills in the areas of interpersonal communication, empathic listening, questioning techniques, ethics, referrals, decision-making and problem solving, peer mediation and mentoring. As a component of this course students will learn the neuroscience of learning and wellbeing as well as the foundations of positive psychology.

**Prerequisites:** Students who have strong interpersonal and communication skills, who will commit to attend all the various activities attached to PC 12 and have the ability to catch up with classes missed due to participation in all PC activities. Application and interview are required. Open to students in Grades 10 to 12.



## VANCOUVER DISTRICT PROGRAMS

**Youth TRAIN in Trades Programs:** The Vancouver School Board offers district programs for students to pursue industry certification or the foundation level of a trade program. These programs save time and money (free tuition) and offer a huge jump start for students in grade 11 or 12. The benefits include:

- Dual credit with post-secondary institution (most programs) \* Potential direct lead into an apprenticeship
- Head start with Foundation trades training \* Work experience in the trade
- Registration with the Industry Training Authority (ITA)

For more information and an application form, please visit the VSB Career Programs website [careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) links to Youth TRAIN in Trades, a pdf brochure for each program, and the application package. Also visit the Industry Training Authority website: [www.itabc.ca](https://www.itabc.ca). All students *applying* for Youth TRAIN in Trades programs should register at their home school with a full course load. Schools will be asked to modify a student's timetable if the student is accepted into a Youth TRAIN program.

Certification: successful completion of program will lead either to

Level 1 technical training credit or a Certificate of Qualification from the Industry Training Authority.

Following is a list of programs available, Career Programs may be able to accommodate students interested in other trades.

**\*\*Limited spots available – must contact the Career Programs office in the school year prop to program.**

Program	Where the program is taught	Credits towards graduation program	Timetable	Application Due	Month program begins
<b>Aircraft Maintenance Engineer</b>	BCIT	16 credits	Monday - Friday	March 1	August
<b>Auto collision and Refinishing</b>	VCC	32 credits	Monday - Thursday 8:00 am - 3:00 pm	November 30 March 1	February September
<b>Auto Service Technician</b>	Britannia	20 credits	Semester 2	March 1	September
<b>Baking and Pastry Arts</b>	VCC	24 credits	Monday - Thursday 1:00 pm - 7:15 pm	November 30	August
<b>Carpentry</b>	BCIT	20 credits	February - June Monday - Friday	March 1	February
<b>Cook</b>	Sir Charles Tupper (priority to SCT students)	24 credits	Semester 2	March 1	September
<b>Cook</b>	David Thompson	24 credits	Semester 2	March 1	September
<b>**Electrical</b>	BCIT	24 credits	Monday – Friday	March 1	August
<b>Hairdressing</b>	VCC	44 credits	Monday - Friday	March 1	September
<b>** Heavy Mechanical Trades</b>	VCC	28 credits	Monday - Thursday 36 weeks	March 1	September
<b>Plumbing</b>	Piping Industry College of BC	4 credits	Mid-June to late July	March 1	June
<b>Painting</b>	Finishing Trades Institute of BC	4 credits	Mid-June to late July	March 1	June
<b>** Millwright</b>	BCIT	20 credits	Monday - Friday	March 1	February
<b>** Motorcycle &amp; Power Equipment</b>	BCIT	20 credits	Monday - Friday	March 1	February
<b>** Metal Fabrication</b>	BCIT	20 credits	Monday - Friday	March 1	February

## Dual Credit Programs

These programs, in partnership with post-secondary institutions, provide the opportunity for students to get a head start on their certification programs. Students save money (free tuition) and earn high school and post-secondary credits at the same time.

### Healthcare Assistant (Grade 12)

Students will prepare to work as front-line caregivers in home support, adult day care, assisted living, and complex care (including special care units).

- 28 weeks (September to April)
- 28 graduation credits
- Vancouver Community College

Additional information and application form can be found on the VSB Career Programs website at [careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) → Our Programs → Healthcare Assistant

Application Due Date: **November 30**

### Youth WORK in Trades - Apprenticeship

Students with the skills and connections can start an apprenticeship in high school. Students who are already working in an apprenticeable trade can formalize the apprenticeship relationship with their employer. There are 4 courses (16 credits) available to these students when they have a formal ITA agreement arranged through the VSB District Apprenticeship Facilitator. Information and application forms are available on the VSB website:

[careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) → Our Programs → Youth WORK in Trades

**School-based Programs:**

### Fashion Design and Technology – Eric Hamber

Students will enhance their construction skills; study history of costume, fashion merchandising; practice tailoring techniques and pattern drafting. Basic computer assisted design and fashion illustration will be practiced. In year 2, students will complete the graduation collection and portfolio needed for post-secondary entrance. Students may have the opportunity to participate in dual credit opportunities with a Fashion Design Program at a local post-secondary institute.

- Two-year cohort program: grade 11 & 12

Additional information and application form can be found on the VSB Career Programs website at:

[careerprograms.vsb.bc.ca](http://careerprograms.vsb.bc.ca) → Our Programs → Fashion Design & Technology

Application Due Date: **March 1**



## IT and CISCO Networking Program – Killarney Secondary

Students will diversify and enhance their computer knowledge by building a computer, installing software and connecting the computer to networks and to the internet.

- Semester 2
- One-year cohort program, up to 12 credits
- Hands-on, laboratory courses
- Prepare for industry-recognized certification

Additional information and application form can be found on the VSB Career Programs website at:

[careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) → Our Programs → CISCO

**Application Due Date:** March 1

## Tupper Tech - Explore Trades Sampler Program at Sir Charles Tupper Secondary

Designed for academic and career-focused Grade 12 students wishing to pursue an apprenticeship.

A program for students who are not sure which trade is right for them.

- Semester 2
- Up to 24 graduation credits
- Grade 12 program

For more information on Tupper's program, contact Mr. R. Evans ([rtevens@vsb.bc.ca](mailto:rtevens@vsb.bc.ca)) or visit our Program website:

[careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) → Our Programs → Tupper Tech

**Application Due Date:** March 1

## Enhanced Trades – Killarney Secondary (Grade 11)

A program designed as an introduction to a variety of trades courses which include Automotive Technology 11, Drafting 11, Metalwork 11 and Carpentry & Joinery 11.

- Semester 2
- 12 to 16 credits
- Grade 11 program

Additional information and application form can be found on the VSB Career Programs website at:

[careerprograms.vsb.bc.ca](https://careerprograms.vsb.bc.ca) → Our Programs → Enhanced Trades

**Application Due Date:** March 1





---

## UNIVERSITY TRANSITION PROGRAM

---

The University Transition Program was initiated in 1993 by the Vancouver School Board in partnership with the Office of the President of The University of British Columbia and subsequently funded as a BC Provincial Resource Program by the BC Ministry of Education in 1995. The University Transition Program is radical academic acceleration preparation for early entrance to university studies for BC adolescents in accordance with the BC Special Education Policy for students with asynchronous educational and developmental needs. The University Transition Program values diversity, equity, and inclusion. Together with the University of British Columbia, the BC Ministry of Education and the Vancouver School Board, the University Transition Program is committed to the guiding principles of excellence, integrity, mutual respect, inclusion, and transparency. Program staff, students, parents, and alumni are working to create a kind, respectful, empathetic, safe, and inclusive space where students are inspired and thrive. The University Transition Program is committed to uphold these core values and will continue to engage the community in dialogue and action.

This two-year program accepts applicants from Grade 7 and 8 from across BC. Information meetings for new applicants and their parents are held in the fall, followed by large group assessment days. The thorough review of applicants, typically age 13, includes program visits, an interview with presentation of their portfolio, smaller group ability assessment, and assessment by a school psychologist. Criteria for acceptance includes demonstrated curricular achievements two or more grades above chronological grade level cognitive abilities beyond the 99th percentile; physical, mental, and social readiness to undertake the program's steep learning curve; and academic and personal goals aligned with the program mandate to prepare students for early entrance to university studies. Of the 20 students accepted annually, no more than half come from the Vancouver School District; gender equity is a priority. Enrolled students participate in rigorous academic challenges associated with conceptually advanced curriculum presented through radical academic acceleration with peer learning, access to university professors, UBC graduates and Transition graduates. Completion of Grade 11 and 12 courses are supported by learning opportunities on the UBC campus with access to facilities, including labs and libraries. Student progress is guided by Individual Education Plans, close monitoring and guidance by staff and strong partnerships with Transition Program PAC. Upon meeting or exceeding the high standards of academic scholarship in the program, students achieve BC High School Graduation Certificate and early acceptance to UBC. Acceptance to preferred UBC Faculties is based on program success and meeting criteria of individual Faculties.

Program information including application process, criteria, events, and contact is available on the program website: <https://universitytransition.ca/>. To download the program application form and information package, go to the <https://universitytransition.ca/applicants/>