



**R.E. MOUNTAIN SECONDARY**



**2023/24  
COURSE CATALOGUE**

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# **PRINCIPAL'S MESSAGE**

It is with great pride that I share with you some thoughts about R. E. Mountain Secondary School as you embark on selecting your courses for next year.

Make sure to look through the booklet carefully. It will explain what courses we offer and what the courses are about. Programs at the school include the traditional academic selections as well as “core” classes for those who need more support. The IB Program is there for those who would like the extra challenge and are university-bound. Mountain also has lots to offer in the PE and elective department, with classes geared toward athletes and recreational students, arts classes, technology classes, leadership, and applied skills classes.

Further to these opportunities, you are encouraged to get involved in athletics and clubs. Lots of students are involved in service within the school and around the community. You will learn a lot in classes, but you will learn so much more, make stronger friendships and better memories if you get involved beyond the courses you take.

Mountain has a great vibe to it. Students are positive and treat each other with respect. We hope that you will continue to contribute to the great learning community that has been established here. The more we all contribute to the atmosphere, the better it is for all of us. Whatever your ethnic background, if you are LGBTQ or straight, are artsy, athletic, academically focused, technical or a combination of all or some of those things, we want you to feel like you have a place at Mountain and that it is your school.

Counsellors, administrators, and staff are available if you need help making decisions around your program. Please ask for assistance if you need.

Have a great year!

Mr. J. Sarowa  
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# **REQUIRED COURSES**

## **ENGLISH LANGUAGE ARTS**

### **ENGLISH 9**

This course is designed for students to explore stories and other texts, which are socially, culturally, and historically constructed, and make connections to others and to the world. Students will critically think and inquire about what they hear, read, and view.

### **ENGLISH 9 PRE-IB** (*Prerequisite: English 8 and admission into the Pre-IB Program*)

This course is designed as part of the Pre-IB Track that prepares students for the International Baccalaureate Program. Combined with Social Studies 9 Pre-IB to create a course called “Humanities 9 Pre-IB”, the class integrates various genres of literature such as poetry, drama, novels and short stories into Social Studies content and inquiry in ways that encourage creative and critical thinking.

### **ENGLISH 9 CORE** (*To be eligible for English 9 Core, students must be recommended by their Grade 8 school, in consultation with Learning Support Services at REMSS*)

CORE classes at REMSS are unique classroom environments that are generally made available to students with *Individual Education Plans*. CORE classes have fewer students in them and aim to organize the information so that it is easier to understand. In English 9 Core, the areas of focus will be: vocabulary development, reading comprehension, written process, personal organization, and executive functioning while reading high interest novels that seek to create lively and thoughtful classroom discussions.

### **ENGLISH 10:**

**Within the new BC Curriculum, English 10 offers students a choice of two of the following strands (must add up to four credits)**

### **COMPOSITION 10 (2 credits)**

Composition 10 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purpose and in diverse forms. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

### **CREATIVE WRITING 10 (2 credits)**

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the

exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

#### **ENGLISH FIRST PEOPLES 10: LITERARY STUDIES (2 credits)**

This course is open to all Indigenous and non-Indigenous students and is designed for those who are interested in exploring contemporary texts from outside traditional reading lists. English First Peoples 10 examines the power of storytelling and its influences on cultures and histories. The course surveys Indigenous literatures across a variety of genres including short stories, novels and graphic novels, poems, drama, and film, all created by Indigenous artists from Canada and around the world. EFP 10 also incorporates all the composition skills, both academic and creative that students will require for success in senior English classes.

#### **ENGLISH FIRST PEOPLES 10: NEW MEDIA (2 credits)**

This course is open to all Indigenous and non-Indigenous students and is designed for students who are interested in exploring the increasing importance of digital media in communicating and exchanging ideas. This area of choice provides students with opportunities to think about the use of new media and its effects on individuals and on First Peoples communities and cultures. Students will work individually and collaboratively to develop skills needed in an increasingly complex digital world as they demonstrate understanding and communicate ideas through a variety of digital and print media.

#### **ENGLISH FIRST PEOPLES 10: WRITING (2 credits)**

This course is open to all Indigenous and non-Indigenous students and is designed for students who are interested in writing for a variety of purposes and contexts. This area of choice provides students with opportunities to become better writers through the exploration of personal and cultural identities, memories, stories, and connections to land/place. Within a supportive community, students will work individually and collaboratively to develop their writing skills and create coherent, purposeful, and engaging compositions. This course is grounded in the exploration and application of writing processes, inviting students to express themselves as they experiment with, reflect on, extend, and refine their writing.

#### **NEW MEDIA 10 (2 credits)**

New Media 10 is a program of studies designed to reflect the changing role of technology in society today and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centered on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 10 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicates ideas through a variety of a digital and print media.

#### **ENGLISH 10 PRE-IB (Prerequisite: English 9, Pre-IB English 9 and admission into the Pre-IB Program)**

This course is designed as part of the Pre-IB Track that prepares students for the International Baccalaureate program. You will be exposed to various genres of literature such as poetry, drama, novels, and short stories and will deal with the literature in varying ways. Students also explore non-literary texts, such as essays, online and print texts, and visual texts. The course prepares you for the close reading, analysis, and creative tasks of the IB Literature and IB Language and Literature courses.

#### **ENGLISH 11:**

**Within the new BC Curriculum, English 11 offers students a choice of ONE of the following strands. Each strand is 4 credits.**



## **COMPOSITION 11**

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purpose and in diverse forms. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

## **CREATIVE WRITING 11**

Creative Writing 11 is designed for students who are interested in using writing for self-expression and various creative purposes. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

## **ENGLISH FIRST PEOPLES 11** *(This course can be taken on its own or as part of the ASCEND Program.)*

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

## **LITERARY STUDIES 11**

Focused Literary Studies 11 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

## **NEW MEDIA 11**

New Media 11 is a program of studies designed to reflect the changing role of technology in society today and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centered on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicates ideas through a variety of a digital and print media.

## **IB ENGLISH LITERATURE A 11 (SL and HL)**

The Language A: Literature course is a two-year theme-based course that introduces students to the investigation of literary texts. This course involves a comprehensive exploration of literature from a variety of cultures, genres, and periods. The study of literary works in context is emphasized and through the study of literature in translation, the student is challenged to reflect on the role of cultural assumptions in interpretation. Students engage with and learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

## **ENGLISH STUDIES 12**

English Studies 12 is designed for students to deepen their understanding of diverse, complex ideas by exploring stories and other texts, which are socially, culturally, geographically, and historically constructed, and make connections to others and to the world. Students will critically think and inquire about what they hear, read, and view. Students will use writing to plan, develop and create engaging and meaningful texts, to express and support an opinion and to transform ideas and information.

## **ENGLISH FIRST PEOPLES 12**

English First Peoples 12 is a unique course, based on the study of texts representing authentic First Peoples voices and incorporating the First Peoples Principles of Learning in the curriculum content and pedagogy. Compared to standard English courses, English First Peoples 12 places increased emphasis on the study and command of oral language and on First Peoples oral traditions. However, like standard English 12 courses, it includes the continued development of reading and writing skills. It also recognizes the value of First Peoples worldviews and the importance of culture in language and communications. Throughout the course, there is a focus on themes, issues, and topics of importance to First Peoples, as identified by a diverse advisory team.

## **CREATIVE WRITING 12**

Creative Writing 12 is designed for students who are interested in using writing for self-expression and various creative purposes. The course provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes. Creative Writing is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

## **NEW MEDIA 12**

New Media 12 is a program of studies designed to reflect the changing role of technology in society today and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop a program of study centered on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 12 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording opportunities to demonstrate understanding and communicate ideas through a variety of a digital and print media.

## **LITERARY STUDIES 12**

Focused Literary Studies 12 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

## **IB ENGLISH LITERATURE A 12 SL and HL** (*Prerequisite: IB English Literature 11 SL and HL*)

The Language A: Literature course is a two-year theme-based course that introduces students to the investigation of literary texts. This course involves a comprehensive exploration of literature from a variety of cultures, genres, and periods. The study of literary works in context is emphasized and through the study of literature in translation, the student is challenged to reflect on the role of cultural assumptions in interpretation. Students engage with and learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

# SOCIAL STUDIES

## **SOCIAL STUDIES 9**

This course will focus on several topics relating to the development of the world and Canada between 1700 and 1900. The contributions of groups such as Aboriginal people, the French, the British and immigrants will be studied. Topics such as European settlement of North America, the development of nations and social order, the industrialization of the western world, the 1837-38 rebellions, Confederation, the Red River Rebellion, and the North-West Rebellion will help students understand the development of Canada. Students must be prepared to meet increased expectations in basic skills such as reading and writing along with a more academic approach to the subject. A good work ethic along with a serious attitude towards learning increases chances of success.

**SOCIAL STUDIES 9 PRE-IB** (*Prerequisites: Social Studies 8 and admission into the Pre-IB Program – this is an accelerated course*)

This course covers the Social Studies 9 curriculum. The intent of Social Studies 9 Pre-IB is to prepare students for the academic rigours of the IB program and will focus on research, essay writing, and critical historical thinking skills. The subject matter includes the roots of democracy, fights for rights, and the development of Canada. Students will further develop a strong work ethic and their ability to work independently and in groups. Students enrolled in this course will finish and get credit for Social Studies 9 and about 1/3rd of the Social Studies 10 course. In Grade 10, Pre-IB students will complete Social Studies 10 and Social Studies 11.

**SOCIAL STUDIES 9 CORE** (*To be eligible for Social Studies 9 Core, students must be recommended by their Grade 8 school, in consultation with Learning Support Services at REMSS*)

CORE classes at REMSS are unique classroom environments that are generally made available to students with *Individual Education Plans*. CORE classes have fewer students in them and aim to organize the information so that it is easier to understand. In Social Studies 9 Core, the area of focus will be: vocabulary development, reading comprehension, critical thinking, personal organization, and executive functioning while analyzing historical events through perspective, ethical dimensions, and primary sources.

## **SOCIAL STUDIES 10**

This course will focus on several topics related to the development of Canada and the world from 1914 to today. The contributions and perspectives of groups such as Aboriginal Canadians, French Canadians, women, and immigrants will be studied. Historical topics such as WWI the Interwar Years, WWII, the Cold War, and the Post WWII world will be examined in depth in to help students gain a better understanding of the development of Canada. Government structure and current geographic issues will also be explored so that students can gain the skills and knowledge they need to become active global citizens. Students must be prepared to meet increased expectations in basic skills such as reading and writing along with a more academic approach to the subject.

**SOCIAL STUDIES 10 PRE-IB** (*Prerequisite: Social Studies 9 Pre-IB, Social Studies 9 and admission into the IB Program*)

Utilizing the Social Studies 10 curricular competencies, students will prepare for the academic challenges of the IB Program offered at Mountain. Students will develop their writing skills, analytical abilities as well as their note taking in an effort to provide students with the academic background necessary to be successful in the IB Program. Students in this class will complete Social Studies 10 and Explorations of Social Studies 11.

**SOCIAL STUDIES 10 CORE** (*Prerequisite: To be eligible for Social Studies 10 Core, students must be recommended by Learning Support Services at REMSS*)

CORE classes at REMSS are unique classroom environments that are generally made available to students with *Individual*



*Education Plans.* CORE classes have fewer students in them and aim to organize the information so that it is easier to understand. In Social Studies 10 Core, students will be expected to continue to develop their literacy and critical thinking skills. There will also be an emphasis on written expression.

**IB ECONOMICS 11 SL and HL** (*Prerequisite: Student must be in Grade 11 and have completed Social Studies 10 with a B or higher. This is a two-year course and students will get credit for both IB Economics 11 and IB Economics 12. Higher Level requires 40 additional hours of instruction.*)

At both standard level and higher level, candidates are required to study four topics: microeconomics, macroeconomics, international economics, and development economics with some sub-topics within these reserved solely for higher level. These sections are assessed by two examinations at standard level and three examinations at higher level.

The course emphasizes the economic theories of microeconomics, which deals with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments, and societies. These economic theories are not to be studied in a vacuum – rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development, and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national, and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

**IB GEOGRAPHY 11 SL and HL** (*If a student completes IB Geography 11 and 12, Social Studies 11 is not required.*)

This is the first year of the 2-year IB Geography course. IB Geography 11 is a course that revolves around the themes of population change, climate change, resource management and environmental sustainability. The theme of population involves an examination of past, current, and future trends in areas such as distribution, fertility, mortality, disease, migration, and age structure. The theme of climate change entails the study of the causes of, impacts of and responses to global temperature shifts. The themes of environmental sustainability and resource management examine patterns of resource production, consumption, availability, distribution, and trade, as well as the impacts of these activities on the environment.

**IB PSYCHOLOGY 11 SL and HL**

This course is offered as part of the International Baccalaureate program (Group 3). The core of the course encompasses cognitive, biological, and sociocultural aspects of psychology. All students also study the health psychology option and complete a simple psychological experiment. Only higher-level students study abnormal psychology and qualitative research methods. The final exam is written at the end of Grade 12.

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

This course will study the events of 20th Century History through a lens of Cause and Consequence, examining the conflicts, crises, and peace settlements of these years. Students will begin the year by analyzing WWI and the Treaty of Versailles, and the resulting balance of power in Europe. Students will then delve into further revolutions and conflicts, including the Russian Revolution, the rise of Stalin, Mussolini and Hitler, WWII and the Holocaust, the Cold War, the Vietnam War and Civil Rights Movement, and the collapse of the USSR. Students will also analyze the conflicting ideals of Nationalism, Imperialism, Communism, Fascism, Capitalism and Socialism. By the end of the course, students will be able to answer the question, “To what extent can one person, or idea, change the course of History?”

Students will have the opportunity to participate in Mock Trials and Debates and pursue Research and Passion Projects throughout the year.

## **BC FIRST PEOPLES 12**

BC First Peoples 12 examines cultural, historical, and contemporary issues as they relate to Aboriginal Peoples in British Columbia. Students will become acquainted with the identities, worldviews, and languages of First Peoples. They will also study the past and current impacts of contact and colonialism, as well as the diversity and resiliency of Aboriginal communities and cultural/political expressions. More specifically, students will be expected to attain a greater awareness and understanding of the traditional territories of BC First Nations, the relationships between First Peoples and the land, the impact of historical exchanges of ideas, the results of government policies, the Aboriginal response and resistance to these policies, the role of the media as it relates to First Peoples, the traditional structure First Peoples' governance, and contemporary challenges facing First Peoples in our province.

## **BLACK STUDIES 12**

Students of Black Studies will understand Black history as an important and legitimate branch of historical and contemporary inquiry. The course immerses learners in an interdisciplinary approach that includes but is not limited to Social Studies, English Language Arts, Science, Visual Arts, Media Arts and Music. Black Studies is foundationally intersectional, anti-racist, place-based, and student centered. The course provides all learners with the opportunity to understand oppressive systems, examine how a diversity of Black peoples affected change in colonial Canada & British Columbian history and explores complex contemporary Black identities and reimagines their place and futures in a 21<sup>st</sup> Century world.

## **COMPARATIVE CULTURES 12**

In this course, students will study the rise and fall of Ancient Civilizations including Ancient Egypt, Greece, Rome, Japan, India, the Incas, and the Aztecs. Students will investigate the development of these early societies by analyzing their technological innovations, geography, political ideals, value systems, methods of law and order, religious beliefs, art and literature, and their cross-cultural interactions. Students will have the opportunity to pursue a Passion Project on a civilization(s) of their choice, and many units will be accompanied by Art project – some possibilities include ceramics, painting, sculpture, and dramatizations.

## **GENOCIDE STUDIES**

The course will cover “genocides”, where the term came from and how it has been defined and examined over time. Genocide 12 will involve an in-depth study past and present acts of genocide and crimes against humanity. Students will attempt to answer critical questions but most importantly we hope to shine a light on past and present injustices and answer the question; **Does History repeat itself?**

Students will learn about genocides throughout history and will seek to find answers to the following questions: How do genocides come to take place? How are they patterned? What motivates people to participate in such violence? How is genocide represented, coped with, and remembered? How might it be prevented?

## **HUMAN GEOGRAPHY**

The purpose of this course is to give students a better understanding of the impact of human behaviours on our society and our planet. Students taking Human Geography 11 will be given the opportunity to better understand the world by examining data related to population change, the use of physical space, the consumption of resources, the environmental impact of human activities, the development of industrialization and urbanized societies and the political organization of regions. This course examines the causes, impacts and resolutions of current social, political, economic, and environmental issues.

## **LAW STUDIES 12**

Law 12 is a survey course in Canadian Law. Some areas covered are the Charter of Rights and Freedoms, Philosophy of Law, History of Law, Legal System of Canada, Criminal Law, Legislation Concerning Children and Youth, Legislation Concerning Aboriginal Peoples and Tort Law. A case study approach is taken. Students must be able to think critically, have good reading

and writing skills, and be willing and able to share their view on a legal matter in a clear, respectful manner. Students must be prepared to work hard to reach their potential.

### **PHILOSOPHY 12**

Philosophy 12 introduces students to philosophical arguments and theory from a variety of schools of thought. Delving into life's biggest puzzles and questions, this course teaches students how to apply philosophical ways of thinking about them. Guided practice in analytical reading and writing well-argued philosophical prose will help students articulate, examine, and reflect on their own and others' ideas. This is very much a discussion-driven class that balances individual writing tasks with collaborative-based activities.

Topics covered in Philosophy 12 include: reality and existence, theory of knowledge (epistemology), the mind (metaphysics), logic and language, right and wrong (ethics), society, and beauty and art (aesthetics).

### **PSYCHOLOGY 12**

Psychology 12 focuses on the scientific study of human behaviour and processes over different contexts. The goal of Psychology 12 is to survey a variety of psychological perspectives to analyze, interpret, and make sense of why humans behave the way they do both in the past and present. By incorporating psychological theory and research skills, students will use their own personal experiences to make connections and apply their knowledge. Content in Psychology 12 also embarks on a variety of disciplines that include sociology, psychiatry, and philosophy. Students should have a good grasp of reading comprehension, writing, and communication skills to flourish in this class.

Some selected areas of the field of Psychology include mental health (self-care), psychological disorders, developmental psychology, social psychology, biopsychology, forensic psychology, criminal psychology, motivation, and personality.

### **SOCIAL JUSTICE 12**

The aim of Social Justice 12 is to raise students' awareness of Social Injustices, to enable them to analyze situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world.

Students will explore their own beliefs and values and consider the origins of these beliefs. In addition, this course will allow students to support and challenge their beliefs and values through reflection, discussion, and critical analysis. Social Justice 12 builds on students' innate sense of justice, motivating them to think and act ethically, and empowering them to realize their capacity to effect positive change in the world. This course promotes the pursuit of social justice as an important responsibility for all and encourages students to develop the commitment and ability to work toward a more just society. By the end of this course, students will have worked towards answering, "Why should I care about these issues and injustices, and take action to improve them, when I don't think they impact me directly?"

### **IB ECONOMICS 12 SL and HL**

This is a continuation of IB Economics 11.

### **IB GEOGRAPHY 12 SL and HL** *(If a student completes IB Geography 11 and 12, Social Studies 11 is not required.)*

This is a continuation of IB Geography 11. During this year, three optional themes such as geophysical hazards, food and health, and sport, leisure and tourism will be studied. Students enrolled in Higher Level IB Geography 12 will also complete the Higher-Level extension that is focused on the theme of globalization. Students will write the Standard Level or Higher Level IB exam in May.

## **IB PSYCHOLOGY 12 SL and HL**

This is a continuation of IB Psychology 11.

# **MATHEMATICS**

## **MATHEMATICS 9**

In Mathematics 9 students will develop their reasoning and analyzing, understanding and solving, communicating and representing, and connecting and reflecting skills in these curricular areas: Operations with Rational Numbers, Exponents, Linear Relationships, Algebra, Proportional reasoning, Finance, and Data Analysis. In addition to developing basic numeracy skills, Mathematics 9 continues to focus on problem solving and communicating mathematical reasoning. Mathematics 9 encourages students to develop a clear understanding of mathematical concepts, recognize the inter-disciplinary nature of mathematics and appreciate its contributions to the world around us. This course will help prepare students for Mathematics courses at the Grade 10 level. A scientific calculator is required for this course.

**MATHEMATICS 9 PRE-IB** (*Prerequisite: Math 8 and admission into the IB Program – this is an accelerated course.*)

This course is designed for students with a thorough understanding of and enthusiasm for Math. Students enrolled in this course will finish and get credit for Math 9 and about 2/3rds of the Foundations and Pre-Calculus 10 course. In grade 10, Pre-IB students will complete Foundations and Pre-Calculus 10 and all of Pre-Calculus 11. See the course description for Math 9 and Foundations and Pre-Calculus 10 for a full description of the course content.

**MATHEMATICS 9 CORE** (*To be eligible for Mathematics 9 Core, students must be recommended by their Grade 8 school, in consultation with Learning Support Services at REMSS. Students will move onto Workplace Math 10 or repeat Math 9 to continue in the academic pathway.*)

CORE classes at REMSS are unique classroom environments that are generally made available to students with *Individual Education Plans*. A CORE class has fewer students and aims to organize the information so that it is easier to understand.

Mathematics 9 Core is designed for students who struggle with mathematical concepts and/or reasoning. In this course students will develop an understanding of the essential learning outcomes in four broad curricular areas: Operations with Numbers in Algebraic Situations, Linear Algebra, Proportional Reasoning and Data Analysis. In addition to developing basic numeracy skills, Mathematics 9 Core continues to focus on problem solving and communicating mathematical reasoning. A scientific calculator is required for this course.

**FOUNDATIONS & PRE-CALCULUS MATH 10** (*Prerequisite: Math 9 with a recommend C+ or better*)

Foundations of Mathematics & Pre-Calculus 10 is one of two pathways at the Grade 10 level. This course is intended for students who wish to pursue post-secondary studies at the college and university level. Please check university and faculty admission requirements prior to deciding on a pathway; see counsellors for assistance. In this course students will develop reasoning and modeling, understanding and solving, communicating and representing, and connecting and reflecting skills in these areas: operations with powers, multiplying polynomials, factoring numbers and polynomials, representing relationships using functions, arithmetic sequences, systems of equations, trigonometry, and financial literacy. Students who complete this course are eligible to take Foundations of Mathematics 11, Pre-Calculus 11, or Workplace Math 11. A scientific calculator is required for this course.

**FOUNDATIONS & PRE-CALCULUS MATH 10/11 PRE-IB** (*Prerequisite: Math 9 Pre-IB (recommend B or better) or Foundations and Pre-Calculus 10 (recommend B or better) and admission into the IB Program - this is an accelerated course.*)

This course is designed for students with a thorough understanding of and enthusiasm for Math. Students enrolled in this

course will finish the remaining 1/3 of Foundations and Pre-Calculus 10 and all of Pre-Calculus 11. They will get credit for both Foundations and Pre-Calculus 10 and Pre-Calculus 11. This course is recommended for students who wish to pursue studies in Mathematics and Science at the IB level. In this course, students will cover the Grade 10/11 curriculum with a focus on enrichment. Students will explore concepts at a deeper level as well as complete more challenging problems for homework. Additional topics beyond the curriculum are explored as time permits. Pre-IB Math 10 will help prepare students for IB Math courses in Grades 11 and 12. Students who complete this course are eligible to take, Pre-Calculus 12, and IB Mathematics Standard and Higher Level 11. A graphing calculator is recommended for this course: TI-83 or TI-84.

**WORKPLACE MATH 10** (*Prerequisite: Math 9 or Math 9 Core*)

Workplace Mathematics 10 is the second of two pathways at the Grade 10 level. This course is intended for students who wish to pursue post-secondary training in a trade or who wish to enter the workforce immediately after graduation. Please check college and faculty admission requirements prior to deciding on a pathway; see counsellors for assistance. In this course students will develop reasoning and modeling, understanding and solving, communicating and representing, and connecting and reflecting skills in these areas: proportional reasoning, measurement, flexibility with numbers, trigonometry, graphing, finance, and representing & analyzing data. Content areas include graphing, measurement, trigonometry, probability, and finance. Students who complete this course are eligible to take Workplace Mathematics 11. A scientific calculator is required for this course.

**WORKPLACE MATH 11** (*Prerequisite: Workplace Math 10 or Foundations & Pre-Calculus Math 10*)

Workplace Mathematics 11 is one of three pathways at the Grade 11 level. This course is intended for students who wish to pursue post-secondary training in a trade or who wish to enter the workforce immediately upon graduation. Please check college and faculty admission requirements prior to deciding on a pathway; see counsellors for assistance. In this course, students will develop reasoning and modeling, understanding and solving, communicating and representing, and connecting and reflecting skills in these areas: proportional reasoning, financial literacy (investments, loans, budgeting), representation of 3D Objects, numeracy skills and data analysis (probability, statistics, and graphing). Students will have the opportunity to complete both digital and hands-on projects. This course satisfies the mathematics requirement for graduation. A scientific calculator is required for this course.

**FOUNDATIONS OF MATH 11** (*Prerequisite: Foundations & Pre-Calculus Math 10*)

Foundations of Mathematics 11 is one of three pathways at the Grade 11 level. This course is intended for students who wish to pursue post-secondary studies in programs that do not require grounding in theoretical calculus. Please check college and faculty admission requirements prior to deciding on a pathway; see counsellors for assistance. In this course students will develop reasoning and modeling, understanding and solving, communicating and representing, and connecting and reflecting skills in these areas: Proportions, Relations and Functions, Logical Reasoning, and Statistical Analysis. Students are expected to reason and model in situational contexts, understand, and solve through inquiry, communicate, and represent by explaining and justifying mathematical ideas and decisions, and connect and reflect with each other. This course satisfies the mathematics requirement for graduation. Students who complete this course are eligible to take Foundations of Mathematics 12. A graphing calculator is required for this course: TI-83 or TI-84.

**PRE-CALCULUS 11** (*Prerequisite: Foundation & Pre-Calculus Math 10 with a recommended grade of 67% or better*)

Pre-Calculus 11 is one of three pathways at the Grade 11 level. This course is intended for students who wish to pursue post-secondary studies in programs that require grounding in theoretical calculus. Please check college and faculty admission requirements prior to deciding on a pathway; see counsellors for assistance. In this course students will develop reasoning and modeling, understanding and solving, communicating and representing, and connecting and reflecting skills in these areas: Generalization of Algebraic Relationships, Connections with Powers, Radicals, and Polynomials, Relationships of Quadratics, and Proportional Reasoning in Trigonometry. This course satisfies the mathematics requirement for graduation. Students who complete this course are eligible to take Pre-Calculus 12. A graphing calculator is recommended for this course: TI-83 or TI-84.

**IB MATH: ANALYSIS AND APPROACHES 11 SL** (*Prerequisite: Pre-Calculus 11 and admission to IB. See IB Coordinator or Counsellor for details*)

Analysis and Approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. This course caters to students who already possess knowledge of basic mathematical concepts and who are equipped with the skills needed to apply mathematical techniques correctly. In this course students will explore real and abstract applications of these ideas with and without the use of technology. This course will cover topics in number, algebra, functions, statistics, probability, trigonometry, geometry, and calculus. A graphing calculator is required for this course: TI-83 or TI-84.

**IB MATH: ANALYSIS AND APPROACHES 11 HL** (*Prerequisite: Pre-Calculus 11 and admission to IB. See IB Coordinator or Counsellor for details.*)

Analysis and Approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. This course caters to students with a strong background in mathematics who are competent in a range of analytical and technical skills. In this course students will explore real and abstract applications of these ideas and without the use of technology. This course will spend the most time covering topics in trigonometry, vectors, complex numbers, statistics, and calculus. It will also cover topics in algebra, functions, and probability. A graphing calculator is required for this course: TI-83 or TI-84.

**FOUNDATIONS OF MATH 12** (*Prerequisite: Foundations of Mathematics 11 or recommendation by teacher*)

Foundations of Mathematics 12 is intended for students who wish to pursue post-secondary studies in programs that do not require solid grounding in theoretical Calculus. Please check college and university admission requirements prior to selecting this course; see counsellors for assistance. In this course students will develop critical thinking, problem solving and reasoning skills in relation to four broad curricular areas: Financial Mathematics; Logical Reasoning; Probability; Relations and Functions; Research Methods. Students are expected to reason and model by exploring, analyzing, and applying their ideas through inquiry, communicating, and representing their ideas in a variety of ways, and connecting and reflecting with each other. A graphing calculator is required for this course: TI-83 or TI-84.

**PRE-CALCULUS 12** (*Prerequisite: Pre-Calculus 11 with recommended grade of 73% or higher*)

Pre-Calculus 12 is intended for students who wish to pursue post-secondary studies in programs that require solid grounding for theoretical calculus. Please check college and university requirements prior to selecting this course; see counsellors for assistance. In this course students will develop critical thinking, problem solving and reasoning skills in three broad curricular areas: using inverses to explore relationships with functions, exploring characteristics and modelling with functions; transformations with functions. A graphing calculator is recommended for this course: TI-83 or TI-84.

**CALCULUS 12** (*Prerequisite: Pre-Calculus 11 with recommended grade of 80% or higher and concurrently enrolled in Pre-Calculus 12*)

Calculus 12 is a college or university preparatory course. It is highly recommended for students who plan to continue studies in engineering, engineering technology, any science related field or business program at the university level. Calculus 12 may be taken concurrently with Pre-Calculus 12. The first part of this course focuses on limits and understanding the derivative of a function as the instantaneous rate of change. The second portion of this course emphasizes various aspects of integral calculus. A graphing calculator is strongly recommended for this course: TI-83 or TI-84.

**IB MATH: ANALYSIS AND APPROACHES 12 SL** (*This subject is aimed at students who will go on to study subjects with substantial mathematics content such as Chemistry, Biology, Economics, Psychology, and Business Administration*)

This course is the continuation of Analysis and Approaches 11 SL. Analysis and Approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. This course caters to students who already possess knowledge of basic mathematical concepts

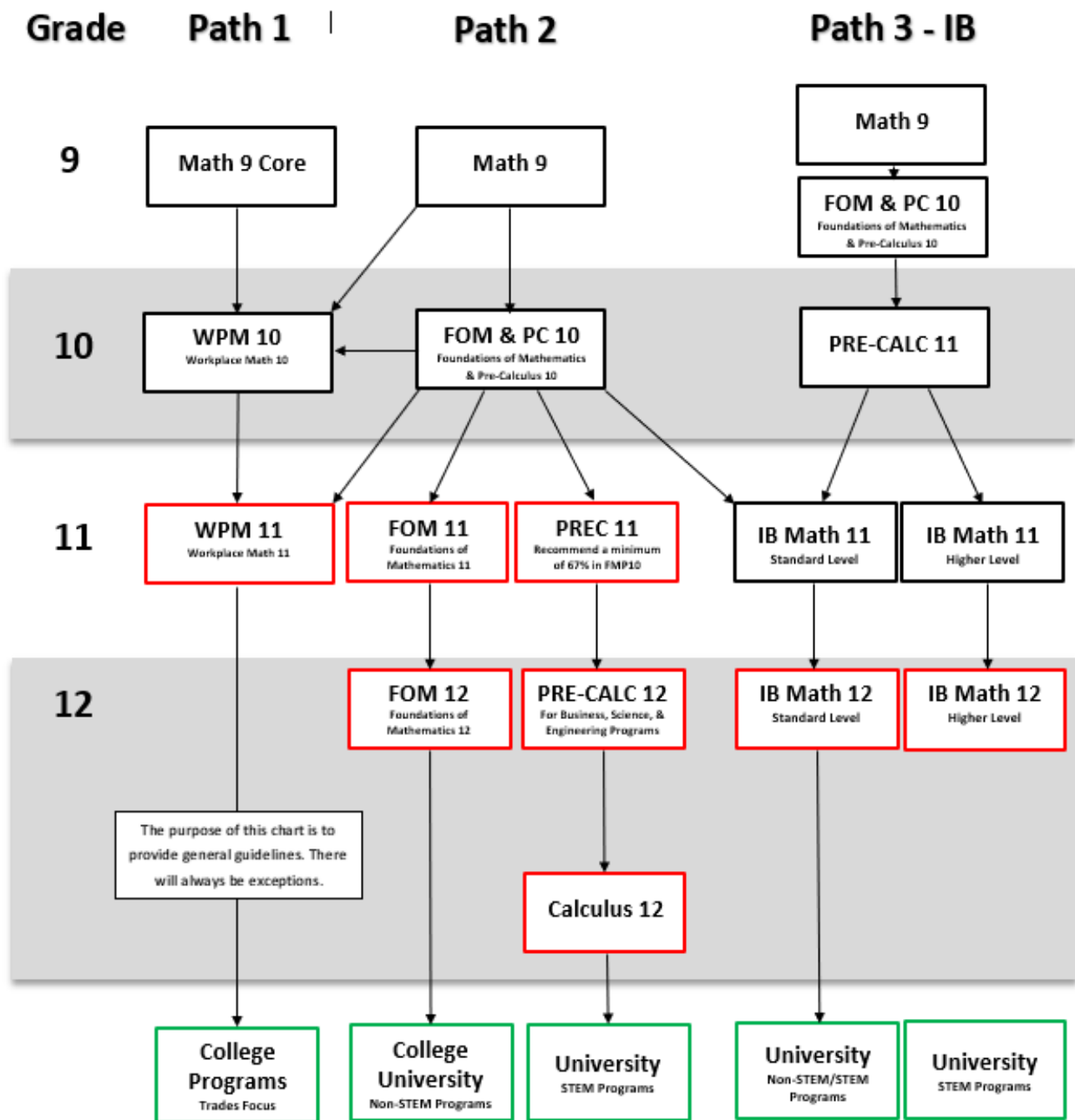


and who are equipped with the skills needed to apply mathematical techniques correctly. In this course students will explore real and abstract applications of these ideas with and without the use of technology. This course will cover topics in number, algebra, functions, statistics, probability, trigonometry, geometry, and calculus. A graphing calculator is required for this course: TI-83 or TI-84.

**IB MATH: ANALYSIS AND APPROACHES 12 HL** (*Prerequisite: IB Math: Analysis and Approaches 11 HL*) (*This subject is aimed at students who will go on to study subjects with substantial mathematics content*)

This course is the continuation of Analysis and Approaches 11 HL. Analysis and Approaches is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. This course caters to students with a strong background in mathematics who are competent in a range of analytical and technical skills. In this course students will explore real and abstract applications of these ideas and without the use of technology. This course will spend the most time covering topics in trigonometry, vectors, complex numbers, statistics, and calculus. It will also cover topics in algebra, functions, and probability. A graphing calculator is required for this course: TI-83 or TI-84.

# Math Paths at R.E. Mountain Secondary School



STEM = Science, Technology, Engineering, and Mathematics

# SCIENCE

## **SCIENCE 9**

Science 9 provides a preview of some of the major fields of science. In biology it examines microscopy and cells, asexual and sexual reproduction. Physics examines static and current electricity and applications in the home. Chemistry looks at the periodic table, atoms and ions, ionic and covalent compounds, and properties of matter. Scientific investigation skills are integrated throughout the year.

### **SCIENCE 9 PRE-IB** (*Prerequisites: Science 8 and admission into the IB Program*)

Science 9 Pre-IB will cover all the topics in the Science 9 program, however, the topics will be enriched with a focus on more independent student-oriented work, higher level thinking skills; for example: explaining and analyzing data or information and in some topics, taking them to a greater depth.

### **SCIENCE 9 CORE** (*To be eligible for Science 9 Core, students must be recommended by their Grade 8 school, in consultation with Learning Support Services at REMSS*)

CORE classes at REMSS are unique classroom environments that are made available to students with *Individual Education Plans*. A CORE class has fewer students in them and aims to organize the information so that it is easier to understand. In biology, it examines microscopy and cells, asexual and sexual reproduction. Physics examines static and current electricity and applications in the home. Chemistry looks at the periodic table, atoms and ions, ionic and covalent compounds, and properties of matter. Scientific investigation skills are integrated throughout the year.

## **SCIENCE 10** (*Prerequisite: Science 9*)

Science 10 is generally regarded as a preparatory program for the senior science courses allowing students, based on their successes and interests, to decide on which of the senior science courses to take in Grade 11 & 12. Students must take at least one Science 11 or 12 course to graduate. Science 10 is in a transition year at R.E.M.S.S. with an ongoing integration of topics from the new B.C. Science 10 Curriculum. Scientific investigation skills are integrated throughout the year with the use of more sophisticated scientific tools in investigations.

### **SCIENCE 10 PRE-IB** (*Prerequisites: Science 9, Science 9 Pre-IB and admission into the IB Program*)

Science 10 Pre-IB is considered a pre-IB level course preparing students for science courses at the IB level. It will cover the topics in the new Science 10 Curriculum with an emphasis on more independent student-oriented work and higher-level thinking skills. It will introduce some of the topics from senior level sciences and IB models of assessment.

### **SCIENCE 10 CORE** (*Prerequisite: To be eligible for Science 10 Core, students must be recommended by Learning Support Services at REMSS*)

CORE classes at REMSS are unique classroom environments that are made available to students with *Individual Education Plans*. A CORE class has fewer students in them and aims to organize the information so that it is easier to understand. Topics with specific emphasis include ecology and ecosystems, chemical reactions, and Earth Science. Scientific investigation skills are integrated throughout the year. Students who wish to pursue Biology, Chemistry, or Physics at the Grade 11 level are encouraged to take Science 10.

## **CHEMISTRY 11** (*Prerequisite: Science 10*)

Chemistry is a science concerned with the study of the materials of our environment, their properties, and the way in which they interact with each other. This course reviews and expands on the topics introduced in the chemistry sections of the junior science curriculum and introduces new material in the areas of electron structure, mole concept (calculation) organic and solution chemistry. Practical laboratory work forms an essential part of the course.

### **EARTH SCIENCE 11** *(Prerequisite: Science 10)*

Earth Science 11 explores many facets of planet Earth - its structure, processes occurring upon and within it, and the space surrounding it. Geologic topics include the formation of rocks and minerals, plate tectonics and mountain building, volcanism and earthquakes, weathering, and erosion. The geologic time scale, as well as the Solar system, stars and galaxies is also explored. This course will satisfy the science requirement for graduation.

### **LIFE SCIENCES 11** *(Prerequisite: Science 10)*

This course involves the study of all five of the major groups of living things and involves the dissection of some representative organisms. Important biological concepts such as cell structure, taxonomy and evolution are included, along with the following experimental skills: microscope techniques, forming questions and hypotheses, data collection and analysis and measurement uncertainty. These skills are an introduction to the Authentic Experiments that are conducted in Biology. They will serve to prepare the students for the Authentic Experiments that will be conducted in Anatomy and Physiology 12.

### **PHYSICS 11** *(Prerequisite: Science 10)*

Physics is a theoretical as well as a practical course which attempts to restructure your common sense so that you can observe the workings of the universe correctly (many times your common sense is incorrect). Upon completion of this course, you will be able to: describe many physical phenomena quantitatively as well as qualitatively; transfer many of the problem-solving skills learned to explain other physical phenomena and other problems outside of physics; conduct experiments in a safe, efficient, and accurate manner and report the results in a logical format; explain phenomena by investigating and determining relationships between variable quantities.

### **IB BIOLOGY 11 SL and HL** *(Prerequisites: Science 10 or Science 10 Pre-IB and admission into the IB Program)*

This course is an intensive course of study that is intended, by the end of the two-year program, to prepare students to write the International Baccalaureate exam. The topics include classification and diversity, genetics, evolution, plant science, ecology, and related laboratory work. Students must maintain a portfolio of their practical work for submission to external evaluators.

### **IB CHEMISTRY 11 SL and HL** *(Prerequisites: Science 10 or Science 10 Pre-IB and admission into the IB Program)*

IB Chemistry 11/12 is a comprehensive laboratory-based chemistry program. Students will be challenged by the breadth and depth of this course of study. The course covers topics in: Stoichiometry, Atomic Theory, Bonding, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Environmental Chemistry, and Chemical Analysis. Students will complete a portfolio of investigations that includes an extended experiment. Final standing in this course is based upon a final exam in the grade twelve year, and an externally standardized evaluation of laboratory work. This course can provide credit for first year university Chemistry.

### **IB PHYSICS 11 SL and HL** *(Prerequisites: Science 10 or Science 10 Pre-IB and admission into the IB Program)*

IB Physics 11/12 is a comprehensive laboratory-based physics program. The course covers topics in: Kinematics, Dynamics, Momentum, Energy, Circular Motion, Thermal Energy, Atomic theory, Waves, Optics. Students will complete a portfolio of investigations that includes an extended experiment. Final Standing in this course is based upon a final exam in the grade twelve year, and an externally standardized evaluation of laboratory work. This course is an equivalent to Physics 11 and 12 for university consideration.

### **ANATOMY AND PHYSIOLOGY 12** *(Prerequisite: A Science 11 Course. Strong recommendation that Life Sciences 11 be taken as an introduction to Authentic Experimentation in Biology.)*

Anatomy and Physiology 12 involves a detailed study of cell biology and human anatomy and physiology. The concepts are reinforced, where possible, by laboratory investigations including a fetal pig dissection. This is a

demanding course requiring well-developed study habits to help ensure student success. Biological laboratory skills and techniques involving Authentic Experimentation from Life Sciences 11 are expanded upon and demonstrated through authentic experiments.

### **CHEMISTRY 12** (*Prerequisite: Chemistry 11*)

Chemistry 12 is an advanced, laboratory-oriented course which builds upon the knowledge gained in Chemistry 11. Five topics – reaction kinetics, equilibrium, solubility equilibrium, acids and bases and oxidation/reduction – are covered in detail. A good understanding of Chemistry 11 material and strong mathematical skills is required. Good laboratory skills are required, and laboratory reports are much more comprehensive.

### **ENVIRONMENTAL SCIENCE 12** (*Prerequisite: Science 10*)

Environmental Science 12 investigates how human actions and activities impact the ecosystems. It will focus on:

- How human actions affect the quality of water and its ability to sustain life.
- How human activities cause changes in the global climate system.
- Why sustainable land use is essential to meet the needs of a growing population.
- How living sustainably supports the well-being of self, community, and the Earth.

### **PHYSICS 12** (*Prerequisite: Physics 11*)

Taking air currents into account, what direction should a plane head from Langley to get to Kelowna? What angle of projection for a golf ball produces maximum distance? How is the moon's orbit related to the orbits of all the satellites? Why is electricity transmitted at very high voltages? How does a generator generate electricity? The physics principles behind such questions will be studied by expanding on the principles learned in Physics 11. Vector analysis is a skill used throughout the course. If you are considering engineering or mathematics-based technology field, you should take this course.

### **SPECIALIZED SCIENCE 12** (*Prerequisite: Science 10*)

Science plays a key role in educating citizens for the world. The curriculum for this course allows for instructional flexibility by providing a diverse range of opportunities and encouraging students to use a range of approaches to support instruction and acquisition. The aim of this course is to show how science provides opportunities for us to better understand the natural world. Several topics from major sciences (Earth Science, Chemistry, Physics, Biology, and Environmental Science) will be covered in interdisciplinary units and students will learn how different branches of science interact together. By the end of this course, students will have cultivated an appreciation for the field of science by recognizing opportunities to apply their knowledge in their everyday lives and/or contribute to science in their future careers.

### **IB BIOLOGY 12 SL and HL**

IB Biology 12 continues the preparation of students to write the International Baccalaureate exams. The course of study includes cells; biochemistry including nucleic acids and proteins, cell respiration and photosynthesis; human anatomy and physiology including major body systems and defenses against infectious diseases. Students must complete an experimentally based group project and must also maintain a portfolio of their practical work for submission to external evaluators. At the end of this course, students will have been prepared to write the International Baccalaureate Higher Level Biology exam.

### **IB CHEMISTRY 12 SL and HL**

IB Chemistry 11/12 is a comprehensive laboratory-based chemistry program. Students will be challenged by the breadth and depth of this course of study. The course covers topics in: Stoichiometry, Atomic Theory, Bonding, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Environmental Chemistry, and Chemical Analysis.

Students will complete a portfolio of investigations that includes an extended experiment. Final standing in this course is based upon a final exam in the grade twelve year, and an externally standardized evaluation of laboratory work. This course can provide credit for first year university Chemistry.

### **IB PHYSICS 12 SL and HL**

IB Physics 11/12 is a comprehensive laboratory-based physics program. The course covers topics in: Kinematics, Dynamics, Momentum, Energy, Circular Motion, Thermal Energy, Atomic theory, Waves, Optics. Students will complete a portfolio of investigations that includes an extended experiment. Final Standing in this course is based upon a final exam in the grade twelve year, and an externally standardized evaluation of laboratory work. This course is an equivalent to Physics 11 and 12 for university consideration.

## **PHYSICAL AND HEALTH EDUCATION**

### **PHYSICAL AND HEALTH EDUCATION 9**

Physical and Health Education 9 (Co-Ed) is the introductory course in our progression of the physical and health education curriculum. PHE is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and mental well-being. You will pick up where you left off in Grade 8 with the sequential development of fitness, skills, rules, and strategies, with an emphasis on fun, and lifelong fitness levels.

### **PHYSICAL AND HEALTH EDUCATION 10**

Physical and Health Education 10 is the final course of compulsory PHE, and as such, an emphasis will be directed toward equipping students with the necessary tools they need to live healthy, active lives. Students will complete the progressions of skills, game rules, and strategies in the core individual, dual, and team activity areas. It is hoped at this time that your knowledge of game rules and strategies, combined with improved skills because of years of PHE study, will enable you to participate confidently and enthusiastically in all activities. As well, you will learn about important health components such as nutrition, mental health, community/social health, and sexual health. Overall, PHE 10 is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and mental well-being.

### **PHYSICAL AND HEALTH EDUCATION 10 (Girls)**

Physical and Health Education 10 (Girls) allows students to build upon the physical literacy skills developed in PHE 9 through cooperative and competitive games as well as lifestyle activities such as yoga, strength training, dance, and more. This course will provide exciting opportunities for students to explore and engage in physical fitness while focusing on their personal healthy-living goals. Furthermore, students will delve into a range of health topics including mental well-being, sexual health, body image, eating disorders, substance use, and healthy relationships.

### **PHYSICAL AND HEALTH EDUCATION 10 (Boys)**

Physical and Health Education 10 (Boys) is the final course of compulsory PHE, and as such, an emphasis will be directed towards equipping the students with the necessary tools they need to live health, active lives. Students will complete the progressions of skills, game rules, and strategies in the core individual, dual, and team activity areas. It is hoped at this time that your knowledge of game rules and strategies, combined with improved skills because of years of PHE study, will enable you to participate confidently and enthusiastically in all activities. As well, you will learn about important health components such as nutrition, mental health, community/social health, and sexual health. Overall, PHE 10 is designed to develop the knowledge, skills, and understandings that students need for lifelong physical health and mental well-being.



### **PHYSICAL AND HEALTH EDUCATION 10 (High Performance)**

Do you enjoy being active, competition, and the elements of being on a team? Then this is a class for you! PHE 10 High Performance is a class designed for students who want to focus on sport-specific skills, with an emphasis on creating competitive environments where students can be challenged and pushed to improve. Students will be immersed in an environment designed to encourage teamwork, communication skills and leadership qualities. An emphasis will be directed towards a high level of training, conditioning, and skill development at a competitive level. Athletes will be challenged to compete at higher levels of play.

### **ACTIVE LIVING 11 & 12**

This course is designed as an extension of PE 9 – 10. Students that enjoy being exposed to team sports, individual sports, minor games, and maintaining levels of physical fitness are encouraged to take this course. This course is designed to be fun and expose students to a wide range of physical activities that will assist in their development. Students will be assessed on skill acquisition, fitness, knowledge, and social responsibility levels.

### **ACTIVE LIVING 11 & 12 (Girls)**

This course is for Grade 11 and 12 girls that are interested in participating in a variety of activities in and out of the school. There will be a large focus on exploring community fitness opportunities to cultivate students who are interested in being active for life. Breaking away from the traditional team sports focused PHE framework to one that is more individual health and wellness focused. This approach to PHE will allow students to feel comfortable and familiar with what fitness opportunities are offered in their communities. Physical fitness and skills will be improved on an individual basis with a focus on individual health. Students will participate in activities such as yoga, Pilates, dance, nutrition, curling, fitness centres, indoor rock climbing, spin classes, and boxing.

### **ACTIVE LIVING 11 & 12: HIGH PERFORMANCE BASKETBALL** *(By application, before school twice a week)*

Are you a motivated athlete? Do you enjoy competition, indoor sports, and the elements of being on a team? Then this is a class for you! High Performance Basketball is a class designed for students that want to focus on sport-specific skills, with an emphasis on basketball exclusively. Students will be immersed in a team environment designed to encourage teamwork, communication skills and leadership qualities. Training and skill development at a competitive level will also challenge athletes and provide opportunities to compete at higher levels of play.

### **ACTIVE LIVING 11 & 12: HIGH PERFORMANCE VOLLEYBALL** *(Before school twice a week)*

HP volleyball is a course for students who have experience playing volleyball, enjoy competition and the elements of being on a team. There will be a focus on volleyball specific skills and physical training while engaging in a team environment designed to encourage teamwork, communication skills and leadership qualities. The training and skill development will challenge athletes and possibly provide opportunities to compete at higher levels of play.

***Choose Active Living 11 or 12 or (Girls) as an alternate.***

### **ACTIVE LIVING LIFESTYLES 11 & 12** *(Monday to Friday 3:15-4:25pm for a semester)*

This course is designed for Grade 11 and 12 students who are interested in learning more about lifelong fitness and healthy living. Importantly, this course breaks away from the traditional games approach to PHE and instead will explore a deeper variety of exciting fitness activities that will help students maintain an active lifestyle beyond high school. Students will participate in activities such as yoga, Pilates, dance, nutrition, curling, fitness centres, indoor rock climbing, spin classes, and boxing. Furthermore, this course will allow students to feel comfortable and familiar with what fitness opportunities are offered in their communities.

## **ASCEND: OUTDOOR EDUCATION 11 & 12**

Outdoor Education 11/12 is an option for students who are interested in exploring our local outdoor environment. There will be an emphasis on hiking, walking, team building, outdoor safety, and responsibility, camping skills, ethical use, environmentalism, and more. No experience is needed; students who take this course simply need to have a positive mindset around being outside in all weather and in a variety of sometimes challenging situations.

Students who choose Outdoor Education as a PHE strand must also choose English First Peoples 11 or 12 as their English course. If this is something that is interesting to you, please refer to the Ascend Program course description for more information.

## **FITNESS & CONDITIONING 11 & 12**

Are you interested in developing your physical potential? Then this course is for you! Strength and Conditioning is designed for students who enjoy exercise and continually challenging themselves physically. Students will be introduced to a wide variety of fitness activities designed to engage students of all ability levels. Following set individualized work out routines will be a part of this course. Students will also design and follow their own work out routines to maximize their physical abilities. The goal of this course is to improve each student's overall cardio, power, agility, flexibility, and strength, and to equip students with a knowledge base of exercise physiology and nutrition.

# **CAREER EDUCATION**

## **CAREER EDUCATION 9**

In Grade 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. As students build on the foundation developed from their experiences in K–5, they begin to explore in greater depth their skills and passions and begin to determine possible routes to their goals.

### **Big ideas:**

- 1) Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- 2) The value of work in our lives, communities, and society can be viewed from diverse perspectives.
- 3) Achieving our learning goals requires effort and perseverance.
- 4) Adapting to economic and labour market changes requires flexibility.
- 5) Our career paths reflect the personal, community, and educational choices we make.

At R.E. Mountain Secondary School, the Career Education 9 curriculum is embedded within the regular required courses throughout the year and not delivered as a separate course. Students will receive a mark for this course on their June report card.

## **CAREER LIFE EDUCATION 10**

In Life Education 10 students will focus on their strengths to better understand their preferred ways of knowing and learning. Students will continue to work on developing their employability skills, essential skills, leadership, and collaboration skills along with their self-assessment and reflection strategies. Building networking relationships within the community and practicing inclusiveness by learning how to respect different world views and diverse perspectives are key components of the course.

There are three themes that are constant in this course:

Fundamental Skills - Personal Management Skills - Teamwork Skills

Other topics that are included in this course include: workplace safety, employment standards, post-secondary exploration, and essential career skills (i.e.: labour market, resume and cover letter building and interviewing skills). Enabling students to become self-directed, intrinsically motivated individuals who make thoughtful decisions and take responsibility for pursuing their goals, is our aim for this course.

### **LIFE CONNECTIONS & CAPSTONE 12** (*Prerequisite: Enrolled in Grade 12*)

Life Connections is intended to prepare students for a successful transition to life after Secondary School. To meet this goal, Life Connections encourages students to:

- ✓ take ownership of their own health and learning to ensure a balance between a sense of purpose and well being
- ✓ examine and demonstrate connections between their learning, their strengths and skill set and future goals
- ✓ create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
- ✓ to recognize personal world views and perspectives, and consider their influence on values, actions, and preferred futures
- ✓ to collaborate with a mentor to inform career life development and exploration

Capstone Component of Life Connections:

As part of their Life Connections course, students will be responsible for creating and presenting a Capstone presentation. The Capstone will be a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skill sets. The Capstone is a culminating project that allows students the opportunity to consolidate and showcase the learning from their school and life experience into a meaningful and relevant product. Students will use innovation, cross-curricular knowledge, and critical thinking skills in an area of interest as the basis for the project, which is applicable to a real-world concept. Students will be responsible for selecting and working with a mentor of their choosing to complete their Capstone.

## **MODERN LANGUAGES**

### **FRENCH 9** (*Prerequisite: French 8*)

In French 9, students continue to develop basic oral and written language skills that they began to use in their introductory French program in Middle School. Vocabulary increases and grammatical structures become more complex. Supplementary reading passages as well as daily homework and projects reinforce class work. Evaluation is based on home assignments, oral classwork, projects, tests, and exams.

### **FRENCH 9 PRE-IB** (*Prerequisites: French 8 and admission to the Pre-IB Program*)

In French 9 Pre-IB, students continue to develop basic oral and written language skills, completing the course requirements of French 9 and further enriching their vocabulary, writing, reading comprehension, and oral language using a variety of resources. Students should be prepared for a challenge, as the language structures introduced in class will become increasingly complex. Students will also be expected to express themselves in French. This course is designed for students who have the intention of continuing to French 10 Pre-IB and French 11 IB.

### **INTRO TO MANDARIN 9** (*No prerequisite*)

你(nǐ) 好(hǎo) ! Did you know that one in six people in the world speaks Mandarin?

Mandarin 9 is an introductory course to the Mandarin Language and Chinese culture. This course is designed for students to develop basic conversational skills through building a vocabulary bank. Emphasis is placed on practical skills (typing Mandarin characters), communicative language, Chinese traditions, and culture in everyday life. This course will provide a good foundation for future studies of the Mandarin language. Come join us and see it for yourself!

**MANDARIN 9 PRE-IB** (*Prerequisite: Admission into the Pre-IB Program*)

Pre-IB Mandarin 9 is a first-year beginner Mandarin course. This course is designed for students who have the intention of continuing to Pre-IB Mandarin 10. Students will be introduced to the basic skills of oral and written communication using simplified Chinese characters and the Hanyu Pinyin system. Students will acquire a vocabulary base of 150-200 characters that they are able to read and write. Students will learn about Chinese culture through language and holidays. During the year, the following themes will include greetings, family, countries, and languages, counting 0-100, calendars, time, occupations, transportation, and colours.

**INTRO TO SPANISH 9**

Since Spanish is one of the most important languages of the world, wouldn't it be great to be able to communicate with the over 400 million people in over 20 countries whose first language is Spanish? It is our goal for students to learn and attain a strong base in the language. Through speaking, listening, reading, writing, and fluency development, students will go from knowing no Spanish to having basic conversations and general comprehension. This course will focus on equipping students with the skills they need to start using the language with each other and with other Spanish speakers. In this class, students will immerse themselves in Spanish, experience some Hispanic culture, and gain the basics of the language. Come join us to experience this journey!

**FRENCH 10** (*Prerequisite: French 9*)

French 10 initiates students to an in-depth study of the French language. Students further develop skills of listening, speaking, reading, and writing. Using a variety of resources, including a text program called Ça Marche 3; emphasis is placed on developing authentic language use related to a variety of topics. Topics include personal space & lifestyle, jobs, Canada, Canadians and Franco-Canadian culture, childhood memories, films, and French literature. Students are encouraged to transfer previously mastered skills to new situations in a creative manner. Evaluation will be based upon frequent testing, compositions, projects, oral classwork, and exams.

**FRENCH 10 PRE-IB** (*Prerequisites: French 9 or French 9 Pre-IB and admission into the Pre-IB Program*)

French 10 Pre-IB is based on the British Columbia Core French 10 curriculum, with additional cultural and language enrichment opportunities. Using a variety of resources, including a text program called Ça Marche 3; emphasis is placed on developing authentic language use related to a variety of topics. Topics include personal space & lifestyle, jobs, Canada, Canadians and Franco-Canadian culture, childhood memories, films, and French literature. Students are expected to read a variety of short texts, as well as an adapted French classic novel in graphic format and a children's story. Activities will focus on listening, speaking, reading, and writing. Through in-class discussion and written assignments, students review and practice various tenses and other points of grammar as well as develop essential vocabulary. French 10 Pre-IB includes content, strategies, and evaluation methods that aim to help prepare students to enter the IB Language B program in the future.

**MANDARIN 10**

你(nǐ)好(hǎo) ! Now that you have successfully completed Mandarin 9, join us in Mandarin 10, where we will be building on what you already know. We will continue to master conversational skills and all the other aspects of Mandarin through meaningful activities and creative interactions. In this course, students will be immersed in the Mandarin language, learn practical skills (typing Mandarin characters), and experience Chinese culture.

**MANDARIN 10 PRE-IB** (Prerequisite: Pre-IB 9 or Mandarin 9 with teachers' recommendation or admission into the Pre-IB Program)

Pre-IB Mandarin 10 will further develop the skills of listening, speaking, reading, and writing to prepare students for IB11. Vocabulary increases and sentence structures become more complex. Students will have more chances to apply their knowledge in more authentic situations and projects. Students will have about 300 characters that they are able to read and write. Students will have a deeper understanding of Chinese culture through reading and hands on activities. Students will be comfortable to carry on a simple daily conversation. During the year, the following themes will include, but not be limited to: colours and clothing, weather, vacation, hobbies, sports, arts, daily routine, and school life.

**SPANISH 10** (Prerequisite: Spanish 9)

This course is designed for students who already have a base of the Spanish language. Through a variety of communicative experiences, games, activities, and texts, students will develop their communication skills and increase their comprehension to be able to communicate with more fluency, increased complexity of language, and in a greater variety of circumstances. Through reading, writing, listening, and speaking practice, students will expand their vocabulary, their ability to communicate effectively, and their knowledge of Hispanic culture. ¡Vamos a aprender español juntos!

**FRENCH 11** (Prerequisite: French 10)

This course will satisfy the second language requirement for entrance to various universities. Students will continue to develop their French language and build upon their skills learned in French 10. The course focuses on speaking, listening, reading, and writing French. The course will teach real-world and authentic themes that will allow for students to continue to become more fluent in the French language.

**INTRO TO MANDARIN 11** (No prerequisite, must be in Grade 10, 11 or 12)

你好(你)好(hǎo) ! Did you know that one in six people in the world speaks Mandarin?

Introductory Mandarin 11 is for any Grade 10-12 students who have not taken a Mandarin course before. This is an introductory course to the Mandarin Language and Chinese culture. This course is designed for students to develop basic conversational skills through building a vocabulary bank. Emphasis is placed on practical skills (typing Mandarin characters), communicative language, Chinese traditions, and culture in everyday life. This course will provide a good foundation for future studies of the Mandarin language. Come join us and see it for yourself!

**MANDARIN 11** (Prerequisite: Mandarin 10 or with teacher recommendation)

你好 ! Mandarin 11 is recognized for entry to all universities and colleges. In this course, we will further expand the use of Mandarin in speaking, listening, reading, and typing/writing. We will continue to develop vocabulary and conversational skills of the Mandarin language, in addition to deepening our understanding of the Chinese culture and traditions.

**SPANISH 11** (Prerequisite: Spanish 10)

For those who have completed Spanish 10, this course takes students' language comprehension to a higher level. It allows students to use a greater variety of words, expressions, and tenses to say and write exactly what they want to express. Students will learn more about Hispanic peoples and regions, as well as explore issues in our world today. This course is relevant and allows students more liberty to pursue their own topics of interest while developing their language skills. ¡Exploremos el mundo hispánico!

### **INTRO TO SPANISH 11** *(No prerequisite, must be in Grade 10, 11 or 12)*

Since Spanish is one of the most important languages of the world, wouldn't it be great to be able to communicate with the over 400 million people in over 20 countries whose first language is Spanish? It is our goal for students to learn and attain a strong base in the language. Through speaking, listening, reading, writing, and fluency development, students will go from knowing no Spanish to having basic conversations and general comprehension, while focusing on some of the cultural aspect of the Spanish world. This course will focus on equipping students with the skills they need to start using the language with each other and with other Spanish speakers. In this class, students will immerse themselves in Spanish, experience some Hispanic culture, and gain the basics of the language. This course will be more slightly accelerated than the Spanish 9 (Intro) course so that they are able to keep up within the Spanish 12 course if they choose to continue their studies. Come join us to experience this journey!

### **IB FRENCH 11 SL and HL** *(Prerequisites: French 10 or Pre-IB French 10 and admission into the IB Program)*

This is the first year of the two-year IB French B Program in which students develop their language skills with a long-term view to functional bilingualism. The course is built around aspects of three Core Themes: Communication & Media, Global Issues and Social Relationships. There is also a choice of two Optional themes to be explored: Customs & Traditions, Cultural Diversity, Leisure, Health, and Science & Technology. Students will seek understanding of other languages and cultures, as they explore these themes particularly as they relate to French-speaking countries. Course-related projects, interactive activities and readings will provide opportunities to develop cultural awareness as well as provide significant language development.

### **IB MANDARIN 11 SL and HL** *(Prerequisite: Pre-IB 10 or Mandarin 10 with teachers' recommendation or admission into the IB Program)*

This is the first year of the two-year IB Mandarin B program in which students develop all aspects of their language skills with a long-term view to be a functional Mandarin speaker. The course is built around three Core Themes and two Optional themes. During IB 11, the following themes will be included, but not be limited to: social relationships, leisure, health, and customs and traditions. Students will seek understanding of Mandarin language and culture as they explore these themes. Projects and interactive activities will develop students' cultural awareness and language development.

### **IB SPANISH 11 AB INITIO SL**

This is the first year of the two-year IB Spanish ab initio program in which students develop their language skills. Spanish ab initio is a language acquisition course for students with no prior experience with the language or for those students with very limited previous experience. Students will develop the ability to communicate in Spanish through the study of language, themes, and texts. The course is organized into five prescribed themes. Of these, the two focused on in this year are identities and experiences. Course-related projects, interactive activities and readings will provide opportunities to develop cultural awareness as well as provide language development.

### **FRENCH 12** *(Prerequisite: French 11)*

French 12 is an advanced elective which further develops reading, writing, listening, and speaking skills via study of various texts in literary and media excerpts, and written and oral comprehension work. By the end of French 12, students will: identify cultural content and show cultural sensitivity; view, listen to and read creative works and respond to them; research, and analyze relevant information from several sources to complete an authentic task; use a wide range of useful vocabulary; develop and apply language learning strategies.

### **MANDARIN 12** *(Prerequisite: Mandarin 11 or with teacher recommendation)*

你好! In Mandarin 12, we will focus on fluency in conversational skills and digital written output. You will be immersed in the Mandarin language and its culture through authentic literary pieces and films that explore the differences between Canadian and Chinese traditions, as well as differences in cultural points of view.



### **SPANISH 12** *(Prerequisite: Spanish 11)*

Spanish 12 allows students the opportunity to fine-tune their language skills in reading, writing, speaking, and listening. Students will increase their fluency and written expression in spontaneous and natural interactions. By viewing and responding to authentic sources, students will apply a variety of language learning strategies to relevant and cultural contexts. This course incorporates news articles, podcasts, Indigenous tales, proverbs, videos, and real-world simulations to acquire sophisticated grammar, complex verb tenses, and nuances of vocabulary. In Spanish 12, students will be able to derive and negotiate meaning of texts using context, analyze cultural points of view in texts, and give their opinion on various global issues. They will become more independent in their use of language for different purposes, including expressing their identity, responding to and exchanging complex ideas, and sharing information with fluency. Let us take language learning to a new level!

### **IB FRENCH 12 SL and HL** *(Prerequisite: IB French 11 and admission into the IB Program)*

In the second year of the two-year IB Mandarin B program, students continue to develop all aspects of their Mandarin skills. Course content revolves around the Core themes and Options that were not covered in IB Mandarin 11. Students will further develop their writing skills with a variety of text types (letters, journals, articles, blog entries, debates etc.) and speak with some spontaneity. Formal IB assessments that will be conducted this year include Listening Comprehension, Reading Comprehension, Individual Oral Interview, and a Written Paper.

### **IB MANDARIN 12 SL and HL** *(Prerequisite: IB Mandarin 11 and admission into the IB Program)*

In the second year of the two-year IB Mandarin B program, students continue to develop all aspects of their Mandarin skills. Course content revolves around the Core themes and Options that were not covered in IB Mandarin 11. Students will further develop their writing skills with a variety of text types (letters, journals, articles, blog entries, debates etc.) and speak with some spontaneity. Formal IB assessments that will be conducted this year include Written Assignment, an Individual Oral Interview and two exam papers in May, as well as several interactive oral activities throughout the year.

### **IB SPANISH 12 AB INITIO SL**

In the second year of the two-year IB Spanish B program, students continue to develop all aspects of their Spanish skills. Course content reviews the Core themes from IB Spanish 11 and focuses on the remaining themes of human ingenuity, social organization and sharing the planet. Students will further develop their writing skills with a variety of text types (letters, journals, articles, blog entries, emails, etc.) and speak with some spontaneity. Formal IB assessments that will be conducted this year include Listening Comprehension, Reading Comprehension, Individual Oral Interview, and a Written Paper.

## **ELECTIVE STUDIES**

### **TECHNOLOGY EDUCATION**

#### **DRAFTING 9**

Students interested in designing and building real products will have the opportunity to bring their ideas to life using CAD and 3D printing technology. Students will develop the basic drafting skills necessary to design, present, and produce simple 3D printed objects for the fields of Engineering, Design, Construction, Computer Animation, Architecture and Design (Fashion, Interior, Product, and Automobiles). Students will learn how different 3D printers work, and how to choose the ideal materials and settings to make their products functional and appealing.

## **ELECTRONICS/ROBOTICS 9**

Electronics & Robotics is a fantastic course as it allows students to control circuits and robots by developing their coding skills. In Grade 9, we establish the basics of electronics, where students can build various electronic circuits that reflect everyday applications. We combine circuit-building skills with programmable circuit boards to create more complex and valuable experiments. Students develop their logical understanding by building robots competing against each other in different challenges. Robotics and Electronics allow students to nurture their analytical, problem solving and creative abilities in an environment that encourages collaboration.

## **METALWORK 9**

This is an introductory course in metalwork. It will familiarize the student with metal working techniques and design. You will learn the safe operation of a selection of hand and power tools and become familiar with the forge, foundry, and welding equipment. Interesting projects will be completed in each of the metal working areas including sheet metal, casting, forging, lathe work, and jewelry making.

## **POWER TECHNOLOGY 9 (MECHANICS)**

This course is an introduction to engines, automotive engineering, and design/problem solving. Students will learn about the systems, parts and tools that are needed to dismantle and rebuild a small engine. Students will be allowed to bring in personal projects involving small engines such as motorcycles, lawnmowers, or pocket bikes. A part of the course will examine automotive design and engineering through a creative design focused project.

## **WOODWORK 9**

Do you love building things? Have you ever taken woodwork before? Want to give it a try? Join us! This is an introductory woodwork course. It develops knowledge of wood as a project material, as well as the design processes. You will learn the safe operation of power tools and continue to develop the hand skills needed for delicate and refined operations. Safety will always be stressed. Come and build some neat projects!

## **DRAFTING 10**

Students interested in designing and building real products will have the opportunity to bring their ideas to life using CAD and 3D printing technology. Students will develop the basic drafting skills necessary to design, present, and produce simple 3D printed objects for the fields of Engineering, Design, Construction, Computer Animation, Architecture and Design (Fashion, Interior, Product, and Automobiles). Students will learn how different 3D printers work, and how to choose the ideal materials and settings to make their products functional and appealing.

## **ELECTRONICS/ROBOTICS 10**

Electronics & Robotics is a fantastic course as it allows students to control circuits and robots by developing their coding skills. In Grade 10, we explore the fundamentals of computing using integrated circuits; students can build various electronic circuits that reflect everyday applications and see their benefits compared to computing. We combine circuit-building skills with programmable circuit boards to create more complex and valuable experiments; Arduinos allow us to develop industry-standard programming skills in C++. Students develop their logical understanding by building robots competing against each other in different challenges; many students expand their coding capabilities by moving past block programming and using Python instead. Robotics and Electronics enable students to nurture their analytical, problem solving and creative abilities in an environment that encourages collaboration.

## **METALWORK 10**

This course focuses on common metalworking skills used in industry. Students will develop basic skills in a range of shop processes: cutting, welding, casting, and machining, which are useful to most mechanical and metalworking trades or hobbies. Students will learn to use current high-tech manufacturing processes.

## **POWER TECHNOLOGY 10 (MECHANICS)**

If you ever plan to own a car you must take this course! It is recommended that students have taken power technology 9 prior to this course. Students will build on concepts learned in power technology 9 and delve deeper into the theory of power production. Students will also study automotive basics in a fun and friendly hands-on setting. You will learn basic automobile repair and service and have the chance to bring in relevant personal projects.

## **WOODWORK 10**

Can't get enough of woodworking? Woodwork 10 gives students the opportunity to work with a selection of wood species and to construct projects that promote fine joinery skills. While we always keep safety at the forefront, we focus on design, assembly, and high a quality finish. Woodwork 10 students will create a variety of unique pieces throughout the year, including a final individual project combining their abilities! Keep calm and build on!

## **AUTOMOTIVE TECHNOLOGY 11**

It is recommended that students have taken power technology prior to taking this course. Students will look at each system of the automobile with greater focus and depth. A car is not needed to take the course but if you have a car you would like to work on you will be welcome to bring it in. Students will also gain a deeper understanding surrounding the reparation of different these vehicle systems.

***Supplies and equipment required: You must have eye protection***

## **WOODWORK 11**

Are you a pretty good builder or do you at least want to check it out? Join Woodwork 11! This course is a prerequisite for the Grade 12 Joinery courses. It is a course in furniture design and construction covering safety, hand tools, procedures and methods of joinery, knowledge, and operation of power tools, sharpening and maintenance of tools, and finishing techniques. This course is for you if you are interested in:

- ✓ Careers in cabinet making (joinery), finish carpentry and other related trades
- ✓ Heading to a post-secondary vocational training school
- ✓ Woodworking as a hobby

Evaluation will be based on development of skills, projects, effort, theory, and class cooperation! Projects will be varied with a final consisting of designing, drafting, pricing of materials, and construction of a proposed individual piece. Come and build with us!

## **DRAFTING 11**

Students will expand their knowledge and skills in CAD while completing a series of 2D and 3D drawings and 3D printed products. Knowledge, skills, and portfolio developed in this course will be an asset for students wishing to pursue post-secondary Drafting, Industrial Design (art-based design of manufactured products), Engineering Technologies, Architecture and Landscape Architecture. Students will be expected to be intrinsically motivated in this course and senior students may focus on a specific area of interest.

## **METALWORK 11/12**

This course focuses on common metalworking skills used in industry. Students will develop basic skills in a range of shop processes: cutting, welding, casting, and machining, which are useful to most mechanical and metalworking trades or hobbies. Students will learn to use current high-tech manufacturing processes.

## **WOMEN IN TRADES 9-12**

This course is open to Grade 9 to 12 students. This is an introductory course that will allow female students to explore metal work, woodworking, automotive maintenance, and general home maintenance and repair. Students will learn how to safely use basic hand tools and machinery to make a variety of projects using different materials. Project examples; jewelry, candle holder, picture frames, forged metal art, and signs. Activities include vehicle oil change and maintenance, welding, basic framing, and home repairs.

## **AUTOMOTIVE TECHNOLOGY 12**

It is highly recommended that students have taken Automotive 11 prior to taking this course. Students will apply their in-depth understanding of the various automotive systems learned in previous years to independently work on their own car or advanced work on shop cars. A car is not needed to take the course, but if you have a car you would like to work on, you are welcome to bring it in.

***Supplies and Equipment required: You must have eye protection***

## **AUTOMOTIVE TECHNOLOGY 12: ENGINE AND DRIVETRAIN** (Prerequisite: Automotive Technology 12)

This is a course which covers the brakes, engine, transmission, and suspension systems of a car so you can do the repair work necessary to get it in top running order. By the end of the course, you should be able to show a degree of proficiency in trouble shooting these systems. You will be working on cars and equipment assigned to you by the instructor. Some students may specialize in one or more areas during this course and will be graded accordingly.

***Supplies and equipment required: One pair of coveralls and eye protection***

## **DRAFTING & DESIGN 12**

Students will expand their knowledge and skills in CAD while completing a series of 2D and 3D drawings and 3D printed products. Knowledge, skills, and portfolio developed in this course will be an asset for students wishing to pursue post-secondary Drafting, Industrial Design (art-based design of manufactured products), Engineering Technologies, Architecture and Landscape Architecture. Students will be expected to be intrinsically motivated in this course and senior students may focus on a specific area of interest.

## **ENGINEERING 11 & 12**

Senior Engineering is a program that has been designed to cater to the needs of students who are interested in undertaking the challenge of eliminating an existing problem. It is an all-encompassing course which develops student abilities in the full Design Cycle, scale drawing, Prototyping, developing advanced Metalworking skills, programming, and incorporating electronics and robotics to complete projects from concept to completion. It is an exciting course that is designed to allow students to foster their creativity to an industrial standard and meet the needs of a given consumer.

## **ELECTRONICS 11/12**

Senior Electronics and Robotics inspires students to extend their learning in all aspects of the course. It includes advanced usage of integrated circuits through electronics and developing an increased understanding of control in electronics using mathematic calculations. In addition, students will utilize Arduinos and incorporate them into

everyday life through creative processes. Students will also learn to code automated processes using VEX EDR and Lego Mindstorms to explore the advanced difficulty of automated processes.

### **WOODWORK 12**

More woodworking please! Woodwork 12 delves into fine details of woodwork. Building on your past knowledge and helping you to create beautiful pieces we hope you'll keep forever. We use a broad selection of materials, processes, tools, and machinery to support new and developing skills. You will be expected to design and build a project involving traditional and modern tools, joints, and techniques. This course put a great emphasis on shop practice, high quality, productivity, and safety consciousness. Evaluation will be based on theory and practical application. Come and build with us!

### **WOODWORK 12 (FURNITURE CONSTRUCTION)** (*Prerequisite: Woodwork 12 or concurrently enrolled in Woodwork 12*)

This course is structured for the experienced student. Is that you? It will give you the opportunity to challenge your woodwork skills. Among other projects, you will be expected to research, design, and construct a major piece of high-quality furniture. This course requires high attendance, participation, and attention to detail. Assessment is based on theory and practical application. Come and build your future antiques with us!

## **HOME ECONOMICS**

### **FOODS 9**

Foods 9 incorporates both the practical and the pleasurable side of all things cooking. On the practical side, students will gain a foundation of basic cooking skills including measurement, safety, equipment, and meal formulation. Students will participate in mini units that include food poisoning and spice identification. The pleasurable side of cooking takes students into the culinary arts. With opportunities to develop food presentation skills, share their own cultural traditions, develop recipes based on preference and finally compete in culinary challenges. Be prepared to work on your teamwork skills, as this course heavily encourages collaboration and interpersonal relationships.

### **TEXTILES 9: FASHION & DESIGN**

Learn to make fun and creative items out of fabric. Create clothing, accessories, crafts, stuffed animals, and more. This is an introductory class for students who have an interest in fashion trends, creating clothing, textile crafts, and sewing in general. Students will learn about the elements and principles of design to create new and up-cycled projects. Students can explore fashion drawing, sewing, knitting, croqueting, embroidery, and other techniques to create unique handmade projects. Students will learn about the creating process starting with planning out their ideas, choosing their materials, and sewing their projects. Students will have access to and learn how to use certain sewing equipment, such as sewing machines.

### **FOOD STUDIES 10**

Do you enjoy tasting a variety of foods? Come learn your way around the kitchen! Surprise your family and friends with your newfound skills. We have yummy breakfasts, terrific lunches, sensational snacks, and delicious dinners on the menu. Principles of food preparation are introduced and applied with an emphasis on healthy food choices. We start simple and work up all the way to your favourites. Included will be safety, sanitation, kitchen basics; function of ingredients; food products, methods of cooking; nutrition and healthy eating; social, economic, cultural influences and career opportunities. Grab an apron and join us in Foods 10!

### **FOOD STUDIES 10: PLANT-BASED/VEGAN COOKING**

Did you know that every vegan saves approximately 200 animals per year? Many Vegans choose plant-based foods over meat, eggs, and dairy products to help the animals around them. Every time we make the switch from an animal product to a vegan one, we reduce the need for and impact on farmed animals everywhere.

When you go vegan, you can still eat all your favourite foods, including burgers and ice cream. This class will have an emphasis on food flavour theory, knife skills and using interesting vegan ingredients to produce dishes that match their meat-based counterparts in satiety in flavour. We will cover core techniques for cooking vegetables, grains, legumes, and meat and dairy alternatives. Ask yourself: if it is possible to live a life that involves delicious food and drink, delivers better health, leaves a smaller carbon footprint, and avoids the need to eat other creatures - then why don't we?

### **TEXTILES 10: FASHION & TEXTILES**

Students will expand their knowledge and skills in the exciting world of fashion, sewing and crafting. The Textiles 10 course is a follow up course to Textiles 9. Students will be able explore fashion drawing, elements, and principles of design, colour theory, refashioning and up-cycling garments to reflect current styles, sewing items for home decor, knitting, croqueting, embroidery, quilting weaving. This course will interest students who enjoy working with their hands in a creative, flexible, project-based learning environment. Fashion and Textiles 10 is a student-based learning experience where students are encouraged to facilitate in their own learning.

### **TEXTILES 10: ARTS & CRAFTS**

This course will give you the opportunity to express your creativity while learning new skills in traditional and modern crafts. We will explore the principles of design, the history, culture, and tradition associated with crafting and textiles. Using a variety of materials, you will learn a set of basic skills that can grow into a new hobby or future business in the maker market.

### **FOOD STUDIES 11 & 12**

Tired of eating the same thing over and over? Sharpen your skills as you expand your culinary horizons and prepare for independent living. Students will travel the globe with exposure to diverse food, and more advanced food preparation techniques. We will be concentrating on superior taste, creative expression, cost efficiency, organization, time management and teamwork (social responsibility). Students taking Food Studies 11/12 will gain a greater understanding of a wide variety of food preparation techniques through practice and will develop a repertoire of everyday meals. Have fun working with your group, appreciating, exploring, and tasting the wonderful world of food.

### **FOOD STUDIES 11 & 12: PLANT-BASED, VEGAN COOKING**

Did you know that every vegan saves approximately 200 animals per year? Many Vegans choose plant-based foods over meat, eggs, and dairy products to help the animals around them. Every time we make the switch from an animal product to a vegan one, we reduce the need for and impact on farmed animals everywhere.

When you go vegan, you can still eat all your favourite foods, including burgers and ice cream. This class will have an emphasis on food flavour theory, knife skills and using interesting vegan ingredients to produce dishes that match their meat-based counterparts in satiety in flavour. We will cover core techniques for cooking vegetables, grains, legumes, and meat and dairy alternatives. Ask yourself: if it is possible to live a life that involves delicious food and drink, delivers better health, leaves a smaller carbon footprint, and avoids the need to eat other creatures - then why don't we?

## **INTERPERSONAL AND FAMILY RELATIONSHIPS 11 & 12: SOCIETY & SELF**

Society and Self offers a preventative, proactive, and practical approach that is intended to strengthen individuals and families. Students acquire knowledge, skills, and attitudes to make informed choices with respect to caring for themselves and others within the context of a global community. Students acquire strategies to manage the challenges of life in an effective and responsible way that enhances their life journey.

Society and Self explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

## **TEXTILES 11: FASHION & TEXTILES**

If you are thinking about pursuing a career in the fashion industry or want to master your designing, drafting, and sewing skills so you can create your own original designs then this course will interest you. This intermediate course will interest students wanting a creative, flexible, project-based learning environment. Students can explore more advanced sewing techniques; fashion drawing, pattern drafting, draping, knitting, and embroidery. Students will be able to create several projects that are student driven and are encouraged to facilitate their own learning experience.

## **TEXTILES 11 & 12: ARTS & CRAFTS**

This course will give you the opportunity to express your creativity while learning new skills in traditional and modern crafts. We will explore the principles of design, the history, culture, and tradition associated with crafting and textiles. Using a variety of materials, you will learn a set of basic skills that can grow into a new hobby or future business in the maker market.

## **TEXTILES 12: FASHION & DESIGN**

This is an advanced course for students with a passion for fashion that are interested in flexible self-directed learning. Maybe you would like to create your own grad dress or suit, then this class is for you! Students will expand their knowledge of the design process and the precision fitting and sewing of garments. Students can use this course to help them create a portfolio that can help students pursuing post-secondary education and careers in the fashion, marketing, design, textiles, and retail areas.

# **BUSINESS EDUCATION/COMPUTER STUDIES**

## **INFORMATION & COMMUNICATION TECHNOLOGIES 9**

IT 9 is an introductory course and all skill levels can be successful. In this course you will design and program games, combining and arranging elements and processes to create an engaging and esthetically pleasing experience. Learn how a computer works, and how the internet brings information into your home. Students will make and publish a website, using colour and design elements to create an effective online presence. You will work with classmates learning technical skills to develop, refine, and appraise ideas, and create and publish your own digital content. Examine the future of technology, and how it might affect your life. Depending on time, or if you choose robotics as your independent project, you can have a chance to explore robotics, and an opportunity to design and implement a race-bot, challenging classmates for robotic supremacy.

## **ENTREPRENEURSHIP & MARKETING 9/10**

This course will provide an introduction into the five main areas of Business: Communication, Finance, Economics, Marketing, and Entrepreneurship. Students will learn to use various business applications and solve a variety of

business-related problems. The main goal of this program is to give students an introduction to creating and managing a successful business. They will learn how to start a business, create a business plan, and how to market both themselves and their products.

### **COMPUTER STUDIES 10**

Information Technology 10 continues with the themes from Information Technology 9. Students will be learning how components work and building a computer; they will also be covering the basics of computer programming including sequencing, iteration, and choice. Basic Operating Systems: including files, directories, and basic windows tools, will also be covered.

### **COMPUTER INFORMATION SYSTEMS 11: INFORMATION TECHNOLOGY**

This is a computer hardware-based course which will cover the following topics: The internal and external components of computer systems; Computer troubleshooting, including the use of the digital tools; Computer assembly and disassembly best practices; Preventative maintenance including data security; Installation and configuration of operating systems; Network planning, setup, and diagnostics; Network protocols and standards.

### **COMPUTER PROGRAMMING 11**

This is an introductory course to Python programming. Programming elements such as variables, if and while statements, and data structures will be used to create programs. Industry Standard programming techniques are stressed, and you will learn how to effectively use indentation, comments, naming conventions, etc. to produce professional software.

### **DIGITAL COMMUNICATIONS 11 (MEDIA DESIGN)**

Technology has grown and is enabling businesses to connect to their target markets like never before. While most people have access to technology, digital media has become integrated into our everyday lives. Students will learn about the newest forms of communication and the different digital marketing strategies being used by businesses, which include digital analytics, search engine optimization (SEO), key performance indicators (KPI), and big data. This is a course designed to serve as an introduction to the basic principles of digital and social media marketing, practices, and the application of these practices. Students will focus on digital media and marketing strategies which consist of digital advertising and content marketing, video and website marketing, email, and mobile marketing.

### **MARKETING 11**

Marketing includes the processes by which businesses introduce their goods, services, and ideas to potential purchasers and exchange them for value. Marketing 11 provides students with opportunities to examine the nature and role of marketing in local and global contexts, and through collaboration and consultation, establish a point of view or develop and execute ideas. They learn how marketing helps businesses determine and meet customer needs, how businesses present a variety of products and services, how marketing helps individuals and firms become and remain successful, how businesses operate most effectively when individuals recognize their roles and responsibilities as consumers and producers, and how consumer decisions influence the marketplace.

### **COMPUTER PROGRAMMING 12**

This course examines advanced programming topics, including software analysis, software lifecycle, dynamic data structures, the machine instruction cycle, system design and computers and society. C++ will be the language of focus.



## **DIGITAL COMMUNICATION 12 (MEDIA DESIGN)**

Technology has grown and is enabling businesses to connect to their target markets like never before. While most people have access to technology, digital media has become integrated into our everyday lives. Students will learn about the newest forms of communication and the different digital marketing strategies being used by businesses, which include digital analytics, search engine optimization (SEO), key performance indicators (KPI), and big data. This is a course designed to serve as an introduction to the basic principles of digital and social media marketing, practices, and the application of these practices. Students will focus on digital media and marketing strategies which consist of digital advertising and content marketing, video and website marketing, email, and mobile marketing. Students will also be able to use project management processes when working individually or collaboratively to create digital media marketing plans and e-portfolios.

## **ECONOMICS 12**

This course provides an opportunity for students to develop financial and economic literacy by looking at both micro-economic and macro-economic models. Students will look at topics such as the law of demand and the law of supply and how it relates to economics in everyday life. Students are also expected to utilize the design process to conduct research on various economic scenarios and critically analyze the impact on both local and global economies.

# **DRAMA**

## **DRAMA 9**

The goal of this course is to introduce you to the basic principles and methods of acting with an emphasis on the themes of community building and creative expression. You will be encouraged to overcome adversity while working with others to achieve a common goal. Through the study of movement, mime, improvisation, technical theatre, character development, and play building, you will develop relationships built upon trust, communication, and teamwork. In turn, these relationships will allow you to develop self-confidence and valuable problem solving and interpersonal skills as you learn to lead and listen to group members. The units of study in this course will also provide you with the opportunity to exercise your creative mind through verbal, physical, and written expression. Students will also learn the technical skills of how to operate a lighting board and design skills needed for a skit.

## **DRAMA 10**

Drama 10 is a transitional course. Its main theme remains your personal development, but the study of theatre, and more specifically, the art of acting, stagecraft, and play production become increasingly important as the course progresses. More emphasis will be placed on the presentation of memorized scripts than in Theatre Performance 9.

## **DRAMA 11**

Theatre Performance 11 leads to the performance of structured plays. Training includes vocal and physical exercises, improvisation techniques and character analysis based on scripted excerpts. Various facets of theatre will be explored and performed: puppets, story theatre, reader's theatre, mime, creative movement, role drama and improvisation. Theatre History will be studied to foster a greater appreciation of theatrical traditions.

On completion of this course, you should be able to: participate fully in improvisations and group presentations; use basic stage terminology; analyze a character and fully justify all internal and external action; experience presenting a formal production to an audience; design and use make-up/costume for specific characters, design a role and understand its function in relation to the play as a whole.

## **DIRECTING & SCRIPT DEVELOPMENT 11 & 12**

This course is an introduction to the Directing and Scriptwriting Process. Students will learn about focal points, history, leadership skills, aspects of scriptwriting and how to direct a written piece. By the end of the course students will write a one-act play/or a screenplay that they will direct.

## **THEATRE PRODUCTION 11 (STAGECRAFT)**

This introductory course offers students a hands-on approach to backstage theatre. Students will learn basic lighting principles, set construction, costumes and prop usage and theatre management. Students will be introduced to theatre lingo and the fundamentals of stagecraft, including safe work practices, teamwork, and theatre organization. The course can be catered to individual students' strengths, for example, if you like to draw; there is an opportunity for you to design stage flats and the floors. This course is best suited to students who are self-motivated and able to work independently on a variety of projects in a versatile environment.

## **THEATRE COMPANY 11** *(Tuesday & Thursday 3:10 to 4:20 pm)*

Theatre Company 11 will be an amalgamation of ALL senior drama/theatre courses (Theatre Performance 11, Theatre Performance 12, DS12 and Stagecraft 11/12). The course will allow students to manage, promote, and produce theatre within the structure of a professional program of artistic apprenticeship. Throughout the school year, students will be encouraged to produce a season of one-act and full-length plays which would explore a variety of themes and genres. Students will learn EVERY element of theatre production with particular emphasis placed on; a) management and promotion (15%); b) technical and design (15%); c) directing and scriptwriting (20); and d) acting (50%).

## **DRAMA 12**

Theatre Performance 12 is a course offered with the purpose to produce an alert, imaginative, creative individual who has experienced at least one full production in public and who will be capable of leading others in similar ventures either in the school or in the community. On completion of this course, you should be able to: Use voice, body and mind to create a character and communicate this interpretation to an audience; assist in all aspects of a theatrical presentation; demonstrate strong sense of corporate responsibility, putting the project ahead of personal consideration; exhibit familiarity with all aspects of theatre terminology and be able to intelligently interpret a script in terms of theatrical presentation taking into account the writer's intention, style, structural rhythm and characterization; experience, if possible, participating in a festival or competition in which you can experience adjudication and learn from the efforts of others.

## **THEATRE PRODUCTION 12**

This course builds on pre-existing knowledge acquired in Theatre Production 11. Students are expected to have basic comprehension of theatre lingo, how to hang lights, be familiar with the drama studio space and understand effective theatre staging. Students will learn how to design a lighting plot for a skit/production, continue building sets and will be required to operate lighting and sound boards. In this course, students are highly encouraged to get involved in after-school theatre productions, which will permit them to use those hours in exchange for regular class time. This course is best suited to students who are self-motivated and are able to work independently on a variety of projects in a versatile environment.

## **THEATRE COMPANY 12** *(Tuesday & Thursday 3:10 to 4:20 pm)*

Theatre Company 12 is an advanced course designed to aid student development in self-initiated performing arts management and production. Students will be required to participate in numerous major in-school and community public performances, as well as participate in numerous liaison activities within the theatre arts community throughout the Lower Mainland.

# MUSIC

## **CONCERT BAND 9** *(Inside the regular school day)*

This performance-based course is intended for those students in Grade 9 who demonstrate intermediate musical skills and/or have successfully completed Band 8. As with all the bands, a variety of musical styles will be taught throughout the year.

Students will continue learning increasingly difficult music, starting at the Grade 2-2 ½ level of music repertoire. They also work on developing their listening skills, not only for tuning their own instruments but for listening across the band and understanding the importance of their part within the ensemble. The students study enharmonic tones, learning about half steps and whole steps, the make-up of a major scale which all leads to the understanding and ability to play major and chromatic scales.

### **Students will:**

- ✓ Demonstrate improvement of tone and range on instrument
- ✓ Maintain a part within complex textures and harmonies
- ✓ Use appropriate music terminology to describe rhythm, metre and melody
- ✓ Demonstrate ability to perform increasingly difficult repertoire
- ✓ Perform at all concerts, tours, and festivals

## **JAZZ BAND 9** *(Inside and/or outside the regular school day. Co-requisite: Students must also be concurrently enrolled in any concert band course, except piano & guitar players)*

The performance-based course is for students with some previous jazz experience (Jazz Lab), and/or permission from the instructor. Standard jazz ensemble instruments are used, and a variety of styles are taught. Jazz concepts, theory, & history will be discussed, and all students will be shown how to solo appropriately.

Classes are twice per week. This band is combined with Jazz Band 10 to form the “Intermediate Jazz Band”. Students will participate in all performances, festivals, and trips.

### **Students will:**

- ✓ Demonstrate improvement of tone and range on instrument
- ✓ Maintain a part within complex jazz textures and harmonies
- ✓ Use appropriate music terminology to describe rhythm, metre and melody
- ✓ Demonstrate ability to perform increasingly difficult repertoire

## **CONCERT CHOIR 9** *(Before and after school)*

This performance-based course is a non-auditioned Choral Ensemble class which meets out of the timetable twice per week. While it is not expected that each student will have previous vocal training or musical experience, it is expected that each ensemble member will develop in the following areas:

- ✓ Musicianship—artistry, interpretation, expression, musicality, literacy
- ✓ Technique: breathing, tone production, resonance, phrasing, support, tuning
- ✓ Style – understanding of musical styles, genres, & periods through a variety of Concert Choir literature

Students will perform at all concerts, tours, workshops, and festivals.

## **CHAMBER CHOIR 9** *(Before and after school. Co-requisite: Students must be concurrently enrolled in Concert Choir)*

This performance-based course, offered twice/week, is for students with little or no previous Jazz or Chamber Choir experience. This choir performs half of its repertoire on mics and half off, in a chamber style. They will strengthen their skills in reading harmonies, and they will experience solo opportunities as well. This group of singers is

combined with Intermediate Chamber Jazz 10 and sometimes 11 or 12 to form the “Intermediate Chamber-Jazz Choir.”

**Students will:**

- ✓ Demonstrate individual improvement of tone, range, and understanding of styles
- ✓ Maintain a vocal line within complex jazz chords, rhythms, and harmonies
- ✓ Use effective microphone technique and off mic vocal technique
- ✓ Demonstrate ability to perform increasingly difficult repertoire
- ✓ Participate in all school performances, tours, and trips

**CONTEMPORARY MUSIC 9** *(Inside the regular school day)*

What do Heavy Metal and Mozart have in common? Can we compare Rap and Hip-Hop artists to early Jazz musicians? Together, we'll get the chance to share our opinions in a welcoming musical setting. Discover how world music has changed throughout history as populations and cultures have shifted, giving rise to new musical genres. This is the place where students can share, discuss, and defend their unique, musical taste. Connections to history are part of the building blocks of music. While establishing connections to today's music, we will investigate the styles and genres that are unique to various musical eras.

**VOCAL MUSIC 9** *(Inside the regular school day)*

Try all styles of vocal music in a choral context! This Grade 9 class gives students opportunity to explore and develop their voices both in a group setting and individually in a supportive, joyful environment. Choral singing helps build artistic, social, and leadership skills, as well as personal confidence and public speaking skills. This course will help students find their voice in a low pressure, fun environment.

**CONCERT BAND 10** *(Inside the regular school day)*

This performance-based course is intended for those students in Grade 10 who demonstrate intermediate musical skills and/or have successfully completed Band 9. As with all the bands, a variety of musical styles will be taught throughout the year. The students are also required to do sectionals (two per month). These are student-lead rehearsals where they indicate their practiced repertoire and what needs to be worked on. It gives the students some ownership of their learning and how to help each other along the way.

**Students will:**

- ✓ Improve tone and range on instrument
- ✓ Maintain a part within complex textures and harmonies
- ✓ Use appropriate music terminology to describe rhythm, metre and melody
- ✓ Demonstrate ability to perform increasingly difficult repertoire
- ✓ Improve teamwork and listening skills through developing musical ensembles
- ✓ Perform at all concerts, tours, and festivals

**INTERMEDIATE JAZZ BAND 10** *(Monday 3:10 to 4:20 pm and Wednesday 7:30 to 8:40 am) (Co-requisite: Concurrently enrolled in any concert band course, except piano & guitar players)*

This course is for students with previous jazz experience (Jazz Lab, Jazz Band 9), and/or permission from the instructor. Standard jazz ensemble instruments are used, and a variety of styles are taught. Jazz concepts, theory, & history will be discussed, and all students will be shown how to solo appropriately in a variety of styles. Classes are twice per week. This band is combined with Jazz Band 9 to form the “Intermediate Jazz Band”.

**Students will:**

- ✓ Demonstrate improvement of tone and range on instrument
- ✓ Maintain a part within complex jazz textures and harmonies
- ✓ Use appropriate music terminology to describe rhythm, metre and melody

- ✓ Demonstrate ability to perform increasingly difficult repertoire
- ✓ Participate in all performances, festivals, and trips

**CONCERT CHOIR 10** (*Monday 7:30 to 8:40 am and Thursday 3:10 to 4:20 pm*)

This performance-based course is a non-auditioned Choral Ensemble class which meets out of the timetable twice per week. While it is not expected that each student will have previous vocal training or musical experience.

**Students will develop:**

- ✓ Musicianship – artistry, interpretation, expression, musicality, literacy
- ✓ Technique – breathing, tone production, resonance, phrasing, support, tuning
- ✓ Style – understanding of musical styles, genres, & periods through a variety of Concert Choir literature

Students will perform at all concerts, tours, workshops, and festivals.

**INTERMEDIATE CHAMBER CHOIR 10** (*Tuesday and Wednesday 3:10 to 4:20 pm*) (*Co-requisite: Concert Choir 10*)

This performance-based course is an auditioned choral ensemble class for students with previous musical experience and training. This class is offered twice per week, and students must be enrolled in Concert Choir as the co-requisite course. Chamber Choir members can expect high performance demands, very challenging repertoire, and extra opportunities. Their role in Concert Choir: demonstrate leadership & mentorship, musical support & encouragement, and artistic modeling in sight-reading and technique.

**Students will develop:**

- ✓ Musicianship – artistry, interpretation, expression, musicality, literacy
- ✓ Technique – breathing, tone production, resonance, phrasing, support, tuning, etc.
- ✓ Style – understanding of musical styles, genres, musical periods through a variety of Chamber Choir literature

Students will perform at all concerts, tours, festivals, and special events.

**INTERMEDIATE JAZZ CHOIR 10** (*Tuesday and Wednesday 3:10 to 4:20 pm*) (*Co-requisite: Concert Choir 10 & Senior Chamber Choir 10*)

**Senior Vocal Jazz** is an auditioned, performance based Choral Ensemble class. Singers accepted into this ensemble must also take the co-requisite Concert Choir class. These singers can expect high performance demands and a very challenging repertoire and extra opportunities.

Each ensemble member will develop the following areas:

- ✓ Musicianship – artistry, interpretation, expression musicality, literacy
- ✓ Technique – breathing, tone production, resonance, phrasing, support, tuning
- ✓ Style – understanding of Jazz styles such as blues, swing, rock, funk, bossa nova, samba, and more
- ✓ Soloing – each member will have opportunities to solo both ad lib and written
- ✓ Students will perform at all concerts, tours, and festivals.

**CONTEMPORARY MUSIC 10** (*Inside the regular school day*)

What do Heavy Metal and Mozart have in common? Can we compare Rap and Hip-Hop artists to early Jazz musicians? Together, we'll get the chance to share our opinions in a welcoming musical setting. Discover how world music has changed throughout history as populations and cultures have shifted, giving rise to new musical genres. This is the place where students can share, discuss, and defend their unique, musical taste. Connections to history are part of the building blocks of music. While establishing connections to today's music, we will investigate the styles and genres that are unique to various musical eras.

### **CONCERT BAND 11 & 12** *(Inside the regular school day)*

Concert Band 11 is a continuation of previous performance-based music courses. It is designed to reinforce and refine those skills taught in previous courses; increase your understanding of music theory, music literature and music history and give you opportunities to attend public performances both as a listener and a performer.

#### **Students will:**

- ✓ Develop opinions, impressions, and feelings about music literature
- ✓ Demonstrate an extended understanding of and competence in physical skills (posture, embouchure, articulations), interpretative skills (dynamics, phrasing, tempo), and performance skills
- ✓ Demonstrate an increased awareness and sensitivity for fine ensemble playing
- ✓ Participate in public performances as a member of a performing ensemble
- ✓ Perform at all concerts, tours, and festivals.

### **SENIOR JAZZ BAND 11 & 12** *(Tuesday 3:10 to 4:20 pm and Friday 7:30 to 8:40 am) (Co-requisite: Concurrently enrolled in any concert band course, except piano & guitar players)*

This high-energy performance-based course is for students with previous jazz experience (Jazz Lab, Jazz Band 9/10), and/or permission from the instructor. Standard jazz ensemble instruments are used, and a variety of styles are taught. Jazz concepts, theory, & history will be discussed, and all students will be shown how to solo appropriately.

Classes are twice per week. This band is combined with Jazz Band 12 to form the “Senior Jazz Band”.

Students will participate in all performances, festivals, and trips.

### **CONCERT CHOIR 11 & 12** *(Monday 7:30 to 8:40 am and Thursday 3:10 to 4:20 pm)*

This performance-based course is a non-auditioned Choral Ensemble class which meets out of the timetable twice per week. While it is not expected that each student will have previous vocal training or musical experience, it is expected that each ensemble member will develop in the following areas:

- ✓ Musicianship — artistry, interpretation, expression, musicality, literacy
- ✓ Technique — breathing, tone production, resonance, phrasing, support, tuning
- ✓ Style – understanding of musical styles, genres, & musical periods through a variety of Concert Choir literature

Students will perform at all concerts, tours, workshops, and festivals.

### **SENIOR CHAMBER CHOIR 11 & 12** *(Monday 3:10 to 4:20 pm and Thursday 7:30 to 8:40 am) (Co-requisite: Concert Choir)*

This performance-based course is an auditioned choral ensemble class for students with previous musical experience and training. This class is offered twice per week, and students must be enrolled in Concert Choir as the co-requisite course. Chamber Choir members can expect high performance demands, very challenging repertoire, and extra opportunities. Their role in Concert Choir: demonstrate leadership & mentorship, musical support & encouragement, and artistic modeling in sight-reading and technique.

#### **Students will:**

- ✓ Develop personal musicianship – artistry, interpretation, expression, musicality, literacy
- ✓ Technique – breathing, tone production, resonance, phrasing, support, tuning etc.
- ✓ Style – understanding of musical styles, genres, & musical periods through a variety of Chamber Choir literature
- ✓ Perform at all concerts, tours, festivals, and special events

**SENIOR JAZZ CHOIR 11 & 12** (*Wednesday 7:30 to 8:40 am and Thursday 4:00 to 5:10 pm*) (Co-requisite: Concert Choir & Senior Chamber Choir)

**Senior Vocal Jazz** is an auditioned, performance based Choral Ensemble class. Singers accepted into this ensemble must also take the co-requisite Concert Choir class. These singers can expect high performance demands and a very challenging repertoire and extra opportunities. Each ensemble member will develop the following areas:

- ✓ Musicianship—artistry, interpretation, expression musicality, literacy
- ✓ Technique—breathing, tone production, resonance, phrasing, support, tuning
- ✓ Style—understanding of jazz styles such as blues, swing, rock, funk, bossa nova, samba, and more
- ✓ Soloing—each member will have opportunities to solo both ad lib and written.

Students will perform at all concerts, tours, and festivals.

**CONTEMPORARY MUSIC 11 & 12** (*Inside the regular school day*)

What do Heavy Metal and Mozart have in common? Can we compare Rap and Hip-Hop artists to early Jazz musicians? Together, we'll get the chance to share our opinions in a welcoming musical setting. Discover how world music has changed throughout history as populations and cultures have shifted, giving rise to new musical genres. This is the place where students can share, discuss, and defend their unique, musical taste. Connections to history are part of the building blocks of music. While establishing connections to today's music, we will investigate the styles and genres that are unique to various musical eras.

## **VISUAL ARTS**

### **VISUAL ARTS 9**

Visual Arts 9 is open to artists of all levels. This course is designed to inspire you to appreciate the process of art making, as much as you will appreciate your finished work! Drawing ability is not essential, as you will learn the fundamentals of design, drawing, painting, printmaking, sculpture, and some art history. Experimentation and exploration in different media are an important part of this course.

On completion of Visual Arts 9, you should be able to: demonstrate a basic knowledge of the fundamentals of art - the elements of design; a basic knowledge of drawing and painting techniques; possible printmaking and sculptural experiences, and lastly an appreciation and enjoyment of art and the art-making process.

### **STUDIO ARTS 3D 9: CERAMICS**

You will learn the properties of clay, the use of tools and various hand building techniques to achieve success in making ceramic objects while working on projects that communicate ideas and express emotions. You will create personally meaningful artistic works that demonstrate an understanding of and appreciation for personal, social, cultural, environmental, and historical contexts. Working at your own pace, you will design and construct sculptures and functional items in a relaxing environment. You will also learn how to apply underglazes and glazes to give your completed objects a professional finish. Projects include pinch pot creatures, coil pot vase and functional mugs. Students may also experiment with the basic centering techniques on the potter's wheel.

### **PHOTOGRAPHY 9**

An introduction to basic digital photography skills and procedures using Canon Rebel Cameras. Students will be working with composition and learning what makes a strong image. Students will learn the main functions of the camera along with the exposure triangle which includes the aperture, shutter, and ISO. In addition, students will be introduced to basic photography editing.

### **MEDIA ARTS 9: GRAPHIC DESIGN**

Students will explore the design process, learning about the Elements and Principles of Design while using industry standard software (Adobe CC's Photoshop and Illustrator.) They will create their own original content in a collaborative, studio-like environment.

Projects may include logo design, poster design, advertisement creation, digital illustrations, composite photos, and much more. Students will gain a strong understanding of the design process, from initial brainstorming with sketches, to final print production output. Students will also be responsible for creating an online portfolio to showcase their work.

### **MEDIA DESIGN 9: YEARBOOK** *(Outside the timetable)*

Yearbook class is a team of students working on designing and producing the entire book cover to cover. This includes layout, interviewing, digital photography, and computer work using the eDesign Program to produce the yearbook. This is a class for individuals that are not afraid of going the extra mile to get the right photo or interview to make their spread look amazing. **No experience required** – we will teach you everything you will need to succeed.

### **ART STUDIO 10: GENERAL**

Art Studio 10 is open to artists of all levels. If you have acquired a genuine liking and interest in art, Visual Arts 10 will help you expand on the fundamentals of design and apply this knowledge to artistic experiences such as drawing, painting, printmaking, and sculpture.

This course is designed to inspire you to appreciate the process of art making, as much as you will appreciate your finished work! On completion of Art Studio 10, you should be able to: demonstrate a good understanding of the elements and principles of design; develop your skills and techniques in drawing, painting, printmaking and 3D art; support the emergence of an individual style, and establish a strong liking and appreciation for art, as well as the benefits of the art-making process.

### **STUDIO ARTS 3D 10: CERAMICS**

Ceramics welcomes you regardless of your skill level. You will start where you are on your clay journey. Working at your own pace, you will design and construct sculptures and functional items in a relaxing environment.

If you have taken Ceramics 9, then this can be an intermediate level that builds upon the basic knowledge and skills you possess. Students will learn how to construct larger and more complex objects using hand-building processes. You will be introduced to basic pottery wheel throwing techniques and trimming. Surface decoration using texture, slip trailing, sgraffito, wax resist, and stamping will be explored as a method for creating a broader range of effects on ceramic objects. In addition, dip glazing will be introduced, giving students the opportunity to create more sophisticated finishes on their ceramic objects.

### **MEDIA ARTS 10: GRAPHIC DESIGN**

Students will explore the design process, learning about the Elements and Principles of Design while using industry standard software (Adobe CC's Photoshop and Illustrator). They will create their own original content in a collaborative, studio-like environment.

Projects may include logo design, poster design, advertisement creation, digital illustrations, composite photos, and much more. Students will gain a strong understanding of the design process, from initial brainstorming with sketches, to final print production output. If students took Media Arts 9, their design skill and technical knowledge will be challenged with more complex assignments. Students will also be responsible for creating an online portfolio to showcase their work.



### **MEDIA DESIGN 10: YEARBOOK** *(Monday & Wednesday 3:10 to 4:20 pm)*

Yearbook class is a team of students working on designing and producing the entire book cover to cover. This includes layout, interviewing, digital photography, and computer work using the eDesign Program to produce the yearbook. This is a class for individuals that are not afraid of going the extra mile to get the right photo or interview to make their spread look amazing. **No experience required** – we will teach you everything you will need to succeed.

### **PHOTOGRAPHY 10**

Photography 10 is open to all photographers of all levels. Students will learn basic digital photography using DSLR Canon Rebel Cameras and editing photos with Adobe Photoshop. Photo editing will be a large focus for this course. Students will learn how to fix blemishes, remove unwanted objects, emphasis colors to make your photos pop, create morphed animals and layer your images and so much more. Take this course to continue or start your love of photography and photo editing.

### **ART STUDIO 11 & 12: GENERAL**

Art Studio 11/12 is open to artists of all levels. If you have acquired a genuine liking and interest in art, Art Studio will help you expand on the elements of design and apply this knowledge to artistic experiences such as drawing, painting, printmaking, and sculpture.

This course is designed to inspire you to appreciate the process of art making, as much as you will appreciate your finished work! On completion of Art Studio 11/12, you should be able to: demonstrate a thorough understanding of the elements and principles of design; further develop your skills and techniques in drawing, painting, printmaking, and 3-D art; support the emergence of an individual style, and develop a strong liking and appreciation for art, as well as the benefits of the art-making process. You may also explore independent projects which could support your comprehensive portfolio for any possible post-secondary art education.

### **IB VISUAL ARTS**

IB Visual Arts is a two-year course that allows students to explore a wide variety of art making methods. Students are not required to be in the IB Diploma Programme to take this course, and it is open to everyone. This course is meant for students who are interested in pursuing a post-secondary program that requires a portfolio of work, or for students who want to be challenged within their art making practices. IB Visual Arts will enable students to make artwork that is influenced by personal and cultural context; the course will help students become informed and critical observers and makers of visual culture across a wide variety of mediums. At the end of the second year, students will submit 3 major projects: a documentation of their art-making processes, an art analysis project, and finally an exhibition of their work over the two years. If you are someone who wants to challenge yourself, if you work well independently, and if you want to grow as an artist, this course is for you.

### **PHOTOGRAPHY 11 & 12**

Photography 11/12 is a continuation of digital photography using a DSLR Camera. Students will be approaching Photography as a Fine Art, focusing on the creative process, and developing conceptual ideas within Photography. Editing and manipulation using Photoshop and Lightroom will be another main component of this course. You may also explore independent projects, which could support your comprehensive portfolio for any possible post-secondary art education.

### **STUDIO ARTS 3D 11 & 12: CERAMICS**

Ceramics welcomes you regardless of your skill level. You will start where you are on your clay journey. Working at your own pace, you will design and construct sculptures and functional items in a relaxing environment. If you have taken Ceramics 10, then in this course you will have the opportunity to combine hand building and wheel throwing techniques to create specialized sculptures and functional ware while working on projects specifically

interesting to you. You will experiment with use your previous experiences with clay and glazes to create a body of work that addresses their individual needs as they pertain to the functional use of the objects; this may include pieces suitable for their Portfolio for post-secondary education. Directed study is also available for students interested in focusing on a methodology and are intrinsically self-motivated.

### **STUDIO ARTS 2D 11 & 12: DRAWING & PAINTING**

This course is open to students in Grades 11 & 12 with a desire to focus on the continued development of their drawing and painting skills, as well as those who want to come and explore the potential in these two mediums for creating images!

You will complete a series of core projects, giving you exposure to a large variety of materials, processes, and tools. There is an emphasis in this course on focusing on **technical skill**, which includes using different drawing and painting strategies. Having gained new insight and experience, you will then have an opportunity to create work independently, where you choose the materials and styles you wish to focus on. These independent projects could support your comprehensive portfolio for any possible post-secondary art education.

### **MEDIA ARTS 11 & 12: GRAPHIC DESIGN**

Students will explore the design process, learning about the Elements and Principles of Design while using industry standard software (Adobe CC's Photoshop and Illustrator.) They will create their own original content in a collaborative, studio-like environment.

Projects may include logo design, poster design, advertisement creation, digital illustrations, composite photos, 2D animation and much more. Students will gain a strong understanding of the design process, from initial brainstorming with sketches, to final print production output. If students have taken Media Arts previously, their design skill and technical knowledge will be challenged with more complex assignments. Students will also be responsible for creating an online portfolio to showcase their work.

### **MEDIA DESIGN 11 & 12 (YEARBOOK)** *(Monday & Wednesday 3:10 to 4:20 pm)*

Yearbook class is a team of students working on designing and producing the entire book cover to cover. This includes layout, interviewing, digital photography, and computer work using the eDesign Program to produce the yearbook. This is a class for individuals that are not afraid of going the extra mile to get the right photo or interview to make their spread look amazing. **No experience required** – we will teach you everything you will need to succeed.

## **VIDEO PRODUCTION**

### **FILM & TELEVISION 9: VIDEO PRODUCTION**

Video Production 9 provides students with an exciting and motivating introduction to the world of Digital Video Production. The goal is to introduce students to the art, craft, and technology of desktop video production. The video production course offers intensive hands-on production with High-Definition camera equipment, lighting, and sound to help students tell their stories – their way. Topics include script planning and writing, camera operation, lighting, and sound, and editing with Final Cut Pro Studio on the computers. The course strives to nurture individual talent and skills while also working with others on group projects to encourage students to become creative and thoughtful practitioners in the world of video production. Students will have class time to work on video projects, while outside of class filming may be necessary depending on video subjects and locations. Students will be expected to be intrinsically motivated in this course, be able to receive and give criticism and dream big.

## **MEDIA ART 10: FILM AND TELEVISION**

Media Art 10: Film and Television continues to provide students with opportunities to grow their knowledge and skills of camera equipment, lighting, video editing, sound design and script writing. Video Production 10 is a hands-on class that consists of making several new forms of video projects along with film analysis. The course strives to nurture creative thinking and making videos with topics that interest you. Much of class is used for preparing, filming, and editing video projects, but filming outside of class on weekends or after school may be necessary depending on your videos subject matter and necessary locations. Students in this class are encouraged to participate in different province wide film festivals throughout the year. Students will be expected to be intrinsically motivated in this course, be able to receive and give criticism and dream big.

## **MEDIA DESIGN 10/11/12: DIGITAL CONTENT CREATION**

If you are a person who is creating content for social media and YouTube or wanting to learn how to get started, Digital Content Creation is for you. In this course you will be using high end camera and editing equipment to create exciting video content for viewers. You will learn how to use the camera equipment, live edit videos, live stream them, create hype up videos for sporting events and broadcast many school events around the school. You will also learn what goes into a live news broadcast as you will be a part of the team to bring announcements to the school in a creative way. To film some school events, it is expected students are available to volunteer their time to film school plays, sporting events etc. after school hours. The class may take place in a regular semester system or may be a linear class after school based on enrollment. It is recommended that you have previously taken Video Production 9.

## **FILM AND TELEVISION 11/12**

Building on the concepts introduced in Media Art 10, this course provides an exciting and motivating exploration of the world of Film and Television. This course will enable students to understand and appreciate artistic expression through video, and to talk and write with discrimination about the media studied. The curriculum will focus on advanced video camera techniques, lighting, and green special effects while allowing students the creative freedom to produce their own media. Projects will include the structure of commercials and PSA's, media literacy, script writing and screenplays, editing in Final Cut Pro Studio and sound design. Much of the work will be done in class and filming may need to occur outside of class time due to the content of their video. Students will be expected to be intrinsically motivated in this course, be able to receive and give criticism and dream big. It is recommended that you have at least one year of video production experience prior to taking this course.

# **LEADERSHIP AND INNOVATION**

## **LEADERSHIP 9**

This course provides an exciting opportunity for students to develop their leadership skills by working through school and community projects. Service learning is an opportunity for students to grow as leaders while contributing to the community in a positive way. Students will develop their own interests and skills as well as investigating the needs of the local community and school, reflecting on how their leadership can or has effected change. Event planning teaches skills in public speaking, goal setting, organization, time management, communication, and collaboration.

## **LEADERSHIP 10**

This course provides an exciting opportunity for students to develop their leadership skills by working through school and community projects. Service learning is an opportunity for students to grow as leaders while contributing to the local community in a positive way. Students will develop their own interests and skills as well as investigating the needs of the community and school, reflecting on how their leadership can or has effected change. Event planning teaches skills in public speaking, goal setting, organization, time management, communication, and collaboration.

## **LEADERSHIP 11/12**

Senior Leadership is designed to give students the opportunity to further develop their self-confidence and leadership skills so that they can continue to contribute positively to their school, local and global community. It is an events-oriented course in which students will engage in service learning by working together to plan, coordinate, and run various events for the school and wider community. Students will also be learning a variety of theories around leadership, and then working to connect this understanding to their own passions and interests. Students in this class will be required to complete a set amount of volunteer hours outside of class time, working to launch and run said events. Students will also be challenged to develop specialties related to running large scale events, such as audio and lighting technicians, presenting, administration and coordination, and other areas related to producing high quality events.

## **PEER MENTORING 11/12** *(By application)*

Peer Mentoring is a scheduled course for students at the Grade 11 and/or Grade 12 level who are interested in working in a classroom setting with junior students. Selected students will be assigned to work in a placement area of their personal strength/passion, under the supervision of a sponsor teacher. This course is about leadership and mentorship: students demonstrate leadership by modeling positive behaviour, attendance, and work ethic, and develop personal mentorship skills by building relationships with peers. The course is reflective in nature and requires students to complete reflections on their experiences and personal growth, as well as one final assignment.

This course is rewarding and is great for students planning on being in a helping profession such as an SEA, teacher, nurse, medical assistant, counsellor, etc.

## **RECREATION & LEADERSHIP 11 & 12** *(By application)*

Students interested in this course must be highly self-motivated, responsible, and committed. Also, students who take this course must have a great deal of after-school and weekend availability.

Recreation and Leadership is a course for those students who enjoy both physical activity and taking on leadership roles. This course involves the study of essential elements and basic principles of organization and leadership. Students will be put into leadership roles in the school, including officiating and scorekeeping for our athletics program, where they will be able to practice and apply these leadership elements and principles. Also, students will experience a wide variety of recreational activities through field trips in hopes that they will pursue a life-long healthy lifestyle. The course will culminate in a year-end camping trip. Students are required to complete 60 hours of service as a component of this course.

## **AERIE AMBASSADORS: LINK CREW 11 and 12** *(Outside timetable)*

Centered on the belief that students can help students succeed, Link Leaders are Grade 11 and 12 students who become trained mentors and positive role models who guide the Grade 9s to discover what it takes to be successful during the transition to high school and help facilitate first year success. The time commitment required is a two-day training at the end of summer, 3 morning classes per month throughout the year where Link Leaders collaborate and learn effective mentorship skills, and two Focused Flex periods per month where Leaders work with their small group of Grade 9s (their Link Crew) and lead various engaging activities with them. It is an excellent opportunity to develop leadership capacity, increase self-esteem and make a positive difference in the school community.

# NEW LEARNING OPTIONS FOR 2022/2023

## Courses Outside of the Timetable – application required

R.E. Mountain Secondary offers some courses that run before and after the regular school day. These courses are not a club or extra-curricular activity; they are one of your eight, 4 credit BC Ministry courses.

Courses running before and after school have the same expectations as courses scheduled during the regular school day including regular attendance and demonstrated understanding of the curricular competencies. Some classes run for a semester and students are expected to attend Monday to Friday. Other classes are linear and run all year on set days. An application form, that can be picked up in the counselling office, is required for these courses. By choosing this learning option and completing the application form, you acknowledge the expectations of the course and the commitment required to be successful.

BEFORE SCHOOL 7:30 TO 8:40 AM (SEMESTER)	AFTER SCHOOL 3:15 TO 4:25 PM (SEMESTER)
CERAMICS 11/12 (Monday to Friday)	ART STUDIO: GENERAL 11/12 (Monday to Friday)
CHEMISTRY 11 (Monday to Friday)	ENGLISH STUDIES 12 (Monday to Friday)
FOODS 11/12 (Monday to Friday)	FOODS 11/12 (Monday to Friday)
PRE-CALCULUS 12 (Monday to Friday)	ACTIVE LIVING: LIFESTYLE 11/12 (Monday to Friday)
BEFORE SCHOOL 7:30 TO 8:40 AM (LINEAR)	AFTER SCHOOL 3:15 TO 4:25 PM (LINEAR)
ACTIVE LIVING 11/12: HP BASKETBALL (Mon & Wed)	THEATRE COMPANY 11/12 (Tues & Thur)
ACTIVE LIVING 11/12: HP VOLLEYBALL (Tues & Thur)	MEDIA DESIGN: YEARBOOK 11/12 (Mon & Wed)
AERIE AMBASSADORS 11/12 (Tuesday)	
BEFORE SCHOOL AND AFTER SCHOOL (LINEAR)	
SENIOR CONCERT CHOIR (Monday 7:30-8:40 am <b>AND</b> Thursday 3:10 – 4:20pm)	
SENIOR CHAMBER CHOIR (Monday 3:10 – 4:20 pm <b>AND</b> Thursday 7:30 – 8:40 am)	
SENIOR JAZZ CHOIR (Wednesday 7:30 – 8:40 am <b>AND</b> Thursday 4:00 - 5:10pm)	
SENIOR JAZZ BAND (Tuesday 3:10 – 4:20 pm <b>AND</b> Friday 7:30 – 8:40 am)	

## HYBRID Classes – application required

Hybrid classes will meet face-to-face 50% of the time and will be independent learning for 50% of the time. Students will be required to attend in-person either Monday/Thursday OR Tuesday/Friday and alternate Wednesdays (either Day 1 OR Day 2). Hybrid courses will allow students to have one late start or one early dismissal each week.

These courses are 4 credit BC Ministry courses. In order to be successful, students must commit to regular attendance of in-person sessions, complete independent learning activities/assignments and demonstrate understanding of the curricular competencies.

**An application form, that can be picked up in the counselling office, is required for these classes.** By choosing this learning option and completing the application form, you acknowledge the expectations of the course and the commitment required to be successful.

CAREER LIFE EDUCATION 10	CAREER LIFE CONNECTION 12
20 <sup>TH</sup> CENTURY WORLD HISTORY 12	LAW STUDIES 12
PHYSICAL EDUCATION 10: HIGH PERFORMANCE - (Must be involved in community sports – soccer, dance, gymnastics, hockey, etc and have a reference from a coach)	

## Application based courses inside the timetable

REC LEADERSHIP 11/12	PEER MENTORING 11/12
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# **SCHOOL PROGRAMS**

## **ASCEND PROGRAM**

Ascend is an outdoor education program that is uniquely designed for any student who wants to take their learning beyond the traditional classroom environment and bring it into a wide variety of outdoor settings. Students in this program will be given multiple opportunities throughout the semester to experience our beautiful environment in new, exciting, and challenging ways.

As part of this program, students will take two courses with their Ascend cohort: Grade 11 students will receive credit for English First Peoples Literary Studies & Spoken Language 11 and Outdoor Education 11; Grade 12 students will receive credit for English First Peoples 12 and Outdoor Education 12. These courses have been specifically designed to work together in giving students rich, well-rounded, and varied experiences that will challenge them to engage in their surroundings in authentic and impactful ways.

## **INTERNATIONAL BACCALAUREATE PROGRAM**

R.E. Mountain Secondary School's Pre-International Baccalaureate (IB) Program is designed to prepare students for the challenges of the International Baccalaureate (IB) Diploma Program that is offered to students in Grade 11 and 12. IB is an academically rigorous university preparation program that is recognized globally. Pre-IB and IB teachers in each subject area work collaboratively to identify the skills and knowledge that are necessary to help students succeed in IB. The Pre-IB teachers then introduce, develop, and reinforce these skills and knowledge at grade appropriate levels. By the time Pre-IB students are completing Grade 10, they should be well prepared for the academic rigour of the IB Program. Students enrolled in both Pre-IB and IB are also required to take a second language. R.E. Mountain Secondary's Pre-IB and IB Programs are District programs which means that students must be residents of Langley to be considered. All Langley students are welcome to apply and will be considered equally for the programs regardless of their catchment area. However, it should be noted that there is a distinct academic advantage to enter into the IB program at the Pre-IB 9 level.

## **COMPLEX RESOURCE**

Students in Complex Resource are on a Modified program closely linked to their Individual Education Program goals. Students focus on developmentally appropriate academic, social and employment skills. They are supported by a variety of professionals including Educational Assistants in all class settings.

## **LEARNING SUPPORT SERVICES**

The Learning Support Services Department is designed to provide services in-class and tutorial support to all students in academic classes requiring help to meet course requirements and/or meeting the goals of their IEP if they have one. The Department believes that educators work together to coordinate their efforts and expertise to enhance student learning. The Learning Support Team works with teachers to identify, plan, teach, and assess students with varying learning needs.

# ENGLISH LANGUAGE LEARNERS (ELL)

All schools in Langley follow the service model which divides into four stages of language proficiency:

Beginner	Low Intermediate	High Intermediate	Advanced
Little experience with English but have had formal schooling and have an age-appropriate level of literacy in a language other than English.	Have developed some competency in English and need to focus specifically on language development for academic learning.	Able to succeed in most regular high school courses but need support in English language development for academic learning.	Can study high school subjects in the regular classroom, with support in specific subjects such as English or Graduation Transition.

ELL students will be placed in one of the four levels after initial assessment of English ability. Students may advance to the next level once coursework for the present level is complete. Students do not necessarily take all ISP/ELL coursework offered at a given level, recommendation is given dependent on the scores achieved during the initial assessment. The length of time needed to advance to the next level depends on factors such as academic ability and work habits of the student, but typically a low intermediate student who completed grade 10 in their home country can graduate and go on to a Canadian post-secondary college or university in 2.5 - 3 years (summer school being .5 of a school year).

All Langley high schools offer the BAA courses within the four-stage service model to ensure ISP students receive credit for ELL instruction at Grade 10, 11, and 12 levels. As well, schools can offer ELL “primer” courses until more BAA courses are developed.

Beginner	Low Intermediate	High Intermediate	Advanced
	English Language Development 10 <b>YESFL0D</b>	English Language Development 11 <b>YESFL1A</b>	ISP / ELL Writing 11 <b>YESFL1B</b>
Strategies for Academic Success 10 <b>YESFLOB</b>	Introduction to Academic Language 10 <b>YESFL10C</b>		

## **STRATEGIES FOR ACADEMIC SUCCESS 10** (*Beginners*)

This course is designed for the student who has an imbalance between oral and written skills and requires support for academic success. It is designed to extend a student’s ability to use various strategies independently to meet the learning outcomes and be successful in content-based courses such as English, Social Studies, Science and/or Mathematics. Emphasis will be on the comprehension of important concepts linking new information to prior knowledge and application of strategies and skills learned. In addition, students will become familiar with a variety of learning skills and Canadian assessment techniques.

## **ENGLISH LANGUAGE DEVELOPMENT 10** (*Low Intermediate*)

This course is designed for the student who has an imbalance between oral and written skills and is integrated into some academic course but may need some adaptations to be successful. It is designed to enable ELL students to

extend the four main English language skills of reading writing, listening, and speaking. It also encourages the use of viewing and representing. The focus is on expanding the strategies needed to read, research, and write successfully in standard English for academic success.

### **INTRODUCTION TO ACADEMIC LANGUAGE 10** *(Low Intermediate)*

This course is designed for the student who can integrate more fully into academic classes but needs support and additional time to complete assignments. It is designed to allow the ELL student to expand and gain competence and confidence in using English language skills to be successful in the areas of reading, writing, listening, and speaking. It also encourages the use of viewing and representing. It focuses on developing and increasing independence in using strategies needed to read, research, and write successfully in standard English for academic success. Students will be introduced to a variety of learning skills and Canadian assessment techniques.

### **ELL DRAMA**

ELL Drama provides English Language Learners with physical exercises and warmups that allow students to practice spoken language development. ELL Drama students are given an opportunity to work together to develop both spoken and non-verbal language development. During trust building exercises, students can explore movement and sound while maintaining a disciplined approach to improving their use of the English language.

Performing in English can initially be a terrifying idea. However, with practice, students can learn how to apply their courage and respond to their vulnerability in performance.

### **ENGLISH LANGUAGE DEVELOPMENT 11** *(High Intermediate)*

This course is designed for ELL students who are enrolled in senior academic courses. It is designed to improve their knowledge, skills, and attitudes as they become bilingual. To achieve communicative competence, a continued balance will be maintained between the four language skill areas of listening, speaking, reading, and writing. Emphasis will be on the use of strategies and the comprehension of important concepts and in English, Social Studies, Science and/or Mathematics needed of ELL students to be successful in academic courses.

### **ELL WRITING 11** *(Advanced)*

This course is designed to assist Transitional ELL students who have lingering deficiencies. Writing is the strand on which students are most heavily evaluated in high school English. This course emphasizes writing strategies and theory that will increase student understanding of the writing process thereby facilitating success in the graduation program. The student will be guided through a series of steps to produce well-organized and adequately developed paragraphs and essays.



# DISTRICT APPRENTICESHIP PROGRAMS

## 2023 - 2024 Youth TRAIN in Trades



Automotive



Carpentry



Electrical



Hairstylist



Landscape/  
Horticulture



Piping/  
Plumbing



Professional  
Cook 1

### What

- Programs for students to complete [Industry Training Authority \(ITA\)](#) technical trades training
- Students can train to become a(n): Automotive Service Technician, Carpenter, Electrician, Hairstylist, Landscape Horticulturalist, Plumber or Professional Cook



### Why

- Learn skills and gain experience
- Earn high school and post-secondary credits at the same time
- Pay no tuition (for eligible high school students and recent high school graduates)

### Who

- Grade 11-12 students
- Intention to graduate
- Genuine interest in the trade
- Commitment to learning the skills, knowledge and attitudes required to do well in the field

### When

- Most programs begin February 2024
- Professional Cook begins September 2023
- Programs are full-time for 1 or 2 semesters

### Where

- Location depends on the program, see program pages for more information

### How

- Contact your school's [Career Advisor](#) for more information and/or to apply
- Visit [careered.sd35.bc.ca/youthtrain](http://careered.sd35.bc.ca/youthtrain)



# 2023 - 2024 Youth WORK in Trades

## What

- [The Industry Training Authority's \(ITA\) Youth WORK in Trades](#) program allows students to start an apprenticeship while they are still in high school. Earn graduation credits while logging work-based training hours



## Why

- Earn up to 16 elective credits towards graduation (equals 4 courses)
- Acquire skills employers want and get a head start on your career
- Use 480 paid work hours towards your apprenticeship
- Have a seamless transition from school to work
- Become potentially eligible for a \$1000 Youth WORK in Trades Award

## Who

- Be 15-19 years old
- Be working or have worked in an [ITA regulated trade](#)

## When

- Register at anytime during the school year

## Where

- Work at your employer's place(s) of business and on school assignments at home

## How

- See your school's [Career Advisor](#)
- Visit [careered.sd35.bc.ca/youthwork](https://careered.sd35.bc.ca/youthwork)



# 2023 - 2024 Work and Volunteer Experience (WAVE)



## What

- Get placed with employers/organizations to job shadow and/or perform the duties of an entry level employee
- Gain experience and new skills in the workplace they wouldn't be able to get at school

## Why

- Complete course credits outside of a school in almost any industry/occupation
- Get paid or gain volunteer experience while earning school graduation credits
- Take more than eight courses in a school year, does not impact current school schedule

## Who

- Be in grade 10-12

## When

- Complete work after school, weekends during school breaks (winter, summer, spring)

## Where

- Work at your employer's place(s) of business and on school assignments at home

## How

- Register during course selection or see your school's WAVE teacher, [Career Advisor](#) or counsellor for more info
- Visit website for more info [careered.sd35.bc.ca/wave](http://careered.sd35.bc.ca/wave)



## 2023 - 2024 Academic Dual Credit



### What

- Students can earn post-secondary credits towards a university program
- Students complete course requirement to become an Early Childhood Education Assistant and earn post-secondary credits towards the Early Childhood Education Certificate

### Why

- Learn skills and gain experience
- Earn high school and post-secondary credits at the same time
- Pay no tuition (for eligible high school students)

### Who

- Grade 12 students
- Intention to graduate
- Genuine interest in pursuing post-secondary education
- Commitment to learning the skills, knowledge and attitudes required to do well in the field

### When

- ECE program starts in September 2023

### Where

- Location depends on the program, see program pages for more information

### How

- Contact your school's [Career Advisor](#) for more information and/or to apply

<b>Automotive Service Technician</b> partnered with KPU at Aldergrove Community Secondary			
<b>Program Length and Dates</b>	<b>What do you learn?</b>	<b>What do you leave with upon successful completion of the program?</b>	<b>What do you need to get into the program?</b>
1 semester & July (Work Experience)  Feb to July For grade 11 and 12 students	Skills and knowledge to start working in automotive service.  Level I auto service technician trades skills.	<ul style="list-style-type: none"> <li>credit for 5 high school courses (20 credits)</li> <li>training in Auto Service leading to apprenticeship exam AST 1</li> <li>some practical work experience in the field</li> <li>ITA Registration</li> </ul>	<ul style="list-style-type: none"> <li>grade 10 completion plus any Math 11 and English Language Arts 11</li> <li>Automotive 11 or equivalent</li> <li>intention to graduate</li> <li>genuine interest in automotive service</li> <li>commitment to learning the skills, knowledge and attitudes required to do well in the field</li> </ul>
<b>Carpentry</b> partnered with KPU at Aldergrove Community Secondary			
<b>Program Length and Dates</b>	<b>What do you learn?</b>	<b>What do you leave with upon successful completion of the program?</b>	<b>What do you need to get into the program?</b>
1 semester & July (Work Experience)  Feb to July for grade 11 and 12 students	Skills and knowledge to start working in construction/carpentry.  Level I carpentry trades skills.	<ul style="list-style-type: none"> <li>credit for 5 high school courses (20 credits)</li> <li>ITA Level I Carpentry apprenticeship training</li> <li>some practical work experience in the field</li> <li>college credits leading to Kwantlen's Citation in Carpentry/Construction</li> <li>ITA registration</li> </ul>	<ul style="list-style-type: none"> <li>grade 10 completion plus any Math 11 and English Language Arts 11</li> <li>intention to graduate</li> <li>genuine interest in construction</li> <li>commitment to learning the skills, knowledge and attitudes required to do well in the field</li> </ul>
<b>Hairstylist</b> at Aldergrove Community Secondary partnered with ITA and Beauty Council of BC			
<b>Program Length and Dates</b>	<b>What do you learn?</b>	<b>What do you leave with upon successful completion of the program?</b>	<b>What do you need to get into the program?</b>
2 semesters  Feb to following Jan for grade 11 and 12 students  <b>Program Schedule:</b> <i>*subject to change</i> M-F, 8:15am-2:30pm	Skills and knowledge to become a certified hairstylist in BC.	<ul style="list-style-type: none"> <li>credit for 11 courses (44 credits)</li> <li>ITA &amp; Beauty Council of BC registration</li> <li>990 hours of credit towards ITA Hairstylist foundation program</li> <li>300 ITA practicum hours through work experience in the industry and in the training salon</li> <li>ITA Certificate of Completion – C of Q Hairstylist Foundation</li> </ul>	<ul style="list-style-type: none"> <li>sincere interest in hair</li> <li>grade 10 completion plus English Language Arts 11</li> <li>intention to graduate</li> <li>fully proficient in English language</li> <li>interest in working with people</li> <li>commitment to learning the skills, knowledge &amp; attitudes required to be a successful hairstylist</li> </ul>
<b>Piping/Plumbing</b> partnered with BCIT at Langley Secondary School			
<b>Program Length and Dates</b>	<b>What do you learn?</b>	<b>What do you leave with upon successful completion of the program?</b>	<b>What do you need to get into the program?</b>
<b>2 semesters</b>  Feb to following Jan for grade 11 and 12 students	<b><u>Skills and knowledge to start working in the piping trades: plumbing, steam fitting and sprinkler fitting.</u></b>	<ul style="list-style-type: none"> <li>credit for 9 courses (36 credits)</li> <li>Level I piping trades apprenticeship training</li> <li>substantial practical work experience in the field</li> <li>BCIT's Certificate of Trade Training in Piping Foundation</li> <li>ITA Registration</li> </ul>	<ul style="list-style-type: none"> <li>grade 10 completion plus any Math 11 &amp; English Language Arts 11</li> <li>intention to graduate</li> <li>genuine interest in piping/plumbing</li> <li><b><u>commitment to learning the skills, knowledge and attitudes required to do well in the field</u></b></li> </ul>

### Electrical partnered with BCIT at BCIT's Satellite Campus located at DW Poppy Secondary

Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
<p>1 semester 24-week program</p> <p>Feb to July for grade 12 students</p>	<p>Skills and knowledge to start working in the electrical trade: Planning, assembling, installing, testing, repairing and maintaining electrical equipment and systems.</p>	<ul style="list-style-type: none"> <li>• BCIT's Electrical Foundation Certificate of Trades Training</li> <li>• 18 credits (6 courses) of secondary school graduation credit</li> <li>• Technical training for ITA Level 1 Apprenticeship Electrician</li> </ul>	<ul style="list-style-type: none"> <li>• genuine interest &amp; drive to become an electrician</li> <li>• intention to graduate</li> <li>• commitment to learning the skills, knowledge &amp; attitudes required to do well in this field</li> <li>• Foundations of Math 12 or Pre-Calc 12 &amp; Physics 11, English Language Arts 12</li> </ul>

### Landscape Horticulture Apprenticeship partnered with KPU located at KPU Langley Campus

Program Length and Dates	What do you learn? Landscape Horticulturalist	What do you leave with upon successful completion of the program?	What do you need to get into the program?
<p>1 semester 6 weeks of Level 1 training plus 13 weeks of paid work experience</p> <p>Feb – April For grade 11 &amp; 12 students</p>	<p>Skills &amp; knowledge needed to complete Level 1 Apprenticeship technical training. Included are botany, soils, plant identification, pest management &amp; practical skills: to use equipment, to conduct basic engine maintenance, to calibrate fertilizer spreaders, to make pruning cuts and to work as part of a horticulture maintenance team.</p>	<ul style="list-style-type: none"> <li>• dual credit at the Gr. 12 level for 2 or 4 high school courses</li> <li>• credit for Level 1 Landscape Horticulture Apprenticeship</li> <li>• ITA registration</li> <li>• Kwantlen student transcript and registration</li> </ul>	<ul style="list-style-type: none"> <li>• good attitude and genuine interest ability to learn through both "reading" &amp; "doing"</li> <li>• physically able to do the work</li> <li>• English Language Arts 10 (2 modules required) &amp; Math 10</li> <li>• grade 10 completion recommended</li> <li>• desire to work and attend school during the semester</li> </ul>

### Professional Cook 1 partnered with VCC located at Walnut Grove Secondary School

Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
<p>Full school year Sep to June</p> <p>For Grade 12 students (some skilled Grade 11 students may be considered)</p> <p>Program runs Mon – Thurs 2:30 – 7:30PM plus work experience outside class time</p>	<p>Skills and knowledge required to succeed in a range of industries; including restaurants, hotels, institutional kitchens &amp; catering operations.</p> <p>Substantial hands-on and theoretical knowledge to work effectively in a food service environment.</p>	<ul style="list-style-type: none"> <li>• credit for at least 8 high school courses (32 credits) in Cook Training and work experience</li> <li>• Certificate of Qualification – C of Q Professional Cook 1 ITA certification</li> <li>• VCC certificate</li> <li>• practical work experience in the field</li> <li>• ITA registration</li> </ul>	<ul style="list-style-type: none"> <li>• good attitude and genuine interest in working in the culinary industry</li> <li>• physical ability to safely use knives and other related kitchen tools</li> </ul> <p>Entrance Requirements:</p> <ul style="list-style-type: none"> <li>• fully proficient in the English language</li> <li>• completion of Grade 11</li> <li>• FoodSafe certification by May 2023</li> <li>• one of the following school courses: Cafeteria or Cook Training, Food Studies 11/12</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• paid or volunteer food preparation work in a restaurant, catering business or professional kitchen</li> </ul>

## 2023 - 2024 Academic Dual Credit

Early Childhood Education partnered with University of the Fraser Valley and Abbotsford School District			
Program Length and Dates	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?
<p>2 semesters</p> <p>Sept to June</p> <p>For grade 12 students</p>	<p>Students can earn post-secondary credits towards a university program.</p> <p>Students complete course requirement to become an Early Childhood Education Assistant and earn post-secondary credits towards the Early Childhood Education Certificate.</p>	<p>Students can apply for the Early Childhood Assistant Certificate and earn 12 credits towards the Early Childhood Education Certificate.</p>	<ul style="list-style-type: none"> <li>• <b><u>Completed English 11</u></b></li> <li>• <b><u>Grade 12 student</u></b></li> <li>• Recommended C+ or higher in English 10 and Math 10</li> <li>• Intention to graduate</li> </ul>

## 2023/24 R.E. Mountain Secondary School Study Block Contract

*R.E. Mountain Secondary offers a rich variety of courses and believes that students should take advantage of the opportunity for a full education. In-school study blocks are a privilege reserved for senior students who have ample credits and challenging course loads.*

**Grade 12 Students** enrolled in regular day classes are allowed a **MAXIMUM** of **ONE study block**. All Grade 12 students are required to take seven full time courses within the timetable, including their Life Connections (CLC) Block.

**Grade 11 Students** are encouraged to be actively involved in eight courses. A **MAXIMUM** of **ONE** study block may be granted if a student meets one of the following criteria:

- ✓ The student is enrolled in an extended day course i.e. Theatre Company, HP Volleyball, etc
- ✓ The student is taking a Distributed Learning course outside of Mountain Secondary is eligible for a study block during which the student is expected to work on the DL course.
- ✓ The student is maintaining a **heavy academic load**, such as six or more academic courses, and they would benefit from a study block (permission from parents and administration required).

**Grade 9 and 10 Students:** There are no study blocks for grade 9 and 10 students.

### Expectations of Study Blocks

- Students are encouraged to work in the Learning Commons or Gallery during their study block,
- Students are allowed off the school property with parents' permission.
- Students must report to a counsellor at the field's dug out in the evacuation area during an emergency evacuation.

### Students choosing to use the library commons during their study block are expected to:

- Use the library for *quiet* study, reading or computer/network access
- Respect library rules & procedures

Student Name: \_\_\_\_\_ Student's Grade in 2023/24 School Year: \_\_\_\_\_

*I understand the expectations of a study block.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*My child has permission to have a study block in their timetable. We understand the expectations of the study block and support his/her need for a study block.*

My child has permission to leave the school property during his/her study block:                      yes        no

Parent Signature: \_\_\_\_\_

Parent Email Address (please print clearly): \_\_\_\_\_

### **MANDATORY:**

**If my application for a study block is successful, please drop the following course from my schedule:**

\_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Counsellor Signature: \_\_\_\_\_

**RETURN TO THE COUNSELLING  
OFFICE BY FEBRUARY 24, 2023**