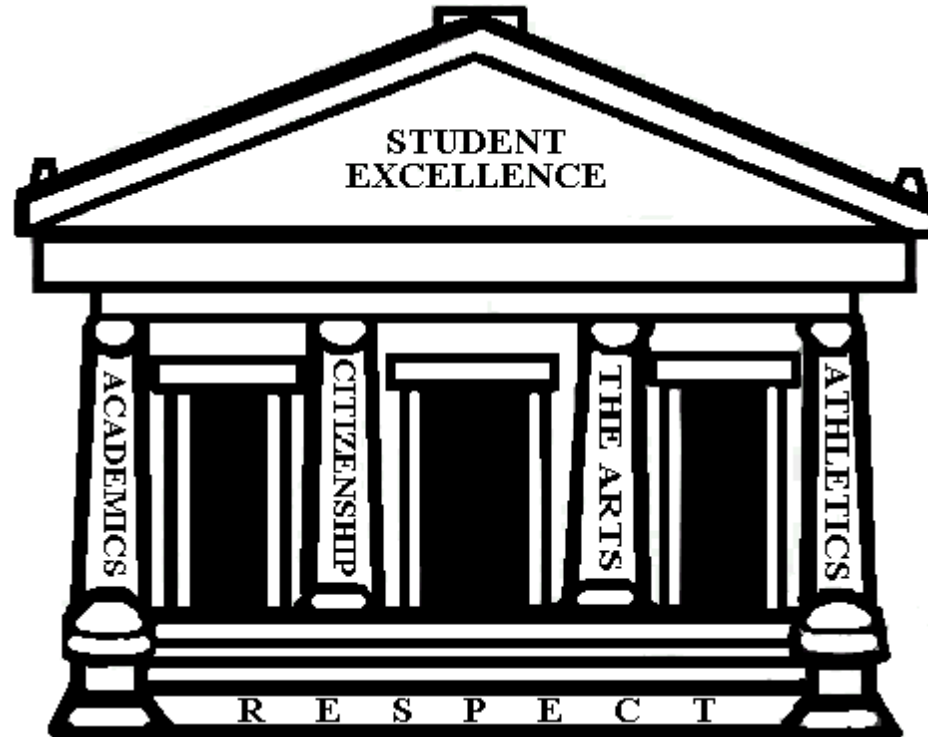


---

# Mark R. Isfeld Secondary

---



Mark R. Isfeld Secondary School is an innovative learning community founded on respect and supporting student excellence through academics, citizenship, the arts and athletics.

---

## 2011-2012 Programming Guide

---

---

## OUR NAMESAKE

---



Mark R. Isfeld was a peacekeeper for the Canadian forces serving in the former Yugoslavia. He was a Master Corporal with the Canadian Military Engineers and his job was to remove deadly landmines. On June 21<sup>st</sup>, 1994 Mark Isfeld was killed in southern Croatia when the personnel carrier he was walking in front of hit a land mine. Mark Isfeld is remembered for the compassion with which he viewed the war-torn countries in which he served. He often said, "Every mine I lift means someone doesn't die." He wrote about and photographed the places and people he met. He is perhaps most known for the dolls his mother made and he distributed to the children he met.

You can learn more about Master Corporal Mark Isfeld by visiting the Mark R. Isfeld school website: [www.isfeldschool.com](http://www.isfeldschool.com).

---

## DESCRIPTION OF ISFELD

---

Named after this kind and caring Canadian, we are an inclusive school with 1000 students from grades 8 through 12. We have international students from many countries, a growing French Immersion Program, a vital and active Fine Arts program, a successful Athletics program with more than 30 competitive teams, a full Applied Skills program, and a successful academic track record.

Our Mission Statement – "Mark R. Isfeld Secondary School is an innovative learning community founded on respect and supporting student excellence through academics, citizenship, the arts and athletics" – accurately captures our focus on providing a balanced, varied program for all students.

Check out this video to see who we are: <http://www.youtube.com/watch?v=98bwTuTHOZo>.



## TABLE OF CONTENTS

Learning Today for Tomorrow’s World .....	3
School Structure.....	4-6
<b>DISTRICT PROGRAMS</b>	
French Immersion .....	7
Lifeskills .....	8
Secondary Gifted Program .....	8
Work Experience Program	
Career Planning.....	9
30 Hour Grad Transition Requirement.....	9
Work Experience 12A & 12B.....	9-10
Secondary School Apprenticeship – SSA .....	10
ACE IT .....	11
<b>District Apprenticeship Programs</b>	
Automotive Service Technician (AST) .....	11
Carpentry .....	12
Hairdressing .....	12
Professional Cook 1.....	13
ACE IT Programs.....	14
Dual Credit Courses with NIC.....	15
<b>JUNIOR PROGRAM</b>	
Required Courses .....	16-17
Elective Courses	
Applied Skills .....	17-18
Fine Arts .....	19-21
Languages .....	21
Lifestyle.....	22-23

## GRAD PROGRAM

Planning Resources .....	24
Grad Requirements.....	25
Required Courses.....	26
Applied Skills .....	26-27
Fine Arts .....	27
Language Arts .....	28-29
Mathematics.....	30-33
Physical Education .....	33
Planning.....	34
Sciences .....	34
Social Studies.....	35
Course Descriptions.....	36
Art .....	36-38
Business.....	38-39
Drama.....	39-41
Home Economics .....	41-43
Humanities .....	43-50
Languages .....	50-51
Mathematics.....	52-55
Media Studies.....	56-57
Music .....	57-59
Physical Education .....	59-62
Planning.....	62-63
Sciences .....	63-65
Technology Education .....	66-70
Miscellaneous.....	70-72
12 Literacies .....	73-74
Index .....	75-78













## LEARNING TODAY FOR TOMORROW’S WORLD

### Understanding 21<sup>st</sup> Century Learning

Our job is to prepare students to be positive, productive, citizens for the world they are entering. What is that world? It is a world of unlimited access to information, ideas, and resources. It is a world characterized by personal entitlement. It is a world where our youth can expect to have multiple, varied jobs. It is a world where fact is fluid and reality blurs with fiction. As reason replaced faith based thinking in the Renaissance; rationalization is replacing linear, authority-based thinking in our current metamorphosis. Thoughts and beliefs only have meaning or value as they relate to individual needs, interests, and paradigms. Our students need to be able to make sense of this world. They need to be able to find their place in it and find fulfillment. They need to have the skills, attitudes, and thinking required to create valuable and positive relationships (personal and intellectual). The paradigm (a system filled with the values and protocols of the Industrial Age) from which we are working has questionable validity; however, there are many parts that are valuable. Hard work is still valued; it is just that it looks different. Our core value system and culture are still worth imparting to our youth, but they need it to make sense to them in their context. We need to provide all students with a broad-based, meaningful curriculum (*Modern Ode to a Modern School* by John Erskine). What is a broad-based curriculum? What do we need to do to prepare them for their world? Make no mistake about this daunting task; we need to prepare our students for their world.

As you plan for the coming year we encourage you to look further ahead. We encourage you to embrace the many opportunities that we offer for broadening horizons, thinking, skills, and experiences. Nowhere after your time here will you find the variety of free, high quality learning opportunities as you will here. Take the time to understand, to think, and to plan. This is where you lay the groundwork for your future. For more information on “21<sup>st</sup> Century Learning” please go to our web-site (<http://www.isfeldschool.com/wp-content/uploads/21st-Century-Learning-Background-Information.pdf>).

Throughout this programming guide you will see symbols by each course offering. These correlate to the 12 Literacies or competencies we feel need to be focused on for a healthy education. A more detailed description of these Literacies can be found at the end of this guide (pages 73-74) or in the more complete 21<sup>st</sup> Century Learning document on our web-site.

 Arts and Creative Literacy	 Emotional Literacy	 Numeric Literacy
 Constructive Literacies	 Financial Literacy	 Physical Fitness and Health Literacy
 Cyberliteracy	 Globalization and Multicultural Literacy	 Reading Literacy
 Ecoliteracy	 Media Literacy	 Writing Literacy

---

## SCHOOL STRUCTURE

---

Our school has many structures in place to support our students. With respect to programming we have made a conscious separation between Junior and Senior students and designed our programs to meet the diverse needs of each group.

Our Junior students are predominantly in linear (lasting all year) classes. We try to minimize the number of different teachers they have and have them take their core subjects with the same students. In Grade 8 students have a choice of whether or not they will take band and are then scheduled into Exploratories (a series of shorter courses designed to introduce students to different disciplines and parts of our school). In Grade 9 students have more choice in their program. They can choose to take French, Français Langue (for French Immersion or Francophone students), or Spanish. They can choose at least one Fine Art course, one Applied Skills course, and at least one Lifestyle course.

Our Senior program is driven by the provincial graduation program ([www.bced.gov.bc.ca/graduation/docs/grad\\_planner.pdf](http://www.bced.gov.bc.ca/graduation/docs/grad_planner.pdf)) and a desire to offer students as much variety to support their goals and needs as possible. We strongly encourage students to take advantage of as many courses, disciplines, and experiences as possible. When will they ever be able to have such unlimited access to free, quality learning opportunities?

In order to encourage this, we have re-worked our elective offerings to make them more progressive in nature. You will notice that multi-levelled courses are referred to as “Introductory, Developmental, and Preparatory.” These courses are open to all students in our Grad Program (Grades 10 – 12) no matter what grade but the levels are important. Introductory courses are designed to give students an introduction to the course/discipline and provide an opportunity for students to try something new. Many of them only take ½ a semester to complete which should encourage students to take a number of different types. Developmental courses are designed for students who find a course/discipline that, after they’ve done the introductory level, they would like to study/work on more thoroughly. Preparatory courses are designed for students who want to work at a high level in an area or want to pursue the course/discipline after high school. Students will receive Grade 12 credits for completion of these courses (important as one of the Grad Requirements – see page 25).

### **Athletics Program**

At Mark R. Isfeld we are proud to offer a comprehensive athletic program which offers opportunities for all students in Grades 8 through 12 to participate in athletics in the sports of Volleyball, Field Hockey, Soccer, Aquatics, X-Country Running, Football, Basketball, Wrestling, Track and Field, Golf, Curling, Gymnastics, Skiing and Snowboarding.

At all grade levels participants are held to a high level of commitment, dedication, sportsmanship and fairplay. We pride ourselves in the respect we show our teammates, coaches, officials and opponents.

At the Grade 8 level we emphasize fun, inclusive participation, and skill development. At this level we try to instill values of commitment, accountability and teamwork. Most of our competitions are within our own district.

At the junior level (Grades 9 and 10) we continue to emphasize fun, participation and skill development. The expectations surrounding commitment and dedication are often increased due to longer seasons, more practice requirements and some out of district competitions.

At the senior level (Grades 11 and 12) our athletics strive for excellence and require high levels of commitment. Seasons lengthen and out of district travel often increases. We support and celebrate our Island Championships and Provincial Placings on plaques in our gymnasium.

We value the role that the student-athlete plays in our school and strive to support them academically and by providing citizenship/volunteer opportunities. Student-athletes should strive to be in good academic and social standing within our school.

We welcome senior students to help coach our Grade 8 and Junior teams as well as scorekeeping and officiating responsibilities.

We celebrate our athletic successes throughout the year in our local media and at the end of the year by welcoming student-athletes, their families, staff and coaches and members of the community to our Annual Athletic banquet where major athletic awards are presented.

## **Honours**

The Honours Program is designed to meet the needs of students who wish to, and are capable of, thriving in an enriched or accelerated curriculum in a variety of courses. Students choosing an honours course or program must be committed to an increased workload.

The school offers two distinct types of honours courses and programs:

1. The courses designated as enriched will cover the same curriculum as a regular course but in greater depth
2. Accelerated courses and programs deliver the curriculum at a faster rate. This accelerated pace allows students to successfully complete more curriculum than regular classes.

There are a variety of reasons why students should be encouraged to choose honours courses and programs. These include: the benefit of participating in a class of students who are high achievers, students who have a particular passion for the subject area, and students who feel they need greater challenges in their education.

Students will be selected for honours courses and programs by their grades in previous coursework, by teacher referral and in some cases where diagnostic testing is available.

Following is a list of the honours courses and programs that will be offered at Isfeld:

Grade 10

Honours Marine Biology Program (accelerated)  
English 10 Honours  
Social Studies 10 Honours

Grade 11

Honours Liberal Arts (accelerated)

Grade 12

English Literature Arts (accelerated)

### **Learning Centre**

The Learning Centre is an academic support service available to students who have identified learning difficulties and to any students who is struggling and has exhausted the resources of the classroom teacher. A continuum of support is available from the minimum of just writing exams with us to the maximum of a support block and Educational Assistant help in the regular classroom. The Learning Centre is staffed with two teachers and two EA's. Our two main goals are to build student skills and confidence through success on their assignments and to build relationships with the students to foster trust and confidence in our support. We provide support as long as there is need and facilitate the transition to post secondary institutions.

### **Opportunities**

Opportunities is a school based behaviour support program which seeks to address the needs of Moderate Behaviour, Intensive Behaviour, and other at risk students. We provide a safe, secure, and supportive setting to maximize students' growth and learning. Students are given support for their academic courses. Some students are scheduled in for regular blocks while others come on a drop in basis. At any point in a day students may come to Opportunities to work. Our goal is to help students who struggle behaviourally to have a positive and constructive schooling experience.

### **Teacher Advisory**

Every student is placed into a Teacher Advisory (TA). These are "classes" that meet for 10 minutes every day. They are mandatory. Students will remain with the same TA for their entire time in our school. TA's have students from Grades 8 through 12 in them and siblings are in the same TA.

There are many purposes that TA serves; however, the most important one is to provide students with an advocate at the school level. The TA also provides students a chance to connect with students in other grades, programs, and areas over time. Our Teacher Advisors are also key contacts for parents. They help with student programming, student support, communication of school activities and opportunities, and community building.

---

## DISTRICT PROGRAMS

---

### FRENCH IMMERSION

French Immersion is an educational program of choice in which students receive much of their instruction in French. Designed specifically for children whose first language is not French, French Immersion is a highly successful approach to second language learning – an effective way for students to become functionally bilingual (able to effectively study and actively participate in a Francophone environment) while achieving all the learning outcomes of the BC curriculum. <http://sd71.bc.ca/fi/>

At Mark R. Isfeld Secondary we offer a rich program of study in French. Students in Grades 8 and 9 take four core courses in French (Science, Social Studies, Math, and French Language Arts). Students in Grade 10 take three courses (French Language Arts, Social Studies, and one or both of Science 10 and Physical Education 10). Our students in Grade 11 take French Language Arts and Social Studies in French and only French Language Arts in Grade 12. All other courses of study are in English.

Next year we are also going to offer an alternative for students going into Grade 11. Students will have the option to sign up for a French Immersion cultural concentration – first semester they would take French Language Arts 11 and 12, Social Studies 11, and PE 11. In addition to their course work, students would plan and participate in an extended trip to a Francophone culture.

Students who successfully complete the French Immersion Program receive a “Double Dogwood” (*British Columbia Certificate of Graduation* and a *Diplome de fin d’etudes secondaires en Colombie-Britannique*) which entitles them to pursue further studies in either of our official languages.

<b>Grades 8 and 9</b>	Français Langue, Sciences Humaine, Science Natural, Mathematique
<b>Grade 10</b>	Français Langue, Sciences Humaine + choice of Education Physique 10 and/or Sciences Natural 10
<b>Grade 11</b>	Français Langue & Sciences Humaine
<b>Grade 12</b>	Français Langue

## **LIFESKILLS**

The School District #71 Lifeskills Program is housed at our school and serves students with low incidence disabilities. The program focuses on functional life skills, recreation and leisure activities, and functional academics. Admittance is based on specific criteria. Students are screened by the Student Services Administration.

## **SECONDARY GIFTED PROGRAM**

The *Secondary Gifted Program* is for students identified as “gifted” attending secondary schools in School District #71.

Our district defines gifted students as children and youth with outstanding talent who perform, or show the potential for performing, at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth possess a diversity of intelligence(s), aptitudes, sensitivities, talents, skills, expertise, motivation and/or creativity.

Students are identified for this program one of three ways:

- formal assessment (CTCS, WISC IV, Psych Ed., etc.)
- teacher referral
- self/parent referral

The Gifted Program recognizes that some gifted students are difficult to identify. They might be smart but bored, a reluctant underachiever, a creative, divergent thinker, a genius in only one particular area of achievement, or able to make anything with his or her hands but not obviously gifted. Teachers are asked to help identify and recommend these students to the Challenge program.

Each secondary school has a teacher assigned to support the diverse needs of these students. This is done in a variety of ways – site based activities, district wide activities, individualized programs, etc. Each year we endeavour to have a variety of opportunities for students in the program to participate in and do our best to support their individual, diverse needs.

We recommend students in Grades 9 and 10 to take our da Vinci courses. We also recommend viewing George Betts & Maureen Neihart’s *Profiles of Gifted and Talented* (©2007) - [http://www.davidsongifted.org/db/Articles\\_id\\_10114.aspx](http://www.davidsongifted.org/db/Articles_id_10114.aspx) - for background information about the profiles of those we are looking to support through our program. More information is also available on our district web-site <http://web.sd71.bc.ca/gifted/>.

## **WORK EXPERIENCE PROGRAM**

### **Career Planning**

Visit our website [careers.sd71.bc.ca](http://careers.sd71.bc.ca)



careers.SD71

A very important component of any Career Planning is connecting students to the ‘world of work’ through **work experience**. Work experience validates whether a student’s interests and predicted career pathway is realistic or needs adjusting. Mark R. Isfeld offers the following programs to link students with the workforce.

### **Work Experience – 30 Hour Grad Transition Requirement**

Work experience is a Ministry Graduation requirement for all students. Students access the worksite under regulated hours and conditions, and are closely supervised. While in high school, students are covered under a provincial agreement for their “WorksafeBC” in case they get injured while on the job. This only occurs for high school students, so it is a good way for students to be able to be on a job site, without the employer having to hire them.

To complete the required minimum 30-hour experience, a student may participate in one or more of the following venues:

- school-arranged work experience
- day shadowing (one or more short-term industry visit)
- work experience “challenge” (previous or current employment)
- volunteer work/community service

The goal of work experience is to become aware of and practice employability skills such as punctuality, communication, teamwork, positive work ethics and attitudes. Students may choose work experience to train for entry-level employment or a placement related to future career goals.

### **Work Experience 12A & 12B**

(open to Grade 11 and 12’s)



Long-term work experience is open to Grade 11 or 12 students who have an interest in pursuing almost any career area. In Work Experience 12A & 12B, a student spends 120 hours training at one or more worksites. By doing this, skills are learned and questions answered before career decisions are made. Students choose placements according to their current interests. Students typically work during the school day or after school and weekends (this course can be extra-sessional, which means that a student could have 9 or 10 courses listed on their timetable).

Work Experience can take place over the summer vacation for a Grade 11 student, and by starting with WE12A a student often turns the experience into paid employment.

Benefits of work experience are:

- 4 – 8 credits toward graduation
- Pre-employment job training
- Learning how to run your own business
- Making valuable industry contacts
- Apprenticeship opportunities
- Possibly lead into paid work
- Pre-requisite for some post secondary education

**Contact the Work Experience Coordinator or Career Center Teacher for information.**



## **Secondary School Apprenticeship – SSA**

Secondary School Apprenticeship is open to Grade 10-12 students, 15 years of age or older, who are motivated to gain hands-on training in a designated trade.

**Hidden Apprentice:** If a student is presently working in a Trade related job, he/she should contact their Work Experience Coordinator to see if they qualify as an SSA student. It can mean receiving graduation credits for learning outside of school, and qualify for a \$1,000 scholarship.

### **Need more information?**

Visit the Industry Training Authority web site: [www.itabc.ca](http://www.itabc.ca).

### **ACE IT (Accelerated Credit Enrollment in Industry Training)**

- ACE IT programs allow students to earn credit towards both high school graduation and trades qualifications.
- Students in ACE IT programs will complete level 1 apprenticeship technical training in their chosen trade and gain valuable practical experience.
- Secondary School Apprenticeship (SSA) students also qualify for the ACE IT program.
- ACE IT programs involve course work at high school and/or college.
- ACE IT programs cover tuition costs.



### **District Apprenticeship programs:**

#### **Automotive Service Technician (AST) – Level 1 ACE IT**



The Auto Service Technician program will provide opportunity for 16 students to begin working towards rewarding careers. This program will be delivered at Highland Secondary's auto shop.

<p><b>What You Need...</b></p> <ul style="list-style-type: none"> <li>➤ Mechanical Interest</li> <li>➤ Desire to work in a trade involving mechanics</li> <li>➤ Good attendance and a strong work ethic</li> </ul>	<p><b>What You Get...</b></p> <ul style="list-style-type: none"> <li>➤ Auto Service Technician Level 1 certification</li> <li>➤ 20 Grade 12 level credits in one semester</li> <li>➤ Practical “hands on” training experience</li> <li>➤ Valuable industry experience</li> </ul>
<p><b>What You Will Do...</b></p> <ul style="list-style-type: none"> <li>➤ Spend your final semester of grade 12 fully immersed in mechanics</li> <li>➤ 4 days in shop and 1 day per week working at a local Auto Service Facility</li> <li>➤ Master the theoretical and practical knowledge necessary to successfully write the Level 1 AST test</li> </ul>	

## Carpentry – Level 1 ACE IT



The goal of the Carpentry Trade Program is to prepare graduating secondary school students to enter a career in the construction industry by developing an understanding of theoretical concepts and practical skills equivalent to a First Year Apprentice Carpenter.

The course will occur at the new NIC Trades Training Centre in second semester.

<p><b>What you Need...</b></p> <ul style="list-style-type: none"> <li>➤ Enjoy working outside</li> <li>➤ Desire to work in Construction Trade</li> <li>➤ Good attendance and a strong work ethic</li> <li>➤ Like to build structures</li> </ul>	<p><b>What You Get ...</b></p> <ul style="list-style-type: none"> <li>➤ Carpentry Level 1 certification</li> <li>➤ 20 Grade 12 level credits in one semester</li> <li>➤ Practical “hands on” training experience</li> <li>➤ Valuable industry experience</li> </ul>
---	---



## Hairdressing

This program prepares students with a strong understanding of the foundations of the Hair Dressing trade, and beyond school to the exciting world of cosmetology.

<p><b>What You Need...</b></p> <ul style="list-style-type: none"> <li>➤ Present yourself in a confident, ethical and professional manner</li> <li>➤ Desire to work in a trade involving Cosmetology</li> <li>➤ Good attendance and a strong work ethic</li> <li>➤ <b>Complete English or Communications 12 prior to your Grade 12 year</b></li> </ul>	<p><b>What You Get...</b></p> <ul style="list-style-type: none"> <li>➤ Cosmetology Industry Association of B.C. Certificate of Qualification</li> <li>➤ 40 Graduation credits over two semesters</li> <li>➤ Practical “hands on” training experience</li> </ul>
<p><b>What You Will Do...</b></p> <ul style="list-style-type: none"> <li>➤ Spend your entire Grade 12 year fully immersed in Hairdressing</li> <li>➤ 5 days per week, Tuesday to Saturday, 8:30 am to 4:30 pm</li> <li>➤ Master the theoretical and practical knowledge necessary to successfully write the Cosmetology Industry Association of British Columbia Certificate of Qualification</li> </ul>	

## Professional Cook 1



Do you enjoy working in a kitchen environment and creating tasteful food? Maybe you can see yourself in the fast-paced tourism industry working wherever you want, and mix in some travel? Possibly you like to express your creative self through food preparation. This program can lead to a Red Seal Certification.

<p><b>What You Need...</b></p> <ul style="list-style-type: none"> <li>➤ Have a passion in the Culinary field</li> <li>➤ Desire to work in the Hospitality and Food industry</li> </ul>	<p><b>What You Get...</b></p> <ul style="list-style-type: none"> <li>➤ Professional Cook 1 Certification of Qualification</li> <li>➤ Practical “hands on” training experience</li> </ul>
<p><b>What You Will Do...</b></p> <ul style="list-style-type: none"> <li>➤ Spend at least 2 blocks (8 credits) in the Cafeteria program at G.P.Vanier. This can occur in Grade 11 or 12</li> <li>➤ Spend your second semester of your Grade 12 year fully immersed in the Professional Cook 1 program at NIC, Campbell River</li> </ul>	

**ACE IT programs offered through our district, but some occur at NIC in Campbell River.**

- ❖ Auto Service Technician
- ❖ Carpentry
- ❖ Hairdressing
- ❖ Cooks Training
- ❖ Aircraft Structures Technician
- ❖ Auto Service Technician
- ❖ Electronics Technician Core
- ❖ Electrical Foundation
- ❖ Plumbing and Piping Foundation
- ❖ Welding Level C
- ❖ Metal Fabrication
- ❖ Heavy Duty Mechanics



careers.SD71

**If interested in any ACE IT or Dual Credit program, go to your Work Experience office and ask for an application.**

Contact Randy Grey, [randy.grey@sd71.bc.ca](mailto:randy.grey@sd71.bc.ca)  
250-897-5632

## Dual Credit courses with North Island College



- ❖ *Tourism and Hospitality*
- ❖ **English 115 and English 120**
- ❖ **Psychology 130 and Psychology 131**
- ❖ **Office Careers – Applied Business Technology**

Get a head start with online courses while you are still in high school.

<p><b>What You Need...</b></p> <ul style="list-style-type: none"> <li>➤ An interest in getting a head start on your career</li> <li>➤ Ability to plan ahead</li> <li>➤ Good attendance and a strong work ethic</li> <li>➤ Complete English prior to second semester of your grade 12 year</li> </ul>	<p><b>What You Get...</b></p> <ul style="list-style-type: none"> <li>➤ University transfer courses</li> <li>➤ A chance to see “first hand” if you like a program while still in high school</li> <li>➤ 8 Graduation credits minimum and up to 16 with Work Exp</li> <li>➤ An opportunity to experience College courses</li> </ul>
<p><b>What You Will Do...</b></p> <ul style="list-style-type: none"> <li>➤ Spend your last semester taking courses at NIC Comox Valley</li> <li>➤ Possibility of 120 hours of Work Experience to be decided by yourself and your work experience teacher/coordinator at your school</li> <li>➤ Possibility of using paid employment towards your Work Experience hours</li> </ul>	

**If interested in any ACE IT or Dual Credit program, go to your Work Experience office and ask for an application.**

---

## JUNIOR PROGRAM

---

Our Junior Program is designed to transition students from elementary school to the Graduation Program. It is characterised by increasing independence and a belief in the value of a balanced education.

In **Grade 8** students select whether or not they want Band. They are placed into cohorts that take their core courses together with as few different teachers as possible. Students will have exploratories that introduce them to different disciplines.

In **Grade 9** students select from a variety of electives, but must select at least one Language, one Fine Art, one Applied Skill, and one Lifestyle course. After that, they can choose to concentrate in any one or more of these areas, but we recommend that they select as much variety in their courses as possible. Students will have their core subjects with the same cohort of students but will likely see more teachers.

### REQUIRED COURSES for Grade 9

#### English

English 9 provides a transition between beginning secondary English and senior English courses. Students will be expected to demonstrate more sophisticated communication skills through a greater variety of writing, speaking and listening opportunities. Conventions of effective expository, narrative, and descriptive writing will be further explored, but the focus will be on clarity in exposition. Novels, short stories, and poems will require more in-depth study than previous writings. This course is taught integrated with Social Studies as Humanities.



#### Français Langue

This course is for students in French Immersion. Through their study of language and communication conventions, students explore the relationship between language and culture. Students will work on many different media including reading (novels, poetry, short stories, and non-fiction); listening (songs, speeches, and plays); viewing (plays, movies, and the internet); and writing (paragraphs, essays, and focused responses).



#### Mathematics

This course was designed to provide students with opportunities to develop a broad range of mathematical understandings, attitudes, knowledge and critical thinking skills necessary for everyday life, future course work and possible careers. Topics include: Symmetry, surface area, rational numbers, powers, exponents, scale factors, similarity, polynomials, linear relations, solving equations and inequalities. This course is also offered in French. After successful completion of Mathematics 9, students will choose one or both of the following courses / pathways: (refer to pgs. 30-32 for math pathways).

- Apprenticeship and Workplace Mathematics 10
- Foundations of Mathematics and Pre-Calculus 10



### Physical Education

In this year-long course, the student learns to recognize and respect the proper place of sport and physical fitness as an essential part of the total person. The course is designed to improve physical strength, cardiovascular efficiency, and neuromuscular skills as well as to impart a knowledge of game rules and strategies through involvement in a variety of individual and team activities. The curriculum covers Team Games, Individual Sports, Dance, Gymnastics and Alternate Activities.



### Science

Building on laboratory skills and the methods of scientific inquiry introduced in Grade 8, students discover some of the more basic principles of physics, chemistry and biology. The chemistry unit studies atoms, elements and compounds. The biology unit examines the structure of cells and reproduction. In physics, students will investigate the characteristics of electricity, and also space exploration. This course is also offered in French.



### Social Studies

This course covers various historical and philosophical events in Europe that had a direct impact on the way European-North America developed. The three revolutions are discussed and geography, including mapping, is studied. Students will examine what existed in North America before the European invasion and the early results of the European arrival. This course ends with the War of 1812. Current events and a First Nations component will also be included. This course is taught integrated with English as Humanities. This course is also offered in French.



## ELECTIVE COURSES

Students select **at least one** Applied Skill course, **one** Fine Art course, **one** Language course, and **one** Lifestyle course. Please note that Band and all three language courses run on alternating days all year.

## APPLIED SKILLS

---

### Baking

Learn basic techniques used in making baked goods. Quickbreads, yeastbreads and cake products, both sweet and savory will be explored.



### Computer Programming

In Computer Programming we create some simple games using the Visual Basic programming language. It's a great way to learn a bit of computer programming in a fun way.



### **Information Technology**

This course is designed for students who want to know how to use computers to get work done. We will look at some basic office and graphics applications so they can be used to do projects in other classes, in post secondary and in jobs in the future.



### **Metalwork**

Metal is all around us – it is a big part of our modern world. You will create a variety of projects from this amazing material while learning to safely use many different metalworking machines. You will get to cut, shape, weld, and finish metal, and use the metal lathe, milling machine and other equipment to produce a high-quality project you will be proud of. Metalwork skills are a great base for further Metalwork courses and Engineering Technology courses at higher grade levels.



### **Technology Education – Engineering**

Tech Ed Engineering is all about design and construction skills. You will learn how to solve problems through design and then build and test your solutions. Skills and techniques for the safe use of tools and equipment to build with metal, wood, and plastic will be the focus of the course. You will use these skills to build a “mini-sumobot”, learning about electricity and robotics, and you will also solve problems by designing and building structures such as towers and bridges.



### **Textiles**

Basic machine and hand sewing skills will be used to make projects such as a totebag and pyjama pants/shorts.



### **Web Design**

We will learn the basics of how to make a web page and how to make it look good. If you want to know how to make a web site and all the graphics that go on it, this is the course for you.



### **Wood Carving**

This is an introductory course where we explore a little of the huge world of wood carving. Students will learn safe handling of carving tools and how to keep them sharp. They will be introduced to some of the many techniques used in Chip Carving and Relief Carving.



### **Woodwork**

This course focuses on the use of machine tools to create quality woodwork projects. Students will gain an understanding of many joinery techniques used in woodworking through a range of projects such as cutting board, footstool, plant stand, sidetable and a beautiful hinged-lid box. Turning techniques on the wood lathe will be explored as well through various styles of bowls.



## FINE ARTS

---

### **Chorus**

This course offers students an opportunity to explore the vast array of choral literature that has been written over the past 9 Centuries. Singers will be introduced to classical, folk, jazz, spiritual, gospel and pop music in a choral setting. Skills such as diction, proper air support and vocal technique will be integrated along the way. Due to the nature of the course students will learn the value of working as a group to accomplish a unified goal and will build a sense of trust. Being a member of Concert Choir is a great way to enhance musical skills and life skill.

Students have the opportunity to participate in a major trip in the spring. This course is taught outside the timetable (at lunch and/or before/after school) so it does not take up a spot for other electives.



### **Concert Band**

This course offers the student an opportunity to study instrumental music in a group setting. The class will focus on individual and ensemble playing techniques, musical literacy, conducting, score study, teamwork, group effort as well as rehearsal and performance of band literature in a variety of styles.

Students have the opportunity to participate in a major trip in the spring.



### **Creative Arts**

If you enjoy problem solving and creating through art, then this is the course for you. Using the elements of design as a foundation, this course will explore a wide range of projects utilizing a variety of different media including: printmaking, paper mache, hand built clay work, acrylic & watercolour painting, papermaking, and collage/multimedia work. Projects are structured to teach basic skills, with a focus on creative process. Please refer to the blog for further information: [www.isfeldcreativearts.blogspot.com](http://www.isfeldcreativearts.blogspot.com).



### **Creative Writing**

This course is for the student who enjoys writing. Students will experiment with the genres of personal narrative, short story, and poetry. The first part of the course focuses on developing writing skills and style through a number of short assignments. The second part of the course allows students to do independent writing in a relaxed, supportive environment. Students will produce a portfolio of their work. Please refer to the blog for further information:

[www.isfeldcreativewriting.blogspot.com](http://www.isfeldcreativewriting.blogspot.com).



### **Digital Photography**

Awaken your creative potential through the medium of Digital Photography. This course will focus on the visual aesthetics of photography through an array of photographic assignments which will challenge students artistically. Course content will include: photo composition and techniques, basic camera usage, photo management and storage, as well as basic photo editing. Using their own photos, students will create a final photo slideshow set to music. Access to a digital camera will be an asset; however, it is not a requirement. Students are required to have their own 2GB photo SD card. Please refer to the photo blog to check out the course. [www.isfeldphotography.blogspot.com](http://www.isfeldphotography.blogspot.com).



### **Drama**

Students will work on improvisation, voice, movement and basic acting skills. Students will work from scripts and the use of video may also be employed.



### **Film and Television**

This is an introduction to the principles of video production. Students will learn the operation and care of camcorders and the simple theory of videography. Planning, visual storytelling, and dialogue are emphasized. In-camera will be used initially but non-linear computer-based editing will be taught. Projects initially include simple stories but will expand to larger productions requiring 40 or 50 shots in up to 9 different commercial types. Students will be expected to work in groups. Assessment for this course will be based on projects and written tests.



### **Improvisation Theatre**

This course offers the interested drama students an opportunity to continue learning skills in improvisation. In this course, students will further develop their abilities to create improvised characters, scenes and plays. Although improvised acting is about creating scenes in the moment, improvising as an improviser involves great dedication and rehearsal.




### **Jazz Band (must be enrolled in Concert Band to take Jazz Band)**

This course offers students an opportunity to study and perform jazz in an instrumental setting. In addition to rehearsing and performing jazz in a variety of styles, students will also learn historical and theoretical concepts specific to the jazz idiom. Improvisation will be introduced. Students have the opportunity to participate in a major trip in the spring. This course is taught outside the timetable (at lunch and/or before/after school) so it does not take up a spot for other electives.




### **Visual Arts**

Students will continue to have a broad range of artistic experiences as they advance their foundation skills in Visual Arts. Increased emphasis on the elements and principles of design, as well as the continued exploration of new techniques and materials will enable students to further their studies at the advanced level in subsequent years. Personal expression and the willingness to explore new ideas are required in order to be successful on your artistic journey. 


## **LANGUAGES**

---


### **Français Langue (required for French Immersion students)**

This course is for students in French Immersion. Through their study of language and communication conventions, students explore the relationship between language and culture. Students will work on many different media including reading (novels, poetry, short stories, and non-fiction); listening (songs, speeches, and plays); viewing (plays, movies, and the internet); and writing (paragraphs, essays, and focused responses). 

### **French**

The course offers a balanced skills approach to language learning and develops the student's abilities in these linguistic areas: 1. Listening 2. Speaking 3. Reading 4. Writing. The specific program used is the ministry approved SAVOIR FAIRE SERIES, which presents clearly and logically the content required at this level. The textbook used is PASSAGES II. In addition, students are exposed to aspects of Francophone culture through their involvement in games, activities, projects, etc. This will aid in developing positive attitudes towards second language learning. 


### **Spanish**

Hola amigos! Welcome to the world of Hispanic studies. In this course, language acquisition and development will concentrate on the four linguistic skills: listening, speaking, reading and writing. In addition to providing an introduction to the Spanish language, students will be given opportunities to study and to develop an appreciation for the Hispanic culture and history. This course is designed for beginning language students. 


## LIFESTYLE

---


### **Cardio Plus Rhythm (girls only)**

This is the first course of the PE department “girls only” classes. This exploratory course is designed for students who want to explore ways to raise their level of flexibility, cardio respiratory fitness, strength in different activities such as aerobics, step aerobics, kickboxing, aqua exercise, dance, yoga, relaxation. All this will be done on a variety of Rhythms and style of music. Also, with class inquiries, the students will also learn about stress, nutrition, health on a daily bases through discussion. 


### **Competitive Games**

This elective course is designed for the active student who enjoys participating in a variety of team and individual activities. A student taking this course does not need to be a member of a sports team, but should have the skills and attitudes necessary to participate actively and willingly each class. Unit choices will be determined in consultation with the class, and these may vary in length and emphasis. 


### **Developing da Vinci**

Part of our district’s Secondary Challenge Program, this course is designed to help gifted and talented learners to develop skills required to be autonomous learners. Within the course themes – Arts, Sciences, Humanities, World Issues – students will primarily work in project based learning, working individually and in small groups to develop skills required to direct their own learning and pursue their unique interests. 

### **Fitness**

This course offers a comprehensive look at how to keep you fit for life. This class is ideal for the student who prefers an individual or self-directed approach to improving their own physical fitness. Activities will consist of walking, jogging, resistance training (in the weight room), aerobic exercises, flexibility training and fitness-related games. 

### **French Cultural Leadership**

Students will develop leadership skills such as public speaking, organization, planning, and creating by working on projects designed to increase public awareness about French language and culture. The language of instruction will be French. 

**Global Studies & Citizenship**

Global Studies & Citizenship is an ideal course for students who enjoy learning about and discussing current events issues and who want to make a positive change in the world. This course will include a variety of topics that include humanitarian issues and environmental issues. Students will have many opportunities to work independently and in groups to explore topics that interest them. In addition to developing a deeper understanding of global issues, a central focus of this course will be determining how we, as individuals, can act to make positive change in our world.

**Sports Conditioning**

**Pre-requisite: Participation on a school or community sports team/individual pursuit.**

This course is for the student-athlete interested in improving their sports performance through physical training. Students taking this course should be participating on a school or community-based sports team. In consultation with the instructor, students will design and follow a program intended to improve their conditioning specific to their chosen sport(s). Activities will include resistance training, core stability and power training, speed, agility, quickness and vertical jump training as well as fitness-based game play.



---

## Planning for the 2011/12 school year and beyond

---

### Resources to help you select courses in order to meet post secondary admission requirements:

#### **learnnowbc.ca**

Website suitable for students and parents with links to ministry of education, post-secondary institutions, on-line tutoring and many other resources.

#### **careercruising.com**

*Career Cruising* is an industry-leading online career guidance and planning system. Get the sign on and password from the school career centre.

#### **workfutures.bc.ca**

A guide to hundreds of B.C. careers and the education and training you need to pursue them.

#### **educationplanner.ca**

An excellent site for post-secondary program research. Check the admission requirements link for the post-secondary institution of your choice.

#### **Government exams:** [bced.gov.bc.ca/exams/](http://bced.gov.bc.ca/exams/)

A link to the ministry of education website. Students can check exam schedules, provincial exam results and an unofficial transcript of their grades. To create an account, students need their PEN which can be found on their report card.

#### **pas.bc.ca**

Post-secondary application service for BC institutions.

#### **Financial Aid** websites for post-secondary education

[bcawardsonline.org](http://bcawardsonline.org)

[studentawards.com](http://studentawards.com)

[scholarshipscanada.com](http://scholarshipscanada.com)

[aved.gov.bc.ca/studentaidbc](http://aved.gov.bc.ca/studentaidbc) (student loans)

## GRAD REQUIREMENTS

<http://www.bced.gov.bc.ca/graduation/docs/ataglance.pdf>

At a Glance Requirements - What You Need to Graduate

REQUIRED COURSES:	
Subject Area	Minimum Credits
Planning 10	4
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
a Fine Arts and/or Applied Skills 10, 11, or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
Physical Education 10	4
	<b>48 credits</b>
ELECTIVE COURSES:	
Students must earn at least 28 elective credits.	Minimum Credits
Additional Grade 10-12 credits*	<b>28 credits</b>
GRADUATION TRANSITIONS	
Students must earn 4 credits for Graduation Transitions	4 credits
OVERALL TOTAL:	
	<b>80 Credits</b>
*Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.	














## REQUIRED COURSES




Although some or all of these courses are required as part of your graduation program, they are all available to be taken as an elective as well. We encourage students to select courses that will broaden and enrich their education and caution against over specialization. If in doubt, students planning to go onto studies after high school should carefully check the requirements for the appropriate program. Our counsellors are readily available to discuss anything related to programming with students and parents.

Please refer to the pages listed for further course descriptions.

### **APPLIED SKILLS** – students are required to achieve a minimum of 4 credits of Applied Skills **or** Fine Arts.











---

<b>Accounting 11 (4 credits)</b> .....	<b>38</b>	
<b>All About Money (2 credits)</b> .....	<b>39</b>	
<b>Baking – Introductory (2 credits)</b> .....	<b>41</b>	
<b>Computer Graphics/Graphics Design (2 credits)</b> .....	<b>66</b>	
<b>Computer Information Systems – Introductory (2 credits)</b> .....	<b>67</b>	
<b>Computer Game Programming – Introductory (2 credits)</b> .....	<b>66</b>	
<b>Fitness Knowledge 11 (4 credits)</b> .....	<b>61</b>	
<b>Food Studies – Introductory (2 credits)</b> .....	<b>41</b>	
<b>Information Technology – Introductory (2 credits)</b> .....	<b>68</b>	
<b>Marketing and Promotions (4 credits)</b> .....	<b>39</b>	
<b>Metalwork – Introductory (2 credits)</b> .....	<b>68</b>	

<b>Textiles – Introductory (2 credits)</b> .....	<b>42</b>	
<b>Web Design – Introductory (2 credits)</b> .....	<b>69</b>	
<b>Woodwork – Introductory (2 credits)</b> .....	<b>69</b>	




















**FINE ARTS** – students are required to achieve a minimum of 4 credits of Applied Skills **or** Fine Arts.











---

<b>Choral Music: Concert Choir(4 credits)</b> .....	<b>57</b>	
<b>Creative Arts – Introductory (2 credits)</b> .....	<b>36</b>	
<b>Digital Photography – Introductory (2 credits)</b> .....	<b>37</b>	
<b>Improvisation – Introductory (2 credits)</b> .....	<b>39</b>	
<b>Theatre Performance – Introductory (2 credits)</b> .....	<b>40</b>	
<b>Instrumental Music: Concert Band – Introductory (4 credits)</b> .....	<b>57</b>	
<b>Instrumental Music: Jazz Band – Introductory (4 credits)</b> .....	<b>58</b>	
<b>Jewellery Design (2 credits)</b> .....	<b>37</b>	
<b>Rhythm and Blues (2 credits)</b> .....	<b>59</b>	
<b>Visual Art – Introductory (2 credits)</b> .....	<b>37</b>	

**LANGUAGE ARTS** - Students must receive credit for a Language Art 10, 11 and 12. There are a variety of ways to receive these credits. For those wanting a dual Dogwood (French and English Graduation) Français Langue 10, 11 and 12 must also be completed.

Students who require extra support with reading and writing after taking English 10 are recommended to take Communications 11. One’s grade 10 English teacher is a good measure of this as is the grade anticipated on the final report card. If a student anticipates receiving less than a C+ in English 10 they should seriously consider signing up for Communications 11. A student who has taken Communications may take the grade equivalent of English after they have successfully completed their Communications course; however, discussion with the classroom teacher is strongly advised.

<b>Communications 11 (4 credits)</b> .....	<b>43</b>	 
<b>Communications 12 (4 credits)</b> .....	<b>43</b>	 
<b>English 10 (4 credits)</b> .....	<b>44</b>	 
<b>English 10 Honours (4 credits)</b> .....	<b>44</b>	 
<b>English 11 (4 credits)</b> .....	<b>44</b>	 
<b>English 12 (4 credits)</b> .....	<b>44</b>	 
<b>English First Peoples 12 (4 credits)</b> .....	<b>45</b>	 
<b>English Literature Arts 12 (10 credits)</b> .....	<b>45</b>	 
<b>Français Langue 10 (4 credits)</b> .....	<b>46</b>	
<b>Français Langue 11(4 credits)</b> .....	<b>46</b>	
<b>Français Langue 12 (4 credits)</b> .....	<b>46</b>	

<b>Français Langue Intensive (14 credits)</b> .....	<b>46</b>	
<b>Honours Liberal Arts 11 (12 credits)</b> .....	<b>47</b>	  
<b>Humanities 10 (8 credits)</b> .....	<b>48</b>	  
<b>Humanities 11 (8 credits)</b> .....	<b>48</b>	  

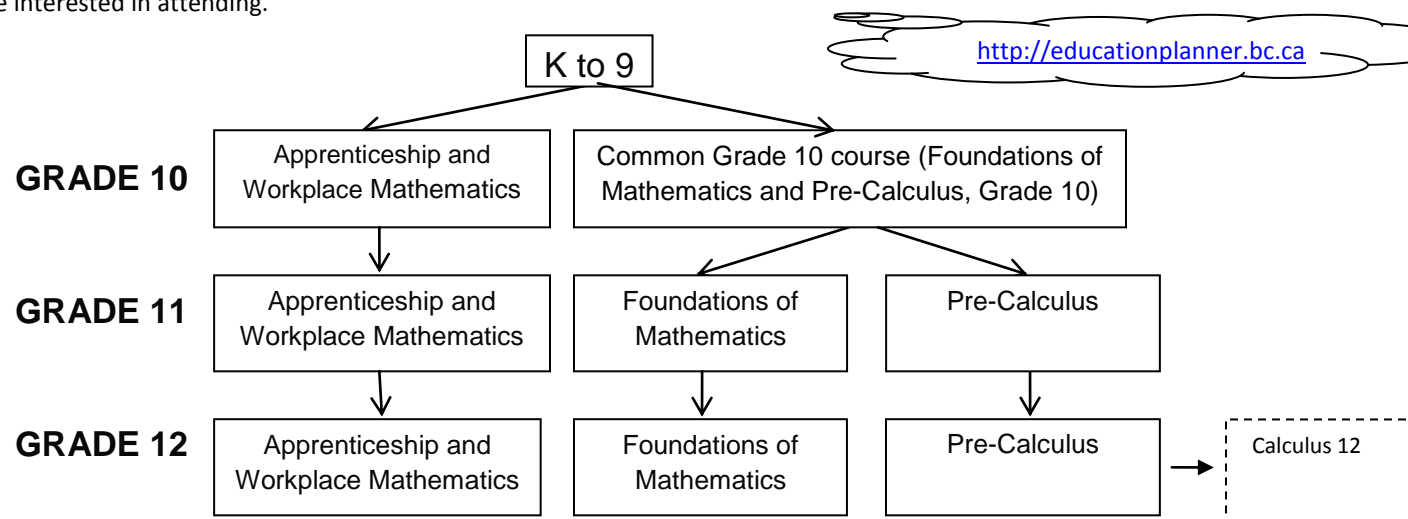
The previous math courses (Principles, Applications and Essentials) are in the process of being phased out.

## MATHEMATICS

Students must receive credit for a Mathematics 10 and a Mathematics 11 or 12. The courses are changing and careful selection is very important. Please read the following carefully and let us know if you have any questions.

### NEW SECONDARY MATH COURSES/PATHWAYS

- The new courses have been designed in consultation with post-secondary institutions and industry. The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force.
- With guidance from their parents and the school students will need to consider their personal / career interests, and areas of strength in math when deciding on the appropriate pathway.
- Each post-secondary institution has the right to set their own entrance requirements for programs, so students must check with the college or university they are interested in attending.



***By choosing their pathway correctly, students will be better able to pursue mathematical learning that is suited to their needs and areas of interest. It is a step towards ending the complaint “when are we ever going to use this stuff?”***

**Apprenticeship and Workplace Mathematics**

- Designed for entry into the majority of trades and direct entry into the work force, including (but not limited to) some certificate, diploma, continuing education, trades, technical and apprenticeship programs.

**Foundations of Mathematics**

- Designed for post-secondary entry into fields that do not require undergraduate study of theoretical calculus, including (but not limited to) degrees in humanities, business and social sciences.

**Pre-Calculus**

- Designed for post-secondary entry into fields that require undergraduate study of theoretical calculus, including (but not limited to) degrees in mathematics, science, engineering, and medicine. It is strongly recommended students in this pathway also take Calculus 12.

**GRADUATION REQUIREMENTS & POST SECONDARY ADMISSIONS RELATED TO NEW MATH PATHWAYS**

- To graduate, all students must complete a Grade 10 mathematics course as well as another math course at the Grade 11 or 12 level. <http://www.bced.gov.bc.ca/graduation/>

Sample Future Plans	Most Relevant Coursework
<ul style="list-style-type: none"> <li>• Technical College</li> <li>• Trade School</li> <li>• Direct Entry into Workforce</li> </ul>	Apprenticeship and Workplace Mathematics 10-12
<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Engineering</li> <li>• Medicine</li> <li>• Commerce</li> </ul>	Foundations of Mathematics and Pre-Calculus 10 <i>followed by</i> Pre-Calculus 11 and 12 <i>followed by</i> Calculus 12
<ul style="list-style-type: none"> <li>• Social Sciences</li> <li>• Humanities</li> <li>• Fine Arts</li> <li>• Undecided</li> </ul>	Foundations of Mathematics and Pre-Calculus 10 <i>followed by</i> Foundations of Mathematics 11 and 12

- Students may need to take courses from more than one math pathway to satisfy certain post-secondary program entrance requirements.
- Students, parents, and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year. For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using Education Planner’s website <http://www.educationplanner.ca>.

-----

**USEFUL LINKS**

Education Planner: <http://www.educationplanner.ca/>

BC Ministry of Education: <http://www.gov.bc.ca/bced/>

BC Ministry of Education Graduation Requirements: <http://www.bced.gov.bc.ca/graduation/>

BC Ministry of Education Provincial Exams: <http://www.bced.gov.bc.ca/exams/>




Math Curriculum Document: [http://www.bced.gov.bc.ca/irp/irp\\_math.htm](http://www.bced.gov.bc.ca/irp/irp_math.htm)










BC Association of Math Teachers: <http://bctf.ca/bcamt/>

**Students entering Math 10 in September 2010 (or later) will choose ONE or BOTH of the NEW Grade 10 courses / pathways. Applications, Essentials and Principles 10 are no longer offered.**

**MATHEMATICS** - Students must receive credit for a Mathematics 10 and a Mathematics 11 or 12. The courses are changing and careful selection is very important. Please read the following carefully and let us know if you have any questions.


---

<b>Apprenticeship and Workplace Mathematics 10 (4 credits) .....</b>	<b>52</b>	
<b>Apprenticeship and Workplace Mathematics 11 (4 credits) .....</b>	<b>52</b>	
<b>Apprenticeship and Workplace Mathematics 12 (4 credits) .....</b>	<b>52</b>	

<b>Foundations of Mathematics and Pre-Calculus 10 (4 credits)</b> .....	53	
<b>Foundations of Mathematics 11 (4 credits)</b> .....	53	
<b>Foundations of Mathematics 12 (4 credits)</b> .....	54	 
<b>Pre-Calculus 11 (4 credits)</b> .....	54	
<b>Pre-Calculus 12 (4 credits)</b> .....	55	
<b>Applications of Mathematics 12 (4 credits)</b> .....	55	
<b>Principles of Mathematics 12 (4 credits)</b> .....	55	
<b>Calculus 12 (4 credits)</b> .....	53	



**PHYSICAL EDUCATION** – Students must receive credit for Physical Education 10

---

<b>Physical Education 10 (4 credits)</b> .....	61	
<b>Education Physique 10 (4 credits)</b> .....	60	










**PLANNING** – Students must receive credit for Planning 10

---

<b>Planning 10 (4 credits)</b> .....	<b>62</b>	
<b>Presenting da Vinci (8 credits (includes 4 credits for Planning 10))</b> .....	<b>63, 72</b>	

















**SCIENCES** – Students must receive credit for Science 10 and a Science 11 or 12.

---

<b>Biology 11 (4 credits)</b> .....	<b>63</b>	
<b>Chemistry 11 (4 credits)</b> .....	<b>63</b>	
<b>Earth Science 11 (4 credits)</b> .....	<b>64</b>	
<b>Physics 11 (4 credits)</b> .....	<b>64</b>	
<b>Physics &amp; Engineering 11(8 credits)</b> .....	<b>65, 69</b>	
<b>Science 10 (4 credits)</b> .....	<b>65</b>	
<b>Science Marine Biology Honours Program 10 (10 credits)</b> .....	<b>65</b>	
<b>Sciences 10 (French - 4 credits)</b> .....	<b>65</b>	
<b>Science and Technology 11 (4 credits)</b> .....	<b>65</b>	

**SOCIAL STUDIES** – Students must receive credit for Social Studies 10 and a Social Studies 11 or 12.

There are many ways to achieve those requirements (please read the various course descriptions below). For those wanting a dual Dogwood (French and English Graduation) our school requires you to complete Sciences Humaines 10 and 11. These can be taken in the place of Social Studies 10 and 11 (the curriculum are the same; just the language of instruction is different). Please let us know if you have any questions about any of this.

<b>British Columbia First Nations Studies 12 (4 credits)</b> .....	<b>43</b>	
<b>Civic Studies (4 credits)</b> .....	<b>43</b>	
<b>Honours Liberal Arts 11 (12 credits)</b> .....	<b>47</b>	  
<b>Humanities 10 (8 credits)</b> .....	<b>48</b>	  
<b>Humanities 11 (8 credits)</b> .....	<b>48</b>	  
<b>Sciences Humaines 10 (4 credits)</b> .....	<b>48</b>	
<b>Sciences Humaines 11 (4 credits)</b> .....	<b>49</b>	
<b>Social Studies 10 (4 credits)</b> .....	<b>49</b>	
<b>Social Studies 10 Honours (4 credits)</b> .....	<b>49</b>	
<b>Social Studies 11 (4 credits)</b> .....	<b>49</b>	

## **COURSE DESCRIPTIONS**

Our courses at the senior level are open to all students in Grades 10 through 12. We strongly encourage students to take a full program to take advantage of the opportunities made available to them. These courses are free to take. Once students leave our school they will have to pay for similar courses. In order to encourage this, we have re-worked our elective offerings to make them more progressive in nature.

You will notice that multi-levelled courses are referred to as “Introductory, Developmental, and Preparatory.” These courses are open to all students in our Grad Program (Grades 10 – 12) no matter what grade but the levels are important. Introductory courses are designed to give students an introduction to the course/discipline and provide an opportunity for students to try something new. Many of them only take ½ a semester to complete which should encourage students to take a number of different types. Developmental courses are designed for students who find a course/discipline that, after they’ve done the introductory level, they would like to study/work on more thoroughly. Preparatory courses are designed for students who want to work at a high level in an area or want to pursue the course/discipline after high school. Students will receive Grade 12 credits for completion of these courses (important as one of the Grad Requirements – see page 25).

## **ART**

---

### **Creative Arts – Introductory**

**2 credits**

Creative Arts is an alternative art class which focuses on the creative process and experimentation with a variety of mediums. Students will build on current art skills and be encouraged to tap into their own creative style. In the past, students have created everything from paper mache masks and spray paint t-shirts to clay shoes and hand painted tiles. New projects are introduced every year. The result will be a fine collection of work to share with family and friends. Please refer to the blog for further information: [www.isfeldcreativearts.blogspot.com](http://www.isfeldcreativearts.blogspot.com).



### **Creative Arts - Developmental**

**2 credits**

**Pre-requisite: Creative Arts - Introductory**

Kick it up a notch with this project based course. This is a process based art class focusing on the elements of design (line, shape, colour, etc.). Students will work in a variety of mediums including: watercolour & acrylic painting, multimedia, printmaking, and clay. This course also provides the opportunity for students to work on their own choice projects in a relaxed, creative environment. New project ideas are introduced every year. Students are encouraged to tap into their creative potential regardless of previous experience or ability in art. Students who have taken this course previously can opt to take it again as a directed independent study. Please refer to the blog for further information: [www.isfeldcreativearts.blogspot.com](http://www.isfeldcreativearts.blogspot.com).



**Digital Photography – Introductory****2 credits**

This is an introductory level photography course where students will learn composition skills, camera basics, photo management & photo editing skills using Photoshop CS3. Students who have taken the course at the Grade 9 level will be encouraged to build on existing skills through a new set of assignments. Access to a digital camera will be an asset; however it is not a requirement. Students are required to have a 2 GB photo SD card. Please refer to the photo blog to check out the course. [www.isfeldphotography.blogspot.com](http://www.isfeldphotography.blogspot.com)

**Digital Photography – Developmental****4 credits****Pre-requisite: Digital Photography – Introductory**

This is an advanced course in digital photography which utilizes photography as a medium for artistic expression and builds on basic photographic skills and knowledge. Students will independently create, design, and present images that reflect their own individuality and style. The main focus of this course will have students creating and manipulating personally meaningful images in order to elicit: audience response, enhance editing techniques, and utilize Photoshop CS3. Part of this course will involve creating art from digital photography. Some time will be spent on learning the history of photography and career opportunities in this field. Strong computer skills, access to a camera, and prior photographic experience will be an asset. There may be some additional costs involved for photo projects depending on the scope and nature of projects. Students must have their own 4GB photo SD card and 8GB jump drive.

**Jewellery Design****2 credits**


This is a specialized art course which focuses on designing and creating jewellery from a variety of materials including: polymer and earthenware clay, recycled materials, felt, wire, metal and beads. Students will be exposed to a variety of different techniques. This course will have students working toward creating a collection of unique jewellery. The ability to work independently is an important part of this course. There is a \$25 materials fee if students would like to keep their creations, since jewellery materials are very expensive. Students who have taken this course previously can opt to take it again as a directed independent study. Please refer to the jewellery blog to check out the course. [www.isfeldjewelrydesign.blogspot.com](http://www.isfeldjewelrydesign.blogspot.com)

**Visual Art – Introductory****2 credits**


Advanced foundation techniques and skills acquired in Level 1 will enable students to express themselves in increasingly sophisticated ways during subsequent years. Traditional skills and historical perspectives will provide the foundation on which to complete works of art that reflect increasingly personal styles of visual expression while also fostering confidence and self esteem in the completion of these projects. A positive attitude as well as the willingness to explore new ideas will enable students to effectively work in drawing, painting, sculpture, ceramics, printmaking and electronic mediums.



**Visual Art – Developmental****4 credits****Pre-requisite: Visual Art – Introductory**

Personal expression and creativity are encouraged as students explore the styles and techniques of modern contemporary art. Traditional skills as well as cutting edge technology and mediums will provide a strong foundation upon which students can explore modern ways of seeing and expressing their fast paced world. Relevant historical perspectives will be incorporated into the studio projects where applicable. The creation of a portfolio will further enable students to effectively apply for studies in art and general design at the post secondary level. Bring a positive attitude and the courage and willingness to explore your personal journey. 

**Visual Art – Preparatory****4 Grade 12 credits****Pre-requisite: Visual Art – Developmental**


Level 3 Art students will be given the latitude to explore personal themes and techniques in their studio work. Emphasis on developing a focus in their projects will compliment the further acquisition of skills and historical perspectives that this course will offer. Strong personal time management skills as well as the self-motivation to pursue a given goal are required. Large-scale work is encouraged as well as investigations involving non-traditional materials and techniques. Students should have a portfolio of completed work at the end of this course that could lead to the application for further studies in any visual field such as art, design and architecture. 

**BUSINESS**

---

**Accounting 11****4 credits****Pre-requisites: a Mathematics 10 course**

The major objectives of the Accounting 11 course are:

- To prepare students for Accounting related course work at post-secondary institutions, financial careers (commerce, finance, economics, business, administration, clerical, law, marketing, management, bookkeeping) and /or self employment.
- To understand basic accounting practices (debit, credit, assets, liabilities, owners equity, opening and closing accounts, journalizing, posting to ledger, producing financial statements such as the balance sheet, income statement and trial balance) and incorporate the use of technology.
- To help students attain the financial skills and understandings necessary for everyday life (compound interest, budgeting, personal loans and investments, etc.)
- To develop critical thinking & decision making skills through discussion, research, and case study. 

**All About Money****2 credits**

What everyone needs to know about money – how to earn, save, invest, protect, and spend your money. What you learn in this course will help you get more from your money. Topics in the course will include: earning money, taxes, investing, financial scams, bank loans, student loans, scholarships and bursaries.

**Marketing and Promotions****4 Grade 12 credits**

This course is perfect for students interested in a career in business, retail sales, advertising or self-employment. Using recent retail case studies, we will focus on the elements of the marketing mix which includes: product, price, promotion and distribution of goods and services. In addition, the course will include units on: marketing research, new product development, e-commerce, sport/event marketing, marketing careers and an introduction to private enterprise. Learn how Jones Soda has developed unique distribution channels or how/why Tim Horton's *roll up the rim* is a clever promotion. Sign up now, and enter the wonderful world of Marketing.

**Tourism****4 Grade 12 credits**

**This course could be part of dual credit program: more information found in Work Experience section (pg. 13).**

Hop on board to learn about B.C.'s third largest industry. This course will examine the major sectors of Tourism and its importance in Canada and specifically the Comox Valley. This course will focus on local, provincial, and international hospitality and travel topics. Students will be trained in SUPERHOST customer service training and will receive certification. Local field trips and speakers are part of this course.

**DRAMA****Directing & Scriptwriting****4 credits****Pre-requisite: English 10**

Approach theatre from the other side. This course is an introduction to the art of script writing and directing. Get experience in a non-threatening environment writing and directing a variety of short theatre pieces. Performances will depend on the desire and ability of the class. Students are expected to be able to work independently.

**Improvisation – Introductory****2 credits**

This course is for students interested in learning or improving their skills in creating improvised characters and scenes.



**Improvisation – Developmental****4 credits****Pre-requisite: Improvisation - Introductory**

This course is for experienced, enthusiastic drama student who enjoy and/or want to improve their skills in creating improvised characters, scenes and plays.

**Improvisation – Preparatory****4 Grade 12 credits****Pre-requisite: Improvisation - Developmental**

In this course students continue to work on skills covered in improvisation. Students learn more about how to successfully create improvised characters and the demands of rehearsal and dedication.

**Theatre Performance – Introductory****2 credits**

Explore the art of drama: focussed energy, listening skills, and the desire and ability to work with others. Activities will include drama games, improvisation, scene development and presentations to the class.

**Theatre Performance – Developmental****4 credits****Pre-requisite: Theatre Performance – Introductory**

This is a theatre course where students learn acting skills, stage terminology, backstage duties, voice and movement. This course works mainly from scripted material so the student can gain experience needed for performing as an actor.

**Theatre Performance – Preparatory****4 Grade 12 credits****Pre-requisite: Theatre Performance – Developmental**

In this course students continue to work on those skills covered in the previous two levels. Students learn more terminology, back-stage duties, and acting skills. A public performance will be included in this course. From this course, students will have the opportunity to explore careers in professional acting.

**Theatre Production – Developmental****4 credits**

Students will learn at least five of the different duties required in technical theatre. These include: sound, stage management, costumes, set design, set construction, scenic painting, make-up, publicity, stage crew, house management, tickets and program. Students must be able to work independently.



**Theatre Production – Preparatory****4 Grade 12 credits**

This is a continuation of Theatre Production with a more in-depth dedication to specific areas. Students must choose an area of expertise.

**HOME ECONOMICS**

---

**Baking – Introductory****2 credits**

Develop your knowledge and techniques used in baking. Learn about the functions of ingredients and use new methods while creating tasty quickbreads, yeast breads, pastry, cakes and desserts.

**Baking – Developmental****2 credits****Pre-requisite: Baking – Introductory**

Continue with your mastery of baking with advancement of knowledge and techniques. Further developments in the areas of quickbreads, yeastbreads, pastry, cakes and desserts will continue.

**Family Studies 12****4 Grade 12 credits****Pre-requisites: completion of grade 10**


Do you plan to live on your own soon? Raise a family? Take up a career in Early Childhood Education or Teaching? If “Yes!” is your answer to any of these questions, then this is the course for you. Family Studies 12 is a practical course about relationships, families, human growth and development. You will learn about the needs and wants of families and individuals, and how to manage personal and family resources like time, money, and energy. With guest speakers, practical activities and unusual projects, this course is great if you are interested in psychology, sociology, human development or if you are simply planning for your future.

**Food Studies – Introductory****2 credits**


While making a variety of meals implementing Canada’s Food Guide, you will be able to develop skills in food preparation. Increase your knowledge in nutrition, meal planning and food products.




**Food Studies – Developmental****4 credits****Pre-requisite: Food Studies – Introductory or Baking Introductory**

This course allows students to apply developing skills to prepare nutritious dishes and balanced meals from the four food groups. Experience new tastes in recipes using nutrient rich vegetables and heart healthy pastas and rices. Theory in nutrition and meal planning for independent living will be studied as well. Students will also qualify for certification in “Food Safe”, preferred by employers in the food service industry, after successful completion of this unit. 


**Food Studies – Preparatory****4 Grade 12 credits****Pre-requisites: Food Studies – Developmental or Baking Developmental or Global Foods**

Practice your culinary skills preparing nutritious meals, on a budget or for entertainment. Learn to make fresh pasta, sauces, dips, and soups from scratch, plan meals, develop recipes, create new flavours with herbs and spices. Nutrition and dietary issues, budgeting and food choice comparisons, menu planning, and careers in the food industry are some areas of study. 


**Global Foods – Developmental****2 credits****Pre-requisites: Food Studies – Intro. or Baking – Intro.**

Discover the smells, tastes and textures of foods from different cultures. Students will prepare foods from various countries, identify staples foods and learn about unique ingredients and preparation methods. A research project of a country of interest and preparing a dish from that country will be one of the focuses. 


**Textiles – Introductory****2 credits**

In this introductory Fashion Course, learn basic sewing skills working on computerized and serger machines. Students will produce projects including a jogging-knit hoodie, quilted pillow cover, and craft accessories. Project materials will be available from school, but students will have the opportunity to purchase personal choice fabrics. 

**Textiles – Developmental****4 credits****Pre-requisite: Textile Studies Introductory**

This Fashion Course offers experienced sewing students the chance to learn new construction techniques while producing both craft, personal garments, and accessory projects, including a quilted coffee Java-Jacket, a donation fleece Izzy Bear Mascot, new knitting accessories, and personal clothing fashions, such as a blouse, skirt or dress. Students will be supplied materials to complete all base level projects, but responsible for supplying fabrics and notions for personal choice projects. 


**Textiles – Preparatory****4 Grade 12 credits****Pre-requisite: Textile Studies Developmental**

This Fashion course will be of interest to students who want to explore fashion design and merchandising, with study in fashion and clothing, principles and elements of design, fabric study, and fashion industry and careers. Students will complete sewing samples and projects incorporating advanced construction methods, such as a bathing suit, dress, blouse, skirt and jacket, and be introduced to decorative embellishment techniques, and advanced knitting stitches. Students will be supplied material to complete all advanced skills samples, but will be responsible for supplying fabrics and notions for personal choice projects. 


**HUMANITIES**

---


**British Columbia First Nations Studies 12****4 credits****Pre-requisite: Social Studies 10**

Students will have opportunities to develop an understanding of and an appreciation for First Nations values and beliefs, along with an appreciation and respect for First Nations customs and traditions. Students will also explore First Nations Art as a total cultural expression. This course satisfies Social Studies 11 graduation requirements. 


**Civic Studies****4 credits****Pre-requisite: Social Studies 10**

Civic Studies offers opportunities for students to consider citizenship matters, from local to global – for the purpose of becoming informed decision makers empowered in civic action. Students will be offered opportunities to form reasoned views on issues and to participate in socially relevant projects and real life learning for the purpose of developing civic mindedness. 

**Communications 11****4 credits****Pre-requisite: English 10**

This is a practical English course with a special focus on report writing, oral communications, media studies and shorter literary selections. This course satisfies the Language Arts 11 graduation requirement, but is not accepted by universities and most colleges. 

**Communications 12****4 credits****Pre-requisite: Communications 11**

This course focuses on practical English and deals in greater depth with the material covered in Communications 11. There is a provincial exam in this course. Students may graduate with Communications 12 instead of English 12, but many university/college courses require English 12. 

**Comparative Civilizations 12****4 credits****Pre-requisite: Social Studies 11 or equivalent**

This course examines civilizations and cultures from around the world, examining their historical and current impact on the world. Possible areas of study include Egypt, ancient Greece, the Roman Empire, the Mayans, China, India, Judaism, and Islam. The goal of this course is to foster an understanding of these various civilizations, consider their contributions to the sum of human experience, and develop student appreciation of cultural diversity. This course does not have a provincial exam but is accepted by many universities as an academic Grade 12 credit.

**English 10****4 credits****Pre-requisite: English 9**

This course is designed to develop the student's ability to use language to appreciate and respond to a variety of literary and mass media works. It will build on writing skills developed in earlier years, but focus on persuasive writing. Complexity in grammatical structure and usage is increased. Students will be encouraged to read and write using a variety of new and existing skills. Throughout the course, students will practice synthesizing their knowledge with concepts and mediums.

**English 10 Honours****4 credits****Pre-requisite: Grade of A in English 9**

This course will challenge students beyond the requirements of the English 10 curriculum. Students will develop their communication skills and mastery of the English language. A love of reading, writing, and discussing are staples of this rewarding course.

**English 11****4 credits****Pre-requisite: Grade of C+ or higher in English 10**

This literature-based semester-long course focuses on drama, essays, short stories and novels. Shakespeare's Macbeth is the central focus of the drama unit. Students will continue to develop skills in narrative, expository, descriptive and persuasive writing, but will focus on the compare/contrast essay.

**English 12****4 credits****Pre-requisite: Grade of C+ or higher in English 11**

The focus of this course is analysis and expression. Students will practice their critical thinking as they respond to different mediums and will focus on tailoring their writing for a variety of purposes.



**English First Peoples 12****4 credits****Pre-requisite: English 11**

English First Peoples 12 provides opportunities for all students to engage with indigenous creative expression and enter the worlds of First Peoples provincially, nationally and internationally. The course focuses on the experiences, values, beliefs and lived realities of First Peoples as evidenced in various forms of text – including oral story, speech, poetry, dramatic work, dance, song, film and prose (fiction and non fiction).

English First Peoples 12 is the academic equivalent of English 12. The course is designed to enable students to develop the English language and literacy skills and capacities they must have in order to meet British Columbia's requirements.

**English Literature 12****4 credits****Pre-requisite: English 11**

A newly revised survey course of literature from the Middle Ages to the Twentieth Century. English Literature 12 is an exciting study of the major English-speaking authors, their works and the times in which they lived. It is intended to give students an idea of the traditional western European cultural heritage so that they may better understand themselves and the society in which they live.

**English Literature Arts 12****10 credits****Pre-requisite: a B or higher in English 11**


This course is designed for Grade 12 students who have strong English language skills and have an interest in studying English Literature. The course will focus on the canon of English literature and history of last millennium which will be used to develop their communication skills and appreciation of literature. The Fine Arts component will be moulded to best suit the needs and interests of each individual student. This course will run every day all year and students who successfully complete the course will receive credits for English 12 (4), Literature 12 (4), and Fine Arts 11 (2).

**Film Studies****2 credits**


Bring your own popcorn. If you enjoy watching and discussing films this will be an enjoyable course where you will examine film techniques and history, building to their impact on modern film. A selection of classic and modern films will be presented to show the progression of film making and how film is a part of social commentary. Assessment will be a combination of personal review and assignments that will encourage greater understanding of the film making process.




**Français Langue 10****4 credits****Pre-requisite : Français Langue 9**

This is a required course is for students in French Immersion. Through their study of language and communication conventions, students explore the relationship between language and culture. Students will work on many different media including reading (novels, poetry, short stories, and non-fiction); listening (songs, speeches, and plays); viewing (plays, movies, and the internet); and writing (paragraphs, essays, and focused responses). 


**Français Langue 11****4 credits****Pre-requisite: Français Langue 10**

This is a required course for students in French Immersion. Through their study of language and communication conventions, students explore the relationship between language and culture. Students will work on many different media including reading (novels, poetry, short stories and non-fiction); listening (songs, speeches and plays); speaking (conversation and oral presentations); viewing (plays, movies and the internet); and writing (paragraphs, essays and focused responses). 



**Français Langue 12****4 credits****Pre-requisite: Français Langue 11**

Ce cours est obligatoire pour l'obtention du diplôme bilingue. Il est sujet à un examen provincial comprenant une composante orale en plus de la partie écrite. On continuera donc à travailler les habiletés de communication orales et écrites de l'élève. On fera l'étude de diverses œuvres littéraires de la francophonie internationale. La poésie, la pièce de théâtre, le roman, le film et le texte informatif feront partie de notre répertoire. 


**Français Langue Intensive****14 credits****Pre-requisites : Français Langue 10 and Sciences Humaines 10.**

Students take Français Langue 11 and 12, Sciences Humaine 11, and Education Physique 11. In addition to their course work, students would plan and participate in an extended trip to a Francophone culture. There would be a cost involved in this course and an application is required (in April). 


**Geography 12****4 credits****Pre-requisite: Social Studies 11 or equivalent**

Physical and resource geography is the focus of this course. Exciting world events like earthquakes and volcanoes are studied within plate tectonics. Natural disasters like hurricanes and tornadoes are studied in the meteorology unit. The forces that have shaped the local landscape, including rivers, glaciers, and coastal processes, are all explored in detail. Current, topical resource issues such as global warming, the export of fresh water, sustainable forestry and the fishing industry are also evaluated. Topographic maps are used throughout the course. This course has an academic focus and an optional provincial exam. Geography 12 is recognized at SFU and Uvic as a high school science course, similar to Biology 12 or Chemistry 12.  




**Global Studies 12****4 credits**

Global Studies has been developed to provide the students with an opportunity to explore humanitarian issues and provide a background for those interested in international aid or relief projects as a career after graduation. The content will vary with the wishes of the class, but the course will allow students to explore issues that interest them that are not addressed in other courses. There are many examples of humanitarian acts, but the media tends to focus on acts of violence and aggression. It is useful to explore the positive side of world events while gaining a greater knowledge of differences in the world. The intent is to tie the course to an ongoing development aid project in a developing country and provide students the opportunity to travel and experience another culture and lifestyle first hand. 

**History 12****4 credits****Pre-requisites: Social Studies 11 or equivalent**

This is a survey course dealing with the major issues of the 20<sup>th</sup> century. These include nationalism, imperialism, militarism, Marxism, Fascism, and Capitalism. It includes the results of WWI, WWII, the Cold War and its resolution. It emphasizes political, economic and military history. This is an academic course designed for students interested in pursuing a post-secondary education. The course includes modern history, including the Gulf War, the fall of apartheid in South Africa and the conflicts in the Middle East. 

**Honours Liberal Arts 11****12 credit****Pre-requisites: a B or higher in both English 10 and Social Studies 10**

This is an enriched and accelerated course. By the end of this two-semester course students will receive credit for Honours Social Studies 11, Comparative Civilizations 12, and Honours English 11. This is a true humanities course that interlocks the elements of all three courses through a thematic approach, with the Social Studies 11 curriculum as its core. Within the thematic units, topics in Canadian identity and multicultural issues, Canada/US relations, 20th Century Canadian history, population geography, standards of living, environmental issues, and Canadian government, will be explored. In addition to using literature to further students' understanding of the significant events that shaped our nation, an integral component of this thematic approach is using literature to examine the impact of various civilizations on our past, our present culture, and those that will affect us in the future. Stories, poems, novels, plays, films and non-fiction texts are selected for their connection to course themes which will enhance the students' understanding of the ideas being discussed. Students will continue to develop skills in compare/contrast, narrative, expository and persuasive essay writing and in expressing their own ideas and understanding through various forms of literature and media. This course involves considerable reading and writing.   


**Humanities 10****8 credits****Pre-requisites: English 9 and Social Studies 9**

The Social Studies 10 curriculum provides the central framework of the Humanities 10 course, with stories, poems, essays, novels and plays integrated throughout the course to deepen students' understanding of the ideas being discussed. This course concentrates on the Canadian experience from 1815 to 1914 through the study of identity, society, governance, economy, environment and culture. Students will focus on compare/contrast essay writing, while continuing to develop skills in narrative, expository, descriptive and persuasive writing. Additionally, Shakespeare's *Romeo and Juliet* will be studied.


**Humanities 11****8 credits****Pre-requisites: English 10 and Social Studies 10**

This course combines English 11 and Social Studies 11. The literature focus of English 11 is used to deepen students' understanding of the Social Studies 11 curriculum with drama, essays, short stories, poems and novels integrated throughout the course. Course material will focus on the following themes: Canadian identity and multicultural issues, Canada/US relations, 20<sup>th</sup> Century Canadian history (from WWI to the Gulf War), population geography, standards of living, environmental issues, Canadian government, Canadian identity and multicultural issues. Students will focus on compare/contrast essay writing, while continuing to develop skills in narrative, expository, descriptive and persuasive writing. The course will also include a study of Shakespeare's *Macbeth*.


**Law 12****4 credits**

Provides an introduction to the Canadian Legal system. Topics include historical background, legal procedures, criminal law, torts, family law & contracts. Research skills & debate are a major course component. This course is accepted as an academic Grade 12 course at some post secondary institutions. 


**Sciences Humaines 10****4 credits****Pre-requisite: Sciences Humaines 9**

The major focus of this course is Canada - both historical and geographical. Topics to be studied will include Canadian history during the 19th and 20th centuries with an emphasis on British Columbia. B.C.'s position in the world today, especially as it relates to the Pacific Rim, provides the platform for examining the economy. This course is taught in French as part of the French Immersion Program. 


**Sciences Humaines 11****4 credits****Pre-requisite: Sciences Humaines 10**

Current world issues, Canadian government, 20th century Canadian history, population geography, standards of living, and the environment are the main topics of study in the Social Studies 11 course. Students will study French/English relations, U.S./Canadian relations, multiculturalism, global warming, and our role in the world. This course is taught in French as part of the French Immersion Program. 


**Social Justice****4 Grade 12 credits**

The aim of this course is to increase students' awareness of the causes and effects of social injustice and to promote the pursuit of social justice as a priority for all citizens. Students will explore the origin of their own beliefs and values through discussion, reflection and critical analysis. Successful completion of this course will motivate students to think and act ethically and empower them to become agents of positive change in society. This course is accepted as an academic Grade 12 course at some post-secondary institutions. 


**Social Studies 10****4 credits****Pre-requisite: Social Studies 9**

The major focus of this course is Canada - both historical and geographical. Topics to be studied will include Canadian history during the 19th and 20th centuries with an emphasis on British Columbia. B.C.'s position in the world today, especially as it relates to the Pacific Rim, provide the platform for examining the economy. 

**Social Studies 10 Honours****4 credits****Pre-requisite: Grade of A in Social Studies 9**

This course is an enriched version of the Social Studies 10 curriculum. While the same core content will be learned, this class will explore the deeper issues and explanations for the early development of European Canada and our contemporary economy. Critical thinking and self-discipline are focal skills in this course. 


**Social Studies 11****4 credits****Pre-requisite: Social Studies 10**

A fascinating and contemporary field of study, the course covers current world issues, Canadian government, 20<sup>th</sup> century Canadian history, demography, standards of living, and the environment. Students will also study English/French relations, Canada/USA relations, multiculturalism, global warming, and both the individual citizen's and Canada's role in world affairs. 


**Writing****4 Grade 12 credits****Pre-requisites: English Language Arts 10/interest in writing**

Writing is a course designed for the creative student. If you enjoy writing stories, poetry, or even keeping an online journal, then this is the course for you. With the ability to work at your own pace, this course enables you to create your best work in a creative and relaxed work environment. Students will spend time working through writing exercises and developing the concept of “show not tell” in their writing. During the second half of the course, students will have the freedom to work entirely on their own writing. This course is accepted as an academic Grade 12 course at some post secondary institutions.


**LANGUAGES****French 10****4 credits****Pre-requisite: French 9**

This course continues to develop language skills learned in Grade 9 – listening, speaking, reading and writing. Students considering post secondary education should think seriously about taking French 10 and 11. 

**French 11****4 credits****Pre-requisite: French 10**

Bienvenue en français 11. This is the course to take if you want to further your knowledge of French. Not only will you gain easier access to the university of your choice, but the course will also be an asset when you apply for local jobs in the tourist industry. Depending on your level of involvement in the course, you could easily be functionally bilingual in French. Put that in your resume. And if you do plan to travel Europe or Africa later in life, you will be glad you signed up for it. French 11 goes into further depth in the grammar, vocabulary, culture, and literature. Verbal communication is one of the focuses of this course. 

**French 12****4 credits****Pre-requisite: French 11**

Le français 12, c'est la crème de la crème, la cerise sur le sundae, la crème fouettée sur le café. The course is above and beyond regular university requirements. This is the ticket to go traveling through French Europe to get a taste of the real thing. Of course, if you are pursuing a career in tourism, international relations, diplomacy, translation, development aid, or anything international or federal (military, RCMP), a solid command of French is a major asset, and in some cases required. French 12 will provide you with the opportunity to achieve this. The course is conducted in French. The emphasis is on discussing and debating but also on reading and writing for the purpose of communicating. Venez tous, on vous attend. 

**Spanish 10****4 credits****Pre-requisite: Spanish 9**

This course will build upon the beginner's (Grade 9) course. There will be a short review, and new vocabulary, verbs and tenses will be learned. By the end of the course, students will be able to express actions in the past tense and will be able to communicate with Hispanic students in other countries. There will be opportunities for role-playing. The culture and history of the Hispanic world will be further researched. This fun subject will demand active participation from all who choose to take it. Adelante!

**Spanish 11 – Introductory****4 credits**

Hola, ¿qué tal? Planning on travelling? Would you like to know more than “Dos cervezas, por favor”? This introductory course guides you through the skills needed for basic communication in Spanish, giving you the opportunity to be involved real conversations. Learn to ask questions, speak about yourself and your interests, and gain understanding of Hispanic cultures and customs. Although grammar will be studied to enable the development of language patterns, the focus will be on conversation and vocabulary development. Bienvenidos a todos.

**Spanish 11****4 credits****Pre-requisite: Spanish 10 or Spanish 11 – Introductory**

Bienvenidos al español 11. This is where things begin to snowball big time! All the material learned in Grades 9 and 10 combine and by the end of Grade 11, you will feel confident with your language skills. You will impress your parents on your next family vacation to Mexico; the Spanish-speaking world is opening up to you. With the skills and insights you will gain, you will be able to discover places other tourists don't go, and experience the depth of authentic interactions. In this course, plan to explore both cultural differences and social issues. Spanish is recognized as a Grade 11 second language, which may ease your way into the university of your choice. Hasta pronto.

**Spanish 12****4 credits****Pre-requisite: Spanish 11**

This course is designed for those who love speaking Spanish and enjoy the opportunity to discuss contemporary issues. Through further exploration of cultural diversity, students gain a greater understanding of alternate outlooks and behaviors. Spanish is the main language of instruction and students are expected to be active participants. Students will make travel plans, practice communicating for authentic situations and have in depth conversations expressing personal ideas and opinions. Reading comprehension skills will be developed through use of the internet and Spanish texts. Having Spanish 12 will be helpful in your search for jobs in the tourism industry, development aid, translation, diplomacy, and international relations. ¡Adelante!



**MATHEMATICS** – Refer to pages 30-32 for math pathways diagram.**Apprenticeship and Workplace Mathematics 10****4 credits****Pre-requisite: Mathematics 9**

This course is designed to provide students with the skills required for training in many post-secondary trades programs and for direct entry into the workforce. **Topics include:** algebra and formula-use, unit conversion between metric and imperial systems, decimal and fractional measurements, area calculations, applications of Pythagorean Theorem, trigonometry with primary ratios, angle geometry, proportional analysis, and income calculations. After successful completion of this course, students will choose **Apprenticeship and Workplace Mathematics 11.**



**NOTE:** Contact post-secondary academic advisors for information on prerequisites for their programs

**Apprenticeship and Workplace Mathematics 11****4 credits****Pre-requisite: Apprenticeship and Workplace Mathematics 10**

This course is designed to provide students with the skills required for training in many post-secondary trades programs and for direct entry into the workforce. **Topics include:** problem solving involving metric and imperial measurements; solving problems involving 2 and 3 right triangles; scale (including 3-D); models and views (top, front, side, and exploding) of 3-D objects; numerical reasoning via games and puzzles; personal budgeting, compound interest, and financial institution services including credit options; formula manipulation; slope in context; proportional reasoning and unit analysis; creating and interpreting data displays. After successful completion of this course, students may choose **Apprenticeship and Workplace Mathematics 12.**



**NOTE:** Contact post-secondary academic advisors for information on prerequisites for their programs

**COMING SEPT 2012****Apprenticeship and Workplace Mathematics 12****4 credits****Pre-requisite: Apprenticeship and Workplace Mathematics 11**

This course is designed to provide students with the skills required for training in many post-secondary trades programs and for direct entry into the workforce. **Topics include:** limitations of measuring instruments; Sine Law and Cosine Law (excluding ambiguous case); problems involving polygons; transformations (translation, reflection, rotation, dilation) of 2-D shapes and 3-D objects; logical reasoning via games and puzzles; acquisition of vehicle; viability of small businesses; linear relations; measures of central tendency (mode, median, mean, weighted means, trimmed means); percentiles (analysis); probability problems.

**NOTE:** Contact post-secondary academic advisors for information on prerequisites for their programs



**Calculus 12****4 credits****Pre-requisite: Principles of Math 12 or Pre-Calculus 12**

This is a challenging course intended for students who wish to cover topics beyond the Principles of Mathematics 12 curriculum and who will pursue Mathematics (Engineering, Sciences, Economics, and some Business Programs) at the University level. It is strongly recommended that any students who need to take Calculus at post-secondary take this course. **Topics include:** Functions & Polynomials; Limits & Continuity; Derivatives / Differentiation; and Integrals / Anti-Differentiation. Students should have an A or B in Principles of Math 12 to be successful in this course. After successful completion of this course, students will be well prepared for their first Calculus course at post-secondary.

**NOTE: 1)** *Principles of Math 12 must be completed (Semester I) prior to taking Calculus 12 (Semester II).*

**2)** *Contact post-secondary academic advisors for information on prerequisites for their programs.*

**Foundations of Mathematics and Pre-Calculus 10****4 credits****Pre-requisite: Mathematics 9**

This course is designed to provide students with the skills required for post-secondary studies in programs that may or may not require theoretical calculus. **Topics include:** factoring of polynomial expressions, simplifying irrational numbers, powers with integral and rational exponents, relations and functions, analysis of linear relations and function notation, solving systems of linear relations, surface area and volume of 3-D objects, trigonometry with primary ratios, proportional reasoning and conversion between metric and imperial systems of measurement. After successful completion of this course, students will choose one or both of the following courses/pathways:

- **Foundations of Mathematics 11**
- **Pre-Calculus 11**

**NOTE:** *Contact post-secondary academic advisors for information on prerequisites for their programs.*

**Foundations of Mathematics 11****4 credits****Pre-requisite: Foundations of Mathematics & Pre-Calculus 10**

This course is designed to provide students with the skills required for post-secondary studies in programs that may not require theoretical calculus. **Topics include:** rate applications, scale diagrams and scale factors; perimeter, area, and volume; properties of angles and triangles (proofs and applications); Sine Law and Cosine Law (including ambiguous case); inductive and deductive reasoning; spatial reasoning via games and puzzles; normal distribution (standard deviation and z-scores); confidence intervals, confidence levels, and margin of error; systems of linear inequalities; quadratic functions; research project on historical event or area of interest related to mathematics. After successful completion of this course, students will choose one or both of the following courses/pathways:

- **Foundations of Mathematics 12**
- **Pre-Calculus 11**

**NOTE:** *Contact post-secondary academic advisors for information on prerequisites for their programs.*



**COMING SEPT 2012**

### **Foundations of Mathematics 12**

**4 credits**

**Pre-requisite: Foundations of Mathematics 11**

This course is designed to provide students with the skills required for post-secondary studies in programs that may not require theoretical calculus. **Topics include** compound interest and financial decision making; cost analysis; investment portfolio: interest rate, rate of return, total return; numerical and logical reasoning via puzzles and games; simple set theory (Venn diagrams, intersection, union, and complement); conditional statements; assessing validity of probability and odds-based statements; probability of mutually and non-mutually exclusive; dependent and independent events; fundamental counting principal, permutations, and combinations; polynomial, (degree < 3), logarithmic, exponential, and sinusoidal functions; research project: current event or area of interest related to mathematics.

**NOTE:** Contact post-secondary academic advisors for information on prerequisites for their programs.



### **Pre-Calculus 11**

**4 credits**

**Pre-requisite: Foundations of Mathematics & Pre-Calculus 10**

This course is designed to provide students with the skills required for post-secondary studies in programs that may require theoretical calculus. **Topics include:** absolute value of Real numbers; operations on radicals (numerical and variable radicands) and radical equations; equivalent forms of rational expressions; operations on rational expressions and rational equations; angles in standard position; primary trigonometric ratios of angles to 360°; Sine Law and Cosine Law including ambiguous case; factoring beyond simple trinomials; absolute value functions; quadratic functions in standard and vertex form; quadratic equations; systems of linear-quadratic and quadratic-quadratic functions; linear and quadratic inequalities in two variables; quadratic inequalities in one variable; arithmetic sequences and series; geometric sequences and series; reciprocal functions (of linear and quadratic functions). After successful completion of this course, students may choose one or more of the following courses/pathways:

- **Pre-Calculus 12 followed by Calculus 12**
- **Foundations of Mathematics 11**

**NOTE:** Contact post-secondary academic advisors for information on prerequisites for their programs.



**COMING SEPT 2012**

### Pre-Calculus 12

**4 credits**

**Pre-requisite: Pre-Calculus 11**

This course is designed to provide students with the skills required for post-secondary studies in programs that may require theoretical calculus. **Topics include:** degrees and radians; unit circle; six trigonometric ratios (degrees and radians); sine, cosine, and tangent functions; trigonometric equations (degrees and radians) and identities; operations and composition of functions (function notation); transformations of graphs and equations (vertical and horizontal translations, stretches, reflections, and inverses); logarithms; logarithmic and exponential functions / equations; factoring beyond degree 2 (integral coefficients); polynomial (degree < 5), radical, and rational functions; fundamental counting principal, permutations, combinations and binomial theorem. After successful completion of this course, it is expected students will choose **Calculus 12**.

**NOTE:** Contact post-secondary academic advisors for information on prerequisites for their programs.



**Students entering Math 12 prior to September 2012 may choose ONE or MORE of the grade 12 courses / pathways. This is the last year Applications, Essentials and Principles 12 are offered.**

## **For those students on the old program (graduating 2012), these courses are available:**

### Applications of Mathematics 12

**4 credits**

**Pre-requisites: Applications of Mathematics 11**

This course is intended for students who are preparing for certificate, diploma, continuing education, trades or technical programs. Students will explore and develop connections with math, technology, finance, art and design. **Topics include:** (A) Number Operations – Money Management & Spreadsheets; (B) Patterns; (C) Measurement – Cost & Design; (D) 3-D Objects and 2-D shapes; and (E) Chance & Uncertainty – Combinations, Probability & Statistics. This course is accepted as an alternative to Principles of Mathematics 11 as an entrance requirement at some post secondary institutions.



### Principles of Mathematics 12

**4 credits**

**Pre-requisite: Principles of Mathematics 11**

This course is designed for students who have a particular interest in mathematics, or who have career aspirations in the fields of engineering, mathematics, sciences, economics and some business programs. **Topics include:** Problem Solving; Patterns – Geometric Sequences & Series; Variables & Equations; Relations & Functions – Logarithms, Exponents & Trigonometry; Transformations; Chance & Uncertainty – Combinations & Probability. Students in this class must have a graphing calculator. Students should have an A or B in Principles of Math 11 to be successful in this course. This course is required for entrance into university Science programs.




## MEDIA STUDIES

---


### **Film and Television – Introductory**

**2 credits****Pre-requisite: any comp. course (be very comfortable using comps.)**

This is a chance for students to learn the basics of planning, shooting and editing film and video without committing to a 4 credit course. If you want to learn the basics but aren't sure you really want to take a longer course, this is a great chance to see if this course interests you. 


### **Film and Television - Developmental**

**4 credits****Pre-requisite: Film and Television - Introductory**

Students will be expected to be self-motivated and able to work without supervision. Techniques covered will be: script writing, advanced digital editing, special effects, computer special effects and animation. Students will undertake an extended film project such as a murder mystery or a sitcom. There will also be acting components in this course. Assessment for this course will be based on projects, tests and written assignments 


### **Film and Television – Preparatory**

**4 Grade 12 credits****Pre-requisite: Film and Television – Developmental**

We continue where we left off in FTV-D. We will spend more time analyzing and critiquing film productions and look at how media affects society in addition to further developing the standard video production and acting skills from the developmental course. There will be a strong emphasis on creating high quality work that can be used as part of a professional portfolio for applying to post secondary education. 


### **Journalism – Introductory**

**2 credits**

If you are interested in getting your work published, then this is the course for you. Be part of the school newspaper *The Isfeld Icebreaker* by writing stories and taking photos. Students will also learn about desktop publishing and blog creation. This course runs every other day for a semester. 

### **Journalism – Developmental**

**2 credits****Pre-requisite: Journalism - Introductory**

If you are interested in getting your work published, then this is the course for you. Be part of the school newspaper *The Isfeld Icebreaker* by writing stories and taking photos. Students will also learn about desktop publishing and blog creation. This course runs every day for a semester. 

**Yearbook****4 credits**

Be a part of the team that officially records the events of Mark R. Isfeld Secondary! In the process learn and apply all the skills required for publishing, including graphic design using Adobe's professional publishing software Creative Suite 4, basic journalism, digital photography, marketing and advertising. Experience being part of a \$20 000 publishing venture. Grab the opportunity to contribute to the only book people keep for their whole lives – their High School Yearbook.

**MUSIC**

---

**Choral Music: Concert Choir****4 credits each level**

This course offers students an opportunity to explore the vast array of choral literature that has been written over the past 9 Centuries. Singers will be introduced to classical, folk, jazz, spiritual, gospel and pop music in a choral setting. Skills such as diction, proper air support and vocal technique will be integrated along the way. Due to the nature of the course students will learn the value of working as a group to accomplish a unified goal and will build a sense of trust. Being a member of Concert Choir is a great way to enhance musical skills and life skill.

Students have the opportunity to participate in a major trip in the spring. This course is taught outside the timetable (at lunch and/or before/after school) so it does not take up a spot for other electives.

**Instrumental Music: Concert Band – Introductory****4 credits****Pre-requisite: Band 9**

This course offers the student an opportunity to study instrumental music in a group setting. The class will focus on individual and ensemble playing techniques, musical literacy, conducting, score study, teamwork, group effort as well as rehearsal and performance of band literature in a variety of styles. Students have the opportunity to participate in a major trip in the spring.



**Instrumental Music: Concert Band – Developmental****4 credits****Pre-requisite: Band Introductory**

Concert Band 11 is for students who possess more advanced skills and experience in playing a musical instrument. This course offers the student an opportunity to hone both musical and performance and reinforce self discipline and creativity in a group setting. An appreciation for all styles of music ranging from Baroque to Pop will be encouraged. The continued use of music for the enrichment of one's life will also be promoted. Students will also become aware of the myriad opportunities available for employment and leisure in music and its related fields. Students have the opportunity to participate in a major trip in the spring.



**Instrumental Music: Concert Band – Preparatory****4 Grade 12 credits****Pre-requisite: Band Developmental**

This class will focus on individual and ensemble playing techniques, musical literacy, and conducting. This course offers the student an opportunity to study instrumental music in a group setting. Members of this ensemble will perform band literature in a variety of styles. Students have the opportunity to participate in a major trip in the spring.

A variety of courses are offered in the music department, however, some of them may meet outside the timetable, either before or after school, or at lunch. Students who choose these courses are expected to attend and participate – just as they would with any other course within the timetable. We hope that by offering these courses outside the regular schedule, students will be given more flexibility to pursue their musical interests.  



**Instrumental Music: Jazz Band – Introductory****4 credits****Pre-requisite: Concert Band 9 (must be enrolled in Concert Band)**

This course offers students an opportunity to study and perform jazz in an instrumental setting. In addition to rehearsing and performing jazz in a variety of styles students will also learn historical and theoretical concepts specific to the jazz idiom. Improvisation will be introduced. Students have the opportunity to participate in a major trip in the spring.

This course is taught outside the timetable (at lunch and/or before/after school) so it does not take up a spot for other electives.  



**Instrumental Music: Jazz Band – Developmental****4 credits (must be enrolled in Concert Band to take Jazz Band)**

This course offers students an opportunity to study and perform jazz in an instrumental setting. In addition to rehearsing and performing jazz in a variety of styles students will also learn historical and theoretical concepts specific to the jazz idiom. Improvisation will be introduced. Students have the opportunity to participate in a major trip in the spring.


This course is taught outside the timetable (at lunch and/or before/after school) so it does not take up a spot for other electives.  

**Instrumental Music: Jazz Band – Preparatory****4 Grade 12 credits (must be enrolled in Concert Band to take Jazz Band)**


This course offers students an opportunity to study and perform jazz in an instrumental setting. In addition to rehearsing and performing jazz in a variety of styles students will also learn historical and theoretical concepts specific to the jazz idiom. Improvisation will be introduced. Students have the opportunity to participate in a major trip in the spring.

This course is taught outside the timetable (at lunch and/or before/after school) so it does not take up a spot for other electives.  

**Rhythm and Blues****2 credits****Pre-requisite: minimum two years on voice or instrument**

This one term course will offer students the opportunity to apply their musical skills, both vocal and instrumental, in the formation of a Rhythm and Blues band. Much of this course will be student driven and will involve working in small groups to learn and perform lead vocals, back-up vocals, choreography and instrumental tracks from CDs, tablature or written out charts. Basics of microphone technique and how to run a sound system will be introduced. Students interested in this course should have some ability to read music or tablature and a minimum of two years experience on voice or instrument. 

**PHYSICAL EDUCATION****Active Lifestyles for Girls – Introductory****2 credits****Pre-requisite – Physical Education 9**


Active Lifestyle – Introductory is a course that introduces a wide variety of fitness pursuits that are traditionally enjoyed by girls. These include spin cycling, aerobics, step aerobics, dance, martial arts-oriented fitness, speed walking, hiking and yoga as well as less traditional activities like climbing, water aerobics and African dancing. Students of this course will also take part in muscular conditioning activities like weight training and Pilates as well as circuit training which includes using resistant bands, bosu balls and fitness balls. Students will enjoy remarkable results and a deep understanding of their own bodies by challenging their physical boundaries. Finally, students will be introduced to Personal Health theory which will cover basic fitness knowledge, nutrition, stress and time management, and self-esteem. Students will use this knowledge to create their journey journal. An optional course fee will cover off-campus and guest instructor fees. 

**Active Lifestyles for Girls****4 credits for each level****Pre-requisite: Physical Education 10**

Encouraging life-long participation in a wide variety of physical and leisure activities, continued development of physical skills, and improving personal fitness levels are the primary goals of this girls only class. Students will be introduced to movement principles and skills in yoga, pilates, step aerobics, aquasize, core/strength training, belly fit, zumba dance, power walking and individual and team sports. Fitness theory will be integrated into the course and include discussions on the components of fitness, anatomy, basic training principles, gender specific personal health, and wellness and nutrition. Additional on and off campus activity choices and field trips will be determined in consultation with the participants at the beginning of the course.

**i) Developmental Level:** Students will gain an understanding of the components of fitness and the basic principles of training. The girls will be encouraged to plan and lead warm-ups, establish short term activity fitness goals recording progress on a weekly basis and create a personal nutrition profile.

**ii) Preparatory Level:** Knowledge gained in the introductory level will now be applied to develop a personal fitness program and include setting long term fitness goals. A fitness journal will be maintained to record their personal progress throughout the course. Students will continue to gain practical experience in leadership roles and as a group design and lead mini activity lessons for their peers. Participation in community fitness events as a group will be encouraged.

An optional course fee will cover off campus activities and guest instructors. 

**Conditioning for Sport and Physical Activity****Pre-requisite: Sports Conditioning 9 or outside sport involvement**

These courses are designed to enhance sport specific muscular strength/power, endurance, speed, agility, quickness, flexibility, vertical leap and core strength of students' intent on excelling at their chosen sport(s). Students, working cooperatively with the instructor, will develop an appropriate personal conditioning program that enables them to achieve a desired level of fitness and strength. Sports nutrition logs, fitness testing and goal-setting exercises are part of this program. Students will also have an opportunity for skill development and game play in the gymnasium.

- (i) **Introductory Level (2 credits):** students will learn safe and proper training techniques in the following areas: resistance training as it applies to sport, balance/hand-eye coordination training, core stability and power, plyometrics and vertical jump training, speed/agility/quickness, sports flexibility and linear speed training. Goal-setting will include specific plans to improve any or all of the standards of fitness testing: beep test for cardiovascular fitness, sit and reach trunk flexibility, continuous pushups, sit-ups and chin-ups as well as standing vertical leap.
- (ii) **Developmental Level (4 credits):** using the techniques learned in the Introductory Level of this course, and in consultation with the instructor, students will develop and follow a fitness program designed to enhance all areas of athleticism as it applies to their chosen sport(s). Students will complete goal-setting exercises in the areas of physical fitness, athletics and academics (i.e. time management of a busy schedule).
- (iii) **Preparatory Level (4 credits):** students at this level are usually at or striving towards an elite level of sports competition (i.e. a senior varsity or rep level community team sport/individual pursuit). Students will design and follow a training program designed to support all areas of athleticism as well as specialize in chosen areas of focus. Students will be expected to demonstrate leadership within the class, leading sport-specific warm-ups or workouts or via liaison with students at the elementary level. Goal setting exercises will include physical fitness, athletics, academics and plans for post-secondary.

**Education Physique 10****4 credits****Pre-requisite: Physical Education 9**

In this year-long course, the student learns to recognize and respect the proper place of sport and physical fitness as an essential part of the total person. The course is designed to improve physical strength, cardiovascular efficiency, and neuromuscular skills as well as to impart knowledge of game rules and strategies through involvement in a variety of individual and team activities. The curriculum covers Team Games, Individual Sports, Dance, Gymnastics and Alternate Activities. This course is for students taking French Immersion.

**Fitness: Introduction****2 credits**


This is a comprehensive course designed to introduce students to a variety of different fitness approaches. Students will be guided through a variety of fitness related activities including walking, jogging, spinning, interval training, circuits, weight training, stretching and fitness-related games. Opportunities will be provided for students to participate in self-directed fitness activities. This course is designed for those students who like being physically active and enjoy being challenged to improve their personal fitness.




**Fitness Knowledge 11****4 credits****Pre-requisites: Sports Conditioning 9 or 10 or Fitness 9**

This course provides students with a comprehensive look at holistic fitness as it applies to leading a healthy lifestyle. Students will be introduced to basic anatomy and physiology as well as how to train their muscular strength and endurance, flexibility, and cardiorespiratory fitness. Students will also learn about nutrition and body weight management, exercise safety and fitness leadership.


There will be a theory component to this class as well as the practical application of a personal fitness program in the weight room and cardio room. *Students will be given the option to write a 3 hour open-book exam, the successful completion of which will give them a Certificate of Completion that is **recognized by the National Fitness Association and the BCRPA (British Columbia Recreation and Parks Association) Fitness Branch as a 30 Fitness Theory Course.*** This is step one of three in becoming a Personal Fitness Trainer.

Students may also have the option to complete their Weight Training Assessment Level One certification as well as being Instructor Competency Evaluated by the BCRPA and thus becoming a Personal Trainer before graduation. The possibility of receiving dual credit for college programs is currently being explored. This class is ideal for someone interested in pursuing a career in the fields of physical education, fitness or recreation. 


**Fitness: Weight Training****2 credits****Pre-requisite: Introduction to Fitness**

Weight Training is a very popular life-long activity and can offer students of all fitness levels a well balanced approach to meeting personal fitness goals. Students in this course will be guided through a variety of safe and effective resistance training methods designed to improve overall muscular endurance, strength and power. As students progress and are able to demonstrate safe and effective training techniques, opportunities will be given to build individualized programs that will help them meet their personal fitness goals. 

**Physical Education 10****4 credits****Pre-requisite: Physical Education 9**


In this year-long course, the student learns to recognize and respect the proper place of sport and physical fitness as an essential part of the total person. The course is designed to improve physical strength, cardiovascular efficiency, and neuromuscular skills as well as to impart knowledge of game rules and strategies through involvement in a variety of individual and team activities. The curriculum covers Team Games, Individual Sports, Dance, Gymnastics and Alternate Activities. 

**Team Sports - Introductory Level****2 credits**


This elective course is designed for student athletes, and will introduce them to the complex individual and team strategies and skills of sports played at a competitive level. The emphasis is to expand basic, participation skills taught in regular physical education classes. This course focuses on extra-curricular and community-based team sport opportunities. Emphasis will be on applying and analyzing the tactical elements of movement and organization (both team and individual) within a variety of games (soccer, volleyball, basketball, plus others in consultation with the class). Ongoing assessment will be based on meeting movement and personal/social responsibility learning outcomes, plus performance-based skill evaluation. 

**Team Sports - Developmental Level****4 credits****Pre-requisite: PE 10 and Team Sports – Introductory Level**

This course is designed for students who have completed Team Sports Introductory Level and/or Physical Education 10.

In Team Sports – Developmental Level, focus will be on team and individual strategies and skills while striving to develop student awareness for positive and effective participation in team related games. The course looks at team sports opportunities in the area of extra-curricular participation, as well as intramural and lifetime activities. Emphasis will be on safely and cooperatively applying and analyzing the elements of movement to a variety of team games (floor hockey, indoor soccer, handball, plus others in consultation with the class). Ongoing assessment will be based on meeting movement and personal/social responsibility learning outcomes, plus some performance-based skill evaluation. 


**Team Sports - Preparatory Level****4 Grade 12 credits****Pre-requisite: Team Sports – Developmental Level**

This course is the final level in the study of Team Sports and emphasizes on preparing students for positive, lifetime involvement in team related activities. Students will be required to apply, evaluate, and adapt the elements of movement to selected team games (ultimate, softball, volleyball, soccer, plus other games in consultation with the class) that are part of a future, active lifestyle. Ongoing assessment includes meeting movement and personal and social responsibility learning outcomes, as well as performance-based skill evaluation. 

**PLANNING – Students must receive credit for Planning 10**

---

**Planning 10****4 credits**

The aim of Planning 10 is to enable students to become self-directed individuals who set goals and make thoughtful decisions. The course includes information about the graduation program, education and careers, healthy lifestyles and financial literacy. 

**Presenting da Vinci****8 credits (includes 4 credits for Planning 10)**

An alternate way to get your Planning 10 credit, this is part of our district's Secondary Challenge Program. This course is designed to help gifted and talented students hone the skills required to be autonomous learners. Students will select an area of interest to them, develop a learning plan unique to them, and then pursue that learning plan working with a mentor. The culminating assignment will be a formal presentation of their learning. This course is intended to build on the skills, aptitudes, and understandings extended in the Developing da Vinci course. Through this skill development, the learning outcomes for Planning 10 will also be met.

**SCIENCES**

---

**Biology 11****4 credits****Pre-requisite: Science 10**

This is an introductory course, which deals with the methods & principles of biology, microbiology, (bacteria, viruses & protists), plant biology, animal biology & evolution. Dissections are a mandatory component of this course.

**Biology 12****4 credits****Pre-requisite: Biology 11**

An intense course in cell & human physiology. The major topics are: biochemistry, human anatomy & function, cell structure & processes. This is a university entrance & government examinable course. Expectation of students:

1. participation in lab work
2. continuous review of material.

Dissections are a mandatory component of this course.

**Chemistry 11****4 credits****Pre-requisite: Science 10; a C+ or higher in Mathematics 10**

Open to Grade 11 or 12. Chemistry 11 is a challenging course that emphasizes applying mathematics to problem situations. It is recommended that students have a C+ or higher in Science 10 before attempting this course. A thorough understanding of Science 10 chemistry is necessary as the course builds on past knowledge. The major topics are: solution chemistry, organic chemistry, mole concept, atomic structure and inorganic naming. This is a laboratory based course and successful completion of all lab work is a requirement. This course is required for entry into most university Science programs.



**Chemistry 12****4 credits**

**Pre-requisites: a C+ or higher in both Chemistry 11 and in Principals of Mathematics 11 or an A in Applications of Mathematics 11. For next year, our recommendation will be a C+ or higher in Pre-Calculus 11; a high B in Foundations of Mathematics 11 or Apprenticeship & Workplace Mathematics 11.**

Chemistry 12 is a very challenging course that prepares university bound students in the following areas: reaction kinetics, equilibrium, acids/bases/salts, oxidation-reduction, and solubility equilibrium. This course has a substantial emphasis on applying mathematics to problem situations. This is a university entrance and government examinable course.

**Earth Science 11****4 credits****Pre-requisite: Science 10**

This course covers a variety of topics and includes the study of rocks and minerals, renewable and non-renewable resources, plate tectonics, oceanography, atmospheric science, Earth's geological history and outer space. This course satisfies the Grade 11 science graduation requirement and is a natural introductory course for Geography 12. It is recognized by universities and colleges.

**Marine Biology****2 credits****Pre-requisite: Science 9**

This course is designed to encourage students to appreciate and respect the importance of our oceans and the bio-diversity of marine organisms.

**Physics 11****4 credits****Pre-requisite: Science 10**


Physics 11 is a challenging introductory course offering instruction in the area of mechanics and dynamics of motion, energy transformations and work, wave theory and theory of relativity. It is recommended that students have a C+ or higher in Math 10. This course is required for entry into most university science programs and electrical trades programs.

**Physics 12****4 credits****Pre-requisites: Physics 11**


Physics 12 is a very challenging course and prepares university-bound students in the following areas: vector dynamics and mechanics, work-energy theorem, DC circuits, magnetism and electro-magnetic induction. Physics 12 is a university entrance and government examinable course.




**Physics & Engineering 11****8 credits****Pre-requisites: a C+ or higher in Sci 10 and Foundations/Pre-Calculus 10**

Thinking about a future in Engineering? This course will allow you to learn and apply physics in an exciting and challenging way. Throughout this course students will learn classical physics and complete traditional experiments as well as apply their knowledge to several engineering projects geared at preparing students for post secondary engineering courses. Student projects will include engineering; a remote control robotic system, a projectile launcher, a large-scale free-standing structure and a self propelled vehicle. Students in this course will receive credit for Physics 11 and an Applied Skills 11. 


**Science 10****4 credits****Pre-requisite: Science 9**

This course covers the four main areas of science; chemistry, biology, physics and earth science. In chemistry we will study elements, compounds reactions and radioactivity. Biology explores the Earth's ecosystems and the organisms that live in them. The physics unit investigates motion and the relationship between velocity and acceleration. Finally, the earth science unit looks at our planet's atmosphere, and the theory of plate tectonics. 


**Science Marine Biology Honours Program 10  
(Science 10, Biology 11, Marine Biology 10)****10 credits****Pre-requisites: An A in Science 9**

This optional choice of studies will cover the curriculum of three courses at an accelerated pace. It will explore the interrelations in the course content. The program will make use of the rich marine environment, which is easily accessible on Vancouver Island. The class will be involved in a number of field studies to enhance the learning. Students are admitted to this program based on their Grade 9 Science mark. In previous years students have needed an A average. 

**Sciences 10****4 credits****Pre-requisites: Sciences 9**

This course is entirely in French and qualifies for credits for the French Immersion Diploma. Students will be studying the same units as the course offered in English. These units include all the base sciences. "Sustaining Earth's Ecosystems" is the Life Science unit while the Chemistry unit is called, "Chemical Reactions and Radioactivity." The Physical Science section is based on "Motion." The final unit is the Earth and Space Science Unit entitled, "Energy Transfer in Natural Systems." The course has a provincial exam which is written in French. Take advantage of this opportunity to continue your French studies. 

**Science and Technology 11****4 credits****Pre-requisite: Science 10**

Science and Technology 11 provides students with opportunities to investigate, analyze, understand and experience the relationships between science, technology and human society. Through distinct modules, students will explore a series of topics such as communication, the environment, medicine, food production and military technology. Videos, newspapers, magazines, oral reports and class discussion play an important role in this course. Active participation in discussions and group activities will be important for student success. 

## TECHNOLOGY EDUCATION

---

### **Applied Digital Communications (ADC) – Developmental**      **4 credits**

Want to really master all of the intricacies of office applications, get a job that uses computers a lot or just take an easy computer course? This is the place for you. Learn how to do all the things with documents that you never even knew was possible. By the end of this course, you should know what all of the menus and buttons do in every program in Microsoft Office or Open Office.



### **Applied Digital Communications (ADC) – Preparatory**      **4 Grade 12 credits**      **Pre-requisite: Applied Digital Communications – Develop.**

This course is very similar to the Development level ADC course – with a bit more in depth work at some levels and a focus on skills for management level jobs.



### **Computer Game Programming – Introductory**      **2 credits**      **Pre-requisite: any Information Technology course**

Do you want to take Computer Game Programming in grade 11/12? Then take this course! It teaches you all of the concepts you need: variables, flow control, data structures, file access, GUI design and much more. Learn the job of the 21<sup>st</sup> century – the computer programmer/engineer.



### **Computer Game Programming – Developmental**      **4 credits**      **Pre-requisite: any computer course**

Learn how to make your own video games. We will use the Python programming language to create various computer games in this course. Python is both easy to learn as well as standard in many Universities (UVIC switched to Python from Java in 2010/2011). We will start with easy text games and work up to 2-D and 3-D graphics by the end of the course.



### **Computer Game Programming – Preparatory**      **4 Grade 12 credits**      **Pre-requisite: Computer Game Programming – Develop.**

This course is an extension of the Developmental course and is a chance for students to create fully functional games to become part of their professional portfolio and CV.



### **Computer Graphics/Graphics Design**      **2 credits**      **Pre-requisite: Art 10 and any computer course**

Students will develop applied skills with colour and design theory. We will create projects for photography, print and electronic publication using desk top publishing, 2-D graphics (bitmapped and vector), 3-D graphics and animation programs.



**Computer Information Systems (CIS)– Introductory****2 credits****Pre-requisite: any Information Technology course**

Students will learn how computers are put together and how the parts function to make a complete machine. They will learn to build, take apart and troubleshoot computers as well as install and maintain operating systems. They will learn how computer networks are built and function. The curriculum is designed to follow A+ certification curriculum fairly closely. By the end of the course, students should be able to select components and build their own computer as well as install various operating systems (like Windows) and troubleshoot problems that may come up.

**Computer Information Systems (CIS) – Developmental****4 credits****Pre-requisite: Computer Information Systems – Introductory**

Learn to build, fix and maintain computers. We will learn all of the topics covered by the industry standard CompTIA A+ certification, which is the main pre-requisite for being a computer technician. This is a great course if you want to work with computers in the future or you just want to be able to fix your own computers and avoid paying other people to do it for you.

**Computer Information Systems (CIS) – Preparatory****4 Grade 12 credits****Pre-requisite: Computer Information Systems – Develop.**

In this course we cover another industry certification – Network+. Learn everything you ever (never?) wanted to know about how computer networks function. Learn how to plan and create networks, keep them secure and troubleshoot them when something goes wrong. Learn all of the latest networking technology. Please don't take this course unless you have CIS-Developmental.

**Digital Media Development – Developmental****4 credits****Pre-requisite: Computer Graphics/Graphic Design**

Do you love Art, but want some skills so you can actually get a job doing artistic things? This course is for you. Learn how to do art on a computer: photo editing, animation, 3-D graphics & animation, web design and a bit of video work. Learn how to make all of the art work that is used as special effects in movies and the basis for all computer games.

**Digital Media Development – Preparatory****4 Grade 12 credits****Pre-requisite: Digital Media Development – Develop.**

This is an extension of the development level course. We will focus on creating high quality work that can be part of a portfolio to present to post secondary institutions. Similar units: video, 2-D, 3-D, web, but since the Ministry has many similar learning outcomes for both courses, we will use much of the time in this course to work on our personal focus areas and create high quality portfolios of work in preparation for post secondary.



**Information Technology – Introductory****2 credits**

Want to be ready for the technology you will face in the business world and University? We learn many different Office applications: word processors, spread sheets, databases, presentations, graphics, some simple animation and more. Many students come back from University and thank us for these skills (who knew that you needed to know databases for a PE degree?). Recommended for students wishing Applied Digital Communications courses.

**Metalwork – Introductory****2 credits**

This course will give students the skills to work with amazing material in a variety of ways. Students will learn about design, accurate measurement and layout, and will cut, drill, form, weld, machine and finish several very different projects. Both the technical and artistic side of metalwork will be experienced through projects such as metal bowls, sculpture, and projects that present machining and welding challenges. This is a great course for those interested in metalwork, but also those with an artistic or engineering future!

**Metalwork – Developmental****4 credits****Pre-requisite: Metalwork - Introductory**

In Metalwork - Developmental, you will continue to improve your fabrication and machining skills, and will build new skills using sheet metal techniques. You will be introduced to new methods of welding, and will advance your machining ability, adding a new level of precision to your work. Project work will include more complex fabrication and machining projects than in previous courses, but art and creativity will remain a part of metalwork at this level. Students who master the skills presented in the course will have a chance to create their own project as well.


**Metalwork – Preparatory****4 Grade 12 credits****Pre-requisite: Metalwork - Developmental**

Metalwork – Preparatory continues to build on skills from previous levels. You will complete a metal fabrication “production run” of projects, will continue to advance your machining skills, and will work with new materials such as aluminum. Advanced students will design and build their own projects.




**Physics & Engineering 11****8 credits**


**Pre-requisites: a C+ or higher in both Science 10 and Foundations of Mathematics and Pre-Calculus 10; Technology Education (Engineering) - Introductory**

Thinking about a future in engineering? This course will allow you to learn and apply physics in an exciting and challenging way. Throughout this course students will learn classical physics and complete traditional experiments as well as apply their knowledge to several engineering projects geared at preparing students for post-secondary engineering courses. Student projects will include engineering: a remote control robotic system, a projectile launcher, a large-scale free-standing structure and a self-propelled vehicle. Students in this course will receive credit for Physics 11 and an Applied Skills 11. 


**Power Technology – Introductory****2 credits**

This is an introductory course looking into the world of power sources for vehicles. Units of study will include Rat Trap powered vehicles, CO<sub>2</sub> powered vehicles, electric motor powered vehicles, as well as basic engine theory on the many systems of 4-cycle and 2-cycle engines. Students will work with partners and complete a series of 4-cycle engine labs. 


**Technology Education (Engineering) – Introductory****2 credits**

Engineering Technology will present students with the challenge to design and build solutions to robotic and engineering problems. You will learn to design and build projects with new fabrication skills that focus on the safe and appropriate use of tools, equipment, and materials. Projects include a hydraulic-powered robotic arm, an air-powered motor, and other design challenges. 

**Web Design – Introductory****2 credits**

By the end of this course you could know everything needed to create high tech web sites. Hand Coding, Dreamweaver, Cascading Style Sheets, JavaScript, colour and design theory and how to get your web site on a web server are some of the topics covered. Recommended for students wishing to take Digital Media courses. 

**Woodwork – Introductory****2 credits**

This course focuses on the use of machine tools to create quality woodwork projects. Shop and power tool safety as well as measurement will be reviewed to help ensure success in the assigned project work. Basic techniques in reading and creating a working project drawing will be discussed as students work through assigned projects. 

**Woodwork – Developmental****4 credits****Pre-requisite: Woodwork – Introductory**

Take your woodworking skills to the next level, producing projects that you will be proud of. This course features advanced techniques in machine processes and joinery, and an introduction to construction techniques. Learn to use machines and tools safely and efficiently, and how to plan a successful project.

**Woodwork – Preparatory****4 Grade 12 credits****Pre-requisite: Woodwork – Developmental**

This is an advanced course which focuses on cabinetmaking techniques. Students can choose to design and construct a large, complex project or a variety of smaller pieces. You will learn advanced machining techniques and setups in this course, and can choose to focus on a particular area of woodworking that captures your interest in consultation with the teacher.

**MISCELLANEOUS**

---

**Classroom Assistant 11****2 credits**

In this course, students help out in a K-10 classroom in whatever capacity the teacher needs. It is for students who are interested in a career in education for any age or for someone who just really likes to help others. The students will learn about different learning styles and learning disabilities including how to work with students that struggle. This course also gives students an opportunity to work on their communication and interpersonal skills. Students will work under the guidance of a teacher either at Valley View Elementary School or at Mark R. Isfeld Secondary. Log and journal entries are required and regular attendance is essential as the classroom teacher plans for the student's assistance. 💧

**Classroom Assistant 12****2 credits**

This course is an advanced classroom assistant program. More responsibility for guiding others is required. The supervising teacher will expect independence and initiative from the student. A term project must be completed in addition to regular log and journal entries. This project can be developing a lesson plan and carrying out the lesson, investigating a specific learning disability, describing how a particular student learns or another project that reflects learning about the education process. Regular attendance is essential as the classroom teacher is planning for your assistance. 💧

**Emergency Care****2 credits**

Students will become confident first aid attendants who are able to deal with many emergency situations after taking this course. Basic human anatomy, earthquake and natural disaster preparedness are included in this standard first aid course. Students are expected to participate in scenarios and practical activities where they will be asked to role-play and demonstrate the first aid techniques taught in class. Learning first aid is an extremely valuable life skill and all students will have the opportunity to become certified in the St. John Ambulance Standard First Aid Course.

**Independent Directed Studies****2 or 4 credits**

This is an opportunity for students to create their own course. Students must:

1. have completed all offered courses in the area they wish to study
2. have a teacher sponsor their proposal
3. submit a written proposal to the Principal (Proposal outlines are available in the office)
4. receive approval from the Principal.

Grade level to be determined by sponsor teacher.

**Independent Learning Program**

Students can elect to take an independent learning block, where they take a course from our North Island Distance Education School (NIDES). Each independent learning block has an Isfeld teacher present to provide support.


Students who are independent learners have had great success in this option, with some students finishing courses early and engaging in other study. A list of the courses available is at [www.nides.bc.ca](http://www.nides.bc.ca), click on *programs*. (Note: Planning 10 and PE 10 are not available during the independent learning block.)

**Leadership (Global Citizenship)****2 credits**


Leadership (Global Citizenship) provides students direct opportunities to participate as positive, pro-active members of our global community. A wide range of topics will be addressed in this course, which combines students' interest in current events and global issues, both humanitarian and environmental, with action. Students will have many opportunities to work independently and in groups to explore topics that interest them and students will learn leadership strategies to assist them in everyday life, and in becoming leaders in their school, local community, and global community. As part of the course, students will be responsible for selecting an issue of interest, developing a plan for action, and working through an independent project from start to finish. This course will assist in preparing students for senior Social Studies courses, especially Global Studies 12.




**Presenting da Vinci****8 credits (includes 4 credits for Planning 10)**

An alternate way to get your Planning 10 credit, this is part of our district's Secondary Challenge Program. This course is designed to help gifted and talented students hone the skills required to be autonomous learners. Students will select an area of interest to them, develop a learning plan unique to them, and then pursue that learning plan working with a mentor. The culminating assignment will be a formal presentation of their learning. This course is intended to build on the skills, aptitudes, and understandings extended in the Developing da Vinci course. Through this skill development, the learning outcomes for Planning 10 will also be met. 

**Psychology 11****2 credits**

An introductory course that will include a brief survey of the history of psychology, the major schools of psychology and developments in neuropsychology within the context of looking at theories of personality, behaviour and maturation. Emphasis will be placed on adolescent life experiences with the aim of students gaining a deeper understanding of themselves. 

**Psychology 12****2 credits****Pre-requisite: Psychology 11**

Building on the foundation of Psychology 11, this course will continue to explore human development and maturation and introduce the field of Positive Psychology - the psychology of a fulfilling and flourishing life. Topics include happiness, self-esteem, empathy, love, achievement and creativity. 

---

## 12 LITERACIES

---

As we enter the second decade of the century, there is increasing awareness about our need to change the skills we equip our students with. For a more complete review of this, please feel free to go to our web-site to read a background piece written by one of our Vice Principals. There are 12 basic Literacies (understanding and ability to use targeted skills) that are repeatedly identified as necessary. These twelve are listed here with a brief description. Our recommendation is that all students are exposed to and develop each literacy in order to maximize their success in the world they are entering.



The **Arts and Creativity Literacy** refers to the highest expression of every culture. To be truly well educated one must not only learn to appreciate the arts, but must have rich opportunities to actively participate in creative work. The arts are languages that most people speak, cutting through individual differences in culture, educational background, and ability. They can bring every subject to life and turn abstractions into concrete reality.



**Constructive Literacies** do not appear in much research or writing about 21<sup>st</sup> Century Learning; however, they are crucial for our students and for society. In our drive to become more relevant and connected to life experiences our students will encounter, we need to include those disciplines that involve constructing things no matter what the media would be. The principles, skills, and attitudes required to work with wood are similar to those of metal or machinery. Our students should all have a rudimentary understanding and appreciation of how to construct products using specific materials.



**Cyberliteracy** means being able to sort fact from fiction, to detect extremism from reasonable debate, and to identify gender bias, commercialism, imitation, parody, and other aspects of written language that are problematic in online communication.



**Ecoliteracy** is understanding and being able to apply the principles of organization that ecosystems have developed to sustain the web of life. Ecological thinking is for the environment not just about it; it is an awareness of the Earth as our life-support system.



**Emotional Literacy** is the ability to recognize, understand and appropriately express our emotions. Social Literacy is an individual's ability to successfully and deliberately mediate their world as family members, workers, citizens and lifelong learners.



**Financial Literacy** is the ability to understand finance. It refers to the set of skills and knowledge that allow an individual to make informed and effective decisions through their understanding of finances.



**Globalization and Multicultural Literacy** refers to two different but related literacies. Globalization describes the process by which regional economies, societies, and cultures have become integrated through a global network of political ideas through communication, transportation, and trade. Multicultural Literacy is the awareness and appreciation of different beliefs, appearances and lifestyles.



**Media Literacy** is the ability to sift through and analyse the messages that inform, entertain and sell to us every day. It's the ability to bring critical thinking skills to bear on all media from music videos and Web environments to product placement in films and virtual displays on NHL hockey boards.



**Numeric Literacy** is the ability to make meaning from numbers. Individuals who are numerically literate have the ability to solve problems and make sense of numbers and their connection to life challenges and opportunities.



**Physical Fitness and Health Literacy** is an individual's ability to read, understand and act on health and fitness information.



**Reading Literacy** is understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.



**Writing Literacy** is the ability to use writing to effectively and appropriately communicate to a variety of audiences.

For more information about *Learning Today for Tomorrow's World* please visit <http://www.isfeldschool.com/wp-content/uploads/21st-Century-Learning-Background-Information.pdf> or contact our educators.

---

## INDEX

---

12 LITERACIES with correlatives.....	73	Computer Game Programming – Developmental .....	66
Accounting 11 .....	38	Computer Game Programming – Introductory.....	26, 66
Active Lifestyles for Girls.....	59	Computer Game Programming – Preparatory.....	66
Active Lifestyles for Girls – Introductory.....	59	Computer Graphics/Graphics Design.....	26, 66
All About Money .....	26, 39	Computer Information Systems – Developmental .....	67
Applications of Mathematics 12 .....	33, 55	Computer Information Systems – Introductory.....	26, 67
Applied Digital Communications – Developmental .....	66	Computer Information Systems – Preparatory.....	67
Applied Digital Communications – Preparatory .....	66	Computer Programming .....	17
Apprenticeship and Workplace Mathematics 10 .....	32, 52	Concert Band.....	19
Apprenticeship and Workplace Mathematics 11 .....	32, 52	Conditioning for Sport and Physical Activity.....	60
Apprenticeship and Workplace Mathematics 12 .....	32, 52	Constructive Literacies .....	73
Arts and Creativity Literacy.....	73	COURSE DESCRIPTIONS.....	36
Baking.....	17	Creative Arts.....	19
Baking – Developmental .....	41	Creative Arts – Developmental .....	36
Baking – Introductory .....	26, 41	Creative Arts – Introductory .....	27, 36
Biology 11.....	34, 63	Creative Writing .....	19
Biology 12.....	63	Cyberliteracy .....	73
British Columbia First Nations Studies 12 .....	35, 43	Developing da Vinci.....	22
Calculus 12 .....	33, 53	Digital Media Development – Developmental.....	67
Cardio Plus Rhythm.....	22	Digital Media Development – Preparatory .....	67
Chemistry 11 .....	34, 63	Digital Photography .....	20
Chemistry 12 .....	64	Digital Photography – Developmental.....	37
Choral Music: Concert Choir .....	27, 57	Digital Photography – Introductory .....	27, 37
Chorus .....	19	Directing & Scriptwriting.....	39
Civic Studies .....	35, 43	District Programs	
Classroom Assistant 11 .....	70	FRENCH IMMERSION.....	7
Classroom Assistant 12 .....	70	LIFESKILLS.....	8
Communications 11 .....	28, 43	SECONDARY GIFTED PROGRAM.....	8
Communications 12 .....	28, 43	WORK EXPERIENCE PROGRAM .....	9
Comparative Civilizations 12.....	44	DISTRICT PROGRAMS .....	7
Competitive Games.....	22	Drama.....	20

Earth Science 11.....	34, 64	Foundations of Mathematics 12.....	33, 54
Ecoliteracy.....	73	Foundations of Mathematics and Pre-Calculus 10.....	33, 53
Education Physique 10.....	33, 60	Français Langue.....	16, 21
Elective Courses		Français Langue 10.....	28, 46
Applied Skills.....	17	Français Langue 11.....	28, 46
Fine Arts.....	19	Français Langue 12.....	28, 46
Languages.....	21	Français Langue Intensive.....	29, 46
Lifestyle.....	22	French.....	21
ELECTIVE COURSES.....	17	French 10.....	50
Emergency Care.....	71	French 11.....	50
Emotional Literacy.....	73	French 12.....	50
English.....	16	French Cultural Leadership.....	22
English 10.....	28, 44	Geography 12.....	46
English 10 Honours.....	28, 44	Global Foods – Developmental.....	42
English 11.....	28, 44	Global Studies & Citizenship.....	23
English 12.....	28, 44	Global Studies 12.....	47
English First Peoples 12.....	28, 45	Globalization and Multicultural Literacy.....	73
English Literature 12.....	45	Grad Requirements	
English Literature Arts 12.....	28, 45	Applied Skills.....	26
Family Studies 12.....	41	Fine Arts.....	27
Film and Television.....	20	Language Arts.....	28
Film and Television - Developmental.....	56	Mathematics.....	30
Film and Television – Introductory.....	56	Physical Education.....	33
Film and Television – Preparatory.....	56	Planning.....	34
Film Studies.....	45	Required Courses.....	26
Financial Literacy.....	73	Science.....	34
Fitness.....	22	Social Studies.....	35
Fitness Knowledge 11.....	26, 61	GRAD REQUIREMENTS.....	25
Fitness: Introduction.....	60	History 12.....	47
Fitness: Weight Training.....	61	Honours Liberal Arts 11.....	29, 35, 47
Food Studies – Developmental.....	42	Humanities 10.....	29, 35, 48
Food Studies – Introductory.....	26, 41	Humanities 11.....	29, 35, 48
Food Studies – Preparatory.....	42	Improvisation – Developmental.....	40
Foundations of Mathematics 11.....	33, 53	Improvisation – Introductory.....	27, 39

Improvisation – Preparatory .....	40	Physics & Engineering 11 .....	34, 65, 69
Improvisation Theatre .....	20	Physics 11 .....	34, 64
Independent Directed Studies .....	71	Physics 12 .....	64
Independent Learning Program .....	71	Planning 10.....	34, 62
Information Technology.....	18	Planning Resources .....	24
Information Technology – Introductory .....	26, 68	Power Technology – Introductory .....	69
Instrumental Music: Concert Band – Developmental.....	57	Pre-Calculus 11.....	33, 54
Instrumental Music: Concert Band – Introductory .....	27, 57	Pre-Calculus 12.....	33, 55
Instrumental Music: Concert Band – Preparatory .....	58	Presenting da Vinci.....	34, 63, 72
Instrumental Music: Jazz Band – Developmental .....	58	Principles of Mathematics 12.....	33, 55
Instrumental Music: Jazz Band – Introductory .....	27, 58	Psychology 11.....	72
Instrumental Music: Jazz Band – Preparatory .....	58	Psychology 12.....	72
Jazz Band .....	20	Reading Literacy .....	74
Jewellery Design.....	27, 37	Rhythm and Blues .....	27, 59
Journalism – Developmental .....	56	SCHOOL STRUCTURE .....	4
Journalism – Introductory.....	56	Science .....	17
Junior Program		Science 10 .....	34, 65
Required Courses for Grade 9.....	16	Science and Technology 11 .....	34, 65
JUNIOR PROGRAM .....	16	Science Marine Biology Honours Program 10 .....	34, 65
Law 12 .....	48	Sciences 10.....	34, 65
Leadership (Global Citizenship) .....	71	Sciences Humaines 10.....	35, 48
LEARNING TODAY FOR TOMORROW’S WORLD.....	3	Sciences Humaines 11.....	35, 49
Marine Biology .....	64	Social Justice .....	49
Marketing and Promotions .....	26, 39	Social Studies .....	17
Mathematics .....	16	Social Studies 10.....	35, 49
Media Literacy.....	74	Social Studies 10 Honours.....	35, 49
Metalwork.....	18	Social Studies 11.....	35, 49
Metalwork – Developmental .....	68	Spanish .....	21
Metalwork – Introductory.....	26, 68	Spanish 10 .....	51
Metalwork – Preparatory.....	68	Spanish 11 .....	51
Numeric Literacy .....	74	Spanish 11 – Introductory .....	51
Physical Education .....	17	Spanish 12 .....	51
Physical Education 10 .....	33, 61	Sports Conditioning.....	23
Physical Fitness and Health Literacy .....	74	Team Sports - Developmental Level .....	62

Team Sports - Introductory Level .....	62	Visual Art – Developmental .....	38
Team Sports - Preparatory Level.....	62	Visual Art – Introductory.....	27, 37
Technology Education – Engineering.....	18	Visual Art – Preparatory.....	38
Technology Education (Engineering) – Introductory.....	69	Visual Arts .....	21
Textiles .....	18	Web Design .....	18
Textiles – Developmental.....	42	Web Design – Introductory.....	27, 69
Textiles – Introductory.....	27, 42	Wood Carving.....	18
Textiles – Preparatory.....	43	Woodwork.....	18
Theatre Performance – Developmental .....	40	Woodwork – Developmental.....	70
Theatre Performance – Introductory.....	27, 40	Woodwork – Introductory .....	27, 69
Theatre Performance – Preparatory.....	40	Woodwork – Preparatory .....	70
Theatre Production – Developmental .....	40	Writing .....	50
Theatre Production – Preparatory.....	41	Writing Literacy.....	74
Tourism .....	39	Yearbook .....	57
USEFUL LINKS .....	32		

