



ÉCOLE



WINDSOR

SECONDARY

2019-2020

COURSE SELECTION GUIDE

VISION

Windsor aspires to be a vibrant learning environment where individuals respect and encourage each other to develop the competencies to thrive in a rapidly changing world.

MISSION

“We strive to foster engaged, critical thinkers and compassionate, educated citizens”

At Windsor, we acknowledge and honour the history and culture of the Coast Salish people, upon whose traditional territory the North Vancouver School District resides. We express our gratitude to the Tsleil-Waututh Nation and the Squamish Nation, and we value the opportunity to learn, live and share educational experiences on this traditional territory.



ÉCOLE SECONDAIRE WINDSOR SECONDARY SCHOOL

COURSE PROGRAMMING 2019-2020

“LEARNING FOSTERS SUCCESS”

Welcome to Windsor

Welcome to the 2019-2020 School Year at Windsor Secondary School. As a bilingual school, we are proud to offer a comprehensive range of programs to meet the needs of all our students. The information provided in this book is for students and parents to collaboratively make decisions about program requirements for successive years through to graduation. We recommend that you contact the grade counsellor if you have any questions regarding your selected program of study.

The French Immersion Program

The objective of the French Immersion Program is to provide an opportunity for students to achieve functional competency in the oral and written use of the French language and to familiarize students with the culture of the Francophone community in Canada and throughout the world.

Counsellors for 2019-2020

Ms. Steve Martin	Grade 8 & Grade 11 (H - Z)
Ms. Sue Maquignez	Grade 9 & Grade 12
Ms. Mancy So	Grade 10 & International Students
Ms. Kimberly Desjardins	Grade 11 (A - G) & All Choices Program Students

Administrators for 2019-2020

Ms. Brenda Bell	Grade 12	Principal
Ms. Nancy Roberts	Grade 9, 11 & Internationals	Vice Principal
Ms. Sarah Best	Grade 8 & 10	Vice Principal

Note: Information in this guide is accurate as of January 2019 and is subject to change.

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HOW TO USE THIS GUIDE

1. Parents are invited to attend the Parent Programming meetings held in the **Multi-Purpose room** at Windsor Secondary:
 - **The current Grade 7's Programming Night will be held at 7:00pm on January 16, 2019.**
 - **The current Grade 8's-11's Programming Night will be held at 7:00pm on January 22, 2019.**
(Please see schedule below)
2. Students will attend the programming sessions offered by Windsor's counsellors at school. They will learn about the curricular requirements at each grade level and about the courses Windsor offers to meet these requirements.
3. Read this programming guide. Consider how the information you find here fits in with your educational, career, and personal goals. More detailed information relating to a specific course can be obtained from either a teacher, a counsellor, or from Windsor's school website www.windsorsecondary.ca. Note that course offerings are subject to enrollment. Information relating to graduation requirements and entrance requirements to specific post-secondary institutions can be obtained from members of the Counselling Department or by contacting the institutions directly.
4. To find course selection information on the Windsor Secondary website, go to www.windsorsecondary.ca and click on 'Programs and Services' and then "Courses", at the top of the page.
5. Discuss this information with your parents, teachers, and counsellor.
6. Complete your course selection sheet. Check to make sure your choices meet the curricular requirements for your grade level. Return your course selection sheet to Student Services by **February 21st** (**current Grade 7s return them to their Grade 7 teachers by February 21st**).

Below is an example of the information that appears with each course description. Please use this information when completing the course selection sheet for grades 9 to 12.

COURSE NAME	COURSE CODE
ENGLISH 9	MEN--09

PROGRAMMING TIMELINES

January 16: Windsor Orientation for current Grade 7 students (9am – 12pm)

January 16: Parent Programming Night – For Current Grade 7 students:

- 6:30pm (optional) Parent Tour (gather in Dukes Den by 6:20pm)
- **7:00pm Parent Presentation**

January 22 & 23: Grade Programming Assemblies in the Multi-purpose room – Current Grade 8 to 11

January 22: Parent Programming Night – For Current Grade 8 – 11 students **7:00pm**
Current grade 8 & 9 parents meet in Library and current grade 10 & 11 parents meet in Theatre

January 24 - February 14: Counsellor In-Class Visits – Current Grades 8 to 11

February 21: Course Selection Sheets due in to Grade 7 teachers – Current Grade 7's

February 21: Course Selection Sheets due in to Student Services – Current Grades 8 to 11

PROGRAM REQUIREMENTS OVERVIEW

GRADE 8 AND 9

Grade 8	Grade 9	Grade 8 French Immersion	Grade 9 French Immersion
Required Courses	Required Courses	Required Courses	Required Courses
<ul style="list-style-type: none"> English 8 French 8 Math 8 Science 8 Social Studies 8 Physical & Health Ed (PHE) 8 or Sport Academy 8 Rotation A: Applied Skills & Business * Rotation B: Careers, Art & Technology * <p>*Students requesting Band or Choir must choose from the options below.</p>	<ul style="list-style-type: none"> English 9 Math 9 Science 9 Social Studies 9 Physical & Health Ed (PHE) 9 Career Education 9 (Embedded) 	<ul style="list-style-type: none"> English 8 Français Langue Seconde-Immersion 8 Math 8 Sciences Humaines 8 <hr/> <ul style="list-style-type: none"> Sciences Naturelles 8 or Science 8 Education Physique et Santé en Plein Air 8 or PHE 8 or Sport Academy 8 Rotation A: Applied Skills & Business * Rotation B: Careers, Art & Technology * <p>*Students requesting Band or Choir must choose from the options below.</p>	<ul style="list-style-type: none"> English 9 Français Langue Seconde-Immersion 9 Math 9 Sciences Humaines 9 Career Education 9 (Embedded) <hr/> <ul style="list-style-type: none"> Sciences Naturelles 9 or Science 9 Physical & Health Ed (PHE) 9 or Sport Academy 9
Performing Arts Courses	Elective Courses	Performing Arts Courses	Elective Courses
<ul style="list-style-type: none"> Band + Rotation B or Band + Choir Choir + Rotation A 	<ul style="list-style-type: none"> Elective 1 (language) Elective 2 Elective 3 	<ul style="list-style-type: none"> Band + Rotation B or Band + Choir Choir + Rotation A 	<ul style="list-style-type: none"> Elective 1 Elective 2 <hr/> <ul style="list-style-type: none"> Education Artistique 9 (Culture et communication 9)

NOTE: Students take a minimum of eight courses in their Grade 8 and Grade 9 years. Students in Grade 9 (English stream) should consider a second language as one of their elective choices if they plan to pursue university straight out of secondary school. A language 11 (other than English) is required for some post-secondary institutions.

PERFORMING ARTS X-BLOCK COURSES FOR GRADE 8 (X-block courses are taken outside of the timetable)

- Jazz Band 8 (Students must also take Concert Band)
- Orchestral Strings 8

ELECTIVE COURSES FOR GRADE 9

- French 9 or Spanish 9
- Drama 9 General
- Music 9: Concert Choir, Chamber Choir &/or Vocal Jazz Auditioned
- Music 9: Concert Band (experience required)
- Music 9: Jazz Band (X-Block course; Students must also take Concert Band)
- Music 9: Orchestral Strings
- Visual Arts 9: General
- Education Artistique 9 (Culture et communication 9) (Only for French Immersion students)
- Foods and Nutrition 9
- Textiles 9
- Woodwork 9
- Drafting & Design 9
- Electronics & Robotics 9
- Metalwork 9
- Media Design 10

GRADE 8 ROTATION INFORMATION

All students will be enrolled in 8 courses inside the timetable. Students will automatically receive our two elective rotation combination courses as their 7th and 8th courses. These elective rotation combinations: Applied Design, Skills & Technologies & Arts Education (Rotation A) and Applied Design, Skills & Technologies, Arts Education and Career Education (Rotation B) will provide students with an opportunity to experience a broad spectrum of 10 elective courses over the year. Students requesting to take one or more performing arts education course(s) (band and/or choir) will take this/these course(s) in place of one or both rotations as outlined below.

Rotation B provides students with the Ministry required Careers Education course as well a Digital Literacy course, which is designed to build foundational skills needed in this technological age.

For students requesting to take a performing arts course, please see the options listed below for required course rotation combinations:

Performing Arts Course Combination Options

- Band + Rotation B **or** Band + Choir
- Choir + Rotation A

*Note – Students requesting Choir 8 will receive Careers Education 8 and Digital Literacy 8 embedded within their course.

Rotation course descriptions are found on the subsequent pages.

ROTATION A COURSE LIST – Applied Design, Skills & Technologies, and Arts Education

- Drama
- Textiles
- Woodwork
- Metalwork
- Entrepreneurship & Marketing

ROTATION B COURSE LIST – Applied Design, Skills & Technologies, Career and Arts Education

- Careers Education
- Digital Literacy
- Robotics
- Drafting
- Arts Education

PERFORMING ARTS COURSE COMBINATION OPTIONS

- Band + Rotation B **or** Band + Choir
- Choir + Rotation A

*note – students requesting Choir 8 will receive Careers 8 and Digital Literacy 8 embedded within their course.

X-BLOCK PERFORMING ARTS COURSES (these courses are taken outside the timetable in addition to the 8 required courses above)

- Jazz Band 8 (**Must also take Concert Band 8**)
- Orchestral Strings 8

GRADE 10, 11 AND 12

Grade 10	Grade 11	Grade 12
Required Courses	Required Courses	Required Courses
<ul style="list-style-type: none"> English 10: Literary Studies & Composition OR Literary Studies & Creative Writing Career Life Education 10 A Math 10 Social Studies 10 Science 10 A PHE or Sport Academy 10 	<ul style="list-style-type: none"> English 11: Literary Studies OR Creative Writing A Math 11 A Science 11 Social Studies 11 	<ul style="list-style-type: none"> English Studies 12 Career Life Connections & Capstone 12
Elective Courses	Elective Courses	Elective Courses
<ul style="list-style-type: none"> Elective 1* Elective 2 	<ul style="list-style-type: none"> Elective 1* Elective 2 Elective 3 Elective 4 	<ul style="list-style-type: none"> Elective 1* Elective 4 Elective 2 Elective 5 Elective 3 Elective 6

* A second language should be considered as an elective choice for students planning to attend post-secondary institutions. A language 11 (other than English) is required for some post-secondary programs.

NOTE: To receive a Dogwood Diploma: Students must complete a minimum of four credits of Arts Education and/or Applied Skills, Design & Technologies in order to graduate. These courses may be numbered “10”, “11”, or “12”. Students will be supported in meeting the required Ministry graduation standards in their Career Life Connections and Capstone class in their Grade 12 year. These standards include: A graduation transition plan that will help students set goals for post-secondary education or career pursuits, 150 minutes per week of physical activity, 30 hours of work experience or community service. Students must complete the Numeracy and Literacy Assessments required for graduation.

Grade 10 French Immersion	Grade 11 French Immersion	Grade 12 French Immersion
Required Courses	Required Courses	Required Courses
<ul style="list-style-type: none"> English 10: Literary Studies & Composition OR Literary Studies & Creative Writing Français Langue Seconde-Immersion 10 A Math 10 Sciences Humaines 10 A PHE or Sport Academy 10 <hr/> <ul style="list-style-type: none"> Sciences Naturelles 10 or Science 10 Carrieres et Leadership 10 or Career Life Education 10 (may be taken in grade 10 or 11) (see * Elective 2 note below) 	<ul style="list-style-type: none"> English 11: Literary Studies OR Creative Writing Français Langue Seconde-Immersion 11 (Études du cinéma et littérature francophones 11) A Math 11 Histoire 12 (**See note below) A Science 11 	<ul style="list-style-type: none"> English Studies 12 Graduation Transitions 12 Français Langue Seconde-Immersion 12
Elective Courses	Elective Courses	Elective Courses
<ul style="list-style-type: none"> Elective 1 * Elective 2 (Only if this required course is taken either online, or if taken in Grade 11) 	<ul style="list-style-type: none"> Elective 1 Elective 2 Communication orale 11 (Culture & communication 11) 	<ul style="list-style-type: none"> Elective 1 Elective 4 Elective 2 Elective 5 Elective 3

****NOTE: To receive a Bilingual Dogwood Diploma:** The French Immersion program requires a minimum of 13 French Immersion courses from grades 8 to 12, including Français langue 8-12 and Sciences humaines 8-10 plus Histoire 12.

Students must complete the Numeracy and Literacy Assessments required for graduation. Upon successful completion of the program, students will receive a Bilingual Dogwood Graduation Diploma. Please see pages 10-11 for further details on this comprehensive program.

All students in Grades 8-10 must take a full course load (min of 8 Courses). Grade 11's and 12's are strongly encouraged to take a full course load. Research indicates that students fully engaged in courses and school activities are more successful in the classroom. Many post-secondary institutions have declared they do take into consideration the breadth of courses applicants have taken in their Grade 11 and 12 years, as well as courses specific to their intended area of study.

ELECTIVE COURSES FOR GRADES 10, 11, 12 OFFERED AT WINDSOR

<p>ENGLISH</p> <ul style="list-style-type: none"> • Creative Writing 11 • Literary Studies 11 • Spoken Language 12 <p>FRENCH IMMERSION</p> <ul style="list-style-type: none"> • Carrieres et Leadership 10 • Communication orale 11 <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Calculus 12 • Foundations12 • Pre-Calculus 12 • Geometry 12 <p>LANGUAGES</p> <ul style="list-style-type: none"> • French 10, 11, 12 • Spanish 9, 10, 11, 12 <p>SCIENCE</p> <ul style="list-style-type: none"> • Life Sciences (Bio) 11 • Anatomy & Physiology (Bio)12 • Chemistry 11, 12 • Earth Sciences 11 • Physics 11, 12 <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Comparative Cultures 12 • Physical Geography 12 • 20th Century World History 12 • Law Studies12 • Social Justice 12 	<p><u>APPLIED DESIGN, SKILLS & TECHNOLOGIES:</u></p> <p>BUSINESS EDUCATION</p> <ul style="list-style-type: none"> • Accounting 11, 12 • Financial Accounting 12 • Economics 12 • Marketing & Promotion 11 • YELL (Entrepreneurship 12)* <p>INFORMATION & COMMUNICATIONS TECHNOLOGY</p> <ul style="list-style-type: none"> • Media Design 10, 11, 12 • Computer Programming 11, 12 • Media Journalism (Yearbook) 10 • Graphic Production (Yearbook) 11, 12 <p>TECHNOLOGY EDUCATION</p> <ul style="list-style-type: none"> • Auto Tech 11, 12 • Auto Tech 12 (Engine & Drive Train) • Drafting 10, 11, 12 • Electronics & Robotics 10 • Electronics 11, 12 • Metalwork 10,11,12 • Robotics 12 • Woodwork 10,11,12 • Woodwork 12 Furniture & Cabinetry <p>HOME ECONOMICS & CULINARY ARTS</p> <ul style="list-style-type: none"> • Foods Studies 10, 11, 12 • Textiles 10, 11, 12 • Fashion Industry 12 	<p><u>ARTS EDUCATION:</u></p> <p>VISUAL ARTS</p> <ul style="list-style-type: none"> • Art Studio 10, 11, 12 • Photography 11, 12 • Senior Portfolio Preparation 12 <p>DRAMA</p> <ul style="list-style-type: none"> • Drama 10, 11,12 <p>MUSIC</p> <ul style="list-style-type: none"> • Concert Band 10, 11, 12 • Jazz Band 10, 11, 12 • Orchestra 10, 11, 12 • Concert Choir 10, 11, 12 • Chamber Choir 10, 11, 12 • Vocal Jazz 10,11, 12 <p>-----</p> <p>PHYSICAL & HEALTH EDUCATION</p> <ul style="list-style-type: none"> • Hockey Skills Academy* 10,11,12 • Soccer Skills Academy* 10,11,12 • Dance Academy 10,11,12* • Physical & Health Ed 10:Activity & Sports <u>OR</u> Fitness & Conditioning • Active Living 11, 12 • Kinesiology 11 • Fitness & Conditioning 11,12 <p>-----</p> <p>WORK EXPERIENCE</p> <ul style="list-style-type: none"> • Work Experience 12A, 12B <p>YOUTH WORK IN TRADES (formerly Secondary School Apprenticeship-SSA)</p> <ul style="list-style-type: none"> • Youth Work in Trades 11, 12
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*Academy courses and District Enhanced Programs require NVSD District application. Please see page 85 for link to the District Academy site for more information and applications.

GRADUATION PROGRAM REQUIREMENTS

Students must earn a minimum of 80 credits to graduate in BC, consisting of 52 required credits and 28 elective credits. Listed below are the requirements for graduation. Note: Students going on to post-secondary need to fulfill the “exit” requirements for graduation plus the “entrance” requirements for their specific post-secondary program.

BC MINISTRY OF EDUCATION GRADUATION REQUIREMENTS INFORMATION LINK:

<https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/graduation-requirements>

Students are to continually review their Transcript for accuracy and progress towards graduation. Students review their Transcript Verification Report online through the Ministry of Education Student Transcript Service (STS) here:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/transcripts-and-certificates/about-studenttranscripts>

REQUIRED CREDITS (52)	
English 10: Students have 2 choices: Literary Studies & Composition OR Literary Studies & Creative Writing	4 credits
English 11: Students have 2 choices: Creative Writing 11 OR Literary Studies 11	4 credits
English Studies 12	4 credits
Social Studies 10	4 credits
Explorations in Social Studies 11	4 credits
Science 10	4 credits
A Science 11 or 12	4 credits
A Mathematics 10**: Workplace Mathematics or Foundations of Mathematics & Pre-Calculus	4 credits
A Mathematics 11 or 12	4 credits
Physical & Health Education 10	4 credits
An Arts Education or Applied Skills, Design & Technologies 10, 11 or 12	4 credits
Career Life Education 10	4 credits
Career Life Connections <ul style="list-style-type: none"> • Community Connections (30 hours work &/or community service + written component) • Personal Integrated Plan for Post-Graduation (Career, Education, Finances, Health & Well-being) • Capstone Project 	4 credits
Mandatory Provincial Numeracy and Literacy Assessments	Assessment scores will be reported on students' Transcripts
ELECTIVE CREDITS (28) (grades 10-12)	
Students must earn at least 28 credits in grades 10-12	28 credits
TOTAL CREDITS (80)	
Of the 80 credits for graduation, at least 16 credits must be at the grade 12 level, including English Studies 12.	80 credits

BEYOND 80 CREDITS: Eighty credits represent the minimum necessary for graduation. We encourage students to take full advantage of the opportunity to take a variety of courses to complete up to 96 credits (a full course load for grades 10– 12).

Provincial Graduation Assessments*

Graduation assessments have changed to align with the new curriculum. As part of the updated graduation requirements, students in the [B.C. Graduation Program](#) will have to complete three provincial assessments. They will focus on the demonstration and application of **numeracy** and **literacy**.

- [Graduation Numeracy Assessment – Grade 10](#) (graduation requirement)
- [Graduation Literacy Assessment – Grade 10](#) (graduation requirement starting in 2019/20)
- [Graduation Literacy Assessment – Grade 12](#) (graduation requirement starting in 2020/21)

B.C.'s provincial assessments remain rigorous and based on learning standards to evaluate student achievement, Core Competencies, and literacy and numeracy skills.

French Immersion students will be required to complete the assessments as outlined above, plus additional French Literacy Assessments; one at the grade 10 level and one at the grade 12 level.

***IMPORTANT NOTE: THIS INFORMATION WAS TAKEN FROM THE BC MINISTRY OF EDUCATION WEBSITE LINKS ABOVE- JANUARY 2019- AND IS SUBJECT TO CHANGE.**

STUDY BLOCK

Senior students may apply for a study block if **ALL** of the following criteria is met:

- You are a grade 11 or grade 12 student
- You have a challenging course load
- You have a good attendance history (grades 8-12)
- You have a good record of citizenship
- You have time constraints due to extra-curricular activities

Students must complete a study block application by the course selection form deadline and submit it by **attaching it to their course selection form**. Your application informs us of your interest, and does not guarantee that a study block will be granted. Grade counsellors and a school Administrator will review and approve or disapprove all study block applications. If approved, students are expected to be in the common areas of the school working on course work during their study block time.

IMPORTANT TO CONSIDER: A study block is not worth any course credit. By choosing a study block instead of another course, the student will not earn the 4 credits towards graduation that other courses would provide. It is the student's responsibility to determine how a study block will affect your graduation status and post-secondary choices. Many post-secondary institutions have declared they do take into consideration the breadth of courses applicants have taken in their Grade 11 and 12 years, as well as courses specific to their intended area of study.

For further information on the study block application process, please see your grade counsellor.

FRENCH IMMERSION PROGRAM INFORMATION

Students intending on graduating from the French Immersion Program are required to take a minimum of 13 French Immersion courses during their grade 8 to 12 years. These courses are reserved for students enrolled in the French Immersion program only.

Students must take a Grade 12 French Provincial Exam prior to graduation. Upon successful completion of the program, students will receive a Bilingual Dogwood Graduation Diploma.

The French Immersion program requires students to take two core academic subjects in French: Français langue and Sciences humaines. These two core areas count toward 9 of the required 13 minimum courses and are outlined below:

9 required courses to be taken in French:

- Français langue grades 8 – 12 (counts as 5 of the minimum 13 courses)
- Sciences humaines grades 8 – 10 plus Histoire 12 (counts as 4 of the minimum 13 courses)

4 additional courses from the lists below are required to be taken to complete the course count to 13 French Immersion courses. (Note: At least one of the following courses must be at the grade 10 or 11 level.)

The following courses are required and must be taken in either French or English. If taken in French, they will count toward the French Immersion 13-course minimum:

- Sciences naturelles 8 or Science 8
- Sciences naturelles 9 or Science 9
- Sciences naturelles 10 or Science 10
- Education Physique et Santé en Plein Air 8 or PHE 8 or Sport Academy 8
- Carrières et leadership 10 (taken in place of Career Life Education 10) *may be taken in either grade 10 or grade 11 but will count toward the required Career Life Education 10 course

The following courses are offered only in French. These elective courses may also count toward the 13-course minimum:

- Education artistique 9 (Culture et communication 9) (open to grades 9 or 10)
- Communication orale 11 (Culture et communication 11) (open to grades 11 or 12)

EDUCATION ARTISTIQUE 9 (FRENCH IMMERSION) (Culture et communication 9) | FEAF-09

In this French Immersion elective course, students in grade 9 and 10 will develop their oral language abilities through the exploration of various art forms from the francophone world. Creative arts such as drama, dance, visual arts and music may be used to inspect perspective and varied experiences and cultures in French. Students will focus on the following big ideas:

- Identity is explored, expressed, and impacted through arts experiences;
- The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures;
- Creative arts experiences can build community and nurture relationships with others;
- Dance, drama, music, and visual arts each use their own unique sensory language for creating and communicating.

COMMUNICATION ORALE 11 (FRENCH IMMERSION)(Culture et communication 11) | FSPLG11

In this French Immersion elective course, students will continue developing their oral language abilities through authentic communication and situations inspired by the Francophone world. This course is open to students in grades 11 and 12 and will focus on the following big ideas:

- Linguistic variations offer cultural reference points within the French-speaking world;
- Linguistic and cultural identities are shaped by what we hear, see, read, and write;
- The message conveys the intentions of the writer;
- The voice is powerful and evocative.

Students who complete this course may be eligible to participate in a district trip to France.

FRENCH IMMERSION PROGRAM PLANNING TOOL

Blocks	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	English 8	English 9	English 10	English 11	English 12
2	Français langue 8	Français langue 9	Français langue 10	*Français langue 11	Français langue 12
3	Sciences humaines 8	Sciences humaines 9	Sciences humaines 10	Histoire 12	Career Life Connections & Capstone 12
4	Math 8	Math 9	Math 10	Math 11	Elective
5	Sciences naturelles 8 or Science 8	Sciences naturelles 9 or Science 9	Sciences naturelles 10 or Science 10	Science 11 (Physics, Life Sciences or Chemistry)	Elective
6	PE 8 or Academy 8 or Education physique et santé en plein air 8	PE 9	PE 10	Elective OR Communication orale 11	Elective
7	Elective	Elective or Education artistique 9	Career Life Education 10 OR Carrières et leadership 10	Elective	Elective
8	Elective	Elective	Elective	Elective	Elective

Required courses for bilingual Dogwood offered in French

FRENCH OPTIONAL COURSES CHECKLIST:

(must take minimum of 4, AND at least 1 of these must be at grade 10 or 11 level)

- | | |
|---|---|
| <input type="checkbox"/> Sciences naturelles 8 | <input type="checkbox"/> Sciences naturelles 10 |
| <input type="checkbox"/> Éducation et santé en plein air 8 | <input type="checkbox"/> Carrières et leadership 10 (open to grades 10/ 11) |
| <input type="checkbox"/> Sciences naturelles 9 | <input type="checkbox"/> Communication orale 11 (open to grades 10/11) |
| <input type="checkbox"/> Education artistique 9 (open to grades 9/10) (formerly Culture et communication 9) | <input type="checkbox"/> (formerly Culture et communication 11) |

REQUIRED CORE COURSES CHECKLIST: *(must take all courses)*

- | | |
|--|--|
| <input type="checkbox"/> Français langue 8 | <input type="checkbox"/> Sciences humaines 10 |
| <input type="checkbox"/> Sciences humaines 8 | <input type="checkbox"/> *Français langue 11 |
| <input type="checkbox"/> Français langue 9 | (Études du cinéma et littérature francophones 11) |
| <input type="checkbox"/> Sciences humaines 9 | <input type="checkbox"/> Histoire 12 (recommend to be taken in Grade 11) |
| <input type="checkbox"/> Français langue 10 | <input type="checkbox"/> Français langue 12 |

COURSE DESCRIPTIONS

APPLIED DESIGN, SKILLS & TECHNOLOGIES

Supplemental Fees in the Applied Skills Department support take home projects and enhancement materials.

The Grade 8 ADST course descriptions can be found in the Grade 8 course selection guide.

BUSINESS EDUCATION

ACCOUNTING 11	MAC--11	
FINANCIAL ACCOUNTING 12	MFA--12	

Big Ideas

Services and products can be designed through consultation and collaboration.

Financial literacy promotes sound and effective business design.

Tools and technologies can be adapted for specific purposes.

Accounting is called the “language of business.” In this course, students will learn fundamental financial literacy that will promote life-long financial well-being of both individuals & businesses. Students who have aspirations of working in the business world or being entrepreneurs require accounting skills. Similarly, students who intend to major in Commerce or Business Administration will find this course extremely valuable to their post-secondary studies. Subject matter includes basic general accounting principles, analyzing transactions; working through the complete accounting cycle; preparing trial balances, worksheets, and financial statements. In addition, students will be taught effective use of spreadsheets, and the fundamentals of how to use financial documents to make financial decisions. Through participation in fun, interactive projects including the Junior Achievement Titan Business Simulation Game and an in-class stock market game, students will learn to develop critical thinking skills to choose or develop ethical strategies and solutions.

ACCOUNTING 12	MACC-12	
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Accounting 12 is a continuation of Accounting 11. It is intended for students who wish to develop a more in-depth accounting and economics background. This course forms a foundation on which an accountancy or commerce degree may be built. Highlights of this course include: more general accounting principles, specialized accounting, cash control and banking, inventory systems and methods, financial reporting, industry best practices, and financial statements analysis. In addition, students will be taught more uses of spreadsheets, effective communication skills, and how to use financial documents to analyze and present financial decisions. Through participation in fun, interactive projects including the Junior Achievement Titan Business Simulation Game and an in-class stock market game, students will learn to develop critical thinking skills to choose or develop ethical strategies and solutions.

ECONOMICS 12	MEC--12	
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Big Ideas

Financial and economic *literacy* promotes the financial and economic well-being of both individuals and businesses.

Business creates opportunities to enable change.

Tools and technologies can be adapted for specific purposes.

Economics is a valuable course for students planning to apply for Business at the post-secondary level or those interested in the world of business. Following the Big Ideas for Economics listed above, students will learn how financial and

economic literacy can help students appreciate and understand major social and financial issues that exist in Canada, around the world and in their own personal lives. This course provides students with extremely relevant knowledge and applicable skills to understand individual, business and government practices that will help students formulate their own opinions and potentially enable change in the future. Highlights of this fun and engaging course include a stock market challenge, market simulation games, economic debates, as well as various group and independent projects. Students will research and communicate through the applied design process using a variety of applied skills and technologies. Units include:

Introduction to Micro and Macro Economics	<ul style="list-style-type: none"> The Economic Problem, Opportunity and Sunk Costs, Economics in Everyday Life
Monetary and Fiscal Policy in British Columbia and Canada	<ul style="list-style-type: none"> Structure and operation of the Canadian economic system, government actions and impact on the market
Supply and Demand	<ul style="list-style-type: none"> Demand, supply, equilibrium, marginal utility theory, consumer choice and elasticity
Market Structures	<ul style="list-style-type: none"> Business Cycle, competition in the market, industry practices
Money, Banking and the Stock Market	<ul style="list-style-type: none"> Money and mediums of exchange, economic indicators
International Trade	<ul style="list-style-type: none"> Global markets, economic efficiency and specialization

MARKETING & PROMOTION 11	MMAP-11	
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ADST- Marketing and Promotion Big Ideas		
Marketing services and products can be designed through consultation and collaboration.	Personal design choices require the evaluation and refinement of skills.	Tools and technologies can influence people's lives.

This course would be offered every other year to senior students. The focus of this course is on marketing products and services designed through consultation and collaboration with our neighbouring communities and school. Students will develop an in-depth understanding the role that advertising plays into their lives domestically and globally. This includes but is not limited to the promotional strategies, test marketing, segmentation and targeting marketing that society is exposed to daily. Students will be able to understand ways to improve the marketability of products and services through social and ethical marketing including the ethics of cultural appropriation. Students will begin the course by understanding context by conducting user-centered research before defining a point of view for a chosen promotional opportunity to test in a potential market.

Curricular Competencies	<p>Students are expected to be able to implement the Applied Design and Applied Skills and Technology process by</p> <ul style="list-style-type: none"> Understanding Content Defining Ideating Prototyping Testing Making Sharing 	Content	<p>Students are expected to understand:</p> <ul style="list-style-type: none"> Marketing and promotion opportunities within a local community Advertising in a global and domestic context Marketing process Social and ethical marketing Marketing and promotional strategies Types of advertising that can influence diverse target market groups online and offline Influence of corporate sponsorship, including naming rights Interpersonal and public relations skills to promote products or services and interact with potential consumers Event planning, coordination and facilitation skills Career options in marketing and promotion
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ENTREPRENEURSHIP 12 -YOUNG ENTREPRENEUR LEADERSHIP LAUNCHPAD (YELL)*	MENT 12	
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ADST- Marketing and Promotion Big Ideas		
Design for the life cycle includes consideration of social and environmental impacts.	Services and products can be designed through consultation and collaboration.	Tools and technologies can be adapted for specific purposes.

YELL is open to grade 11 and 12 students. There are no prerequisites for this course however, it is considered to be a District enhanced program and therefore, has an application process. Please see the district website for the application process. There are three large sections of this course. The first one being the “accelerator,” which covers the core concepts of the lean entrepreneurship and cover topics including; design thinking, resiliency, marketing, financial projections, customer discovery and more. Throughout this portion of the course, students will also hear advice, stories and engage in dialogue with these local leaders who have volunteered to attend YELL classes as guest speakers. The second portion of the course referenced as the “Idea Incubator,” students are to put the theory learned from the accelerator stage into practice. YELL students will be put into groups to brainstorm, discuss, agree and create a business concept which they will then present to a panel of judges at the end of the year called the “Venture Challenge.” Teams are encouraged to get out of the classroom and discover potential customers, identify and test assumptions, pivot their ideas based on their discoveries when creating their business pitch. Students who are looking to develop a professional skillset or have a strong interest in business and entrepreneurship are encouraged to take this class! To find out more about YELL and the work they do with schools across British Columbia, go to www.weyell.org.

This is an X block course which will meet Mondays from 3:30 to 6pm.
 *Application-based entry through the North Vancouver School District (use this link for more information and to apply): <http://www.sd44.ca/ProgramsServices/Careers/Pages/YELL.aspx>

Curricular Competencies	<p>Students are expected to be able to implement the Applied Design and Applied Skills and Technology process by</p> <ul style="list-style-type: none"> ➤ Understanding Content ➤ Defining ➤ Ideating ➤ Prototyping ➤ Testing ➤ Making ➤ Sharing 	Content	<p>Students are expected to understand:</p> <ul style="list-style-type: none"> ➤ Recognition of entrepreneurial opportunities ➤ Types of business ventures and social entrepreneurship ➤ Factors that can promote innovation and entrepreneurial success, including networking, product/service knowledge, and marketing analysis ➤ Characteristics of the global market and local economic trends ➤ Components of starting a small business ➤ Design for the life cycle ➤ Interpersonal and presentation skills to promote products/services and to interact with clients.
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HOME ECONOMICS & CULINARY ARTS

FOODS STUDIES 9

MADFS09

Explores the social, ethical, and environmental considerations surrounding food consumption and production. Some of which includes: food-borne illnesses, food preparation and design, factors that influence availability of food, ethical issues surrounding food and First Peoples traditional food use.

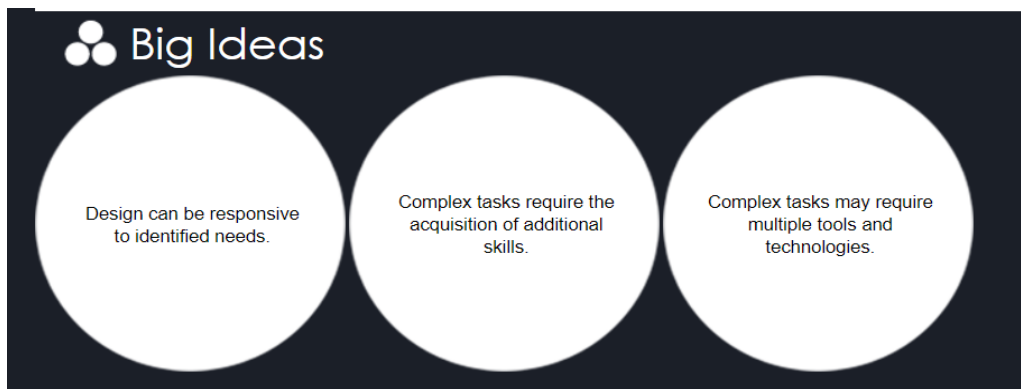
Supplemental Fee: \$35.00

TEXTILES 9

MADT-09

This is an introductory course for Grade 9 students who have an interest in clothing, fashion trends, and learning how to sew. Students will learn about the design process and that complex tasks may require multiple hand and/or machine tools and technologies. They will use their new skills to create and design several projects including sweatpants, sweatshirt and a zipper hoodie. Students will also consider ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student. The supplemental fee is used to purchase supplies that enhance the regular curriculum and the small projects that are made.

Supplemental Fee: \$25.00

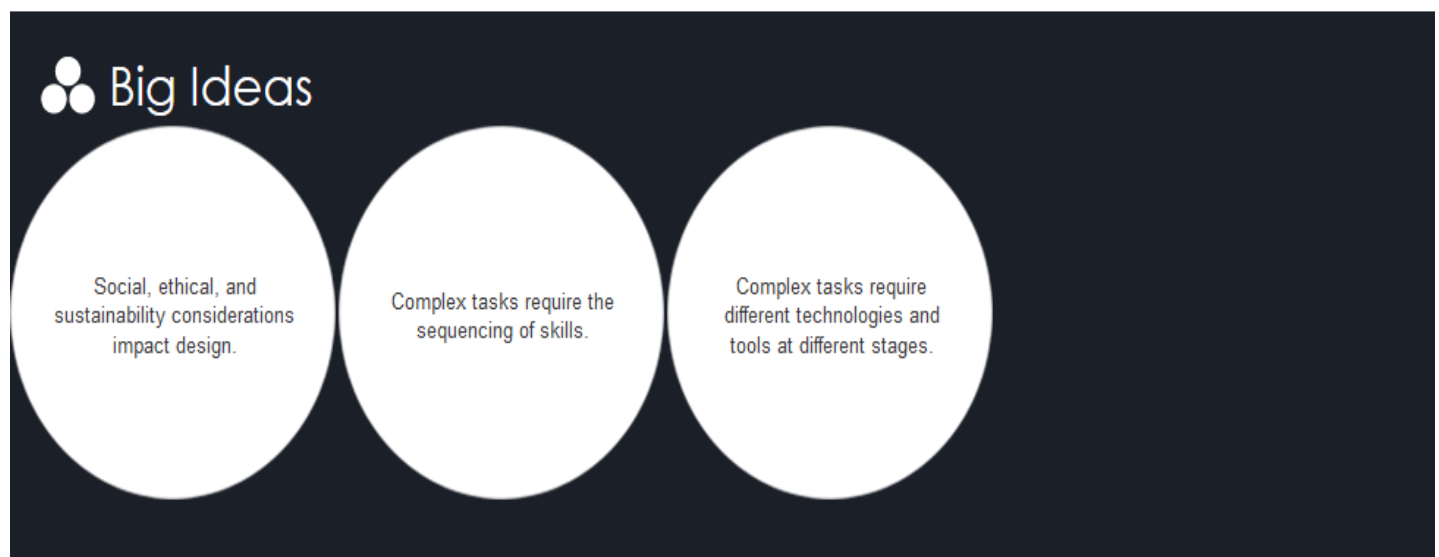


FOOD STUDIES 10

MFOOD10

Explores the social, ethical, and environmental considerations surrounding food consumption and production. Sample topics include: food contamination outbreaks, meal preparation, planning and eating practices, the relationship between eating practices and mental and physical well-being, food trends, food systems and First Peoples food protocols.

Supplemental Fee: \$35.00

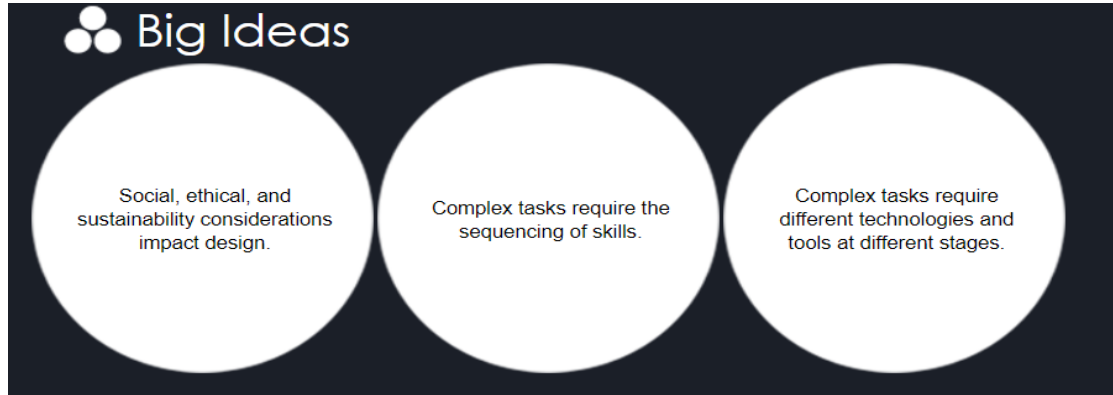


TEXTILES 10

MTXT-10

This is a course for Grade 10 students who have an interest in clothing, fashion trends, and developing their sewing skills. Students will learn about the design process, and will learn that complex tasks may require multiple hand and/or machine tools and technologies. They will use basic and advanced skills to create and design several sewing projects. Students will also consider ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student. The supplemental fee is used to purchase supplies that enhance the regular curriculum and the small projects that are made.

Supplemental Fee: \$25.00

**FOODS STUDIES 11**

MFOOD11

Explores the social, ethical, and environmental considerations surrounding food consumption and production. Sample topics include: food recalls, recipe development, food security, food guides and nutrition, the role of the government in keeping food safe, food marketing and design and its impact on society.

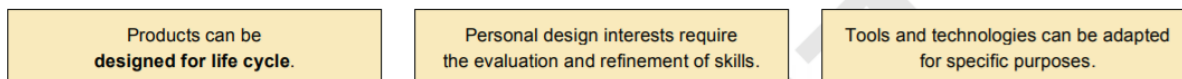
Supplemental Fee: \$40.00

TEXTILES 11

MTXT-11

Students build on their knowledge about fashion, textiles and sewing techniques to create the latest trends in clothing. Most projects are chosen by students based on their skill level and will focus on further developing their sewing techniques, using and modifying patterns and using different fabrics to make clothing items. Students will also learn about current fashion trends, elements of design, while considering ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student. The supplemental fee is used to purchase supplies that enhance the regular curriculum and the small projects that are made.

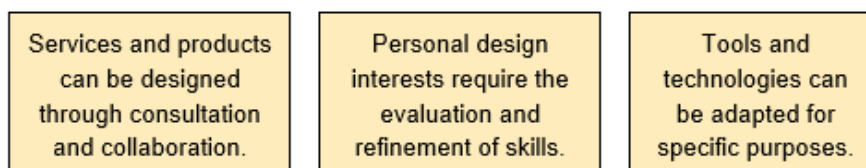
Supplemental Fee: \$25.00

BIG IDEAS**FOOD STUDIES 12**

MFOOD12

Explores the social, ethical, and environmental considerations surrounding food consumption and production. Some of which includes: multi-course meal development and preparation, food safety and regulations surrounding food production, nutrition and healthy eating, indigenous food subsistence and independence.

Supplemental Fee: \$40.00

BIG IDEAS

TEXTILES 12	MTXT-12	
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This course further develops the knowledge and techniques learned in previous Textiles classes. Students will learn advanced sewing techniques and work with challenging fabrics. They will apply principals and elements of design, perform pattern adaptations, and construct several clothing items. Projects are chosen by students based on their skill level. Students will also learn about current fashion trends, elements of design, fashion marketing and advertising, while considering ways to minimize waste and their impact on the environment. All supplies and materials are to be chosen and purchased by the student. The supplemental fee is used to purchase supplies that enhance the regular curriculum and the small projects that are made.

Supplemental Fee: \$25.00

BIG IDEAS

Products can be
designed for life cycle.

Personal design interests require
the evaluation and refinement of skills.

Tools and technologies can be adapted
for specific purposes.

FASHION INDUSTRY 12	MFIND12	
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This course has been developed to support and encourage students to explore the creativity and individuality of basic fashion design concepts. Students will gain skills and knowledge in the fashion industry, while sketching and designing clothing items. They will also apply their knowledge of the elements and principles of design to alter an existing garment or create an original garment. Students will have the opportunity to develop a portfolio that will explore concepts in trends, accessories, design, product development, and marketing. This course is designed to help prepare students who have a passion and want to pursue a career in Fashion Design.

Supplemental Fee: \$25.00

BIG IDEAS

Products can be
designed for life cycle.

Personal design interests require
the evaluation and refinement of skills.

Tools and technologies can be adapted
for specific purposes.

INFORMATION & COMMUNICATION TECHNOLOGY

MEDIA DESIGN 10

MMEDD10

ADST- Media Design Big Ideas

Personal Design choices require self-exploration and refinement of skills.

Social, ethical and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

Media Design 10 (open to grade 9 and grade 10 students) is a course designed to provide students with the fundamentals, knowledge, skills to explore personal design choices through the appropriate tools and technology. Students will study and consider the impact that design can have social, ethical and sustainability issues. Students will also be encouraged to think creatively when exploring a variety of programs including some of the following:

Curricular Competencies	Students are expected to be able to implement the Applied Design process (below) and Applied Skills and Applied Technologies. <ul style="list-style-type: none"> ➤ Understanding Context ➤ Defining ➤ Ideating ➤ Prototyping ➤ Testing ➤ Making ➤ Sharing 	Content	Students are expected to understand: <ul style="list-style-type: none"> ➤ Elements & principles of design ➤ Image development and design strategies ➤ Personal interpretation of and preferences of selected media artworks ➤ Media production and design life cycle ➤ Key characteristics and artistic styling in media artworks to explore multiple viewpoints and to explore the First Peoples perspectives in Canada ➤ Professional design skills for potential clients
Programs	<ul style="list-style-type: none"> • Illustrator, Photoshop, Lightroom, InDesign, Animate, After Effects, Premier Pro 		

This course will be offered every second year and is open to all grade 9 and 10 students.

WEB DEVELOPMENT 10

Available in 2020-2021

ADST- Computer Programming Big Ideas

Personal design choices require self-exploration and refinement of skills.

Social, ethical, and sustainability considerations impact design choices.

Tools and technology have an impact on people's lives.

Web Development 10 (open to grade 9 and grade 10 students) is a course designed to provide students with the fundamentals, knowledge, skills to explore personal design choices through the appropriate tools and technology. Students will study and consider the needs and interests that drive the web development process which includes the social, ethical and sustainability considerations needed. Students will also be encouraged to think creatively when exploring a variety of programs including some of the following:

Curricular Competencies	Students are expected to be able to implement the Applied Design process (below) and Applied Skills and Applied Technologies. <ul style="list-style-type: none"> ➤ Understanding Context ➤ Defining ➤ Ideating ➤ Prototyping ➤ Testing ➤ Making ➤ Sharing 	Content	Students are expected to understand: <ul style="list-style-type: none"> ➤ Elements & principles of design ➤ Image development and design strategies ➤ Personal interpretation of and preferences of selected media artworks ➤ Media production and design life cycle ➤ Key characteristics and artistic styling in media artworks to explore multiple viewpoints and to explore the First Peoples perspectives in Canada ➤ Professional design skills for potential clients
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This course will be offered every second year and is open to all grade 9 and 10 students, starting in the 2020-2021 school year.

MEDIA DESIGN 11	MMEDD11	
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ADST- Media Design Big Ideas		
Design for the life cycle includes consideration of social and environmental impacts.	Personal design choices require self-exploration, evaluation, and the refinement of skills.	Tools and technologies can influence people's lives.

Media Design 11 is a computer-based course that provides students with the opportunity to explore, evaluate and refine their computer designing skills. Inspired by social and environmental influences, students will be challenged to think critically and creatively to plan, develop and design digital projects. After self and peer reflection and refinement, students will produce impactful designs through a variety of tools and technologies. The following

Curricular Competencies	Students are expected to be able to implement the Applied Design process (below) and Applied Skills and Applied Technologies.	Content	Students are expected to understand:
	<ul style="list-style-type: none"> ➤ Understanding Context ➤ Defining ➤ Ideating ➤ Prototyping ➤ Testing ➤ Making ➤ Sharing 		<ul style="list-style-type: none"> ➤ Elements & principles of design ➤ Image development and design strategies ➤ Personal interpretation of and preferences of selected media artworks ➤ Media production and design life cycle ➤ Key characteristics and artistic styling in media artworks to explore multiple viewpoints and to explore the First Peoples perspectives in Canada ➤ Professional design skills for potential clients
Programs	<ul style="list-style-type: none"> • Illustrator, Photoshop, Lightroom, InDesign, Animate, After Effects, Premier Pro 		

MEDIA DESIGN 12	MMEDD12	
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ADST- Media Design Big Ideas		
Design for the life cycle includes consideration of social and environmental impacts.	Personal design choices require self-exploration, evaluation, and the refinement of skills.	Tools and technologies can influence people's lives.

This course is a continuation of Media Design 11. With experience in a variety of Adobe and online programs, students will have the opportunity to further explore digital media and develop their own ideas, designs and projects. Students will focus on building their own portfolio to support post-secondary applications and future career prospects. Over the year, students are expected to develop and create 8 projects using a variety of skills and technologies following the user-centered research model divided into the five stages listed below. This course is recommended for students who are organized and work well independently in order to meet personal design goals and deadlines.

<ul style="list-style-type: none"> • STAGE 1 • STAGE 2 • STAGE 3 • STAGE 4 • STAGE 5 	<ul style="list-style-type: none"> ➤ Defining, Ideating and Planning ➤ Prototyping and Testing ➤ Evaluating and Developing ➤ Making and Sharing ➤ Reflecting
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ADST- Media Design Big Ideas

The design cycle is an ongoing reflective process.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.
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Computer Programming 11 is a project based course, designed to provide students with the opportunity to explore and learn a variety of computer coding languages for web development, animations, simple game design and more. All students, regardless of previous computer knowledge and experience, are welcome to take this course to learn an introductory level of programming skills or advance what they already know. Utilizing the applied design process, students will challenge themselves to think critically and creatively to plan, develop and implement digital projects that consider personal, social and global subjects. Highlights of the course include; programming spherical robots to travel through student made mazes, as well as programming micro:bits ('tiny computers') to create a variety of visual and audio output. Using the programs and content listed below, students will discover how computer programming is so intricately involved in our day-to-day lives and global future development, through a variety of applied skills and technologies.

<ul style="list-style-type: none"> Curricular Competencies 	<p>Students are expected to be able to implement the Applied Design process (below) and Applied Skills and Applied Technologies.</p> <ul style="list-style-type: none"> Understanding Context Defining Ideating Prototyping Testing Making Sharing 	<ul style="list-style-type: none"> Content 	<ul style="list-style-type: none"> Design cycles and opportunities Problem decomposition Structures with existing code and ways to modify existing code to meet specific purposes Basic programming languages to support input/output, logic, decision structure and loops translation of design specifications into course code appropriate use of technology, including digital citizenship, etiquette and literacy
	<ul style="list-style-type: none"> Programs 		<ul style="list-style-type: none"> Must, Dreamweaver, Illustrator, Animate, Online Website Builders, Online Coding Software

ADST- Computer Programming Big Ideas

The design cycle is an ongoing reflective process.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Tools and technologies can be adapted for specific purposes.
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This course is a continuation of Computer Programming 11. In this course, students will have the creative freedom to guide their own learning in programming, communications and web design. Students will develop and create 8 projects using a variety of skills and technologies following the user-centred research model divided into the five stages listed below. This course is recommended for students who are organized and work well independently in order to meet personal design goals and deadlines.

<ul style="list-style-type: none"> STAGE 1 STAGE 2 STAGE 3 STAGE 4 STAGE 5 	<ul style="list-style-type: none"> Defining, Ideating and Planning Prototyping and Testing Evaluating and Developing Making and Sharing Reflecting
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MEDIA/JOURNALISM 10 (YEARBOOK 10)

YCCT-0A

Media/Journalism 10 is a hands-on course that teaches students real life experience in the creation of a memory book from concept, theme and layout to final production. Students who are interested in photography, layout design and who have strong organization skills and discipline will find this course fun, challenging and rewarding. This is an X block course which meets after school and during lunchtimes (Days TBD).

GRAPHIC PRODUCTION 11 (YEARBOOK 11)

MGRPR11

Graphic Production 11 is a course designed to provide students with the opportunity to consider media design life cycles, refine their skills with regards to tools and technology and produce a yearbook. Students will study and consider the impact that design can have social, ethical and sustainability issues specific to their clients (Windsor students.) Students will also be encouraged to think creatively when exploring a variety of programs to produce not only a collage of photos but an editorial for students to enjoy for decades after they graduate. This is an X block course which meets after school and during lunchtimes (Days TBD).

The programs include but are not limited to:

• Curricular Competencies	Students are expected to be able to implement the Applied Design process (below) and Applied Skills and Applied Technologies. <ul style="list-style-type: none"> ➤ Understanding Context ➤ Defining ➤ Ideating ➤ Prototyping ➤ Testing ➤ Making ➤ Sharing 	• Content	Students are expected to understand: <ul style="list-style-type: none"> ➤ Design and production opportunities ➤ Technologies for image development ➤ Elements and principles of design as a communication tool for their clients ➤ Intellectual property use (ethics, moral and legal considerations) ➤ Standards of production specific to yearbook printing ➤ Graphic design through various stages of project ➤ Use of typography to communicate a message or idea ➤ Material organization, planning, timelines and deadlines specific to the yearbook.
	• Programs		<ul style="list-style-type: none"> • Illustrator, Photoshop, Lightroom, InDesign

GRAPHIC PRODUCTION 12 (YEARBOOK 12)

MGRPR12

Graphic Production 12 is a course that is an extension of Graphic Production 11. Graphic Production 11 however, is not a pre-requisite to this course. Students in this course will consider media design life cycles, refine their skills with regards to tools and technology and produce a yearbook. Students will study and consider the impact that design can have social, ethical and sustainability issues specific to their clients (Windsor students.) Students will also be encouraged to think creatively when exploring a variety of programs to produce not only a collage of photos but an editorial for students to enjoy for decades after they graduate. This is an X block course which meets after school and during lunchtimes (Days TBD).

The programs include but are not limited to:

• Curricular Competencies	Students are expected to be able to implement the Applied Design process (below) and Applied Skills and Applied Technologies. <ul style="list-style-type: none"> ➤ Understanding Context ➤ Defining ➤ Ideating ➤ Prototyping ➤ Testing ➤ Making ➤ Sharing 	• Content	Students are expected to understand: <ul style="list-style-type: none"> ➤ Design and production opportunities ➤ Technologies for image development ➤ Elements and principles of design as a communication tool for their clients ➤ Intellectual property use (ethics, moral and legal considerations) ➤ Standards of production specific to yearbook printing ➤ Graphic design through various stages of project ➤ Use of typography to communicate a message or idea ➤ Material organization, planning, timelines and deadlines specific to the yearbook.
	• Programs		<ul style="list-style-type: none"> • Illustrator, Photoshop, Lightroom, InDesign

TECHNOLOGY EDUCATION

Technology Education aims to develop technological knowledge and skill in the following areas of technology:

- Communication (graphics, drafting, CAD - Computer Assisted Drafting)
- Control (broad principles of switching, sensing, and regulating)
- Energy and Power (electronics, robotics, alternate energy)
- Production (construction and manufacturing in metal, wood, plastics)
- Self and Society (understanding technology and society)
- Transportation systems (automotive, power technology)

Technology education has broader aims than traditional skill training. It aims to provide students with an understanding of how technology influences society and how societal values influence the course of technology.

Technology education prepares the student:

- to be a responsible citizen in a technological society
- to meet career challenges required in today's changing workplace

Technological activity involves the creative, inventive, and innovative use of knowledge, skills, tools and materials to modify the physical world, improve the quality of life, and extend human potential. Courses in the technology education department are recommended for those planning to enter post-secondary training in technology.

EVALUATION

All technology education courses are evaluated on the basis of:

1. Practical work - projects, labs, exercises
2. Theoretical work - quizzes, tests, term exams
3. Shop mark - work habits, safety, notebook

Supplemental Fees:

In courses involving personal projects (Wood, Construction, Electronics, and Technology):

- the student is responsible for the cost of all supplementary project materials they will take home
- costs vary depending on the project and the course

DRAFTING 9

MADD-09

Drafting 9 is an exciting course that introduces a range of traditional and "high-tech" technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Manual Drafting: 1 and 2 Point Drawings, Mechanical and Engineered Drawings, Blue-Prints, Site and Building Plans
- CAD (Vectorworks): 3D model housing, Mechanical/Engineered Drawings, ArtCam CNC Drawings, Personally Designed objects Tinker Cad 3D printing.

The Big Ideas of the Applied Skills 9 Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices and drafting tools, Manual Drafting Tables (Only Table in District), ArtCam Software, Vectorworks Software, Google Sketchup Software, TinkerCad Software, 3D printer, CNC machine
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$10.00

ELECTRONICS & ROBOTICS 9	MADER09	
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MADER09	
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Electronics & Robotics 9 is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Major Projects include: Minty Boost (Cell Phone Charger), LED Flasher Circuits, ATtiny Programming.
- Individualized Projects include: Sumo-Bots, 3D printing of cases and projects, Amplifiers, Dice, Strobe Lights.

The Big Ideas of the Applied Skills 9 Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, drill press, plastic heat bender, soldering irons, foot shears, sanders, 3D printing, Scroll Saws, fastening processes, computer programming.
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$40.00

METALWORK 9	MADM-09	
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MADM-09	
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Metalwork 9 is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Metal Work Projects: Hammer, Screwdriver, Copper Bowl, Tool Box, Fireplace pokers, Hooks, Pens
- Art Metal Projects: Silver Rings, Lawn Ornament Figures, Sheet Metal Ornament Cutouts, Small Ornate Jewelry, and Small Secure Safe’s

The Big Ideas of the Applied Skills 9 Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, metal lathe, band saw, drill press, forge, caster, oxy-acetylene welding, mig welding, tig welding, bar folders, metal benders, taps and dies, hand-held tools, grinders, presses, fasteners, adhesives, and milling machine.
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$30.00

WOODWORK 9	MADW-09	
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MADW-09	
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Woodwork 9 is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Major Project: Self-designed, wall mounted or shelf **Clock** (Examples: Footballs, Round Shapes, Animal Cutouts, Flags, Countries etc.)
- Major Project: Bedside **Table** (could include drawers, shelves, glass top, tiled top, CNC design.)
- Side Projects including: Skateboards, Longboards, Cutting Boards, Wooden Toys (Cars, Planes, Kendamas, Fidget Spinners, Ping Pong Ball Rackets), Baseball Bats, Bowls, Pens, Logo Cutouts, CNC Signs (EX. Canucks, N.Y.P.D), Shelves, Picture Frames, Puzzles, and much more!

The Big Ideas of the Applied Skills 9 Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, mitre saw, band saw, drill press, table saw, jointer, planer, mortising machine, sanders, hand-held tools, and CNC machine.
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$50.00

DRAFTING 10	MTDRF10	
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MTDRF10	
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Drafting 10 is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is an expansion of Drafting 9 and is completely designed around making projects!

Take home projects may include:

- Manual Drafting: 1 and 2 Point Drawings, Mechanical and Engineered Drawings, Blue-Prints, Site and Building Plans,
- CAD (Vectorworks): 3D model housing, Mechanical/Engineered Drawings, ArtCam CNC Drawings, Personally Designed objects Tinker Cad 3D printing.

The Big Ideas of the Applied Skills 10 Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices and drafting tools, Manual Drafting Tables (Only Table in District), ArtCam Software, Vectorworks Software, Google Sketchup Software, TinkerCad Software, 3D printer, CNC machine
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$10.00

ELECTRONICS & ROBOTICS 10	MTEAR10	
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Electronics & Robotics 10 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Major Projects include: Minty Boost (Cell Phone Charger), LED Flasher Circuits, ATTiny Programming.
- Individualized Projects include: Sumo-Bots, 3D printing of cases and projects, Amplifiers, Dice, Strobe Lights.

The Big Ideas of the Electronics & Robotics 10 Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness, measurement and diagnostic equipment, electrical theory.
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society, ohm’s law, robot elements, block-based coding or logic based programming for robots
- tool and machine procedures: measuring devices, drill press, plastic heat bender, soldering irons, foot shears, sanders, 3D printing, Scroll Saws, fastening processes, computer programming.
- project quality control and testing, environmental aspects, personal and social responsibilities, sequence construction of circuit boards from schematics, understanding components, flow charts related to robot behavior

Supplemental Fee: \$40.00

METALWORK 10	MTMET10	
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Metalwork 10 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Metal Work Projects include: Centre Punches, Mandrel, Aluminum Casting, Welding Projects, Self-directed projects of choice (We are open to any and all ideas)
- Art Metal Projects: Silver Rings, Lawn Ornament Figures, Sheet Metal Ornament Cutouts, Small Ornate Jewelry, and Small Secure Safe’s

The Big Ideas of the Applied Skills 10 Metalwork Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, metal lathe, band saw, drill press, forge, caster, oxy-acetylene welding, mig welding, tig welding, bar folders, metal benders, taps and dies, hand-held tools, grinders, presses, fasteners, adhesives, and milling machine.
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$30.00

WOODWORK 10	MWWK-10	
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Open to all students. The course is designed around making increasingly complex projects! Unlike previous years, students are now allowed to personally choose the projects they wish to pursue making. Come build and have fun!

Take home projects may include:

- Major Project: **Jewelry Box** (Examples: CNC logo on top or inside, felt bottom, felt interior, music box, lock mechanisms, mirrors, variety of shapes and sizes)
- Projects of **Choice** may include: Skateboards, Longboards, Boogie Boards, Adirondack Chairs, Chess Board and Pieces, Crib Board, Cutting Boards, Wooden Toys (Cars, Planes, Reindeer, Fidget Spinners, Ping-Pong Ball Rackets), Baseball Bats, Bowls, Pens, Logo Cutouts, CNC Signs (EX. Canucks, N.Y.P.D), Shelves, Picture Frames, Puzzles, and much more!

The Big Ideas of the Woodwork 10 Curriculum Are:

- Social, ethical, and sustainability considerations impact design
- Complex tasks require the sequencing of skills
- Complex tasks require different technologies and tools at different stages

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, mitre saw, band saw, drill press, table saw, jointer, planer, mortising machine, sanders, hand-held tools, and CNC machine.

project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$ 50.00

AUTOMOTIVE TECHNOLOGY 11	MTAUT11	
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Automotive 11 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is designed around car care and repair!

- Automotive 11 projects and theory are centered around safe use and operation of vehicles, manuals and diagnostics, tools and equipment, lifting equipment, fundamentals of engine operation, and technological changes in the automotive industry.
- Shop work and practical labs may include: tire repair, battery system, brakes, drivetrain, exhaust, suspension, oil changes, lights and electrical, and tune-up.
- Student cars and shop cars are used for projects, as well as customer cars for variety.

The Big Ideas of the Applied Skills 11 Automotive Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness around vehicles, safety training on hoists, floor jacks and air tools.
- types and properties of materials/parts, minimizing waste and recycling programs, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, metal/brake lathe, drill press, mig welding, taps and dies, hand-held tools, grinders, presses, fasteners, adhesives, and cleaning materials.
- project quality control and testing, environmental aspects, personal and social responsibilities.

Supplemental Fee: \$10.00

WOODWORK 11	MWWK-11	
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Woodwork 11 is open to all students! It is completely designed around making one or two major projects or a large number of small projects depending on the skill set of each student. Students are expected to bring their own ideas as well as manage all aspects of the project including cost analysis, materials selection, production planning, timelines and technical drawings. Come build and have fun!

Take home projects may include:

- Major Project Ideas: Guitars (Bass, Electric, Acoustic), Chairs, Shelving, Grandfather Clocks, Benches, Swinging Porch Chairs, Dining Room Tables, Living Room Tables, Small Boats, Cabinetry etc.
- Side Projects including: Skateboards, Longboards, Boogie Boards, Cutting Boards, Wooden Toys (Cars, Planes, Reindeer, Chess Boards and Pieces, Fidget Spinners, Ping Pong Ball Rackets), Baseball Bats, Bowls, Pens, Logo Cutouts, CNC Signs (EX. Canucks, N.Y.P.D), Shelves, Picture Frames, Puzzles, and much more!

The Big Ideas of the Woodwork 11 Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skill
- Tools and technologies can be adapted for specific purposes

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness. Designing with inspiration from a variety of sources.
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, mitre saw, band saw, drill press, table saw, jointer, planer, mortising machine, sanders, hand-held tools, and CNC machine. Sharpening procedures.
- project quality control and testing, environmental aspects, personal and social responsibilities, Critical evaluation of design process and the finished projects.

Supplemental Fee: \$50.00

DRAFTING 11	MTDRF11	
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Drafting 11 is open to all students and is an exciting course that introduces a range of traditional and "high-tech" technologies to students. The course is an expansion of Drafting 10 and is completely designed around making projects!

Take home projects may include:

- Manual Drafting: 1 and 2 Point Drawings, Mechanical and Engineered Drawings, Blue-Prints, Site and Building Plans, Model development, Scale proportion when building 3D models
- CAD (Vectorworks): 3D model housing, Mechanical/Engineered Drawings, ArtCam CNC Drawings, Personally Designed objects Tinker Cad 3D printing.

The Big Ideas of the Applied Skills 11 Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills.
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices and drafting tools, Manual Drafting Tables (Only Table in District), ArtCam Software, Vectorworks Software, Google Sketchup Software, TinkerCad Software, 3D printer, CNC machine
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$10.00

ELECTRONICS 11	MTELE11	
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Electronics 11 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Major Projects include: ATTiny Programming, Arduino and Raspberry Pi Platforms, Electronic Sensors and Devices
- Introductory Lab Based Project: Blue-Tooth Robot, Coding, self-directed major projects!
- 3D Printed Project Designs, Rendering, and prototyping.

The Big Ideas of the Electronics 11 Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness, measurement and diagnostic equipment, electrical theory.
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society, ohm’s law, Watt’s Law, Robot programming.
- tool and machine procedures: measuring devices, drill press, plastic heat bender, soldering irons, foot shears, sanders, 3D printing, Scroll Saws, fastening processes, computer programming.
- project quality control and testing, environmental aspects, personal and social responsibilities, sequence construction of circuit boards from schematics, understanding components

Supplemental Fee: \$40.00

METALWORK 11	MTMET11	
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Metalwork 11 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Metal Work 11 Projects are mainly self - directed. They may include a starter project of the following and then personal choice projects following that. Bring your own designs and ideas: Centre Punches, Mandrel, Various Tools, Aluminum Casting, Welding Projects. Small air engine projects.
- Art Metal Projects: Silver Rings, Lawn Ornament Figures, Sheet Metal Ornament Cutouts, Small Ornate Jewelry, and Small Secure Safe’s, ear rings, stained glass.

The Big Ideas of the Applied Skills 11 Metalwork Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness, ferrous vs. non-ferrous metals, heat treatment, machine tolerances.
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, metal lathe, band saw, drill press, forge, caster, oxy-acetylene welding, mig welding, tig welding, bar folders, metal benders, taps and dies, hand-held tools, grinders, presses, fasteners, adhesives, and milling machine.
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$30.00

METALWORK 12	MTMET12	
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Metalwork 12 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Metal Work 12 Projects are mainly self - directed. They may include a starter project of the following and then personal choice projects following that. Bring your own designs and ideas: Centre Punches, Mandrel, Various Tools, Aluminum Casting, Welding Projects. Small air engine projects.
- Art Metal Projects: Silver Rings, Lawn Ornament Figures, Sheet Metal Ornament Cutouts, Small Ornate Jewelry, and Small Secure Safe’s, ear rings, stained glass.

The Big Ideas of the Applied Skills 12 Metalwork Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness, ferrous vs. non-ferrous metals, heat treatment, machine tolerances, areas of metal specialization, incorporation of non-metal-related material in metalwork products
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, metal lathe, band saw, drill press, forge, caster, oxy-acetylene welding, mig welding, tig welding, bar folders, metal benders, taps and dies, hand-held tools, grinders, presses, fasteners, adhesives, and milling machine.
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$30.00

AUTOMOTIVE TECHNOLOGY 12	MTAUT12	
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Automotive 12 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is designed around car care and repair and expands on the knowledge of automotive 11.

- Automotive 12 projects and theory are centered around vehicle inspection, advanced tools and equipment, engine and vehicle modifications, diagnostic methods, transmission functions, electrical and mechanical control systems, fuel systems and service and repair schedules.
- Shop work and practical labs may include: drive shafts, clutches, engine removal, cylinder head work, fuel system repair, diagnostics and personal projects.
- Student cars and shop cars are used for projects, as well as customer cars for variety.

The Big Ideas of the Applied Skills 12 Automotive Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness around vehicles, safety training on hoists, floor jacks and air tools.
- types and properties of materials/parts, minimizing waste and recycling programs, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, metal/brake lathe, drill press, mig welding, taps and dies, hand-held tools, grinders, presses, fasteners, adhesives, and cleaning materials.
- project quality control and testing, environmental aspects, personal and social responsibilities.

Supplemental Fee: \$10.00

ENGINE & DRIVETRAIN 12 (AUTOMOTIVE)	MTEAD12	
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Automotive 12 Engine and Drivetrain is open to all students and is an exciting course that introduces a range of traditional and "high-tech" technologies to students. The course is designed around car care and repair and expands on the knowledge of automotive 11 and 12.

- Automotive 12 projects and theory are centered around engine design, ignition timing, performance changes, braking systems, suspension systems, engine problems and repair, and alternative fuel vehicles.
- Shop work and practical labs may include: engine removal and rebuilding, cylinder head work, fuel system repair, brake system replacement, enhancement of OEM parts.
- Student cars and shop cars are used for projects, as well as customer cars for variety.

The Big Ideas of the Applied Skills 12 Automotive Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness around vehicles, safety training on hoists, floor jacks and air tools.
- types and properties of materials/parts, minimizing waste and recycling programs, demands of use by an ever-changing society
- tool and machine procedures: measuring devices, metal/brake lathe, drill press, mig welding, taps and dies, hand-held tools, grinders, presses, fasteners, adhesives, and cleaning materials.
- project quality control and testing, environmental aspects, personal and social responsibilities.

Supplemental Fee: \$10.00

WOODWORK 12	MWWK-12	
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Woodwork 12 is open to all students! It is an advancement of the Woodwork 11 course. It is completely designed around making one or two major projects or a large number of small projects depending on the skill set of each student. Students are expected to bring their own ideas as well as manage all aspects of the project including cost analysis, materials selection, production planning, timelines and technical drawings. Come build and have fun!

Take home projects may include:

- Major Project Ideas: Guitars (Bass, Electric, Acoustic), Chairs, Shelving, Grandfather Clocks, Benches, Swinging Porch Chairs, Dining Room Tables, Living Room Tables, Boats, Cabinetry etc.
- Side Projects including: Skateboards, Longboards, Boogie Boards, Cutting Boards, Wooden Toys (Cars, Planes, Reindeer, Chess Boards and Pieces, Fidget Spinners, Ping Pong Ball Rackets), Baseball Bats, Bowls, Pens, Logo Cutouts, CNC Signs (EX. Canucks, N.Y.P.D), Shelves, Picture Frames, Puzzles, and much more!

The Big Ideas of the Woodwork 12 Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- Safety procedures and awareness. Designing with inspiration from a variety of sources.
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society

- Tool and machine procedures: measuring devices, mitre saw, band saw, drill press, table saw, jointer, planer, mortising machine, sanders, hand-held tools, and CNC machine. Sharpening procedures.
- Project quality control and testing, environmental aspects, personal and social responsibilities, Critical evaluation of design process and the finished projects. Machine Maintenance, blade changing, and major finishing processes.

Supplemental Fee: \$50.00

FURNITURE & CABINETRY 12	MTFAC12	
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This is course suited to students who have taken all the existing woodwork courses and wish to continue honing their skills and building new and innovative furniture projects. Students will be working on individualized projects and will allow an experienced woodworker an opportunity to further develop their skills.

Supplemental Fee: \$50.00

DRAFTING 12	MTDRF12	
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Drafting 12 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is an expansion of Drafting 11 and is completely designed around making projects!

Take home projects may include:

- Manual Drafting: 1 and 2 Point Drawings, Mechanical and Engineered Drawings, Blue-Prints, Site and Building Plans, Detailed Drawings, Working Drawings, Assembly Drawings and
- CAD (Vectorworks): 3D model housing, Mechanical/Engineered Drawings, ArtCam CNC Drawings, Personally Designed objects Tinker Cad 3D printing.

The Big Ideas of the Applied Skills 12 Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills.
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society
- tool and machine procedures: measuring devices and drafting tools, Manual Drafting Tables (Only Table in District), ArtCam Software, Vectorworks Software, Google Sketchup Software, TinkerCad Software, 3D printer, CNC machine
- project quality control and testing, environmental aspects, personal and social responsibilities

Supplemental Fee: \$10.00

ELECTRONICS 12	MTELE12	
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Electronics 12 is open to all students and is an exciting course that introduces a range of traditional and “high-tech” technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Major Projects include: ATTiny Programming, Arduino and Raspberry Pi Platforms, Circuits for Analog and Digital Systems, Motors and Generators,
- Introductory Lab Based Project: Blue-Tooth Robot, Coding, self-directed major projects!
- 3D Printed Project Designs, Rendering, and prototyping.

The Big Ideas of the Electronics 12 Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness, measurement and diagnostic equipment, electrical theory.
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society, ohm's law, Watt's Law, Robot programming, Kirchoff's law.
- tool and machine procedures: measuring devices, drill press, plastic heat bender, soldering irons, foot shears, sanders, 3D printing, Scroll Saws, fastening processes, computer programming.
- project quality control and testing, environmental aspects, personal and social responsibilities, sequence construction of circuit boards from schematics, understanding components

Supplemental Fee: \$40.00

ROBOTICS 12	MTROB12	
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Robotics 12 is open to all students and is an exciting course that introduces a range of traditional and "high-tech" technologies to students. The course is completely designed around making projects!

Take home projects may include:

- Major Projects include: ATTiny Programming, Arduino and Raspberry Pi Platforms, Java and Python programming languages, Battery operated devices, Wifi-Communication Projects,
- Introductory Lab Based Project: Blue-Tooth Robot, Coding, self-directed major projects!
- 3D Printed Project Designs, Rendering, and prototyping.

The Big Ideas of the Robotics 12 Curriculum Are:

- Products can be designed for life cycle
- Personal design interests require the evaluation and refinement of skills
- Tools and technologies can be adapted for specific purposes.

These will cover the Learning Standards of: Understanding Context, Defining, Ideating, Prototyping, Testing, Making, and Sharing.

- safety procedures and awareness, measurement and diagnostic equipment, electrical theory.
- types and properties of materials/parts, minimizing waste, demands of use by an ever-changing society, ohm's law, Watt's Law, Robot programming, Kirchoff's law. Robotics Technology in Industry, Research and Education!
- tool and machine procedures: measuring devices, drill press, plastic heat bender, soldering irons, foot shears, sanders, 3D printing, Scroll Saws, fastening processes, computer programming.
- project quality control and testing, environmental aspects, personal and social responsibilities, sequence construction of circuit boards from schematics, understanding components

Supplemental Fee: \$40.00

ARTS EDUCATION

The Department of Arts Education serves students with programs in Visual Art, Music, Theatre, Photography and Dance. The Visual & Performing Arts Department is an integral part of life at Windsor Secondary. The department stages theatrical productions each year, numerous musical events, and several art exhibitions.

The Grade 8 Arts Education course descriptions can be found in the Grade 8 course selection guide.

NVSD DANCE ACADEMY- (SEE PAGE 84 FOR LINK TO DISTRICT APPLICATION & FEE INFORMATION)

PHYSICAL & HEALTH EDUCATION 8: DANCE	MPHE--08--D	
PHYSICAL & HEALTH EDUCATION 9: DANCE	MPHE--09--D	
PHYSICAL & HEALTH EDUCATION 10: DANCE	MPHED10--D	
ACTIVE LIVING 11: DANCE ACADEMY	MACLV11-D	
ACTIVE LIVING 12: DANCE ACADEMY	MACLV12-D	

DRAMA

DRAMA 9: GENERAL	MDR--09	
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Drama 9 students will contribute to a positive working environment where they develop skills in teamwork, confidence building, and self-expression. Students participate in drama games, vocal and physical warm ups, character development, improvisation, mysteries and thematic scenes. The first half of the year focuses on confidence building and respectful teamwork which prepares and supports students to perform in front of their peers. Upon completion of this course, students will have experienced several arts disciplines and a year-end drama project will highlight students' best work.

Big Ideas

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through Theatre Arts.

Drama, movement/dance, visual art, music, and technical design have diverse languages for creating and communicating in Theatre Arts.

Artists often challenge the status quo and open us to new perspectives and experiences.

Supplemental Fee: \$15.00

DRAMA 10	MDRM-10	
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Drama 10 students will have fun while developing teamwork, confidence and creativity; that they learn the importance of taking risks when encountering new perspectives and experiences. In a creative and positive working environment students will build confidence and self-trust while learning to communicate their ideas in interesting and artistic ways. There will be performance opportunities throughout the year.

Big Ideas

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through Theatre Arts.

Drama, movement/dance, visual art, music, and technical design have diverse languages for creating and communicating in Theatre Arts.

Artists often challenge the status quo and open us to new perspectives and experiences.

Supplemental Fee: \$15.00

DRAMA 11	MDRM-11	
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Drama 11 students will have fun while learning to rely on their bodies and voices, as well as their peers, to act out vivid characters and engaging stories. In a creative and positive working environment students will build confidence and self-trust while learning to communicate their ideas in interesting and artistic ways. In addition to developing improvisation skills, students perform small group scenes and monologues. There will be performance opportunities throughout the year.

Big Ideas

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through Theatre Arts.

Drama, movement/dance, visual art, music, and technical design have diverse languages for creating and communicating in Theatre Arts.

Artists often challenge the status quo and open us to new perspectives and experiences.

Supplemental Fee: \$15.00

Drama 12 students will enjoy advancing their improvisation skills while deepening their understanding and practice of stylized forms and narrative techniques. Students build on concepts and skills learned in Drama 11 to further explore characterization techniques and acting styles. Students work to demonstrate an increasingly sophisticated application of and engagement with the course content. There will be performance opportunities throughout the year.

Big Ideas

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through Theatre Arts.

Drama, movement/dance, visual art, music, and technical design have diverse languages for creating and communicating in Theatre Arts.

Artists often challenge the status quo and open us to new perspectives and experiences.

Supplemental Fee: \$15.00

MUSIC - INSTRUMENTAL

Welcome to Windsor's Instrumental Music Program! All courses in the Instrumental Music Program are designed to provide students with a progressive training in instrumental music. This training includes technical aspects of instrumental performance, basic history and theory as related to the repertoire and guided exploration of many different genres of music. The difference between the ensemble levels is based primarily on the difficulty and complexity of repertoire studied. Junior level courses explore the introduction to styles, rudimentary skills for both playing and performance. Senior levels focus on higher levels of music, complex concepts and a more rigorous performance schedule.

In addition, a musical ensemble functions as a team; the contributions of all of its' members are essential. Students will develop a sense of responsibility and respect for the musical community both within and outside of the school. The underlining goal is to work together to create a learning environment that is safe, nurturing and inspiring which gives them the confidence to take the risks necessary to realize their own potential.

The Instrumental Music Program prides itself on having **Concert Band, Jazz Band and Orchestral Strings** ensembles at each grade level.

Concert Band 8-12

Jazz Band 8-12

Orchestral Strings 8-12

The following items are a requirement for all instrumental music courses: instrument rental; acquired from private music outlets or rented from the school district, purchase of a performance uniform and a sheet music folder. Private lessons are not a requirement but are an asset.

INSTRUMENTAL MUSIC 9: CONCERT BAND

MMU--09-CB

Concert Band 9 is a continuation of the band program to higher-level instrumental ensemble playing. *The big ideas of the course include:*

<i>Music is a unique language for creating and communicating.</i>	<i>Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places and cultures</i>	<i>Collaborative music experiences can build community and nurture relationships with others.</i>	<i>Through music-making, one's sense of identity and community continual evolves.</i>
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Students will learn and explore in a large-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Students must have a minimum of **two years of band experience** (either at the elementary or secondary level), or have demonstrated a level of musical ability to be in the course. Challenging music, from a variety of genres, will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance is mandatory.** Purchase of a basic uniform is required. Extra rehearsals and **regular practice are required.** Students in this ensemble will likely have an opportunity to go on tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 9: JAZZ BAND

MMU--09-JB

Jazz Band 9 is an introduction to the exploration of Jazz music in a smaller ensemble setting. *The big ideas of the course include:*

<i>Music is a unique language for creating and communicating.</i>	<i>Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places and cultures</i>	<i>Collaborative music experiences can build community and nurture relationships with others.</i>	<i>Through music-making, one's sense of identity and community continual evolves.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Students must be in Concert Band 9 to participate in Jazz Band. Students will explore various essential jazz styles: Swing, Rock and Latin and will learn skills for improvising and playing in a small ensemble setting. A special emphasis will be placed on jazz articulation and style. The Jazz Band has limited space and instrumentation (**only saxophone, trumpet, trombone, piano, electric guitar, bass, drum-kit and auxiliary percussion, limited clarinets are also accepted**). Players of other instruments (flute, clarinet, etc) should speak to the band teacher about possibilities of joining, or are encouraged to learn a secondary instrument. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Jazz Band is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 9: ORCHESTRA

MMU--09-ST

Orchestra 9, also known as *Chamber Strings*, is an introduction to higher-level instrumental ensemble playing. *The big ideas of the course include:*

<i>Music is a unique language for creating and communicating.</i>	<i>Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places and cultures</i>	<i>Collaborative music experiences can build community and nurture relationships with others.</i>	<i>Through music-making, one's sense of identity and community continual evolves.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

The Windsor Chamber Strings Ensemble is open to students who play **violin, viola, cello or double bass**. Challenging music from a variety of genres including Classical, Pop, Jazz, and Celtic music will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Strings is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 10: CONCERT BAND

MMUCB10

Concert Band 10, also known as Senior Concert Band, is a continuation of the band program to a higher-level of instrumental ensemble playing. *The big ideas of the course include:*

<i>Growth as a musician is dependent on perseverance, resilience and reflection.</i>	<i>Individual and collective expression are founded on history, culture, community and value system in which they exist.</i>	<i>Music is a process that relies on engaged connection between the senses.</i>	<i>Ideas and beliefs in a work of art have the power to effect change.</i>	<i>Music offers unique ways of exploring one's identity and sense of belonging.</i>
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Students will learn and explore in a large-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Students must have a **minimum of three years of band experience** (either at the elementary or secondary level), or have demonstrated a level of musical ability to be in the course. Challenging music, from a variety of genres, will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance is mandatory.** Purchase of a basic uniform is required. Extra rehearsals and **regular practice are required.** Students in this ensemble will have an opportunity to go on a tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 10: JAZZ BAND

MMUJB10

Jazz Band 10, is a continuation of the band program to a higher-level of instrumental ensemble playing. *The big ideas of the course include:*

Growth as a musician is dependent on perseverance, resilience and reflection.	<i>Individual and collective expression are founded on history, culture, community and value system in which they exist.</i>	<i>Music is a process that relies on engaged connection between the senses.</i>	<i>Ideas and beliefs in a work of art have the power to effect change.</i>	<i>Music offers unique ways of exploring one's identity and sense of belonging.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Jazz Band 10 is a continuation of the Jazz Program. Some students in grade 10 will be accepted into the "Advanced Jazz Band" while others will be accepted into the "Senior Jazz Band". Acceptance into the Senior Jazz Band depends on instrumentation and balance, musical ability, and a **live audition**. Students will explore various essential jazz styles including Swing, Rock, Latin, Pop and Funk and will learn the skills for improvising. A special emphasis will be placed on jazz articulation and style. **Students must be in Concert Band 10 to participate in Jazz Band.** The Jazz Band has limited space and instrumentation (**only saxophone, trumpet, trombone, piano, electric guitar, bass, drum-kit and auxiliary percussion**). Players of other instruments (flute, clarinet, etc) can talk to Ms. Heaven about possibilities of joining or are encouraged to learn a secondary instrument. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Jazz Band is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 10: ORCHESTRA

MMUOR10

Orchestra 10, also known as Chamber Strings, is an introduction to higher-level instrumental ensemble playing. *The big ideas of the course include:*

Growth as a musician is dependent on perseverance, resilience and reflection.	<i>Individual and collective expression are founded on history, culture, community and value system in which they exist.</i>	<i>Music is a process that relies on engaged connection between the senses.</i>	<i>Ideas and beliefs in a work of art have the power to effect change.</i>	<i>Music offers unique ways of exploring one's identity and sense of belonging.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

The Windsor Chamber Strings Ensemble is open to students who play **violin, viola, cello or double bass**. Challenging music from a variety of genres including Classical, Pop, Jazz, and Celtic music will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Strings is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 11: CONCERT BAND

MIMCB11

Concert Band 11, also known as Senior Concert Band, is a continuation of the band program to a higher-level of instrumental ensemble playing. *The big ideas of the course include:*

<i>The nuances of expression are understood through deeper musical study and artistic performance.</i>	<i>Music is emblematic of time, place, community and culture.</i>	<i>A musician's interpretation of existing work is an opportunity for representing self-identity and culture.</i>	<i>Enduring understanding in music comes from perseverance, resilience and risk taking.</i>
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Students will learn and explore in a large-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Students must have a minimum of three years of band experience (either at the elementary or secondary level), or have demonstrated a level of musical ability to be in the course. Challenging music, demanding technical facility and musicality, will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance is mandatory.** Purchase of a basic uniform is required. Extra rehearsals and **regular practice are required.** Students in this ensemble will have an opportunity to go on a tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 11: JAZZ BAND

MIMJB11

Jazz Band 11 is a continuation of the band program to a higher-level of instrumental ensemble playing. *The big ideas of the course include:*

<i>The nuances of expression are understood through deeper musical study and artistic performance.</i>	<i>Music is emblematic of time, place, community and culture.</i>	<i>A musician's interpretation of existing work is an opportunity for representing self-identity and culture.</i>	<i>Enduring understanding in music comes from perseverance, resilience and risk taking.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Jazz Band 11 is a deeper continuation of the Jazz Program. Students will explore a broader variety of jazz styles: swing, shuffle, rock, funk, bossa nova, samba, and more. Students continue to build on their improvising skills with a special emphasis on playing with style and creativity.. Some students in grade 11 will be accepted into the "Advanced Jazz Band" while others will be accepted into the "Senior Jazz Band". Acceptance into the Senior Jazz Band depends on instrumentation and balance, musical ability, and **a live audition.** Students will explore various essential jazz styles including Swing, Rock, Latin, Pop and Funk and will learn the skills for improvising. A special emphasis will be placed on jazz articulation and style. **Students must be in Concert Band 11 to participate in Jazz Band** The Jazz Band has limited space and instrumentation (**only saxophone, trumpet, trombone, piano, electric guitar, bass, drum-kit and auxiliary percussion**). Players of other instruments (flute, clarinet, etc) can talk to Ms. Heaven about possibilities of joining or are encouraged to learn a secondary instrument. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Jazz Band is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 11: ORCHESTRA

MMUOR11

Orchestra 11, also known as *Chamber Strings*, is an introduction to higher-level instrumental ensemble playing. *The big ideas of the course include:*

<i>The nuances of expression are understood through deeper musical study and artistic performance.</i>	<i>Music is emblematic of time, place, community and culture.</i>	<i>A musician's interpretation of existing work is an opportunity for representing self-identity and culture.</i>	<i>Enduring understanding in music comes from perseverance, resilience and risk taking.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

The Windsor Chamber Strings Ensemble is open to students who play **violin, viola, cello or double bass**. Challenging music from a variety of genres including Classical, Pop, Jazz, and Celtic music will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Strings is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 12: CONCERT BAND

MIMCB12

Concert Band 12, also known as Senior Concert Band, is a continuation of the band program to a higher-level of instrumental ensemble playing. *The big ideas of the course include:*

<i>Music communicates traditions, perspectives, worldviews, and stories.</i>	<i>Individual and collective expression are linked to context.</i>	<i>People learn to be creative and innovative through music.</i>	<i>Creative and technical capacity in music is transferable across different aspects and contexts of one's life.</i>	<i>Music can be adapted to facilitate limitless expression and meaningful body of work.</i>	<i>Purposeful artistic choices enhance the quality and authenticity of musical processes.</i>
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Students will learn and explore in a large-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Students must have a minimum of **three years of band experience** (either at the elementary or secondary level), or have demonstrated a level of musical ability to be in the course. Challenging music, demanding technical facility and musicality, will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance is mandatory.** Purchase of a basic uniform is required. Extra rehearsals and **regular practice are required.** Students in this ensemble will have an opportunity to go on a tour.

Supplemental Fee: \$30.00

INSTRUMENTAL MUSIC 12: JAZZ BAND

MIMJB12

Jazz Band 12 is a continuation of the band program to a higher-level of instrumental ensemble playing. *The big ideas of the course include:*

<i>Music communicates traditions, perspectives, worldviews, and stories.</i>	<i>Individual and collective expression are linked to context.</i>	<i>People learn to be creative and innovative through music.</i>	<i>Creative and technical capacity in music is transferable across different aspects and contexts of one's life.</i>	<i>Music can be adapted to facilitate limitless expression and meaningful body of work.</i>	<i>Purposeful artistic choices enhance the quality and authenticity of musical processes.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content. Jazz Band 12 is a deeper continuation of the Jazz Program. Students will explore a broader variety of jazz styles: swing, shuffle, rock, funk, bossa nova, samba, and more. Students continue to build on their improvising skills with a special emphasis on playing with style and creativity.. Some students in grade 12 will be accepted into the "Advanced Jazz Band" while others will be accepted into the "Senior Jazz Band". Acceptance into the Senior Jazz Band depends on instrumentation and balance, musical ability, and **a live audition**. Students will explore various essential jazz styles including Swing, Rock, Latin, Pop and Funk and will learn the skills for improvising. A special emphasis will be placed on jazz articulation and style. **Students must be in Concert Band 12 to participate in Jazz Band.** The Jazz Band has limited space and instrumentation (**only saxophone, trumpet, trombone, piano, electric guitar, bass, drum-kit and auxiliary percussion**). Players of other instruments (flute, clarinet, etc) can talk to Ms. Heaven about possibilities of joining or are encouraged to learn a secondary instrument. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Jazz Band is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour. **Supplemental Fee: \$30.00**

INSTRUMENTAL MUSIC 12: ORCHESTRA

MMUOR12

Orchestra 12, also known as *Chamber Strings*, is an introduction to higher-level instrumental ensemble playing. *The big ideas of the course include:*

<i>Music communicates traditions, perspectives, worldviews, and stories.</i>	<i>Individual and collective expression are linked to context.</i>	<i>People learn to be creative and innovative through music.</i>	<i>Creative and technical capacity in music is transferable across different aspects and contexts of one's life.</i>	<i>Music can be adapted to facilitate limitless expression and meaningful body of work.</i>	<i>Purposeful artistic choices enhance the quality and authenticity of musical processes.</i>
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Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content. The Windsor Chamber Strings Ensemble is open to students who play **violin, viola, cello or double bass**. Challenging music from a variety of genres including Classical, Pop, Jazz, and Celtic music will be performed. Students will continue to build on their technical facility, tone production, musicality and music theory skills. **Concert attendance and purchase of a basic uniform is mandatory.** Extra rehearsals and **regular practice** are also required. Strings is an **X-Block course**, which takes place before school and after school. Students in this ensemble will likely have an opportunity to go on tour. **Supplemental Fee: \$30.00**

MUSIC - VOCALS

Welcome to Windsor’s Choral Music Program. All courses in the offered are performance-based classes, designed to provide students with a progressive training in vocal music, culminating in public performance. This training includes technical aspects of vocal performance, diverse vocal styles as related to the repertoire and guided exploration of many different genres of music. The difference between the ensemble levels is based primarily on the difficulty and complexity of repertoire studied. Junior level courses explore the introduction to styles, rudimentary skills for both singing and performing. Senior classes focus on higher levels of music, complex concepts, and a more rigorous performance schedule.

In addition, a musical ensemble functions as a team; the contributions of all of its’ members are essential. Students will develop a sense of responsibility and respect for the musical community both within and outside of the school. The underlining goal is for every ensemble is to have students work together to create a learning environment that is safe, nurturing and inspiring which gives them the confidence to take the risks necessary to realize their own potential.

The Choral Music Program includes Concert Choir (all grades), Chamber Choirs and Vocal Jazz ensembles.

Concert Choir	Chamber Choir	Vocal Choir
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MUSIC 9: JUNIOR CHAMBER CHOIR – MIXED VOICES	MMU--09ACC	
MUSIC 10: JUNIOR CHAMBER CHOIR – MIXED VOICES	MMUCH10	

Junior Chamber Choir is a continuation of Choir 8 and/or Chamber Choir 9 consisting of a mixed vocal ensemble. No prerequisite or audition is required.

The big ideas of the course include:

<i>Music is a unique language for creating and communicating.</i>	<i>Creative growth requires patience, readiness to take risks, and willingness to try new approaches.</i>	<i>Individual and collective expression can be achieved through the arts.</i>	<i>Artists often challenge the status quo and open us to new perspectives and experiences.</i>
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Students will learn and explore in a small-ensemble environment a proficiency in course competencies including exploring and creating, reasoning, and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Students in Junior Chamber Choir are required to enroll in Concert Choir and perform with the large ensemble at all performances.

Accompanied and a cappella arrangements are selected to develop voices in classical, world, pop, and musical theatre styles. New music and arrangements are the focus of much of the choir’s repertoire.

Supplemental Fee: \$30.00

CHORAL MUSIC 11: SENIOR CHAMBER CHOIR – MIXED VOICES	MMUCH11	
CHORAL MUSIC 12: SENIOR CHAMBER CHOIR – MIXED VOICES	MMUCH12	

Senior Chamber Choir is an advanced mixed-voice vocal ensemble. It is open to all students in grade 11 and 12. An interview/ audition in February is necessary to be part of the ensemble or with the permission of the instructor. *The big ideas of the course include:*

<i>Music is a unique language for creating and communicating.</i>	<i>Creative growth requires patience, readiness to take risks, and willingness to try new approaches.</i>	<i>Individual and collective expression can be achieved through the arts.</i>	<i>Artists often challenge the status quo and open us to new perspectives and experiences.</i>
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Students will learn and explore in a small-ensemble environment a proficiency in course competencies including exploring and creating, reasoning, and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

Students in Senior Chamber Choir are required to enroll in Concert Choir and perform with the large ensemble at all performances.

Accompanied and a cappella arrangements are selected to develop voices in classical, pop and musical theatre styles. New music and arrangements are the focus of much of the choir’s repertoire in addition to standard choral repertoire.

Supplemental Fee: \$30.00

MUSIC 9: CONCERT CHOIR (MEN’S OR WOMEN’S)	MMU--09-CC	
MUSIC 10: CONCERT CHOIR (MEN’S OR WOMEN’S)	MMUCC10	
CHORAL MUSIC 11: CONCERT CHOIR (MEN’S OR WOMEN’S)	MCMCC11	
CHORAL MUSIC 12: CONCERT CHOIR (MEN’S OR WOMEN’S)	MCMCC12	

Concert Choirs (both Men’s and Women’s) are X-block choirs open to all students without a prerequisite or audition.

The big ideas of the course include:

<i>Music is a unique language for creating and communicating.</i>	<i>Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places and cultures</i>	<i>Collaborative music experiences can build community and nurture relationships with others.</i>	<i>Through music-making, one’s sense of identity and community continual evolves.</i>
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Students will learn and explore in a large-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content.

The primary role of this course is to encourage students to develop their singing voices within a large group. This course meets outside the timetable as an X-block class once per week. A uniform is included in the supplemental fee for the course

Supplemental Fee: \$20.00

MUSIC 9: VOCAL JAZZ AUDITIONED	MMU--09-VJ	
MUSIC 10: VOCAL JAZZ AUDITIONED	MMUVJ10	
CHORAL MUSIC 11: VOCAL JAZZ AUDITIONED	MCMJV11	
CHORAL MUSIC 12: VOCAL JAZZ AUDITIONED	MCMJV12	

Vocal Jazz is an advanced vocal course in the exploration of Jazz music as an amplified vocal ensemble. A rhythm section accompanies the ensemble. An audition in February is required for the upcoming year.

The big ideas of the course include:

<i>Music is a unique language for creating and communicating.</i>	<i>Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places and cultures</i>	<i>Collaborative music experiences can build community and nurture relationships with others.</i>	<i>Through music-making, one's sense of identity and community continual evolves.</i>
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Choral students in Vocal Jazz are required to enroll in Concert Choir and perform with the large ensemble at all performances.

Students will learn and explore in a small-ensemble environment to achieve proficiency in course competencies including exploring and creating, reasoning, and reflecting and as well as communicating and documenting while exploring a wide variety of musical course content. This course meets outside the timetable as an X-block class.

Supplemental Fee: \$20.00

COMPOSITION & PRODUCTION 12	MMUCP12	
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The big ideas of the course include:

Composers and producers develop creative skill and proficiency through perseverance, resilience, and risk taking.	Composers capture and reflect aspects of time, place, and community through music.	Music composition and production provides an opportunity to represent our identity, context, and culture.	Music composition and production offers aesthetic experiences that can transform our perspective.
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Creating music is a fundamental vehicle for human expression, taking on many forms for different times and places. This course will principally focus on improving access to musical creativity; providing and enhancing tools and techniques for music creation. The focus of assignments will be to develop musical ideas and notation methods that effectively transmit content to performers as well as compositions generated solely for the creation of audio. A personal laptop will be required for this course as it will be used as a tool to explore these concepts and related issues.

Through a progressive series of composition projects, students investigate the sonic organization of musical works and performances, focusing on fundamental questions of unity and variety. Aesthetic issues are considered in a practical context so that the instructions that composers provide achieve a desired musical result. Music theory instruction will be one of the areas of study for this course. Weekly listening, reading, and composition assignments draw on a broad range of musical styles and intellectual traditions, from various cultures and historical periods. This course meets outside the timetable as an X-block class.

This course will be offered every second year and is open to all grade 11 and 12 students.

Supplemental Fee: \$20.00

VISUAL ARTS

VISUAL ART 9

MVA--09

Big Ideas Visual Art 9

Identity is explored, expressed, and impacted through arts experiences	The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.	Creative arts experiences can build community and nurture relationships with others.	Visual arts uses its own unique sensory language for creating and communicating.
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This project-based class will give students time to develop sophisticated technical art making skills in drawing, painting, ceramics and printmaking. Through art history lessons students will learn how art can express traditions, perspectives, world views and stories. Students will be asked to keep a sketchbook as a way of generating ideas and practicing techniques taught in class. Students will have the opportunity to exhibit their art in the Annual Windsor Arts Festival.

Supplemental Fee: \$15.00

ART STUDIO 10

MVAST10

Big Ideas Art Studio 10

An artist's intention transforms materials into art.	Traditions, perspectives, worldviews, and stories are shared through aesthetic experiences.	Growth as an artist requires time, patience, and reflection.	The creation of visual art relies on the interplay of the mind and the body.	Visual arts offer unique ways of exploring one's identity and sense of belonging.
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This project-based class will give students time to develop sophisticated technical art making skills in drawing, painting, ceramics and printmaking. Through art history lessons students will learn how art can express traditions, perspectives, world views and stories. Students will be asked to keep a sketchbook as a way of generating ideas and practicing techniques taught in class. Students will have the opportunity to exhibit their art in the Annual Windsor Arts Festival.

Supplemental Fee: \$25.00

ART STUDIO 11

MVAST11

Big Ideas Art Studio 11

Visual Art embraces the selection and combination of a broad spectrum of materials, technologies and processes for artistic expression.	The visual arts reflects the interconnectedness of the individual, community, history and society.	Growth as an artist is dependent on perseverance, resilience and reflection.	Meaningful artistic expression requires the engagement of the mind and the body.	Visual Art provides a unique way to represent self, identity, and cultural expression.
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This project based class will teach students to develop their technical art making skills to a high level in drawing, painting, ceramics and printmaking so the students can create art that is visually exciting and conceptually interesting. Through art history lessons, students will learn how art reflects the interconnectedness of individual, community, history and society. Students will be expected to keep a sketchbook as a way of generating ideas and practicing techniques taught in class. Students will have the opportunity to exhibit their work in the Annual Windsor Arts Festival.

Supplemental Fee: \$35.00

ART STUDIO 12	MVAST12
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Big Ideas Art Studio 12

Visual Art embraces the selection and combination of a broad spectrum of materials, technologies and processes for artistic expression.	Refining artistic expression requires perseverance, resilience and risk taking.	Purposeful artistic choices enhance the depth and passion of the message.	Ideas and beliefs within a work of art have the power to effect change.
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This senior level class will allow students to strengthen their technical art making skills in drawing, painting, ceramics and printmaking so the students can create art that is visually exciting and conceptually interesting. Students will learn about how ideas and beliefs within a work of art have the power to effect change and how art making is an essential element of culture and personal identity. Students will be expected to keep a sketchbook as a way of generating ideas and practicing techniques taught in class. Students will have the opportunity to exhibit their work in the Annual Windsor Arts Festival.

Supplemental Fee: \$35.00

SENIOR PORTFOLIO PREPARATION <i>(Students enrolled in this class may be embedded into an Art 11/12 class)</i>	YVPA-2E
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Big Ideas Senior Portfolio Preparation

Visual Art requires self reflection, time and patience	Visual Arts can develop a single ideas over a series of art works	Visual Arts is a language. Using a wide range of materials and techniques allows an expanded vocabulary	An art portfolio is a reflection of yourself, your values, beliefs and worldview
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This advanced level class is designed for students who want to develop a professional level portfolio that could be used to gain entrance to a post-secondary art or design program. Students will be required to create art that shows a wide breadth of artistic skill as well as create a series that develops a theme over multiple works of art. Students will need to be able to work independently on their artwork. They will have the opportunity to exhibit their work in the Annual Windsor Arts Festival.

Supplemental Fee: \$35.00

Big Ideas

Photography is a unique art form that captures images for a variety of purposes.	Photography is an essential element of culture and reveals insights into the human experience.	Refining photographic expressions requires perseverance, resilience, and risk taking.	Purposeful artistic choices by the photographer enhance the impact of a photograph.	Photography provides aesthetic experiences that have the power to effect change.
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Curricular Competencies**Explore and Create**

- Create photographic works using sensory inspiration, imagination, and inquiry
- Examine a range of photographic possibilities and cross-cultural perspectives
- Take creative risks to express meaning, intent, and emotion through photography
- Intentionally select and combine materials, processes, and image-making technologies to convey ideas
- Create photographic images for a specific audience
- Develop and refine photographic skills and techniques related to a range of styles and Genres
- Demonstrate active engagement in creating photographic images and resolving creative challenge

Reason and Reflect

- Understand the purpose of a critique and choose when to apply suggestions
- Describe and analyze, using discipline-specific language, how photographers use materials, technologies, processes, and environments in art making
- Analyze design choices in photography
- Develop personal answers to aesthetic questions

Communicate and document

- Document, share, and appreciate photographic images
- Demonstrate awareness of self, others, and place through photography
- Communicate about and respond to social and environmental issues through photography

Connect and expand

- Create photographs that reflect personal, cultural, social, environmental, and historical contexts
- Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing and local cultural knowledge through photography
- Explore personal, educational, and professional opportunities in photography and related fields
- Explore the reciprocal relationships between photography, culture, and society
- Engage in digital citizenship throughout the photographic process
- Connect with others on a local, regional, and national scale through photography
- Demonstrate safe and responsible use of materials, equipment, and work space

Content

- elements of visual art
- principles of composition
- image development strategies in photography
- photographic materials, techniques, processes, and image-making technologies, used in one or more types of photography:
- darkroom photography
- alternative photographic processes

- photographic chemistry(for film) or alternative chemical processes
- creative processes
- behaviours of light
- principles of light
- ways of sensing light:
- optical instruments
- parts and functions of cameras and accessories
- roles of photographer and viewer

Supplemental Fee: \$55.00

PHOTOGRAPHY 12	MVAPH12
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Big Ideas

Photography is a unique form of art that captures images for a variety of purposes.	Photography is an essential element of culture and reveals insights into the human experience.	Refining photographic expression requires perseverance, resilience, and risk taking.	Purposeful artistic choices by the photographer enhance the impact of a photograph.	Photography provides aesthetic experiences that have the power to effect change.
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Curricular Competencies

Explore and create

- Create photographic works using sensory inspiration, imagination, and inquiry
- Examine a range of photographic possibilities and cross-cultural perspectives
- Take creative risks to express meaning, intent, and emotion through photography
- Intentionally select and combine materials, processes, and image-making technologies to convey ideas and justify choices
- Create innovative photographic images for a specific audience
- Refine photographic skills and techniques related to various styles and genres
- Demonstrate innovation in creating photographic images and resolving creative challenges

Reason and reflect

- Recognize and engage in the reciprocal process of a critique
- Interpret and evaluate, using discipline-specific language, how photographers use materials, technologies, processes, and environments in art making
- Analyze and apply design choices in photography
- Reflect on personal answers to aesthetic questions

Communicate and document

- Document, share, and appreciate photographic images in a variety of contexts
- Demonstrate respect for self, others, and place through photography
- Investigate ways to respond to social and environmental issues through photography

Connect and expand

- Create photographs that reflect personal, cultural, social, environmental, and historical contexts
- Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through photography
- Examine the reciprocal relationships between photography, culture, and society
- Evaluate personal, educational, and professional opportunities in photography and related fields
- Engage in digital citizenship throughout the photographic process
- Connect with others on a local, national, and global scale through photography
- Demonstrate safe and responsible use of materials equipment, and work space

Content

Students are expected to know the following:

- elements of visual art
- principles of composition
- image development strategies in photography
- photographic materials, techniques, processes, and image-making technologies, used in one or more types of photography
- darkroom photography
- alternative photographic processes
- photographic chemistry(for film) or alternative chemical processes
- creative processes
- behaviours of light
- principles of light
- ways of sensing light:
- optical instruments
- parts and functions of cameras and accessories
- roles of and relationships between photographer and viewer

Supplemental Fee: \$55.00

CAREER EDUCATION

From Kindergarten to graduation, the Career Education curriculum offers students many opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities, post-graduation options, and career and life path possibilities. Students discover that careers are not simply occupational destinations but a journey that involves lifelong planning and learning.

CAREER EDUCATION 9	MCLE-09	
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Career Education 9 offers students opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives. This embedded course will be offered through grade assemblies as well as be integrated into other grade 9 curricular areas.

CAREER LIFE EDUCATION 10	MCLE-10	
CARRIERES ET LEADERSHIP 10 (FRENCH IMMERSION)	FCLE-10	

The aim of Career Life Education is to help students further their understanding of the links between personal development and their career decisions. This grade 10 Ministry-required course will cover the following Big Ideas that are key to understanding what students expect to achieve by the end of the course.

<p>Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.</p>	<p>Career-life decisions are influenced by internal and external factors, including local and global trends.</p>	<p>Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.</p>	<p>Finding balance between personal and work life promotes well-being.</p>	<p>Lifelong learning fosters career-life opportunities.</p>
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Students will learn, plan, evaluate and adapt their personal career and education goals, considering regional and global trends and personal networking. Students will learn preparatory skills for jobs, including resume-building and job interview skills. Students will develop strategies to support them in maintaining a work-life balance to encourage physical and mental health.

Carrières et leadership 10

The aim of Carrières et leadership 10 is to help students further their understanding of the links between personal development and their career decisions. Carrières et leadership 10 will cover the same big ideas and learning standards as Career Life Education 10.

A particular emphasis on deepening students' leadership skills will be woven throughout this course. Students will work with community partners to explore their role as emerging leaders in the francophone community. This course will satisfy the Ministry graduation requirement for Career Life Education 10. This course can be taken in Grade 10 or 11.

WORK EXPERIENCE 12A	MWEX-2A	
WORK EXPERIENCE 12B	MWEX-2B	

This course will cover the following big ideas:

<p>Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.</p>	<p>Personal awareness and pathway options are developed through an inquiry mindset.</p>	<p>Understanding and applying one's personal rights and responsibilities as a worker builds a safer work environment for all.</p>
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This course is open to any student who is 14 years or older. The aim of this course is to help guide students to utilize personal strengths and skills, identify transferrable skills in a specific work placement, and gain ideas about their current or future pathways. Each Work Experience course is valued at 4 credits. Students are placed with local employers in positions that align with their interests and future career goals. The community becomes the classroom where students gain experience in the workplace and are provided with a frame of reference to review or revise their career goals. Through employer assessment, students receive valuable feedback about their employability skills and technical skills related to specific occupations.

Work Experience is comprised of:

- Pre-placement classroom assignments
 - Focus areas, worksafe, employability skills, resume, cover letter, and thank you letter
- The workplace experience of a minimum of 90 hours at a community worksite(s)
- Post-placement assignments
 - Updated resume, written reflection, hours log, safety worksheet, and thank you letter

Students may join this course anytime. If students are currently working in their focus areas, that job can be used for credits as well. Students may choose to register for a structured classroom block where a classroom teacher supports course work, or they may choose to complete the course work independently with the guidance of a classroom teacher outside of class time.

YOUTH WORK IN TRADES 11A	MWRK-1A	
YOUTH WORK IN TRADES 11B	MWRK-1B	
YOUTH WORK IN TRADES 12A	MWRK-2A	
YOUTH WORK IN TRADES 12B	MWRK-2B	

This course will cover the following big ideas:

Trades experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery.	Understanding and applying one's personal rights and responsibilities as a worker builds a safer work environment for all.	Pursuing trade pathways involves an inquiry cycle of questioning, planning, reflecting, adapting, and deciding next steps.
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Windsor Secondary School offers the Youth Work in Trades Program (formerly the Secondary School Apprenticeship Program-SSA) in conjunction with the Industry Training Authority (ITA). The Youth Work in Trades program is designed for those students who are currently working part-time in a trade, under a certified Journey Person, or who know of someone who might hire them to work in a trade. It is possible for students to earn up to 16 credits while in school. Four (4) credits are assigned for every 120 hours of work completed. These hours are also counted towards the total number of hours needed to become a journeyman in their chosen trade. Trades are not what they use to be. If you are interested in seeing your hands-on child explore a trade while in high school, check out these sites: <http://www.discoverskillsbc.ca/> and/or www.itabc.ca.

Youth Train in Trades Programs offered through the North Vancouver School District (NVSD)

NVSD offers Youth Train in Trades and Apprenticeship Programs in conjunction with the Industry Training Authority (ITA). NVSD is offering 2 programs:

- Carpentry
- Culinary

More information on all these programs can be found from the Career Education Center and/or the Counseling Department.

This course will cover the following big ideas:

Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.

Career-life decisions influence and are influenced by **internal and external factors**, including **local and global trends**.

Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.

A sense of purpose and career-life balance support **well-being**.

Lifelong learning and active citizenship foster **career-life opportunities** for people and communities.

This course is an important step in planning your life after high school and builds upon the work you did in the Career Life Education 10 course. Today's graduates must be able to adapt to ongoing change in many aspects of their lives. Purposeful career-life development, where students learn how to set personally meaningful goals, recognize and cultivate relevant opportunities and supportive relationships, and continually re-evaluate and revise their plans, is a requirement for educated citizens in an ever-changing world. This course will be delivered in a combined model of online learning and face to face seminars as well as large group meetings.

Three components of the Career Life Connections course are:

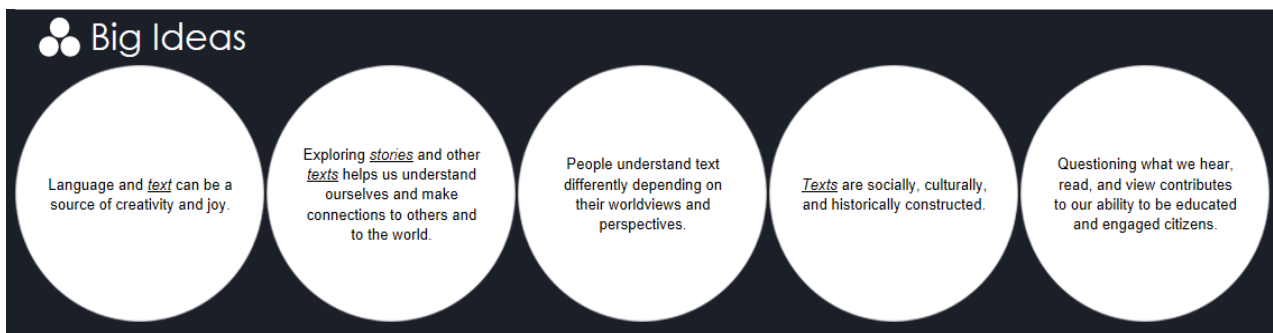
- **Community Connections** (30 hours work &/or community service + written component)
- **Personal Integrated Plan for Post-Graduation** (Career, Education, Finances, Health & Well-being)
- **Capstone Project**

Capstone: This is a culminating presentation that allows students the opportunity to consolidate and showcase the learning from their school and life experiences into a relevant, meaningful product. Student will use innovation, cross curricular knowledge, and critical thinking skills that showcase whom they have become and where they will be heading post high school. This presentation will happen in May and be showcased to classes in our school setting.

ENGLISH LANGUAGE ARTS

ENGLISH 8	MEN--08
ENGLISH 9	MEN--09

Students will connect with our community of storytellers and thinkers while learning about themselves, each other, and the world we inhabit. In these courses, we hope students learn to share their stories and ideas in a variety of ways; as well, that they acquire a continuing appreciation for the stories and ideas of others. Students learn how and why stories and thoughts are organized and shared while developing a greater proficiency with the five skills of language arts: reading, writing, listening, speaking, and viewing.



Curricular and core competencies include:

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

These competencies will be addressed on an ongoing basis throughout the teaching of the course.

English 8 & English 9

Specific course content includes: language usage and context, elements of style, syntax and sentence fluency, conventions of language, multi-paragraphing, oral language skills.

English 9

Building on the skills of English 8, English 9 will also focus on: language change, usage, rhetorical devices, and the use of connotation and denotation. Students will also demonstrate an ability to express an opinion and support it with credible evidence.

English 10 – CHOOSE from one of the following two options:

Literary Studies 10 & Composition 10 OR Literary Studies & Creative Writing 10

Literary Studies / Composition 10	MLTS10 / MCMPS10
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Literary Studies 10

Designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore

specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

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

Big Ideas

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- People understand text differently depending on their worldviews and perspectives.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

The following are possible areas of focus within Literary Studies 10:

- genre-specific studies — poetry, short stories, novels, drama, graphic novels, children’s literature
- Canadian literature
- First Peoples’ texts
- thematic studies
- specific author studies

Composition 10

Designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students’ writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.

Big Ideas

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.
- Engagement with writing processes can support creativity and enhance clarity of expression.

The following are possible areas of focus within Composition 10:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

Literary Studies 10

Designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

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

Big Ideas

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- People understand text differently depending on their worldviews and perspectives.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

The following are possible areas of focus within Literary Studies 10:

- genre-specific studies — poetry, short stories, novels, drama, graphic novels, children’s literature
- Canadian literature
- First Peoples’ texts
- thematic studies
- specific author studies

Creative Writing 10

Designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

Big Ideas

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.
- Creative writers take risks and persevere.
- Creative writers are observant of the world.

The following are possible areas of focus within Creative Writing 10:

- contemporary creative forms such as slam poetry, oratory, rap, drama, song, graphic novels
- creative non-fiction, historical fiction
- poetry, song lyrics
- multimodal creative forms that combine visual, written, and oral texts

English 11 - CHOOSE from one of the following two options:

In the re-designing of BC's new curriculum, English 11 has multiple course offerings focusing on inspiring approaches to personal and intellectual development. Windsor will be offering two year-long course options: Creative Writing 11 and Literary Studies 11. Students must select one of these two options.

CREATIVE WRITING 11	MCTWR11
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Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they reflect on, adjust, and extend their writing skills.

Big Ideas

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	Texts are socially, culturally, geographically, and historically constructed.	Language shapes ideas and influences others.	Creative writers take risks and persevere.	Creative writers are observant of the world.	Writers write for authentic audiences and real-world purposes.
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The following are possible areas of focus within Creative Writing 11:

- short fiction and poetry – suggested content includes flash-fiction (micro-fiction, drabble, non-fiction, twitterature), graffiti, sub-genres (e.g., adventure, children's literature, comic/graphic, fantasy, fan fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance), drama, script writing, poetry, authenticity versus sentimentality, literary devices and techniques, various forms, the relationship between form and function
- creative non-fiction – suggested content includes columns, features, articles, queries, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, bylines, sample readings
- memoir – suggested content includes place-based writing, narrative, film memoir, sample readings

LITERARY STUDIES 11	MLTST11
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Literary Studies 11 allows students to delve deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

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

Big Ideas

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	People understand text differently depending on their worldviews and perspectives.	Texts are socially, culturally, geographically, and historically constructed.	Language shapes ideas and influences others.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
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The following are possible areas of focus in Literary Studies 11:

- canonical literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)
- genre-specific studies (poetry, short stories, novels, drama, graphic novels, children’s literature)
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies
- specific topic, theme, or inquiry
- literature by era (Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century)

ENGLISH STUDIES 12	MENST12
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The required English Studies 12 course builds on and extends students’ previous learning experiences in English Language Arts. It is designed for all students and provides them with opportunities to:

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

Big Ideas

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.	People understand text differently depending on their worldviews and perspectives.	Texts are socially, culturally, geographically, and historically constructed.	Language shapes ideas and influences others.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians’ responsibilities in relation to Reconciliation.
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Curricular and core competencies include:

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

These competencies will be addressed on an on-going basis throughout the teaching of the course.

Spoken Language 12 will support students in the refinement of spoken language forms. The course provides opportunities for students, with increasing independence and self-sufficiency, to study, create, write, and present original and authentic pieces for a range of purposes and audiences using real-world applications with impact and effectiveness. They will develop their craft through processes of drafting, reflecting, revising, and practicing to build a body of publishable and/or performance-based work that demonstrates breadth, depth, and evidence of sophisticated and specialized spoken language pieces for a range of situations.

The following are possible areas of focus:

1. **performance** – suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers' theatre, radio/podcasts/video posts
2. **oral tradition** – suggested content/topics include oratory, local story knowledge, oral history
3. **professional applications** – suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs.

The course will explore the following focus areas and themes (Big Ideas):

1. The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
2. People understand text differently depending on their worldviews and perspectives.
3. Texts are socially, culturally, geographically, and historically constructed.
4. Language shapes ideas and influences others.
5. Voice is powerful and evocative.

FRANCAIS LANGUE SECONDE-IMMERSION

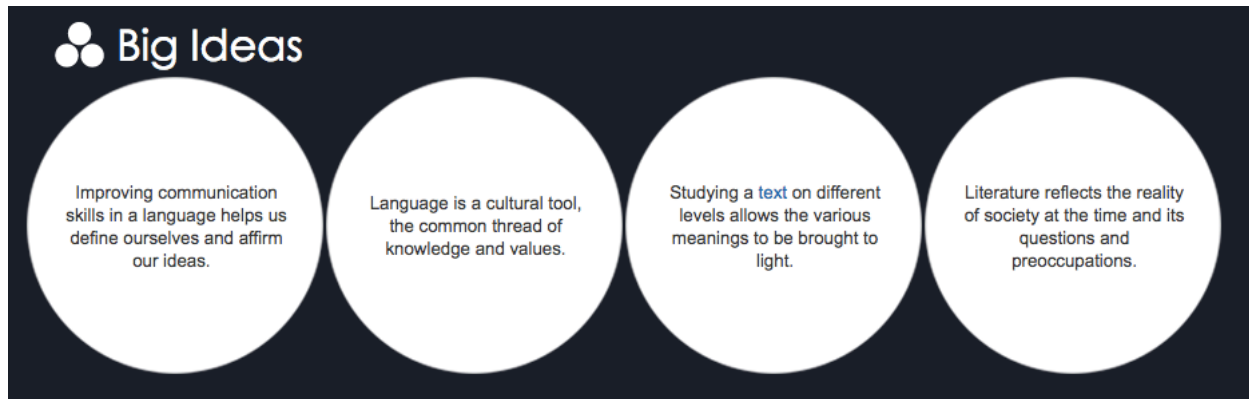
FRANÇAIS LANGUE SECONDE-IMMERSION 8 (FRENCH IMMERSION)

FFRAL08

This course will focus on developing students' verbal and non-verbal communication skills. Students will explore elements of language through the study of legends, plays and elements of oral tradition in Aboriginal texts. Organization of informational and argumentative texts will also be investigated. *This course is mandatory for a Bilingual Dogwood diploma in North Vancouver School District.*

FRANÇAIS LANGUE SECONDE-IMMERSION 9 (FRENCH IMMERSION)

FFRAL09



Students will work on improving their speaking, writing, reading comprehension and oral comprehension skills while learning to analyze messages and develop their critical thinking skills. Students will explore elements of language through the study of novels and fables.

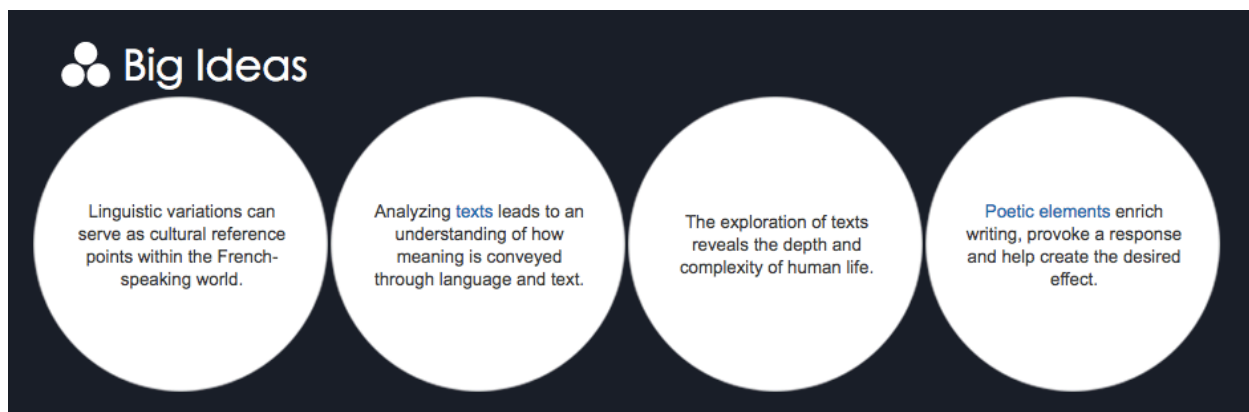
Curricular competencies include:

- ✓ Explore and reflect (reading, listening, viewing)
- ✓ Create and communicate (writing, speaking, representing)

This course is mandatory for a Bilingual Dogwood diploma in North Vancouver School District.

FRANÇAIS LANGUE SECONDE-IMMERSION 10 (FRENCH IMMERSION)

FFRAL10



This course will continue to develop students' verbal and non-verbal communication skills as they learn to distinguish between explicit and implicit meaning, identify themes and poetic elements in texts, and explore the psychology and evolution of characters in short stories.

Curricular competencies include:

- ✓ Explore and reflect (reading, listening, viewing)
- ✓ Create and communicate (writing, speaking, representing)

This course is mandatory for a Bilingual Dogwood diploma in North Vancouver School District.

ÉTUDES DU CINÉMA ET DE LA LITTÉRATURE FRANCOPHONES 11
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FLTST11

French-Language Film and Literary Studies 11, formerly called *Français Langue Seconde – Immersion 11*, is a mandatory French immersion course designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. By studying a variety of texts, students will acquire knowledge of Francophone culture, which will contribute to the development of their identity.

The film component of the course will enable students to discover cinematographic works from different eras, cultures, styles, and genres. In addition, students will develop their ability to analyze, interpret, and reflect in order to better appreciate cinematographic works from the French-speaking world. They will explore their imagination and develop their creativity, writing style, and spoken communication through multiple cinematographic genres.

Through the literature component, students will discover a variety of literary texts and works from different eras, cultures, styles, and genres. In addition, they will develop their ability to analyze, interpret, and reflect in order to better appreciate literary works from the French-speaking world. Students will explore their imagination and develop their creativity and writing style through multiple literary genres.

The following “Big Ideas” will be interwoven into the delivery of the course:

- Linguistic variations offer cultural reference points within the French-speaking world.
- The life experience, culture, and current context of the audience influence the interpretation of a text.
- The exploration of texts reveals the depth and complexity of human life.
- The cinematographic and literary works of a society reflect its principles and values.
- Linguistic and cultural identities are shaped by what we hear, see, read, and write.

Prerequisite course: Français Langue Seconde – Immersion 10

This course is mandatory for a Bilingual Dogwood diploma in North Vancouver School District.

FRANÇAIS LANGUE SECONDE-IMMERSION 12 (FRENCH IMMERSION)
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FFRAL12

Français Langue Seconde – Immersion 12 is required to receive a bilingual diploma. The objective of this course is to help students to integrate and enhance the linguistic competencies and linguistic and cultural knowledge acquired during past learning experiences. This course will enable students to gain an overview of the various factors that shape their bilingual identity. It offers many opportunities for students to deepen their knowledge of themselves and others in a changing world. In addition, students will explore different types and genres of texts, from various sources, that reflect Francophone and First Peoples perspectives. The course will encourage students to use critical and creative thinking to analyze various communication situations and refine their communication skills in diverse contexts in order to achieve their personal and career objectives.

The following “Big Ideas” will be interwoven into the delivery of the course:

- Linguistic variations offer cultural reference points within the French-speaking world.
- Developing a mastery of French makes it possible to explore employment, travel, and personal growth opportunities as well as opportunities to study abroad.
- The life experience, culture, and current context of the audience influence the interpretation of a text.
- Linguistic and cultural identities are shaped by what we hear, see, read, and write.
- The exploration of texts reveals the depth and complexity of human life.
- Careful editing of a text leads students to develop a rich and polished style.

Prerequisite course: Français Langue Seconde – Immersion 11

This course is mandatory for a Bilingual Dogwood diploma in North Vancouver School District.

LANGUAGES

The Languages Department's main objectives are to encourage and support students in developing a positive attitude towards language learning, and to make connections to other areas of study and life outside the classroom. The specific aims of the Languages Department include the development of listening, speaking, reading and writing skills, as well as an appreciation of cultures beyond a student's own.

The Big Ideas of French and Spanish, in accordance with B.C.'s new curriculum are as follows:

- Listening and viewing with intent supports our understanding and acquisition of a new language.
- We can express ourselves and talk about the world around us in a new language.
- With increased frequency, we can participate more actively in reciprocal interactions.
- Stories allow us to communicate ideas in a meaningful way.
- Creative works are an expression of culture.
- Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.

FRENCH 8	MFR--08
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Students will address the Big Ideas of the curriculum through the exploration of the following Essential Questions: Who do you think you are? Why would a community choose to build an underground city? Are you what you eat? Why is home important to you? Vocabulary building will be an important component of language acquisition at the grade 8 level. Students will learn basic sentence structure and be able to communicate in the present, future, and recent past tenses. Formative and Summative Assessments will be based on the skills of Reading, Writing, Listening and Speaking.

FRENCH 9	MFR--09
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Students will address the Big Ideas of the curriculum through the exploration of the following Essential Questions: What can we learn about others by observing their celebrations? What are the key elements of culture? How can learning about France help us to understand our own country better? Why is it important to have a daily routine/schedule? How are extra-curricular activities an essential part of personal well-being? Vocabulary building will continue to be an important component of language acquisition at the grade 9 level. Students will continue to develop their use of past, present, and future timeframes. Formative and Summative Assessments will be based on the skills of Reading, Writing, Listening and Speaking.

FRENCH 10	MFR--10
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Students will address the Big Ideas of the curriculum through the exploration of the following Essential Questions: What can we learn about our own country by studying other countries? What can we learn about a country/region by studying its architecture? How can we benefit from traveling within our own country? Why is it important to know about the contributions of the members of our country? How does food contribute to the development and transmission of culture? Students will expand on their vocabulary from previous years and use it to be able to communicate in multiple past tenses, the present tense, and the future tense. Formative and Summative Assessments will be based on the skills of Reading, Writing, Listening and Speaking.

FRENCH 11	MFR--11
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Students will address the Big Ideas of the curriculum through the exploration of the following Essential Questions: How does your school experience shape who you are as a person? What impact have the arts had on your life? Why is it important to plan ahead for the future? What do cultures have in common? How does social media impact our personal relationships? Students will expand on their vocabulary from previous years and use it to be able to communicate in multiple past, present, and future tenses. Formative and Summative Assessments will be based on the skills of Reading, Writing, Listening and Speaking.

FRENCH 12

MFR--12

Students will explore the following Big Ideas: Language learning is a lifelong process; With increased proficiency in French, we can discuss and justify opinions with nuance and clarity; Sharing our feelings, opinions, and beliefs in French enhances our identity as French speakers; Appreciation of Francophone cultures allows us to understand and explore global issues with greater awareness; Exploring diverse forms of cultural expression promotes a greater appreciation of cultures worldwide; Becoming more proficient in French allows us to explore diverse opportunities. Formative and Summative Assessments will be based on the skills of Reading, Writing, Listening and Speaking.

SPANISH 09

MSP--09

Spanish 9 is an introductory course open to students in Grade 9 or 10. The aim of this course is to provide students with the foundation and skills necessary to engage in purposeful communication in the target language. Students will be given the opportunity to participate in a wide range of reading, writing, listening and speaking activities within the context of culture. Some specific course content includes:

- Recognizing Spanish letter patterns
- Narrating stories
- Participating in short and simple conversations drawn from real life situations
- Exchanging ideas and information both orally and in written form
- Understanding cultural practices and traditions and attitudes in various Spanish regions
- Understanding First Peoples perspectives connecting language and culture

SPANISH 10

MSP--10

Students will continue their development of reading, writing, listening and speaking skills with growing fluency, orally and in writing. Students will express and reflect on a variety of experiences, perspectives and worldviews through the framework of culture. Some specific course content includes:

- Recognizing that choice of words affects meaning
- Narrating stories orally and in writing
- Engaging in short conversations in the past, present and future time frames
- Describing day to day activities and sequencing events
- Expressing opinions, likes and dislikes, desires and ambitions

SPANISH 11

MSP--11

Students will continue their development of language in the areas of reading, writing, listening and speaking with an increasing range of complex vocabulary and sentence structures for conveying meaning. Students will continue to recognize connections between language and culture.

Some specific course content includes:

- Responding personally to a variety of texts, including oral, written and visual texts
- Engaging in conversations on a variety of topics of interest
- Interacting spontaneously in a variety of meaningful, real-life situations
- Expressing themselves effectively, with fluency and accuracy, orally and in writing
- Exploring a variety of authentic texts in Spanish

SPANISH 12

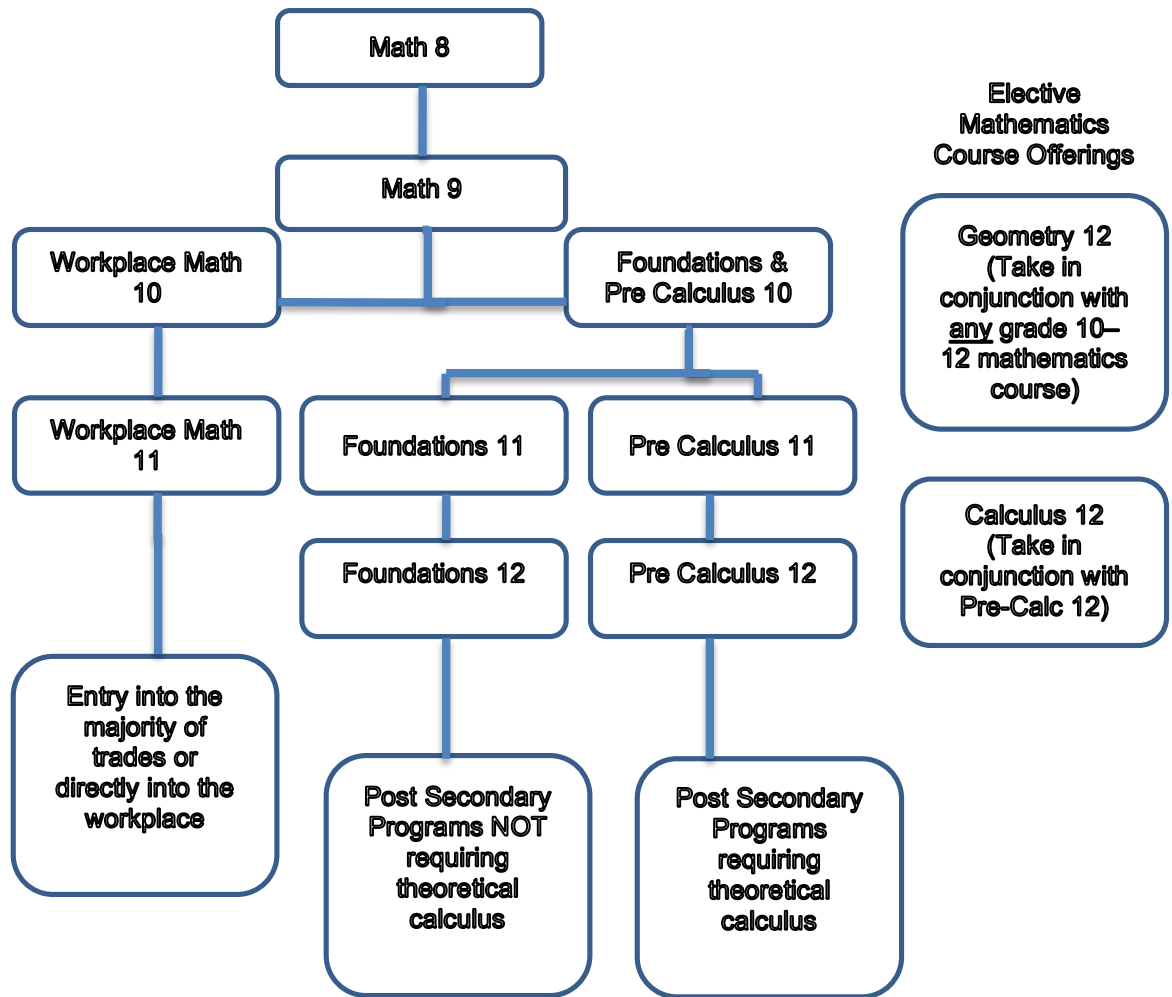
MSP--12

In their final year of Spanish, students will polish their skills and use a wider range and increasingly complex vocabulary for communicating. They will recognize connections between language and culture.

Some specific course content includes:

- Engaging in conversations on a variety of topics of interest
- Expressing themselves effectively with fluency and accuracy, written & orally
- Identify and explore opportunities to continue language acquisition beyond high school
- Justify opinions with nuance and clarity

MATHEMATICS



The math curriculum includes 3 available pathways for students. The three pathways available are: Apprenticeship and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. At the grade 10 level, a common Foundations of Mathematics and Pre-Calculus course is the starting point for both the Foundations of Mathematics and Pre-Calculus pathways. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

GRADE 10 PROVINCIAL NUMERACY ASSESSMENT

Students in the B.C. Graduation Program will have to complete the Provincial Numeracy Assessment, which focuses on the demonstration and application of numeracy.

Students in grade 10 during 2019-2020 will write the Provincial Numeracy Assessment.

PRINCIPLES OF MATHEMATICS 8

MMA--08

Number represents, describes, and compares the quantities of ratios, rates, and percent.

Computational fluency and flexibility extend to operations with fractions.

Discrete linear relationships can be represented in many connected ways and used to identify and make generalizations.

The relationship between surface area and volume of 3D objects can be used to describe, measure, and compare spatial relationships.

Analyzing data by determining averages is one way to make sense of large data sets and enables us to compare and interpret.

Principles of Mathematics 8 continues to expand the scope and depth of learning of the key areas of mathematics – computational fluency, number, patterns and relations, spatial sense, and statistics and probability. The topics in Principles of Mathematics 8 include: measurement, fractions, linear relations, proportional reasoning and percent, statistics, probability, financial literacy.

PRINCIPLES OF MATHEMATICS 9

MMA--09

The principles and processes underlying operations with **numbers** apply equally to algebraic situations and can be described and analyzed.

Computational fluency and flexibility with numbers extend to operations with rational numbers.

Continuous linear relationships can be identified and represented in many connected ways to identify regularities and make generalizations.

Similar shapes have **proportional relationships** that can be described, measured, and compared.

Analyzing the validity, reliability, and representation of **data** enables us to compare and interpret.

Principles of Mathematics 9 further expands the scope and depth of learning of the key areas of mathematics – computational fluency, number, patterns and relations, spatial sense, and statistics and probability. The topics in Principles of Mathematics 9 include: exponents, polynomials, linear relations, multi-step equations, proportional reasoning, statistics, financial literacy.

WORKPLACE MATHEMATICS 10

MWPM-10

Proportional reasoning is used to make sense of **multiplicative** relationships.

3D objects can be examined mathematically by **measuring** directly and indirectly length, surface area, and volume.

Flexibility with number builds meaning, understanding, and confidence.

Representing and analyzing data allows us to notice and wonder about relationships.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force. The topics in Workplace Math 10 include: statistics, probability, financial literacy, trigonometry and measurement.

FOUNDATION OF MATHEMATICS AND PRE-CALCULUS 10	MFMP-10	
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Algebra allows us to generalize relationships through abstract thinking.	The meanings of, and connections between, each operation extend to powers and polynomials.	Constant rate of change is an essential attribute of linear relations and has meaning in different representations and contexts.	Trigonometry involves using proportional reasoning to solve indirect measurement problems.	Representing and analyzing situations allows us to notice and wonder about relationships.
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This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11. The topics in Foundation of Mathematics and Pre-calculus 10 include: trigonometry, algebra, financial literacy and linear functions.

WORKPLACE MATHEMATICS 11	MWPM-11	
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Proportional reasoning is used to make sense of multiplicative relationships.	Mathematics informs financial decision making .	3D objects are often represented and described in 2D space.	Flexibility with number builds meaning, understanding , and confidence.	Representing and analyzing data allows us to notice and wonder about relationships.
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This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for direct entry into the work force. The topics in Workplace Mathematics 11 include: statistics, probability, financial literacy, trigonometry and rate of change.

FOUNDATIONS OF MATHEMATICS 11	MFOM-11	
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Similar shapes and objects have proportional relationships that can be described, measured, and compared.	Optimization informs the decision-making process in situations involving extreme values.	Logical reasoning helps us discover and describe mathematical truths.	Statistical analysis allows us to notice, wonder about, and answer questions about variation .
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This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. The topics in Foundations of Mathematics 11 include: financial literacy, graphical analysis, mathematical reasoning, statistics and scale models.

PRE-CALCULUS 11

MPREC11

Algebra allows us to **generalize** relationships through abstract thinking.

Algebraic and graphical **reasoning** develops through the study of relations and functions.

Quadratic **relationships** are prevalent in the world around us.

Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems.

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus (e.g. Sciences and Engineering). The topics in Pre-calculus 11 include: the real number system, powers and radicals, quadratic functions, trigonometry and financial literacy.

FOUNDATIONS OF MATHEMATICS 12

MFOM-12

Probabilistic thinking informs decision making in situations involving chance and uncertainty.

Modelling data requires an understanding of a variety of functions.

Mathematical analysis informs financial **decisions**.

Through **explorations** of spatial relationships, we can develop a geometrical appreciation of the world around us.

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in the arts or the humanities. The topics in Foundations of Mathematics 12 include: financial mathematics, geometry, probability, combinatorics and regression analysis.

PRE-CALCULUS 12

MPREC12

Using **inverses** is the foundation of solving equations and can be extended to relationships between functions.

Understanding the characteristics of families of **functions** allows us to model and understand relationships and to build connections between classes of functions.

Transformations of shapes extend to functions and relations in all of their representations.

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, like Mathematics, Sciences or Engineering. The topics in Pre-calculus 12 include: trigonometry, relations and functions (exponential & logarithmic, polynomial, radical, rational, and transformations) and geometric sequences and series.

CALCULUS 12

MCALC12

The **concept of a limit** is foundational to calculus.

Differential calculus develops the concept of **instantaneous rate of change**.

Integral calculus develops the concept of determining a product involving a **continuously changing** quantity over an interval.

Derivatives and integrals are **inversely related**.

Calculus 12 is a year-long elective course taken in conjunction with Pre-Calculus 12. The course is intended to help prepare students for university calculus courses. The topics in Calculus 12 include: differentiation and integration.

Diagrams are fundamental to investigating, communicating, and discovering properties and relations in geometry.

Finding **invariance amidst variation** drives geometric investigation.

Geometry involves creating, testing, and refining **definitions**.

The **proving process** begins with conjecturing, looking for counter-examples, and refining the conjecture, and the process may end with a written proof.

Geometry stories and applications vary across cultures and time.

Geometry is perhaps the oldest mathematics discipline, as it investigates how we experience our world through the study of shape and space. This new Geometry course will develop spatial ways of thinking that are not only relevant to important geometric ideas, but that also can be used in other areas of mathematics.

This is an academic elective mathematics course intended to be taken alongside a Pre-calculus or Foundations course. This course is open to all students in grade 10, 11 or 12.

PHYSICAL & HEALTH EDUCATION

PHYSICAL AND HEALTH EDUCATION 8	MPHE—08	
EDUCATION PHYSIQUE ET SANTÉ EN PLEIN AIR 8 (FRENCH IMMERSION)	FEPHF08	*See description below
PHYSICAL AND HEALTH EDUCATION 9	MPHE—09	

The aim of Windsor's Physical and Health Education 8 and 9 and Education Physique et Santé en Plein Air 8 programs are based on the following Big Ideas:

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.	Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.	Healthy choices influence our physical, emotional, and mental well-being.	Healthy relationships can help us lead rewarding and fulfilling lives.	Advocating for the health and well-being of others connects us to our community.
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PHYSICAL AND HEALTH EDUCATION 8 & 9

The learning standards of Physical and Health Education (PHE) 8 and PHE 9 are designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PHE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations.

An underlying principle of the PHE curriculum is that students must be active in creating, assessing, and applying what they learn to their daily lives. The focus on lifelong safety, physical activity, and health is valuable for both the individual student and for society as a whole.

All PHE students are required to wear clothing and footwear appropriate for the activity. Proper clothing consists of shorts, T-shirt and running shoes (indoor and outdoor footwear); optional sweat/track suit for outside activities. Due to safety and health concerns, students without proper PE clothing and footwear will not be allowed to participate in the activity. Community facilities (e.g. Ron Andrews Rec. Centre) will be used for some activities that our facilities may not provide. Alternate assignments and/or activities that address the learning standards can be provided.

Supplemental Fee: \$15.00

* **EDUCATION PHYSIQUE ET SANTÉ EN PLEIN AIR 8 (FRENCH IMMERSION):**

Given the North Shore's natural setting, this course will offer opportunities for outdoor learning experiences in a French environment. Students will explore personal health and well-being by practicing daily movement, setting personal fitness goals and exploring a variety of ways to achieve these goals in the outdoors. Activities may include but are not limited to: hiking, skiing, snowshoeing, kayaking, canoeing, yoga, orienteering, walking/running, aerobic training, etc.

Please note, additional fees may arise for optional field trips throughout the year. Students will need to have basic outdoor gear (rain coats, proper footwear) to participate.

Students will work with a wide range of community partners including schools, community and health centres to explore their own role in the North Vancouver community and how the community can support their mental and physical well-being.

This course will follow the Physical and Education 8 course curriculum and address the Big Ideas listed above.

Supplemental Fee: \$15.00

PHYSICAL AND HEALTH EDUCATION 10 (ACTIVITY & SPORTS)	MPHED10	OR
PHYSICAL AND HEALTH EDUCATION 10 (FITNESS & CONDITIONING) * Will run in conjunction with Fitness & Conditioning 11/12-see description below.	MPHED10C	

The aim of Windsor’s Physical and Health Education 10 program is based on the following Big Ideas:

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.	Trying a variety of physical activities can increase our chances of being active throughout our lives.	Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.	Personal fitness can be maintained and improved through regular participation in physical activities.	Understanding the factors that influence our health empowers us to take action to improve it.
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Physical and Health Education 10 is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. PHE curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations.

An underlying principle of the PHE curriculum is that students must be active in creating, assessing, and applying what they learn to their daily lives. The focus on lifelong safety, physical activity, and health is valuable for both the individual student and for society as a whole.

All PHE students are required to wear clothing and footwear appropriate for the activity. Proper clothing consists of shorts, T-shirt and running shoes (indoor and outdoor footwear); optional sweat/track suit for outside activities. Due to safety and health concerns, students without proper PE clothing and footwear will not be allowed to participate in the activity. Alternate assignments and/or activities that address the learning standards can be provided.

FITNESS & CONDITIONING 11	MFTCD11	
FITNESS & CONDITIONING 12	MFTCD12	

The aim of Windsor’s P.E. 10, 11, 12 Fitness and Conditioning Program will be based on the following Big Ideas:

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.	Trying a variety of physical activities can increase our chances of being active throughout our lives.	Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.	Personal fitness can be maintained and improved through regular participation in physical activities.	Understanding the factors that influence our health empowers us to take action to improve it.
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The course is designed for all students. This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. It is also beneficial for athletes who would like to become much more competitive in their activity(s) of choice. Students will benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to self-regulate, self-assess, set goals, make wise choices, meet challenges, and develop positive behaviours in fitness, wellness, and movement activity for a lifetime.

*** Students taking the Fitness and Conditioning in grade 10** will earn credit for their required Physical and Health Education 10 course. This course will cover learning outcomes: safety, leadership, movement, and healthy living. The course will also cover short and long term consequences of health decisions and various aspects of physical, emotional and social well-being.

ACTIVE LIVING 11 (11/12 COMBINED)	MACLV11	
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The aim of Windsor's active living program will be based on the following big ideas:

- Physical activity is an important part of overall health and well-being
- Finding enjoyable activities can motivate people to participate more regularly in physical activity
- Safely participating in activities and avoiding injury can sustain lifelong physical activity
- Preparation and organization helps people engage more regularly in physical activity

This course will involve proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills; ways to monitor and adjust physical exertion levels; rules and guidelines for different types of sports and activities; physical activity safety and etiquette. Some examples will be fitness, minor games, territory and invasion games and team and individual pursuits. Students will develop leadership skills for organizing and supervising activities.

Students will discover the benefits of physical activities for health and mental well-being, the roles of various nutrients and how they can affect health and performance; injury prevention and management, potential consequences of health decisions.

BA KINESIOLOGY 11	YHRA-1C	
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Kinesiology is an academic discipline that involves the study of physical activity and its impact on health, society, and quality of life. The course is based on the following big ideas:

- Creating links between structure and function helps us understand the human musculoskeletal system
- Understanding the diagnosis, treatment, and prevention of sport related injuries connects us to each other and to our community
- Measuring, diagnosing, and prescribing fitness to various populations helps us gain an understanding of the state of health of a group
- Making connections between nutrition, stress management, and lifestyle risks allows us to gain a deeper understanding of our personal state of health

Students in kinesiology will gain a deep understanding of the human body and how it functions during times of health and illness. Kinesiology 11 will provide a foundation for students interested in pursuing exercise science at the post-secondary level.

Supplemental Fee: \$15.00

ACTIVE LIVING 12 (11/12 COMBINED)	MACLV12	
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The aim of Windsor's active living program will be based on the following big ideas:

- Physical activity is an important part of overall health and well-being
- Finding enjoyable activities can motivate people to participate more regularly in physical activity
- Safely participating in activities and avoiding injury can sustain lifelong physical activity
- Preparation and organization helps people engage more regularly in physical activity

This course will involve proper physical movement patterns, including non-locomotor, locomotor, and manipulative skills; ways to monitor and adjust physical exertion levels; rules and guidelines for different types of sports and activities; physical activity safety and etiquette. Some examples will be fitness, minor games, territory and invasion games and team and individual pursuits. Students will develop leadership skills for organizing and supervising activities.

Students will discover the benefits of physical activities for health and mental well-being, the roles of various nutrients and how they can affect health and performance; injury prevention and management, potential consequences of health decisions.

NVSD HOCKEY SKILLS ACADEMY

PHYSICAL & HEALTH EDUCATION 8: HOCKEY SKILLS	MPHE--08--H	
PHYSICAL & HEALTH EDUCATION 9: HOCKEY SKILLS	MPHE--09--H	
PHYSICAL & HEALTH EDUCATION 10: HOCKEY SKILLS	MPHED10--H	
ACTIVE LIVING 11: HOCKEY SKILLS	MACLV11-H	
ACTIVE LIVING 12: HOCKEY SKILLS	MACLV12-H	

The Hockey Academy offers an opportunity for students to improve their hockey skills and knowledge through additional training, both on and off the ice, while balancing their secondary studies.

Please see the following link for more information and District registration and payment procedures:

<http://www.sd44.ca/ProgramsServices/Academies/HockeyAcademy/Pages/default.aspx>

NVSD SOCCER ACADEMY

PHYSICAL & HEALTH EDUCATION 8: SOCCER SKILLS	MPHE--08--S	
PHYSICAL & HEALTH EDUCATION 9: SOCCER SKILLS	MPHE--09--S	
PHYSICAL & HEALTH EDUCATION 10: SOCCER SKILLS	MPHED10--S	
ACTIVE LIVING 11: SOCCER SKILLS	MACLV11-S	
ACTIVE LIVING 12: SOCCER SKILLS	MACLV12-S	

The Soccer Academy offers an opportunity for students to improve their soccer skills and earn PE credit while balancing their secondary studies. The program includes weight training, cross-sport training, and fitness testing, as well as other Physical Education activities.

Please see the following link for more information and District registration and payment procedures:

<http://www.sd44.ca/ProgramsServices/Academies/SoccerAcademy/Pages/default.aspx>

NVSD DANCE ACADEMY

PHYSICAL & HEALTH EDUCATION 8: DANCE	MPHE--08--D	
PHYSICAL & HEALTH EDUCATION 9: DANCE	MPHE--09--D	
PHYSICAL & HEALTH EDUCATION 10: DANCE	MPHED10--D	
ACTIVE LIVING 11: DANCE	MACLV11-D	
ACTIVE LIVING 12: DANCE	MACLV12-D	

The Dance Academy offers students the ability to pursue their commitment to dance while remaining connected to their local high school and fulfilling academic requirements towards graduation. The Dance Academy is provided in partnership with Seymour Dance, a certified Royal Academy of Dance School.

Please see the following link for more information and District registration and payment procedures:

<http://www.sd44.ca/ProgramsServices/Academies/Dance/Pages/default.aspx>

SCIENCE

SCIENCE 8	MSC--08	
SCIENCES NATURELLES 8 (FRENCH IMMERSION)	FSCF-08	*See note below

The Science 8 (Sciences Naturelles 8) curriculum consists of four Big Ideas: Life processes are performed at the cellular level (Biology); The behaviour of matter can be explained by the kinetic molecular theory and atomic theory (Chemistry); Energy can be transferred as both a particle and a wave (Physics); and The theory of plate tectonics is the unifying theory that explains Earth's geological processes (Earth Science). Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course.

Note: French Immersion students may choose to take Science 8 in English, or Sciences Naturelles 8. French Immersion students who choose to take Physical & Health education (PHE) course in English or a sports Academy (which will be their PHE course) must take Sciences Naturelles 8.

SCIENCE 9	MSC--09	
SCIENCES NATURELLES 9 (FRENCH IMMERSION)	FSCF-09	*See note below

The Science 9 (Sciences Naturelles 9) curriculum consists of four Big Ideas: Cells are derived from cells (Biology); The electron arrangement of atoms impacts their chemical nature (Chemistry); Electric current is the flow of electric charge (Physics); and The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them (Earth Science). Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course.

Note: French Immersion students may choose to take Science 9 in English, or Sciences Naturelles 9.

SCIENCE 10	MSC--10	
SCIENCES NATURELLES 10 (FRENCH IMMERSION)	FSCF--10	*See note below

The Science 10 curriculum consists of four Big Ideas: DNA is the basis for the diversity of living things (Biology); Energy change is required as atoms rearrange in chemical processes (Chemistry); Energy is conserved and its transformation can affect living things and the environment (Physics); and The formation of the universe can be explained by the big bang theory (Space Science). Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course.

Note: French Immersion students may choose to take Science 10 in English, or Sciences Naturelles 10.

LIFE SCIENCES 11 (BIOLOGY 11)	MLFSC11	
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The Life Sciences 11 (Biology 11) curriculum consists of three Big Ideas: Life is a result of interactions at the molecular and cellular levels (Cell Biology); Evolution occurs at the population level (Evolution); Organisms are grouped based on common characteristics (Taxonomy). Laboratory activities occur throughout the course to develop practical skills. In addition to the lab activities, the online learning experience will include digital lessons, videos, animations, simulations, and an e-text. Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course. This course is highly recommended for students planning to take Anatomy and Physiology 12 (Biology 12).

CHEMISTRY 11	MCH--11	
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Chemistry 11 is a challenging course, serving as the main bridge between high-school science and the chemistry offered in first year at a post-secondary institution. Mathematical calculations and analyses are an integral part of this course, and whenever possible, lab work reinforces the concepts in practical situations. The curriculum consists of five Big Ideas: Atoms and molecules are building blocks of matter; Organic chemistry and its applications have significant implications for human health, society, and the environment; The mole is a quantity used to make atoms and molecules measurable; Matter and energy are conserved in chemical reactions; Solubility within a solution is determined by the nature of the solute and the solvent. Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course. It is strongly recommended that students selecting this course should have earned above average marks (C+ or higher) in Science 10 and Math 10.

EARTH SCIENCES 11	MESC-11	
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The Earth Science 11 curriculum consists of five Big Ideas: Earth materials are changed as they cycle through the geosphere and are used as resources, with economic and environmental implications; Plate tectonic theory explains the consequences of tectonic plate interactions; The transfer of energy through the atmosphere creates weather, and this transfer is affected by climate change; The distribution of water has a major influence on weather and climate; Astronomy seeks to explain the origin and interactions of Earth and its solar system. Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course.

PHYSICS 11	MPH--11	
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The Physics 11 curriculum is challenging and will require commitment and perseverance if success is to be achieved. The curriculum consists of four Big Ideas: An object's motion can be predicted, analyzed, and described; Forces influence the motion of an object; Energy is found in different forms, is conserved, and has the ability to do work; Mechanical waves transfer energy but not matter. Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course.

ANATOMY AND PHYSIOLOGY 12 (BIOLOGY 12)	MATPH12	
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The Anatomy and Physiology 12 (Biology 12) curriculum consists of three Big Ideas: Homeostasis is maintained through physiological processes; Gene expression, through protein synthesis, is an interaction between genes and the environment; Organ systems have complex interrelationships to maintain homeostasis. Laboratory activities occur throughout the course to develop practical skills. Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course. It is strongly recommended that students selecting this course should have earned above average marks (C+ or higher) in Life Sciences 11 (Biology 11) and Chemistry 11.

CHEMISTRY 12	MCH--12	
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The Chemistry 12 curriculum consists of five Big Ideas: Reactants must collide to react, and the reaction rate is dependent on the surrounding conditions; Dynamic equilibrium can be shifted by changes to the surrounding conditions; Saturated solutions are systems in equilibrium; Acid or base strength depends on the degree of ion dissociation; Oxidation and reduction are complementary processes that involve the gain or loss of electrons. Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course. It is strongly recommended that students selecting this course should have earned above average marks (C+ or higher) in Chemistry 11 and Math 11.

PHYSICS 12	MPH--12	
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The Physics 12 curriculum consists of four Big Ideas: Measurement of motion depends on our frame or reference; Forces can cause linear and circular motion; Forces and energy interactions occur within fields; Momentum is conserved within a closed and isolated system. Curricular and core competencies will be addressed on an ongoing basis throughout the teaching of this course.

SOCIAL STUDIES / SCIENCES HUMAINES

SOCIAL STUDIES 8	MSS--08	
SCIENCES HUMAINES 8 (FRENCH IMMERSION)	FSCHF08	

Social Studies 8 examines world historical events and ideas that occurred from the 7th Century to 1750 CE. Topics studied may include the Middle Ages, the Renaissance, early exploration, expansion, and colonization.

Students will develop the curricular competencies of Historical Significance and Perspective, Evidence, Continuity and Change, Cause and Consequence, and Ethical Judgement in order to investigate the “Big Ideas” of the course. Additionally, students will practice inquiry processes and skills to analyze, interpret, and communicate ideas to help understand our place in, and responsibilities to, our world.

The “Big Ideas” in Social Studies 8:

- Contact and conflicts between peoples stimulated significant cultural, social, political change.
- Human and environmental factors shape changes in population and living standards.
- Exploration, expansion, and colonization had varying consequences for different groups.
- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

Sciences Humaines is a mandatory course for a Bilingual Dogwood diploma in North Vancouver School District.

SOCIAL STUDIES 9	MSS--09	
SCIENCES HUMAINES 9 (FRENCH IMMERSION)	FSCHF09	

Social Studies 9 examines world and Canadian historical events and ideas that occurred from 1750 to 1919. Topics studied may include the European Revolutions and American Revolutions; Colonial North America, the development of Canada as a nation, and the emergence of Modern Canada.

Building on past skills, students will continue to develop the curricular competencies of Historical Significance and Perspective, Evidence, Continuity and Change, Cause and Consequence, and Ethical Judgement in order to investigate the “Big Ideas” of the course. Additionally, students will practice inquiry processes and skills to analyze, interpret, and communicate ideas to help understand our place in, and responsibilities to, our world.

The “Big Ideas” in Social Studies 9:

- Emerging ideas and ideologies profoundly influence societies and events.
- The physical environment influences the nature of political, social, and economic change.
- Disparities in power alter the balance of relationships between individuals and between societies.
- Collective identity is constructed and can change over time.

Sciences Humaines is a mandatory course for a Bilingual Dogwood diploma in North Vancouver School District.

SOCIAL STUDIES 10	MSS--10	
SCIENCES HUMAINES ET SOCIALES 10 (FRENCH IMMERSION)	FSCH-10	

Social Studies 10 examines Canadian and world historical events and ideas that occurred from 1919 to the Present. Topics studied include Canada’s identity, political institutions, and ideologies; Canada’s development as an autonomous nation; and Canada’s role in a global economy and environment.

Students will continue to develop the curricular competencies of Historical Significance and Perspective, Evidence, Continuity and Change, Cause and Consequence, and Ethical Judgement in order to investigate the “Big Ideas” of the course. Furthermore, students will continue to practice inquiry processes and skills to analyze, interpret, and communicate ideas to help understand our place in, and responsibilities to, our world.

The “Big Ideas” in Social Studies 10:

- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- The development of political institutions is influenced by economic, social, ideological and geographic factors.
- Worldviews lead to different perspectives and ideas about developments in Canadian society.
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Sciences Humaines is a mandatory course for a Bilingual Dogwood diploma in North Vancouver School District.

EXPLORATIONS IN SOCIAL STUDIES 11	MEPSS11	
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Social Studies 11: Explorations asks the big question “what does it mean to be human?” It approaches this question through the study of the social sciences of Anthropology, Psychology, and Sociology. Through this survey approach, students will appreciate and understand their roles as citizens in the world and community in which they live. Inquiry based project work and research skills will be particularly emphasized in this course.

Students will continue to develop the curricular competencies of Significance, Perspective, Evidence, Continuity and Change, Cause and Consequence and Ethical Judgement in order to investigate the “Big Ideas” of the course. Furthermore, students will continue to practice inquiry processes and skills to analyze, interpret, and communicate ideas to help understand their place in, and responsibilities to, our world.

The “Big Ideas” in Social Studies 11: Explorations:

- Understanding the diversity and complexity of cultural expression in one culture enhances our understanding of other cultures.
- Examining other cultures and societies allows one to reflect on what it means to be a thoughtful and contributing member of society.
- Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs.
- The study of Psychology provides tools for investigating meaning and fostering understanding of different ways of thinking.

COMPARATIVE CULTURES 12	MCMCL12	
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Comparative Cultures 12 is offered to students wishing to experience and understand beliefs and ideas made visible and audible through the medium of the arts. The course encompasses the last 3,000 years and does not attempt to present a complete record of humankind’s achievements. Rather, Comparative Cultures 12 concentrates on crucial civilizing episodes and individual accomplishments that are pertinent to understanding our world. Students will gain an appreciation and insight into their own heritage through art, archaeology, religion, and philosophy - anything from Botticelli to Batman may be studied in this course!

The “Big Ideas” in Comparative Cultures 12:

- Understanding the diversity and complexity of cultural expressions in one culture enhances our understanding of other cultures.
- Interactions between belief systems, social organization, and languages influence artistic expressions of culture.
- Geographic and environmental factors influenced the development of agriculture, trade, and increasingly complex cultures.
- Value systems and belief systems shape the structures of power and authority within a culture.

PHYSICAL GEOGRAPHY 12	MPGEO12	
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Physical Geography 12 is the study of the physical, natural, and human elements of the global environment. Students will study the forces acting on the earth's surface (e.g., geotectonics, volcanism, erosion, etc.), earth's climate and weather, soils, and vegetation. As well, current issues which affect humans including environmental threats, and management of global resources will be examined. Students will therefore have a greater understanding of their responsibilities involving the inter-dependencies and inter-relationships affecting people and their surrounding environments.

The "Big Ideas" in Physical Geography 12:

- Incorporating data from a variety of sources allows us to better understand our globally connected world.
- Natural processes have an impact on the landscape and human settlement.
- Interactions between human activities and the atmosphere affect local and global weather and climate.

20TH CENTURY WORLD HISTORY 12	MWH--12	
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The 20th Century World History 12 curriculum is designed to give students a range of experiences and opportunities to develop skills that will increase their understanding of their lives as Canadians and as global citizens. In addition, it will prepare them for further study in history as well as related disciplines. The scope of the curriculum is sufficiently broad to allow students to see the development of major patterns and trends in the 20th century, while maintaining a perspective that is relevant and interesting to students as citizens of Canada. Students will continue to develop the curricular competencies of historical significance and perspective, using evidence, continuity and change, cause and consequence, and ethical judgement to investigate the "Big Ideas" of the course.

The "Big Ideas" in 20th Century World History 12:

- Nationalist movements can unite people in common causes or lead to intense conflict between different groups.
- The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.
- The breakdown of long-standing empires created new economic and political systems

HISTOIRE 12: HISTOIRE DU MONDE AU XXIÈME SIÈCLE (FRENCH IMMERSION)	FHIF-12	
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Histoire 12 examines world historical events and ideas that occurred throughout the 20th Century. Topics studied include: authoritarian regimes, civil wars and independence movements, WWI, WWII, Cold War, religious/ cultural conflicts, social migrations, and cultural changes.

Students will continue to develop the curricular competencies of Historical Significance and Perspective, Evidence, Continuity and Change, Cause and Consequence, and Ethical Judgement in order to investigate the "Big Ideas" of the course. Furthermore, students will continue to practice inquiry processes and skills to analyze, interpret, and communicate ideas to help understand our place in, and responsibilities to, our world.

The "Big Ideas" in Histoire 12:

- Nationalist movements can unite people in common causes or lead to intense conflict between different groups
- The breakdown of long-standing imperialistic structures created new economic and political systems
- the rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities

It is recommended that this course be taken in Grade 11.

Histoire mondiale 12 counts as a Sciences Humaines credit which is mandatory for a Bilingual Dogwood diploma in North Vancouver School District.

LAW STUDIES 12	MLAW-12	
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Understanding their legal rights and responsibilities allows citizens to participate more fully in society. Knowledge of the law is presupposed in our legal system, as illustrated by the maxim, "ignorance of the law is no excuse." It follows that students should understand how laws are applied and reviewed. Laws can maintain the status quo and can also be a force for change. Laws are interpreted and these interpretations may evolve over time as a society's values and worldviews change. The relevance of legal studies extends beyond students' need to know about the legal system and content of law but also explores how the legal framework affects many aspects of daily life. Legally literate students are more likely to become active, informed, and productive citizens, and are better equipped to participate effectively in a democratic society.

SOCIAL JUSTICE 12	MSJ--12	
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This course is aimed at exploring the different issues confronting the world today, and how Social Justice issues are interconnected. It will concentrate on the origins of major global issues: problems, current conditions, and the national government's responses to these. It will consider how individual worldviews shape and inform our understanding of these issues and the lasting impact these have on our society. Using critical and creative thinking skills, and examining different perspectives, this course will connect students to the large global community and how social justice initiatives can transform individuals and the systems in which they exist.

SUPPORT PROGRAMS & OTHER PROGRAM OPTIONS

Students are placed into the following programs in consultation with the student's grade counsellor and grade administrator.

BRITISH COLUMBIA CULTURE 10	YESFLOA	
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This course develops the ELL student's ability to analyze and think deeply about the nature of human societies and our relationship to the environment and one another. The course will provide students with the reading, writing and oral skills necessary for active citizenship. It is recommended for ELL students who are expanding and consolidating their English language skills.

Big Ideas

Information is created for diverse purposes and in a variety of texts .	Contextual academic language is essential for comprehension and to convey meaning in a variety of contexts.	Culture is shaped by history, geography and human experience.	Effective communication includes exchanging ideas and viewpoints and demonstrating understanding of culture.
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CHOICES 8 & 9, AND SELF EFFICACY 10, 11 & 12	See *Note below
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The Choices program is an intervention currently in place in all six mainstream secondary schools in North Vancouver to support students with social, emotional and behavioral needs. Students enrolled in Choices receive assistance to recognize, understand, and create strategies to overcome barriers to learning. A key component of the Choices program is the variety of supports provided to students through the Choices counsellor, teacher, Behaviour Support Worker, and Youth Engagement Worker. ***Note: Placement in the program is recommended by the School Based Resource Team and implemented only after parental approval.**

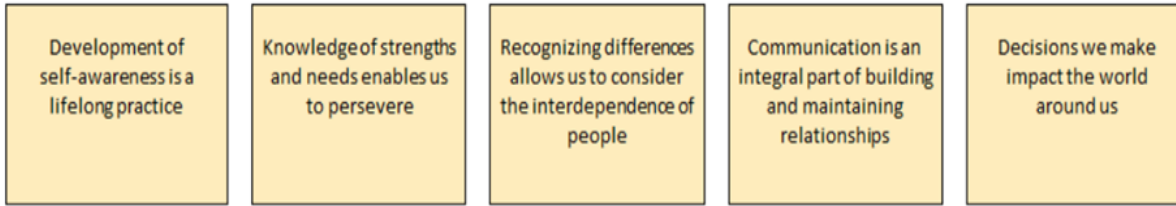
ENGLISH LANGUAGE LEARNER 8, 9, 10, 11, 12
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ELL 1 and 2 provide language instruction and support for ELL students who are in the Beginning, Developing and Expanding phases of language acquisition. The course is designed to improve a student's English language acquisition through listening, speaking, reading and writing activities. Upon completion of these courses, an individual assessment is done by the ELL specialist to determine the next placement for each student.

FIRST NATIONS SUPPORT 8	XAT--08FNS	
FIRST NATIONS SUPPORT 9	XAT--09FNS	
BA ABORIGINAL STUDIES 10	YIPS-0B-FNS	
BA ABORIGINAL STUDIES 11	YIPS-1C-FNS	
BA ABORIGINAL STUDIES 12	YIPS-2C-FNS	

These courses are designed to support Indigenous students through instruction strategies related to learning challenges. Students are supported with organization, study habits, test taking strategies, social-emotional learning, and homework support. Self-Advocacy and Self-Determination are emphasized as life-long learners strategies as a means of becoming independent, successful learners.

BIG IDEAS



Core Competencies:

- Communication
- Creative Thinking
- Critical Thinking
- Positive Personal & Cultural Identity
- Personal Awareness & Responsibility
- Social Responsibility

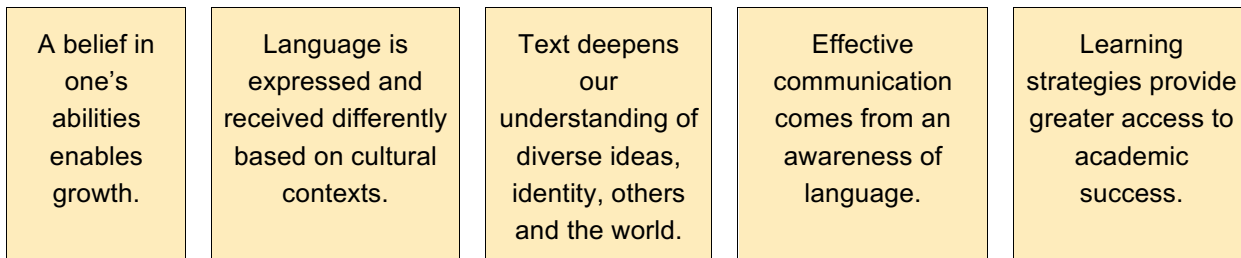
Declaration of Aboriginal Worldviews and Perspectives:

- Positive learner-centered approach
- Experiential learning
- Flexibility

LANGUAGE STRATEGIES 10	YESFLOB	
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This course is designed to enable students to learn strategies and extend skills in the main areas of reading, writing, listening, speaking and viewing. The focus will be on skills required in mainstream English courses. This course is recommended for ELL students who are expanding and consolidating their English language skills.

Big Ideas



LEARNING CENTRE 8, 9		
APPLICATIONS FOR LEARNING 10, 11, 12		

The Learning Centre is for students who need individual or personalized support with their academic learning. Throughout this course, students work to acquire the skills needed to become independent, self-directed advocates. As they continue to build confidence through skill development and strategy acquisition, they become more resourceful and self-reliant.

Learning Assistance support is recommended by the School Based Resource Team and is implemented only after parental approval. Prior to receiving Learning Centre support, a student typically has had other interventions including but not limited to differentiated curriculum/assessment/instruction, and classroom adaptations

RESOURCE ROOM GRADES 8-12	XAT--00-XLD	
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Through the development of a quality educational plan, the individual needs of complex learners are addressed in this program. Referral to this program is through the School Based Resource Team in consultation with parents.

EXTRA CURRICULAR ACTIVITIES

WINDSOR SPORTS

Windsor offers a comprehensive athletic program for all grades. Involvement in extra-curricular sports complements a student's overall school program. All sports operate under a user-pay model in which all costs associated with a sport are covered by the athletes. We hope that the athletic program can offer a worthwhile experience to your child's experience at Windsor. Costs for individual sports range from approximately \$30 to \$400 depending on the sport (see the grid below for cost ranges). An additional fee will be charged if a team qualifies for Provincials. Please be advised, specific sports teams will run based on student interest and availability of coaching staff.

Fall

- Cross Country \$
- Field Hockey \$\$
- Football \$\$\$\$
- Soccer (Boys) \$\$
- Swimming \$
- Volleyball \$\$\$

Winter

- Basketball \$\$\$\$
- Gymnastics \$\$\$
- Ski/Snowboarding \$\$\$
- Wrestling \$\$

Spring

- Golf \$\$\$
- Badminton \$
- Mountain Biking \$\$
- Rugby (Senior Boys) \$\$
- Rugby (Girls) \$\$
- Soccer (Girls) \$\$
- Tennis \$
- Track & Field \$
- Ultimate Frisbee \$\$

\$= under \$50 \$\$= \$50-\$100 \$\$\$=\$150-\$250 \$\$\$\$= \$250-\$400+
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WINDSOR CLUBS AND ORGANIZATIONS

Clubs and groups are happy to have students join at any time during the year. Some have limited seasons, so it is recommended that students check with the teacher supervisor to find out meeting dates and activity schedules. Teachers volunteer their time for these extracurricular activities to enrich everyone's school experience. To learn more about these clubs, please attend the Club's Day event in September. Those offered vary from year to year and may include:

- Ambassadors Club
- Chess Club
- District Student Leadership Council
- Girls Fitness Club
- Grad Council
- Green Team
- Interact (Community Service Org.)
- Model UN Club
- NAT 20 Club
- Roadie Club
- Sewing for a Cause
- Sexual Orientation & Gender Identity Club (SOGI)
- Student Council
- Yearbook Club

Ambassadors Club

Windsor's Ambassadors Club is a group dedicated in promoting leadership and diversity. They volunteer their time to help Ms. So and the school during events such as the International and Grade 7 Orientations. Ambassadors can be seen happily welcoming parents during Parent Teacher Interviews. Throughout their years as an Ambassador, they form strong bonds with each other, the International students, and the school staff. With our motto to welcome and serve everyone, the Ambassadors Club is always open for anyone to join.

Chess Club

Whether seasoned or newbie, this club offers students an opportunity to learn and play in a fun, supportive and/or competitive atmosphere.

District Student Leadership Council

This school district-wide leadership council has participants from Windsor to help plan and coordinate great workshops and events for the multi-school leadership group. This group meets monthly at various schools around the district under the leadership of Mr. Hockley, Vice Principal at Sutherland Secondary and Ms. Bell, Principal at Windsor Secondary. The person(s) who represent this council will also sit on the Windsor Student Council Executive and report to them as well as report out to the district council.

Girls Fitness Club

The girls fitness club is an after school group that meets twice a week. This club was developed as a way to encourage girls to work out, regardless of their current level of fitness. The club meets in the weight room and performs circuits developed and instructed by the leaders.

Grad Council

A committee of Grade 12's elected in the spring to co-ordinate the following year's school-sanctioned graduation activities.

Green Team

Weekly get-togethers & event participation to promote environmental awareness & responsibility. Go Green and make a difference in your community.

Interact

Interact club is a Rotary-sponsored service club. We are pleased to have The Rotary Club of Lions Gate as our professional partner. Windsor's Interact Club is noted as being one of the best in the Rotary district 5040. Interact is a service organization for young adults ages 14-18 yr old. It is Interacts mission to provide funding and support for both local and global issues. Interact club runs the full school year and joining at any time is always welcome.

Model UN

Model United Nations, also known as Model UN or MUN, is an educational simulation and/or academic competition in which students learn about diplomacy, international relations, and the United Nations. We are looking for enthusiastic students looking for a challenge in providing solutions to world issues.

NAT 20

The Nat 20 group is designed to bring the joy of Dungeon and Dragons to Windsor students. The club meets every two weeks and comes together to share some role play, humorous situations, strategy and of course to kill a few dragons along the way.

Roadie Club

The Roadie Club is Windsor's volunteer technical crew. They are the people who make events at Windsor look and sound great. Roadie Club members learn how to set up and operate sound mixer boards, speakers, microphones, lighting dimmer boards, amplifiers, drum-kits, projectors and much more. To hone their skills, Roadie Club members work alongside Performing Arts staff as well as local sound and light. Some students choose to get highly involved in the technical side of productions, while others prefer to do the hands on work of moving equipment on and off stage. It's totally up to how each student chooses to be involved and everyone is welcome. There is no specific meeting time - they just get together when a gig is coming.

Sewing for a Cause

Sewing for a Cause is an amazing opportunity to give back to the community. Throughout the year we will be working on several projects for both local and global organizations. We will also be sewing/crafting fun projects. We have weekly get-togethers. You don't need to have sewing experience to join the club and help make a change in the community.

Sexual Orientation & Gender Identity Club (SOGI)

The SOGI club is where students can come together to promote awareness, acceptance, and equality of the LGBTQ+ community.

Student Council

The Windsor Students' Council serves as the liaison between the student body and the faculty with an aim to improve the quality of life for all students at our school. Members provide leadership by representing different grades and groups at Windsor and all members work towards giving all students a voice. The Students' Council will strive to promote better work and learning environments and student involvement in school activities. In the past activities have included: a Welcome BBQs, Halloween costume contest, Santa's Breakfast, Valentine Candy Grams, Spirit Days, and many more. The Council will consider any suggestions to improve student life and learning at Windsor. The Students' Council needs involvement from a wide variety of students at Windsor. We are looking for people who can commit to spending some time in meetings and events to accomplish the Student Council goals and support all students and will take their responsibility seriously.

Yearbook Club

Interested in Journalism, Photography and Graphic Design? If so, the yearbook club is a place where you can exercise all three skills! Students work together to build a unique design and theme for each year's book to document and record all of the amazing people, events, clubs, sports, and academics this school has to offer. Join Yearbook to build, collect and remember your best times at Windsor!

SECONDARY SCHOOL ENHANCED PROGRAM OPPORTUNITIES 2019-2020



SECONDARY SCHOOL
ENHANCED PROGRAM OPPORTUNITIES

Apprenticeship (10-12)
Artists for Kids (10-12)
Basketball Academy (8-12)
Dance Academy (8-12)
Digital Media Academy Lite (10)
Digital Media Academy (11-12)
Distributed Learning (10-12)
Experiential Outdoor Environmental Leadership (10)
Field Hockey Academy (8-12)
Hockey Academy (8-12)
International Baccalaureate (IB) (Grade 8 or 11 'entry')
Lacrosse Academy (8-12)
Outdoor Academy (10)
Performance Learning Program (8-11)
Soccer Academy (8-12)
VCC Culinary Arts (11-12)
Volleyball Academy (8-12)
Young Entrepreneur Leadership Launchpad (YELL) (11-12)



<http://www.sd44.ca/ProgramsServices/Academies/Pages/default.aspx>

Supplemental fees are applicable for North Vancouver School District Academies, and students must complete an application through the District Academy office. For detailed application and fee information see the link above. For financial hardship policy information, please contact your home school principal.

For more information about North Vancouver School District Academies, please contact academies@sd44.ca

Mr. Michael Kee
District Principal
academies@sd44.ca



WINDSOR SCHOOL TIMETABLE

WEEK 1							WEEK 2						
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday				
AM Class	AM Class	AM Class	AM Class	AM Class	AM Class	AM Class	AM Class	AM Class	AM Class				
1	5	2	6	3	7	1	5	2	6				
					8:30								
					9:50								
					15 Minute Morning Break								
2	6	3	7	1	5	2	6	3	7				
					10:05								
					11:25								
					Class Change								
3	7	1	5	2	6	3	7	1	5				
					11:30								
					12:50								
					Lunch Break 12:50 - 1:40								
4	8	4	8	4	8	4	8	4	8				
					1:40								
					3:00								
PM Class	PM Class	PM Class	PM Class	PM Class	PM Class	PM Class	PM Class	PM Class	PM Class				