
GRADE 9 COURSE SELECTION BOOK
2010-2011

LVR COURSE SELECTION INFORMATION

Welcome to the LVR course selection booklet for 2010-11.

The selection of courses is an important part of the process leading to graduation and post-secondary education, training or work. Courses you select can be very important to your future. We encourage you to discuss options fully with your parents, teachers and counsellors to ensure you select the best choices for your academic and personal development.

The decisions and choices you make here determine in part which courses we will run next year. While there will be some opportunities to change your mind about your course selections, options may be limited because of the choices you are making now.

Please note the following:

1. We cannot guarantee that all courses in this book will be offered. Insufficient enrolment and other factors may result in courses being cancelled. The school is obligated, however, to offer a variety of courses that lead to a graduation program, entrance to post-secondary institutions and the work world.
2. All Grade 9 students **must** take eight LVR courses (a full schedule).
3. While you have some options in course selection, the actual timetabling of your courses is done by the school. You may have some input into the composition of your timetable.
4. Students **must** have a sound educational reason to change their timetable or course selection once it has been set.
5. Priority will be given to grade appropriate placements. For example, a Grade 10 student may **not** be scheduled in a Grade 11 course if all seats are required for Grade 11 students.
6. Students and parents need to be aware that promotion to the next grade level is dependent upon passing required courses. For example, if a student fails Grade 9 English, the course must be repeated and passed before he or she can continue in Grade 10 English. Grade assignment is dependent in part on the level of English scheduled, but is also dependent on the number of courses a student passes in a year.
7. If a student fails a course, we cannot guarantee that there will be space available to repeat the course **during the same school year**. While students are asked to select individual courses, some of the courses may be presented in multi-level groups.
8. The following priority system is in place for loading students into classes (from high to low):
 - i. grade appropriate first time enrollees;
 - ii. first time enrollees who require courses based on graduation program requirements;
 - iii. courses being repeated to meet graduation requirements;
 - iv. out of grade first time enrollees (see #5 above.)
 - v. out of catchment students who have not attended LVR previously

We are proud of the quality of learning at LVR. Our staff and students have established a very positive learning environment that leads to success, and there is a 50+ year history of excellence at LVR. We are proud of that heritage, and proud of our students and staff. Make the commitment to apply your best efforts this year, and choose your courses wisely to ensure the best chance at success.

FRENCH IMMERSION PROGRAM

The SD8 French Immersion program starts in grade 6 at Trafalgar School. Students in the program attend a number of classes where the language of instruction is French. The percentage of school time spent in French decreases as they go through the program. In LVR, the program consists of two courses per year in each grade.

The language of instruction of these courses is **French only**. Texts, readings and instruction are in French. Students are expected to communicate in French at all times during their Immersion classes, including field trips and outings.

French Immersion students will graduate with a bilingual Dogwood Certificate after completing the following courses:

- *Français Langue Seconde Immersion* (FRAL) 9, 10, 11 and 12
- AP French 12
- *Sciences 9* or *Transitions 9* (dependent on course offering)
- *Sciences Humaines 9, 10 and 11*

Students who wish to graduate with this bilingual certificate are required to write the *Sciences Humaines 11* and FRAL 12 exams **in French**.

SOCCER ACADEMY AT LVR

The LVR Soccer Academy enables students to "pursue a passion" beyond what is normally available at the school level. Students engaging in this "academy" will already have considerable skill in soccer and the desire and ability to push themselves "to the next level." Significant changes have been made to the Academy to comply with Ministry of Education and local Board of Education requirements. Soccer academy will be re-designed and may be offered for the school years 2010-11 and 2011-12, depending on local Board approval for the course and a **firm 2-year commitment** by a minimum of 20 students. This course is offered primarily off-site, at SoccerQuest, with SoccerQuest coaches.

Soccer Academy for 2010/11 will be a co-ed, multi-year academy that requires students to make a minimum 2-year commitment. Subject to the above constraints with regard to Board approval and minimum number, it will be offered in first semester next year and the year after, and is open to male and female soccer players in grades 9-12.

Fees are \$1800 for the 2-years, with 50% paid by September 2010, and the rest by September 2011. There is a deposit of \$200 required by April 30th, 2010. Credits at the grade 10, 11 and 12 level will be awarded under a locally-approved course offering (yet to be approved).

ENGLISH

ENGLISH 9

Indicator of Success: English 8

Description: This course is intended for confident readers and writers. Students will study short stories, poetry, novels, non-fiction and Shakespeare. This course will focus on critical thinking, paragraph and multi-paragraph compositions, research and a variety of oral communication activities.



AP ENGLISH 9

Indicator of Success: English 8 with a grade of "B" or better

Description: One of the main distinctions between the regular grade 9 English course and the AP class is the intensity and depth of analysis of fiction and non-fiction works, as well

as the high degree of rigor and relevance. The AP English 9 course will take the student beyond the normal expectations of English 9, by using higher-order thinking skills, rigorous training in writing, and relevant and engaging reading assignments. Students will read novels, non-fiction works, poetry, and drama (including Shakespearian plays) in a theme-based format. Students will also complete projects using technology, and will conduct research using many sources. Grammar and vocabulary study will help sharpen reading and writing skills.

AP English 9 students will be expected to possess independent critical thinking skills and to function at a faster pace, as more works of literature will be covered. The course will incorporate meaningful class discussions, journal prompts, creative projects, speeches and theatre arts. With an understanding of the fundamentals of literary analysis, students will be able to respond critically to materials, as well as experiment with multiple essay forms. All students will be required to write a persuasive response to a piece of non-fiction text.

ENGLISH 10

Indicator of Success: English 9

Description: Students will study short stories, poetry, novels and Shakespeare, focusing on appreciation and analysis of literature. They will continue to develop oral skills, reading skills, research skills, as well as expository and narrative writing skills.

(This course has a required Provincial exam worth 20% of the final grade. See the *Provincial Exams* section of this handbook.)

FIRST NATIONS

FIRST NATIONS STUDIES 9

Course Description: First Nations Studies 9 offers students with First Nations, Inuit, and Métis ancestry the opportunity to explore many facets of indigenous peoples' culture and history. As a combination of an 'out-trip' program, guest speakers, and in-class activities, the class aims at approaching and exposing a wide variety of opportunities to learn and develop personal connections to aboriginal culture.

Course Outline

Storytelling will be a regular part of the class and students will begin to develop their role as storytellers. Students will learn a traditional story of their choice; they will be expected

to learn, practice, and prepare. As part of the evaluation process, each student will share his/her chosen story with the group. Talking circles will also be a regular part of the class. In addition to the storytelling component, each student will be required to complete and present ONE other PROJECT chosen from the list below:

- hand work (beading, leather work);
- carving;
- singing/drumming;
- traditional language; or
- individual choice (with approval from instructor)

The class will also engage in an 'out-trip' program that will include dog sledding, snowshoeing, hiking, canoeing, and traditional foods preparation. These activities will be weather and seasonal dependent.

Evaluation

Student evaluation will be based upon their:

- process and presentation of Major Project; and
- storytelling process and presentation

FRENCH IMMERSION

FRENCH IMMERSION OPPORTUNITIES

Each year there are special opportunities for language enrichment. Our district has an exchange between LVR students and a group of schools in and around Quebec City. Students in grade 9 or 10 can apply to travel to Quebec for September and October of their grade 10 or 11 year. Students attend French school and live in a French family for 8 weeks. In return they host their Quebec partner for 2 months during second semester.

FRANÇAIS LANGUE SECONDE IMMERSION 9 (FRAL 9)

Suggested prerequisite: French Immersion 8

Description: Listening, speaking, reading and writing skills are developed in various ways. Students will read articles, comics, poetry and novels. Writing will focus on sentence structure and French expression. Listening skills are developed by watching both educational and entertainment media. Pronunciation and oral expression are important areas of the course. Students are expected to speak only French in the Immersion class.

SCIENCES HUMAINES 9

Description: The course will help student to develop social studies skills while they explore society and culture, politics and law, economy and technology as well as the environment in both Europe and North America for the 1500 to 1815 time period. **The course is taught in French and students are expected to speak only French in the Immersion class.**

SCIENCES 9

Description: See description of Science 9

This course is taught only in French, and students are expected to speak French only in the Immersion class.



SCIENCES HUMAINES 10

Description: Sciences humaines 10 covers the same Ministry curriculum as Social Studies 10; however, **delivery and work are completed in French.** The course of study includes Canadian history from 1815 to 1915, with an emphasis on the move West and the development of British Columbia's economy.

FRANÇAIS LANGUE SECONDE IMMERSION 10 (FRAL 10)

Suggested prerequisite: *French Immersion 9*

Description: The four language skills of speaking, listening, writing and reading continue to be developed at the grade 10 level. Students participate in discussion, learn sentence structure and grammar, read various texts and listen and view assorted clips. By the end of *Français 10* students are expected to be comfortable using their French to communicate in many situations involving native speakers. **Students are expected to speak only French in the Immersion class.**

FOOD STUDIES

Foods and Nutrition 9

Description: This course will give students the opportunity to develop the skills and confidence that are needed in a kitchen. Students will learn about nutrients, healthy eating and the Canada Food Guide; they may also receive Food Safe Level 1. Working together, the students will create a variety of meals, such as: pizza, bread, salads, quiche and spanakopita.

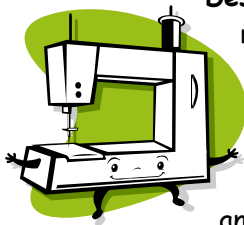
Foods and Nutrition 10

Description: This course will expand on the basic knowledge and skills needed when cooking. Students will learn how to present and plate food, and to plan healthy meals for a variety of lifestyles. Students will work in teams to create many appetizing dishes such as: perogies, calzones, lasagna and oriental pasta salad.

TEXTILE STUDIES

TEXTILES 9

Course Costs: Practice and "technique" materials are provided. Fabric and supplies for take home projects must be supplied by the student.



Description: This course offers an introduction to the operation of regular sewing machines and sergers. Students will learn to use commercial patterns for various textile products. Projects will vary depending on student interests and abilities. Students will also be introduced to basic hand sewing and clothing construction techniques, simple alterations, the uses and care of various fibers and fabrics, elements and principles of design, and simple forms of hand

embellishment i.e. cross stitch. A minimum of 3 sewing projects and a series of 15 sewing samples are required for completion of this course.

TEXTILES 10 (LEVEL 1)

Suggested Pre-requisite: None

Course Costs: Practice and "technique" materials are provided. Fabric and supplies for take home projects must be supplied by the student.

Description: This course is for first time sewers or for students with experience from junior high school. Are you looking for a positive sewing experience? In this course students will complete three sewing projects (for example, hoodies, sundresses, and skirts). The pattern for each of these projects is selected by the students. In addition, students will learn to recycle and remodel old clothing. Emphasis is placed on learning practical, hands-on sewing techniques and not on textile theory.

INFORMATION TECHNOLOGY

MEDIA ARTS 9/10

Indicators of Success: Students should have experience using computers to take this course.

Course Fee: There is a fee for this course for paper and other supplies.

Description: Media Arts 9/10 introduces students to file management, computer graphics, desktop publishing, vinyl sign making, digital photography and digital video. The students will learn how to use software such as PhotoShop, InDesign, Power Point and

Premiere Pro to create a variety of projects and videos. Video production will be introduced through various projects that will highlight different types of video from music videos to Public Service Announcements. The use of visual elements and principles of design using light, sound and time will also be reflected in the projects. In developing their media art works, students will take into consideration the ethical standards that relate to school policy regarding appropriate use of technology.

ICT: COMPUTER INFORMATION SYSTEMS 10

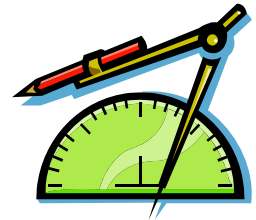
Description: In this course, you will enhance your keyboarding skills and become proficient in the use of Microsoft Word, PowerPoint, and Publisher, among other programs. An introduction to 3D programming and web design are a major component of this course. This course is a must have for the student working in a 21 century classroom.

MATHEMATICS

OVERVIEW - PATHWAYS IN MATHEMATICS

As of 2009/10, there are new pathways in Mathematics:

1. Mathematics - Foundations (grade 9 - 12)
2. Mathematics - Apprenticeship and Workplace (grade 9 - 12)
3. Mathematics - Pre-Calculus (grade 11 & 12)



Which pathway is suitable for the individual student?

In deciding on an appropriate pathway, students should take into account any long-term career plans and the academic qualifications needed. As well, students should select courses that are appropriate for their current level of aptitude in mathematics. The members of the mathematics department are always ready to advise students on course selection.

Goals of Pathways

The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. When choosing a pathway, students should consider their interests, both current and future. Students, parents and educators are encouraged to

research the admission requirements for post-secondary programs of study as they vary by institution and by year.

Foundations of Mathematics

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. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

Apprenticeship and Workplace Mathematics

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

Pre-calculus (grades 11 & 12)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

FOUNDATIONS MATHEMATICS 9

Indicator of success: Math 8 with a "C" or above

Description: Students will continue to develop and extend skills and knowledge previously acquired in the areas of: Number (concepts, operations); Pattern & Relations (patterns, variables, equations); Shape & Space (measurement, transformations, trigonometry); and, Statistics and Probability (data analysis, chance & uncertainty). Real-life applications will be included.

APPRENTICESHIP & WORKPLACE MATHEMATICS 9

Indicator of success: Math 8

Apprenticeship & Mathematics 9 is a course designed for students who struggled in Math 8 or did not complete all of the learning outcomes of Math 8. This course will cover the minimum learning outcomes of Math 9, and will lead students to Apprenticeship & Workplace Math 10. or they will be able to then take Foundations of Math 9 with the skills and confidence to advance into the Foundations pathway.

FOUNDATIONS MATHEMATICS AND PRE-CALCULUS 10

Indicator of Success: A grade of C+ or higher in Foundations of Math 9.

Description: As in Mathematics 9, students will continue to develop and extend skills and knowledge previously acquired in the areas of Number (concepts, operations); Pattern & Relations (patterns, variables, equations);



Shape & Space (measurement, transformations, trigonometry) and Statistics and Probability (data analysis, chance & uncertainty). The emphasis will be on formal process and theory. (This course has a required Provincial exam worth 20% of the course)

APPRENTICESHIP & WORKPLACE MATHEMATICS 10

Indicator of Success: Foundations of Math 9 or Apprenticeship & Workplace Math 9.

Description: of Mathematics 10 covers measurement, problem analysis, analysis of games and numbers, wages and salaries, spreadsheets, consumer decisions, trigonometry, geometry and probability. (This course has a required Provincial exam worth 20% of the course)

MODERN LANGUAGES

OVERVIEW

Developing a second language is a very enriching experience, with a wealth of benefits. Fluency or even familiarity with a second language opens many doors for students. College-bound students and most university-bound students do not require a second language for entrance any longer; please check with your counsellor to determine whether your anticipated post-secondary plans include a requirement for a second language.

BEGINNER SPANISH 10 (First year of Spanish)

Description: This course is an introduction to basic oral and written Latin American Spanish, as spoken in Mexico, Central America, and South America, with special emphasis on correct pronunciation. Major areas of study include basic conversation, grammar, and sentence construction, vocabulary, numbers, time, weather, directions, and culture. Methods of study include pair practice, games, repetition, note taking, memorization, and written assignments.

FRENCH 9

Indicators of Success: French 8

Description: Using a communicative approach to second language learning, skills in speaking, listening, writing and reading are developed.

Themes such as music, film and world events will be used in order to encourage students to express opinions, share ideas and describe experiences in French. Students will explore elements of French culture around the world.

FRENCH 10

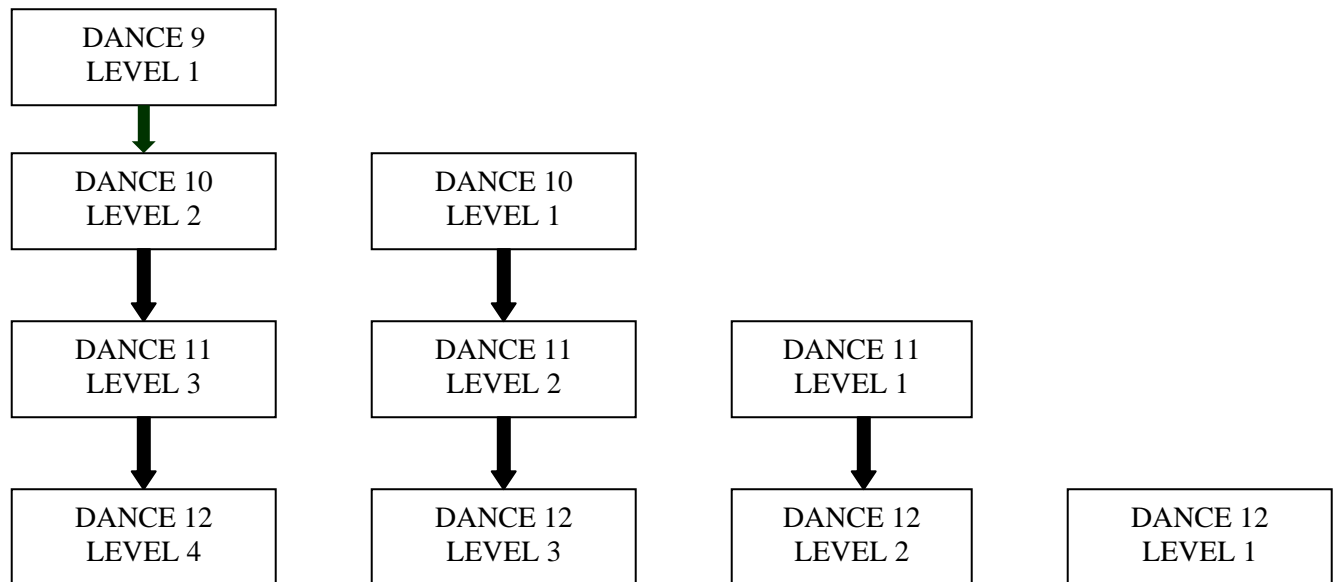
Indicators of Success: French 9



Description: Students will explore themes such as fashion, advertising and media literacy in order to expand their ability to communicate opinions and feelings. Students will have the opportunity to view, read or listen to authentic works from the Francophone world.

PERFORMING ARTS

DANCE GENERAL STUDIES PATHWAYS



DANCE GENERAL STUDIES LEVEL 1 - INTRODUCTORY

Prerequisites: None

Description: This is an introductory dance course that explores the world of dance and its cultural context, through technique, choreography and performance. Students will participate in hip-hop, contemporary and ballet classes. Classes will work towards public performance at the end of the semester. Multimedia and live performances will enable students to gain exposure to the dance world. This class would be valuable to actors who wish to develop their physical skills and stage presence.

DANCE GENERAL STUDIES LEVEL 2 – INTERMEDIATE



Indicators of Success: Successful completion of Level I or equivalent community experience in dance, gymnastics etc.

Description: This is a participatory, intermediate dance course that builds upon knowledge and fundamental skills acquired in Level I. Students will participate in increasingly complex classes in hip-hop, ballet and contemporary dance. Choreography classes focus on refining the elements of composition to create work with greater depth and impact. Multimedia and live performances will enable students to gain exposure to the dance world. Students will also explore dance opportunities beyond secondary education. Classes will work towards public performance at the end of the semester.

DANCE GENERAL STUDIES LEVEL 3 - UPPER INTERMEDIATE

Indicators of Success: Successful completion of Level 2 or a minimum of two to three years of community training in ballet, modern or jazz. Students who have not completed Level 2 but wish to enrol in this course may need to complete a placement audition.

Description: This course is designed for dance students who have a solid foundation of fundamental skills and who wish to push themselves to the next level. Students can expect challenging classes and fast paced choreography. Dance styles include ballet, modern, jazz, contemporary and hip-hop. Students will refine their dance technique and alignment in preparation for the acquisition of advanced skills. Partnering skills are introduced in a safe and a sequential manner. Composition, improvisation as well as video analysis and non-critical feedback further help students to refine their personal choreography in preparation for public performances. Class choreography is also prepared and presented at the semester's end show. A high level of commitment is required in this course. Extra rehearsals and performances outside of class time may be required and are considered part of the curriculum.

DANCE GENERAL STUDIES LEVEL 4 - ADVANCED

Indicators of Success: Successful completion of Level 3 or a minimum of three to four years of community training in ballet, modern or jazz. Students who have not completed Level 3 but wish to enrol in this course may need to complete a placement audition.

Description: This course is a continuation of Level 3 and is designed for the experienced dance student. Students can expect intensive classes in ballet, modern, contemporary and hip-hop as well as sophisticated choreography. Emphasis in this course is placed equally on technical proficiency and artistic development. Students will gain experience as performers in a variety of public venues. This is an enriched performing arts course; a high level of achievement and commitment is required. Extra rehearsals and performances outside of class time are considered part of the curriculum.

ADVANCED STUDIO/DANCE COMPANY DNP 10/11/12

Indicator of Success: Audition and interview; significant previous dance experience

Course Fee: There is a fee associated with this course

Description: This course is designed for advanced dancers in Grades 9-12. This performance based ensemble will create new works, tour and attend workshops, festivals and competitions. Students will be responsible for production tasks throughout the year.

This group will meet off timetable once weekly after school, throughout the entire year. Additional rehearsals will be required and are considered part of the curriculum.

Students will be required to both audition and interview for placement in this program. Students should have completed Level II Dance or have equivalent experience prior to application. Students will be responsible for fundraising to help off set travel, registration and costuming costs.

DRAMA 9: GENERAL

Description: A fundamental course where the emphasis is on "process" rather than "product." Students explore the elements of creative drama (trust, concentration, imagination, mime, movement, improvisation, responsibility and leadership skills) through active participation in theatre activities and projects. This class will work towards a public performance. This course would also be valuable to dancers who wish to improve their projection and stage presence.

DRAMA 10: GENERAL

Indicator of Success: Drama 9 recommended

Description: This course is a transitional course between creative drama and formal theatre. It is an extension of Drama 9; yet, students will also experience character development through thematic play building. Students will learn to lead small groups effectively and to constructively criticize the work of others. Public performance is encouraged. This class will work towards a public performance. This course would also be valuable to dancers who wish to improve their projection and stage presence.



JAZZ BAND B (Junior Jazz)

Prerequisite: Monday Night Stage Band or Concert Band or permission of instructor.

Course fee: Instrument rental - \$50.00 where applicable. Festival Registration and trip fees extra

Rehearsals - Tuesday and Thursday from 3:25 - 4:45

Jazz Band is an instrumental performance course which studies the preparation and performance of music from the jazz idiom. Music ranging from swing, Latin, rock, funk and jazz combo are prepared for performance at festivals and other concerts throughout the community. Note that the instrumentation for this ensemble is limited to that normally found in big band ensemble (Alto Sax, Tenor Sax, Bari Sax, Trumpet, Trombone, Bass, Piano, Guitar and Drums). Students who play non-typical instruments may join with the permission of the director (some transposition of parts may be required).

MUSIC 9: CONCERT BAND

Indicators of Success: Middle School Band or private instruction

Description: This course is designed for students who have had 2 years experience on a band instrument. Students will have the opportunity to learn a variety of musical styles in the standard concert band repertoire. Extra rehearsals and performances are considered part of the curriculum.



MUSIC 10: CONCERT BAND

Description: Students should have prior band experience; in particular, Concert Band 9. Students will have the opportunity to learn a variety of musical styles in the concert band repertoire. Extra rehearsals and performances are considered part of the curriculum.

PHYSICAL EDUCATION

OVERVIEW

Participation: In all Physical Education classes at LVR, students are expected to actively participate each day in a positive manner and to the best of their ability.

Gym Attire: Proper P.E. clothing: T-shirt, shorts, running shoes (non-marking) must be worn. As some activities are taught outside (rain or shine; hot or cold), it is recommended that students dress for the elements.

P.E. Adaptation/Modification Policy: Students unable to take part in Physical Education classes due to a short-term or long-term medical excuse must follow the guidelines of this policy. In brief, the student, teacher and medical professional involved develop a plan so that the student can still achieve the learning outcomes of the P.E. program. A release form can be obtained from the P.E. Department office.

Transportation: A strength of our Senior Recreational classes is our off-campus activities. Many activities take place off the school grounds: bowling, squash, curling and preparation for trips. Transportation is, at times, a problem. Our first mode of transportation is a district bus. When buses are not available, students travel in private vehicles driven by parents. **It may be necessary for students to travel in private vehicles; therefore, if a student or parent/guardian is opposed to this, or would be willing to help transport students, please contact the school.**

PHYSICAL EDUCATION 9

Description: This is required for all students in grade 9. The emphasis will be on the learning of team and individual sports and minor games. Fitness, skill development, active health and wellness will also be focal points in this program. The fitness component falls within the Physical Education curriculum's Active Living organizer. All students will engage in activities associated with building cardio-vascular endurance, mainly running. In each unit taught, students will be introduced to a variety of new movement skills. With these acquired skills, students will be challenged to achieve a personal level of success in a game situation. There are community activities we strongly urge students to participate in as part of the course requirements. They include the Terry Fox Run or any other charity running event that raises awareness on health issues. If students choose not to run in these events they can participate as volunteers. Above all, the primary goal of P.E. 9 is to have students actively engaged in all activities to the best of their personal ability.

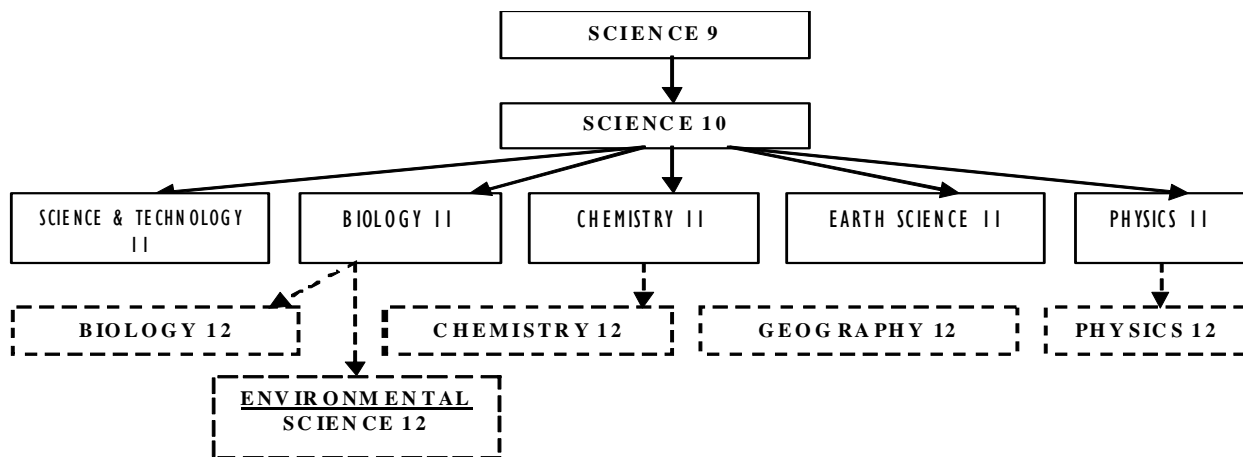
PHYSICAL EDUCATION 10

Description: This is required for all students in grade 10. The emphasis will be on the learning of team and individual sports and minor games. Fitness, skill development, active health and wellness will also be focal points in this program. The fitness component falls within the Physical Education curriculum's Active Living organizer. All students will engage in activities associated with building cardio-vascular endurance, mainly running. In each unit taught, students will be introduced to a variety of new movement skills. With these acquired skills, students will be challenged to achieve a personal level of success in a game situation. There are community activities we strongly urge students to participate in as part of the course requirements. They include the Terry Fox Run or any other charity running event that raises awareness on health issues. If students choose not to run in these events they can participate as volunteers. Above all, the primary goal of P.E. 10 is to have students actively engaged in all activities to the best of their personal ability.



SCIENCE

SCIENCE PATHWAYS



NOTE: *Optional courses are indicated by the broken-line boxes and lines*

SCIENCE 9

Description: An introduction to laboratory science through regular use of a modern teaching laboratory; involves reproduction of classic experiments plus many problem-solving activities.

Topics include: Atoms, elements and compounds, cellular reproduction, static and current electricity, astronomy, processes and reproduction, heredity and microscopy.

SCIENCE 10

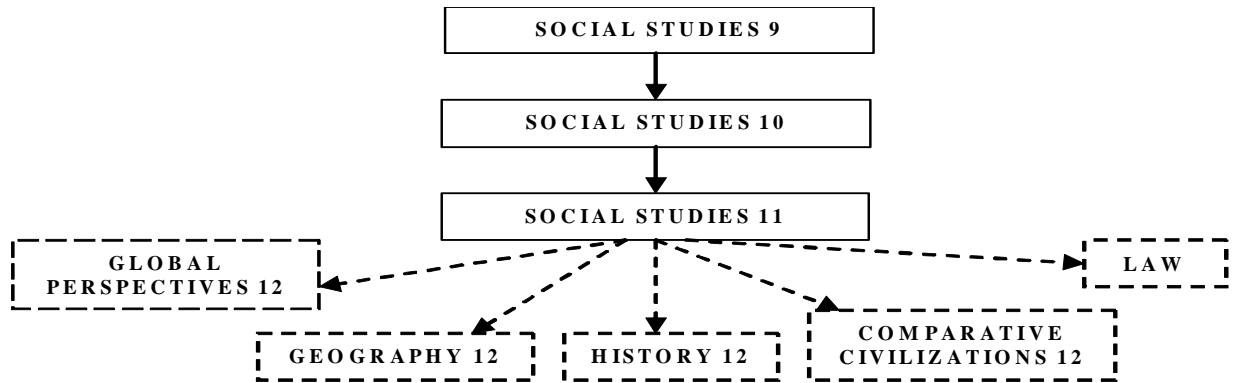
Description: Intended to prepare students for knowledgeable selection of their grade 11 and 12 courses. Laboratory-based instruction continues to play a central role.

Topics include: Applications of science, sustainability of ecosystems, electricity and magnetism; earth science; chemical reactions, radioactivity kinematics and physics of one dimensional motion.

(This course has a required Provincial exam worth 20% of the final grade. See the *Provincial Exams* section of this handbook.)

SOCIAL STUDIES

SOCIAL STUDIES PATHWAYS



NOTE: Optional courses are indicated by the broken-line boxes and lines.

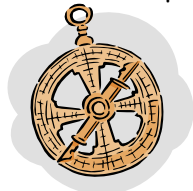
SOCIAL STUDIES 9 - 12 COURSES

Information Technology is integrated into each course. Students should expect to write tests designed in the same format as provincial exams. This is intended to prepare students to write the provincial exams in Grade 11 and 12.

SOCIAL STUDIES 9

Indicator of Success: Social Studies 8

Description: The course will help students to develop social studies skills while they study society and culture, politics and law, economy and technology, and environment in both Europe and North America for the 1500 to 1815 time period.



SOCIAL STUDIES 10

Indicator of Success: Social Studies 9

Description: The course will help students to further develop social studies skills while they study society and culture, politics and law, economy and technology, and environment in Canada from 1815 to 1914.

TECHNOLOGY EDUCATION



OVERVIEW

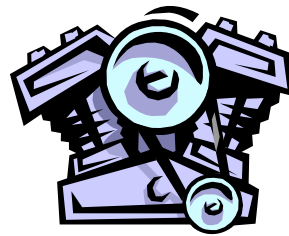
Technology Education allows students to explore, understand and value technology by providing them with practical, hands-on experiences in the use of technical resources. Students gain the technical knowledge, skills, information and attitudes necessary to interpret and assess the pervasive role of technology in our society.

MECHANICS 9/10

Note: Open to grades 9 and 10 students

Description: This is primarily a "hands-on" small engines mechanics course. Course content includes safety, tools, fasteners, engine operating principles, maintenance, repair and overhaul procedures. Students will also have the opportunity to weld and to work on bicycles.

Students may take Mechanics 9/10 in either grade 9 or grade 10, not both.



TECHNOLOGY 9/10

Technology 9/10 is a challenging and creative course that provides you with opportunities to develop hand and power tool skills as well as assembly and finishing techniques. Students will learn to work with wood, metal and plastics in the various projects in this course. Projects in this course may include some of the following:

- CO2 Cars - use aerodynamic principles to design and build a wood car that is powered by a CO2 cartridge and race it against the clock to determine the fastest car
- Mousetrap Car - using a basic mousetrap, students use the potential energy in the spring as a power source to drive the car
- Woodwork and CNC Engraving - design and build a small woodwork project and finish it with an engraving using the Computer Numerical Controlled milling machine
- Robotic Arm - using the principles of hydraulics/pneumatics and mechanical advantage to move an object from one location to another

Students may take Technology 9/10 in either grade 9 or grade 10, not both.

CREATIVE METAL LEVEL 1

Note: Open to grades 10, 11 or 12



Description: This hands on course focuses on the basics of jewelry making and art metalwork with emphasis on creative design. Project work includes hand cut pendants, ring fabrication and casting, copper enameling, CNC engraving and wire forming. Students will learn how to use a variety of hand and power tools and will also develop a knowledge and understanding of materials being used. Sketching and using the design process will assist students in the development of their ideas for projects.

Students may take this course once only.

DRAFTING 9/10

This course introduces students to the concepts of design and visual communication by developing skills in **technical drawing**. As an exploratory course, many areas will be covered including sketching, modeling, 2D and 3D drafting, AutoCAD, CNC Engraving and computer graphics and design. Students will become familiar with mechanical drawings, architectural design and gain other skills that can be transferred to many other areas of design. If you are interested in design, engineering, fashion, construction and the trades, this course will develop an excellent set of skills for many career and life choices.

Students may take Drafting 9/10 in either grade 9 or grade 10, not both.

WOODWORK 9/10

There may be a course fee for this course.

Woodwork 9/10 is a hands-on project based course that focuses on learning how to safely work and use a variety of hand and power tools to complete a variety of projects. Students will learn how to use jointers, table saws, thickness planers and spray finish while completing pieces of furniture. Emphasis will be on the individual production of well crafted projects. Students will have an opportunity to make a skateboard, jewellery box, bedside table and other projects as time permits.

Students may take Woodwork 9/10 in either grade 9 or grade 10, not both.

PRODUCTION 9 LVTV



Production 9 *LVTV* takes place outside the timetable. Beginning in September and working through to June, students will have to sign up for and complete over 100 hours of work in order to get course credit. Being able to work in a team situation is essential for students to be successful in this program. Students taking *Production 9 LVTV* will learn the various aspects of planning and producing a live daily television broadcast along with grade 10, 11 and 12 students.

PRODUCTION 9 YEARBOOK

Students should have experience using computers to take this course. Being able to work in a team situation is essential for students to be successful in this program.

Description: Production 9 *YEARBOOK* takes place outside the timetable. Beginning in September and working through to June, students will have to complete over 100 hours of work in order to get course credit.

Students taking *Production 9 YEARBOOK* will learn how to design, manage and produce the school's yearbook along with grade 10, 11 and 12 students. Yearbook 9 students will be responsible for developing the Grade 9 section of the book. Using photography, interviewing, layout, digital imaging and state of the art design techniques, students will work in conjunction with the yearbook advisor and the yearbook company rep to create the theme, layout and sales of the yearbook.

PRODUCTION 10 LVTV

Description: Production 10 *LVTV* takes place outside the timetable. Beginning in September and working through to June, students will have to sign up for and complete over 100 hours of work in order to get course credit. Being able to work in a team situation is essential for students to be successful in this program.

Students taking *Production 10 LVTV* will learn the various aspects of planning and producing a live daily television broadcast along with grade 9, 11 and 12 students.

PRODUCTION 10 YEARBOOK

Description: Students should have experience using computers to take this course. Being able to work in a team situation is essential for students to be successful in this program.

Production 10 *YEARBOOK* takes place outside the timetable. Beginning in September and working through to June, students will have to complete over 100 hours of work in order to get course credit.

Students taking *Production 10 YEARBOOK* will learn how to design, manage and produce the school's yearbook along with grade 9, 11 and 12 students. Yearbook 10 students will be responsible for developing the Grade 10 section of the book. Using photography, interviewing, layout, digital imaging and state of the art design techniques, students will work in conjunction with the yearbook advisor and the yearbook company rep to create the theme, layout and sales of the yearbook.



PLANNING

OVERVIEW

The Planning and Graduation Transition Department's role is to assist students in their preparation for Graduation and life after high school. Health and Career Education 9, Planning, and Graduation Transitions 12 are Ministry Graduation requirements.

HEALTH AND CAREER EDUCATION 9

Description: The aim of Health and Career Education 9 is to provide an introductory, support course to enhance student success in high school. Students are introduced to study skills, personal skills, career information, health education, and other topics of study. This course is also taught in conjunction with DPA (Daily Physical Activity) at the grade 9 level. This course addresses the Ministry outcomes for Career and Health Education 9, and is a mandatory, semester-long course for all students.

VISUAL ARTS

VISUAL ARTS 9: GENERAL

Course Fee: There may be a course fee associated with this course

Description: Visual Arts 9: General focuses on art fundamentals including the elements and principles of design, an introduction to Art History, and development of technical skills in a variety of media areas. Project work includes two-dimensional (drawing, painting, graphic design, and printmaking) and three-dimensional (sculpture and ceramic) media areas. Each unit of work includes exercises and major projects where students apply the skills and techniques acquired in exercises to complete finished pieces. There is an emphasis on image development and creative approaches to design problems.

VISUAL ARTS 10: GENERAL

Course Fee: There may be a course fee associated with this course



Description: Visual Arts 10: General focuses on art fundamentals including the elements and principles of design, an introduction to Art History, and development of technical skills in a variety of media areas. Project work includes two-dimensional (drawing, painting, graphic design, and printmaking) and three-dimensional (sculpture and ceramic) media areas. Each unit of work includes exercises and major projects where students apply the skills

and techniques acquired in exercises to complete finished pieces. There is an emphasis on image development and creative approaches to design problems.