

Parkland Secondary School

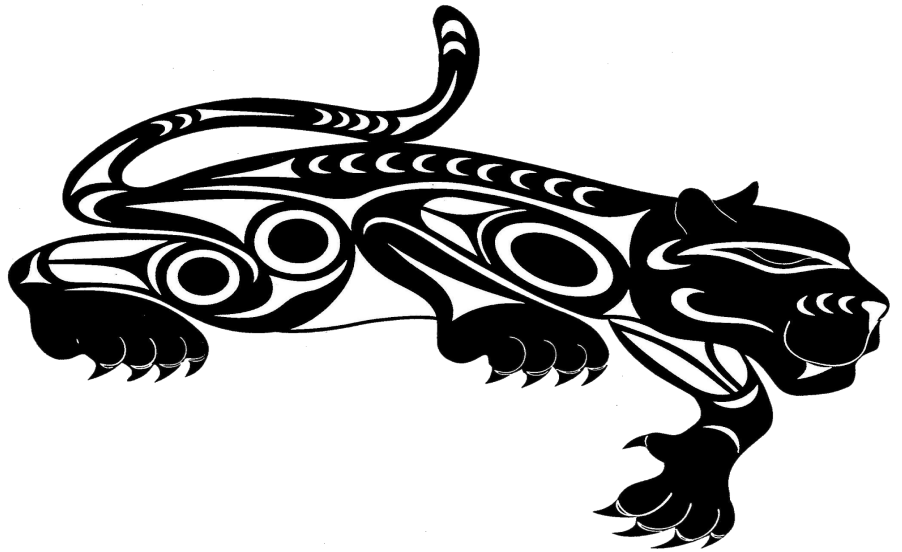
Course Selection Book

2021 – 2022

Proudly Parkland

An Innovative, Inspiring, Inclusive Learning Community

**Parkland Secondary School
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School Contacts	6
Who We Are: Our Vision, Our Mission, Our Goals	7
Important Information About Course Selection	7
Graduation Requirements	9
Provincial Assessments	9
Career Life 10 (formerly Planning 10)	9
Career Life 12A	9
Career Life 12B - Capstone Project	10
Course Programs with Fees	10
Parkland Marine Institute	10
Academies at Parkland	11
Hockey Academy	11
Judo Academy	12
Sailing Academy	12
Parkland's Feature Programs	13
Technology and Innovation	13
Creative and Performing Arts	14
Independent Directed Studies (IDS) 10, 11, & 12	15
Career Programs	15
Work Experience 12A, 12B	16
Career Programs in Saanich District Schools	16
District Career Programs at Parkland Secondary School	16
District Career Programs at Claremont Secondary School	16
District Career Programs at Stelly's Secondary School	16
District Career Programs at Individual Learning Centre (ILC)	17
Camosun College Partnership Programs	17
Secondary School Apprenticeship Opportunities "Youth Work In Trades"	18
Business Education	19
Entrepreneurship and Marketing 10, Marketing 11, Marketing 12	19
Computer Technology	20
Technology 9	20
Computer Studies 10, Computer Programming 11 & 12	20
Fashion & Textiles	20
Fashion, Textiles & Design 9	20
Fashion, Textiles & Design 10, 11, 12	20

Fine Arts – Music	21
Concert Band 9, 10, 11, 12	21
Guitar 9, 10, 11, 12	21
Jazz Band 9, 10, 11, 12	21
Musical Theatre Orchestra 10, 11, 12	21
Vocal Music 9, 10, 11, 12	21
Foods & Nutrition	22
Foods & Nutrition 9	22
Foods & Nutrition 10, 11, 12	22
Junior Culinary Arts 9 & 10	22
Culinary Arts 11	22
Culinary Arts 12	23
Culinary Arts (Advanced) 12	23
Human Science - Electives	23
Leadership 9, 10, 11, 12	23
Psychology 11	23
Psychology 12	24
Humanities – English	24
English 9, 10, 11	24
English IB Preparation 9, 10	24
English Preparation A, B, C	24
English First Peoples	25
English Studies 12	25
Journalism 10, 11, 12	25
Writing 10-12	25
Humanities – Social Studies	26
Social Studies 9 (18th-19th Century)	26
Social Studies 10 (20th Century)	26
Explorations in Social Studies 11 (20th Century)	27
BC First Peoples 12	27
Comparative Cultures 12	27
Economic Theory 12	28
Human Geography 12	28
History 12	29
Law Studies 12	29
Social Justice 12	29

Mathematics Pathways	30
Math 9	30
Math 9 Fundamentals	31
Math 10 Workplace	31
Math 10 Foundations & Pre-Calculus	31
Math 11 Workplace	31
Math 11 Foundations	32
Math 11 Pre-Calculus	32
Math 12 Pre-Calculus	32
Math 12 Calculus	33
Modern Languages	33
French 9	33
French 10	33
French 11	33
French 12	34
Spanish 9	34
Spanish 10	34
Spanish 11	34
Spanish 12	35
Performing Arts	35
Acting 11, 12	35
Dance (Beginner/Intermediate) 9, 10, 11, 12	35
Dance (Intermediate/Advanced) 9, 10, 11, 12	35
Drama 9, 10	36
Musical Theatre 9, 10, 11, 12	36
Theatre Production 9, 10, 11, 12	36
Physical Education	37
Physical Health Education 9 and 10 Options	37
Fitness Fun 11	38
Health & Wellness (Fitness for Life) 12	38
Intramural Athletic Leadership 10, 11, 12	39
Outdoor Education 11: Sayward Lakes	39
Outdoor Education 12: West Coast Trail	39
Sport Performance Basketball 10, 11, 12	40
Strength & Conditioning 11, 12	40
Yoga 9, 10, 11, 12	40

Science	41
Science 9	41
Marine Science	41
Science 10	41
Marine Science/PHE 10	41
Marine Biology 11	42
Life Sciences 11	42
Chemistry 11	42
Earth Sciences 11	43
Physics 11	43
Science for Citizens 11	43
Anatomy and Physiology 12	44
Chemistry 12	44
Physics 12	44
Technology Education – Auto	45
Mechanics 9, 10	45
Auto Technology 11	45
Auto Technology 12	45
Technology Education – Drafting	46
Drafting & Design 9, 10	46
Drafting & Design 11	46
Drafting & Design 12	46
Technology Education – Electronics	47
Electronics Jr, Sr	47
Technology Education - Marine	47
Marine Repair and Restoration 10, 11, 12	47
Marine Service Technician Program (MST) 12A, 12B	47
Technology Education – Metal	48
Jewelry & Metal Art 9, 10, 11, 12	48
Metalwork 9, 10	48
Metal Fabrication & Machining 11	48
Metal Fabrication & Machining 12	48

Technology Education – Wood	48
Woodwork 9	48
Woodwork 10	49
Carpentry & Joinery 11	49
Carpentry & Joinery 12	50
Carpentry & Joinery 12 – Level 1 Apprentice	50
Carpentry & Joinery 12 – Cabinetmaking	50
Carpentry & Joinery 12 – Furniture Construction	50
Carpentry & Joinery 12 – Residential Construction	50
Visual Arts	51
Art 9	51
Art 10	51
Art 11	51
Art 12	51
Ceramics & Sculpture 11 & 12	51
Drawing & Painting 11 & 12	52
Visual Arts – Digital	52
Digital Media 10, 11, 12	52
Parkland International Baccalaureate Course Guide	52
DIPLOMA PROGRAM	52
COURSE PROGRAM	53
Group 1: Language and Literature (HL)	54
Group 2: French (SL)	54
Group 3: Psychology (SL)	54
Group 3: Geography (HL)	54
Group 3: History (HL)	55
Group 4: Physics (SL)	55
Group 4: Chemistry (HL)	55
Group 4: Biology (HL)	55
Group 4: Computer Science (SL)	56
Group 5: Mathematics (SL)	56
Group 6: Visual Arts (SL)	56
Core Components	56
Extended Essay (Diploma Students)	57
CAS - Creativity, Activity, Service (Diploma Students)	57
Theory of Knowledge (Diploma + Course Students)	57

Welcome to Parkland Secondary School

Course Selection for 2021-2022

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Click the link below to see a short video that introduces you to our school.

<https://www.youtube.com/watch?v=DfWOrZSUzR>

Who We Are: Our Vision, Our Mission, Our Goals

Mission Statement:

Parkland is an innovative, inspiring and inclusive learning community built upon a strong foundation of compassionate and engaging staff. Our goal is to develop graduates who are caring, knowledgeable and socially responsible young adults fully equipped to contribute to our local and global community.

School Goals:

1. Students will demonstrate sound critical thinking skills.
2. Students will understand and feel empowered to take action on climate change.
3. The mental health of students at Parkland will improve.

Parkland Secondary School is a grade 9-12 school of approximately 550 students. It is a medium sized vibrant high school located in North Saanich serving the municipalities of Sidney, North Saanich and the northern peninsula of Vancouver Island. We are proud to have a number of students from our four First Nations communities attend Parkland.

Staff are welcoming and dedicated and strive to inspire students to achieve their full potential. We work in partnership with our community to develop **healthy, motivated, and responsible students** who are well equipped to be successful in post-secondary endeavours.

Important Information About Course Selection

The selection of courses is an important part of the process leading to graduation and post-secondary training or work. These courses are the stepping stones to your future. We encourage you to discuss options fully with your parents, teachers and counsellors in order that you select the best options for your academic and personal development. A helpful document for all students is the Grad Planner, which can be found on the [Ministry of Education - Graduation Information](#) website.

Your course selections determine the school's schedule for next year – please choose carefully. Changes in September may not be possible. We cannot guarantee all courses in this book will proceed. Courses will be cancelled if there are too few student requests to offer them.

- The school is obligated to offer a variety of courses that lead to a graduation program, entrance to post-secondary institutions and the world of work. However, not every course may be offered each year. For example, in order for a low enrolment course to be offered, it may be available every other year.
- All Grade 9 - 10 students must have a full timetable.
- In the event the courses a student has requested cannot be successfully timetabled, alternate courses listed on his/her course selection form will be automatically substituted. Students should take care to list alternate course choices in priority order.
- 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, it must be repeated and passed before he or she can continue in Grade 10 English.

- If a student fails a course, we cannot guarantee there will be space in a class to repeat the course during the same school year. Therefore, we strongly recommend students and parents access other options if a required course is failed. These options include summer school and distance education courses. Counsellors have further information on these options.
- Students in Grade 11 and 12 may be permitted a spare(s) in their timetable. It is recommended, however, that senior students take full advantage of the courses offered at Parkland.

The following **priority** system is in place for loading students into classes (from high to low):

1. Priority will be given to grade-appropriate placements. For example, Grade 11 students may not be able to access some Grade 12 courses if all seats are required for Grade 12 students.
2. Grade-appropriate first time enrollees;
3. First time enrollees who require course for graduation program;
4. Course requests based on Career Program or grad transition plan;
5. Students repeating a course required for graduation;
6. Out of grade first time enrollees;
7. Repeating - not required for grad but needed for university/college entrance;
8. Repeating - not required for grad.

We are proud of the quality of learning at our school. Our staff and students have established a very positive reputation which helps motivate us all to maintain a culture that leads to success in a warm, friendly environment. Make the commitment to add your best efforts this year. Start with good choices, and build in the kind of effort that will result in success now and in your future.

Graduation Credit Requirements

Students require a minimum of **80 credits** to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 and 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

Provincial Assessments

In addition, students must also complete three new graduation assessments:

- The Grade 10 Numeracy Assessment was introduced in 2018
- The Grade 10 Literacy Assessment was introduced in 2019/20
- The Grade 12 Literacy Assessment will be introduced in 2021/22

Career Life 10 - 4 credits

Career Life 10 is a course that endeavours to help students make a successful transition to life after high school. Careers, education and travel options are explored. As well, students will develop financial literacy skills that will help with this important transition. Students will participate in the P.A.R.T.Y. program at Victoria General Hospital and will participate in activities and workshops presented by guest speakers. It is recommended that students take this course in grade 10.

Career Life 12A - 2 credits

Career Life 11 is a two credit course that is mandatory for Graduation. Students at Parkland can elect to take this course through SIDES or as a seminar course after school on Wednesdays. This course is designed to be taken in a student's Grade 11 year and will continue the work done in Career Life 10, with a specific focus on the mentorship and the work experience required to build towards the Capstone Project in Grade 12. Students will be required to follow a program that includes online work using MyBluePrint, regular scheduled meetings with a teacher advisor and attendance and involvement in various seminars & presentations.

Career Life 12B (Capstone Project) - 2 credits

Career Life 12 is the final two credit Careers course that is mandatory for Graduation. This course will be overseen by a teacher advisor who will help guide students in the completion of their final Capstone Project. All students will need to be prepared to present their completed Capstone projects near the end of their Grade 12 year.

Course Programs with Fees

It should be noted that financial hardship should never prevent a student from taking a desired course or program. Flexible payment plans or fee deferrals can be arranged. Please contact Parkland Principal Lizanne Chicanot if you wish to discuss this.

Parkland Marine Institute

Pursue your education with a marine focus in academics, trades, or sailing.

- Focus on one particular pathway or explore a variety of courses
- Work on courses in an interdisciplinary, project-based manner both in the school and in the community
- Earn graduation credits for marine courses
- Earn post-secondary credits and apprenticeships
- Earn credentials and certifications required for work or just to enjoy our local environment recreationally

The Institute will give students a range of opportunities. Those who want to gain some experience on the water or who only intend to be on the water recreationally will be able to gain the necessary skills and qualifications to help them reach these goals. Those who want to focus on sailing and earn graduation credits will be able to join the Sailing Academy.

The students who intend to pursue a career in the marine industry either through an academic or trades pathway will be able to tailor their educational program to meet their needs. By the time they graduate, they will have earned post-secondary credits, credentials and qualifications to make a seamless transition from secondary to post-secondary or to work.

Grade 9

Students will take both Marine Physical Health Education 9 and Marine Science 9 in their grade 9 year. The courses will be taught with a marine focus in an interdisciplinary, project-based way that will take students from the classroom into the marine environment. Students may be taken on the water in power and sail boats in the Fall and Spring and will learn basic paddling skills in the PHE portion of the course. There will be a variety of local field trips during the year. Students who want to spend more time learning to sail can join the Sailing Academy. Sign up for this pathway on the Course Selection form or download an application from the school's website: [Parkland Marine](#). There may be a cost to students who chose to participate in a variety of local field trips that occur throughout the year.

Grade 10

Students will take Science 10 as a linear class paired with Physical Health Education 10 and will receive credit for both courses. The courses will be taught with a marine focus in an interdisciplinary, project-based way that will take students from the classroom into the marine environment. Students will have the option to earn their Pleasure Craft Operator Card and/or complete the PADI Open Water Diver Course and will gain experience on the water by learning to canoe during the PHE portion of the class. There may be a cost to students who choose to participate in a variety of local field trips that occur throughout the year.

Grade 11 and 12

Students in the senior grades will start to focus on a particular pathway. Students pursuing an academic pathway will select Marine Biology 11. Students interested in the trades will take courses such as Marine Repair and Restoration 11 and 12 in addition to the other elective and required courses. Field trips and certification will be subsidized by the school.

Academies at Parkland

Hockey Academy

The Parkland Hockey Academy is a year-long course. Upon completion, each Grade 9, 10, 11 and 12 student will each earn 4 credits for Hockey Skills and 4 credits for PHE 9, PHE 10, Strength & Conditioning 11 or Strength & Conditioning 12. The participants will be on the ice at Panorama 3 days per week and at Parkland the other 2 days.

Students wishing to be considered for the Hockey Academy Program are required to complete and submit an application package by **March 12, 2021**. Applications are available online at www.parklandhockeyacademy.ca or from Parkland School's main office. Applications received after the March deadline will be waitlisted for consideration after the other applicants have been processed.

All students interested in the Parkland Hockey Academy must submit an application **each year**. In the application process, students and parents will be requested to indicate their reasons for applying to the program. Applicants will also be asked to provide the names of two references specific to hockey. A subsequent interview may also be requested. Program staff will review all applications.

Hockey Academy Fees

The fee to participate in the Hockey Academy is \$1,700 per year. The fee covers the cost of ice, transportation back to school, various equipment, and coaching. The students will be required to provide their own hockey gear. Academy students will also be required to participate in one fund raising activity to help supplement the cost of the program.

Judo Academy

The Parkland Judo Academy is a year-long course designed for the beginning, intermediate or advanced Judo practitioner. The Parkland Judo Academy will offer participants opportunities not only to learn the sport of Judo but to improve and develop themselves physically and mentally. Students with either competitive or recreational goals are encouraged to join.

Upon completion, each student will earn 4 credits for Judo in addition to 4 credits for PHE (e.g. PHE 9, PHE 10, Strength & Conditioning 11 & Strength & Conditioning 12.) Participants will spend at least 3 days per week on the mats in addition to one or two days of classroom instruction and/or conditioning.

Students wishing to be considered for the Parkland Judo Academy are required to submit a complete application package by **March 12, 2021**. Applications and further information are available online at <http://parklandjudoacademy.ca/>. Applications can also be obtained at Parkland's main office. All potential participants will have their applications reviewed by administration and program instructors.

Academy Fees

The fee to participate in the Judo Academy is \$600 per year. This fee goes toward supporting additional instruction as well as arranging for guest coaches and visiting athletes. Included within this amount is a Judo BC membership cost of \$75. Note this fee does not cover the cost of a Judo suit. If there are any financial questions or concerns, please contact administration.

Sailing Academy

The Parkland Sailing Academy will give students with an interest in, and a passion for, sailing the opportunity to develop their sailing knowledge and skills and to earn credits towards graduation. Students will:

- have opportunities to train for recreational and competitive sailing at the local yacht club;
- develop the attributes of problem solving, critical thinking, teamwork and collaboration;
- connect positively with members of the community.

Program Overview

All students in the Academy will receive on-the-water training and experience outside the regular timetable at the Sidney-North Saanich Yacht Club. Students will also be able to participate in the Lower Vancouver Island School Sailing League and compete with other school teams in a safe and fun environment. Students will receive 2 credits for completing the Fall Sailing and 2 credits for completing the Spring Sailing program.

Academy Fees

The fee to participate in the Sailing Academy will be \$200 for Fall sailing and \$300 for Spring sailing. The fee includes the cost of boat rentals and instructors. Students will be required to provide their own appropriate clothing (see application package for clothing recommendations).

Registration

Any interested student will be able to register for the Sailing Academy. There are no prerequisite courses and prior experience is not necessary. Interested students should attend an information session and sign up for the course through the usual course selection process. Students in the Academy will be expected to maintain a positive academic record and manage themselves appropriately and responsibly at school and on the water.

Updated information can be found by the links on the school website: [Parkland Marine](#).

Parkland's Feature Programs

Technology and Innovation

Parkland's technology and innovation programs offer students a wide range of opportunities to engage with computers, electronics and more. Digital literacy and computer science continue to be important and growing elements of our modern education and economy, and these programs help to foster and build pathways for Parkland's students.

Technology 9: An introduction to computer programming and computer sciences. Students get an overview of the history of technology and where the modern computer is going. Introductory programming skills allow students to develop games and read basic code.

Computer Studies 10: Students cover a wide range of topics dealing with modern computing. From hardware to software students build essential skills in computing and develop more advanced skills in programming. In addition, topics such as big data, ethics in computing and societal impacts of computing are discussed.

Computer Programming 11 & 12: Computer programming skills are developed at the senior levels to help students grasp challenging design problems and prepare for common workplace issues in technology settings. Students will learn to manage complexity, be provided with documentation and design opportunities, and will work to create software ranging from games to research simulations. Foundational skills in computer programming 11 and 12 provide a key start for students interested in STEM careers or studies. Computer Programming 12 is considered an academic grade 12 course and can be used as such in applying to post secondary institutions.

Theatre Production 9-12: set design and building, lighting, sound booth, backstage theatre production.

Electronics Jr and Sr: circuit designing and building, programming and constructing Vex Robots both joystick controlled and autonomous.

Digital Media: digital manipulation of photographs, art work, video production.

Tech Club: LAN parties, gaming, tech support for school.

Technology Education courses: including Wood, Drafting and Metal - design on the computer and then have computer-controlled machines create your design using CAD, CAM and CNC.

Creative and Performing Arts

Parkland has a long history of providing exceptional creative and performing arts opportunities for students. Our Musical Theatre production in semester one involves up to 90 students in all aspects of the show and typically runs four nights of sold out shows. Parkland is a relatively small school which means that any student wishing to participate in performing and creative arts will find a place here. We offer:

Musical Theatre: A fabulous adventure for students who love to be on stage to sing, dance, and act. Four months of rehearsals result in a highly polished and resourced professional quality performance for the school and community.

Theatre Production 9-12: Students collaborate with the performers to produce the set for the musical production. Students form the technical and production crew for the major productions at Parkland.

Drama 9/10: Develop the fundamentals of acting through creative means. Experiment with pantomime, improvisation, playwriting, scene building, character development.

Acting 11/12: Explore vocal work, styles of acting, directing, auditioning, film and makeup. The semester culminates in a public performance.

Dance Beginner, Intermediate, and Advanced 9-12: Courses are offered at every level and involve work in jazz, hip hop, contemporary, tap. There are opportunities for public performances throughout the semester as well as a semester end showcase.

Guitar 9-12: This is a Parkland specialty. Students at every level are encouraged to register. Coffee houses run every Friday and there are opportunities to perform at lunch hour concerts as well as at our annual talent show.

Concert Band 9-12: This course sustains and extends students' musical abilities and is part of a strong community of musical performers at Parkland. In addition, there are opportunities for numerous performances and special trips.

Jazz Band 9-12: Learn new styles, develop improvisation skills, and learn jazz theory basics. You will have lots of fun in this tight knit ensemble.

Musical Theatre Orchestra 10-12: Learn to play orchestra music for the Musical Theatre Production and experience a real life orchestra experience.

Vocal Music 9-12: Students will be given a variety of musical genres to learn from and be given many opportunities for performance.

Art 9/10: Art history, drawing, painting, clay, printmaking, graphic design are all components of this creative course.

Art 11/12: Students will produce images in a number of different artistic media and can explore their own art style in more depth.

Ceramics and Sculpture 11/12 and Drawing and Painting 11/12: Opportunities are provided to work in greater detail in these focus areas.

Independent Directed Studies (IDS) 10, 11, & 12

This is an exciting and unique opportunity for Parkland students to participate in their own learning project. A number of subjects are available to study. A Parkland IDS will allow you to direct your learning in your own area of interest. This new option is designed for motivated, capable and committed grade 10, 11, and 12 students who have demonstrated school and course work success. It will give students the opportunity to initiate and propose their own areas of study and to receive credit towards graduation.

Almost every subject or topic/area of interest is possible for an IDS credit (2, or 4 credits); however, IDS may only be used to satisfy elective requirements.

How It Works

Students consult with a counsellor or administrator and then begin the process of discussing their proposal/idea with the Teacher Librarian. At times a mentor-teacher is involved. The student will develop an IDS proposal in consultation with the Teacher Librarian and/or mentor teacher. After the proposal has been approved, the student would be enrolled in the IDS course and Google Classroom page. IDS teachers and students develop the plan which includes:

- Course outline, goals, credits and a plan for learning and assessment.
- Student commences research and coursework.
- Formal midterm assessment and evaluation of learning/progress.
- Refine IDS and continue coursework.
- Complete IDS.
- Formal Presentation/Teacher Evaluation and Assessment.
- Grade and credit issued.

Career Programs

Work Experience 12A, 12B

Long-term work experience is open to **Grade 10, 11 or 12** students who have an interest in pursuing any career field. In Work Experience 12A and 12B, a student spends **100-240 hours training at one or more** work sites. By doing this, skills are learned and questions answered before career decisions are made. Students either choose work according to their current interests or a focus area as listed previously. Work can be paid or volunteer work. Students usually work during the evenings or weekends, but may also work during the regular school day depending on their program and class meeting schedule.

The benefits of Work Experience are:

- resume and covering letter creation
- pre-employment job training
- making valuable industry contacts
- apprenticeship opportunities
- some paid work experience placements
- discover skills and interests
- opportunity to explore an employment area of interest
- opportunity to gain credit toward grad for learning that happens outside the school

Completion of WEX 12A or WEX 12B satisfies the “30-hour Work Experience” requirement of the Grad Transition Program.

Career Programs in Saanich District Schools

The programs below are offered in school and you receive both high school credit and post-secondary credit. They are called **Dual Credit Programs**. Some of these programs are primarily in schools; others are in the schools and post-secondary institutions.

District Career Programs at Parkland Secondary School

- Marine Service Technician - Quadrant Marine Partnership
- Joinery - Camosun/BCIT Partnership

Marine Service Technician Program (MST) 12A, 12B

This program introduces the student to the marine environment through:

- exposure to the actual workplace sites and situations
- classroom orientation to all aspects of the marine industry
- introductions to the key trades and occupations
- and introduction to the equipment, tools and materials.

The program reviews all aspects of repair maintenance and construction of light commercial and pleasure yachts. Topics in the curriculum include safety in the workplace, vessel terminology, docking, mooring, hauling and blocking in the boatyard, principles of boat design and propulsion, surveying and insurance issues, marine business practices and employer expectations.

Students will receive hands-on exposure to the basic boat repair and building trades, including composites (fibreglass) construction and repair, wood boat building and joinery, systems installations and troubleshooting.

Important details:

- Program runs from September to May.
- This will also include a 2-week unpaid practicum placement/work experience.
- The program is two semesters in length; classes are one night a week at Quadrant Marine.
- Students are eligible to receive up to 4 credits for technical training and a further 4-24 credits for courses in the Parkland timetable, work-based training through Work Experience and Secondary School Apprenticeship courses.
- Students choose MST 12A and MST 12B to be run in Semester Two at Parkland, Blocks 3 and 4.
- School District 63 is delivering the program in partnership with Quadrant Marine Institute.
- It is open to **Grade 11 and 12** students.

District Career Programs at Claremont Secondary School

- TEX (Trade Sampler: Welding, Carpentry, Plumbing, Electrical) – Camosun Partnership

District Career Programs at Stelly's Secondary School

- Professional Cook – Camosun Partnership

District Career Programs at Individual Learning Centre (ILC)

- Hairdressing/Cosmetology Program – Vancouver Island University
- TASK (Trade Sampler: Carpentry, Joinery, Plumbing, Electrical, Drywall, Paint, Sheet Metal) – Camosun Partnership.
- Carpentry-Camosun Partnership

Camosun College Partnership Programs

A partnership exists between Camosun College and Vancouver Island University and the South Island School Districts (Districts 61, 62, 63, 64 and 79) to provide post-secondary training programs.

The “Youth Train in Trades” programs offered at Camosun and Vancouver Island University or secondary schools offers students some of the following options:

- earn (between 4 and 48 high school credits) towards both graduation and trades qualifications;
- complete level 1 apprenticeship technical training or write Level 1 apprenticeship exam in their chosen trade;
- involve coursework at high school and/or college, and include a work experience component;
- provide full-time 5 to 7 month program (college/ITA certification);
- accommodate Secondary School Apprenticeship students;
- are open to Grades 11 and 12 students;
- provide students training through a 15 to 40 week foundation program or a 4 to 10 week apprenticeship program;
- allow students to complete a 6 week apprenticeship program;
- free tuition for programs.

Available Program Areas:

- Automotive
- Carpentry/Joinery
- Electrical
- Heavy Duty/Commercial Transport Mechanic
- Health Care Assistant
- Community Support and Educational Assistant
- Metal Fabrication
- Plumbing, Refrigeration and Piping
- Professional Cook 1
- Sheet Metal Level
- Welding

Other programs offered through partnerships with other Post-Secondary institutions:

- Hair Dressing with Vancouver Island University
- Meat Cutter with Thompson River University
- Machinist with British Columbia Institute of Technology
- Dairy Production Technician with Green Belt Veterinary
- Marine Service Technician Foundation with Quadrant Marine Institute

IMPORTANT NOTES:

- Students must meet with the Career Counsellor--Ms. McNamee--to understand the duration and prerequisites of each program and establish an educational plan.
- Tuition costs for all Technical Training Programs is paid by the Saanich School District (SD 63).
- More information can be found on our website, <https://careered.sd63.bc.ca/>, in the Career Centre section and on the Camosun College website, <http://camosun.ca/learn/south-island-partnership/>

Secondary School Apprenticeship Opportunities “Youth Work In Trades”

What is a secondary school apprenticeship? Secondary school apprenticeship is a formal arrangement that allows high school students to become official apprentices registered to industry employers who, in turn, provide work-based training opportunities. SSA is open to Grade 10 to 12 students, 15 years of age or older, who are motivated to gain hands-on training in a designated trade.

The goal is to provide a seamless transition from school to work and give students a head start in employment training in the skilled trades to fill a predicted significant shortfall of qualified workers in various industry sectors.

The Secondary School Apprenticeship “Youth Work In Trades” will allow you to:

- begin a career while still in secondary school;
- strengthen employment skills through on-the-job training;
- develop maturity in an adult-based program and environment;
- earn while you learn;
- receive both secondary school graduation credits (16 units) and credit hours in the first year of apprenticeship (480 hours);
- become eligible for a scholarship to assist in the technical training component of the apprenticeship.

Examples of Secondary School Apprenticeships: Auto body repair, Carpenter, Professional Cook, Electrician, Glazier, Electrician, Hairdresser, Meat Cutter, Painter, Plumbing and Piping, Welder, Heavy Duty Commercial Transport Mechanic, Joiner/Cabinet Maker, Sheet Metal Worker, Machinist, Auto Service Technician, Horticulture, Metal Fabrication, Marine Service Technician.

A student must meet all of the requirements of the program and meet with Career Counsellor Ms. McNamee to qualify.

To be eligible:

- Be enrolled in Grade 10 through 12 and age 15 years or older;
- Demonstrate a suitable level of maturity and interest in the trades;
- Identify an employer who is trades-qualified and willing to provide employment and register you as an apprentice in the desired occupation;
- Each specific program has unique prerequisites determined by the post secondary institution providing the training.

Visit the Industry Training Authority website, www.itabc.ca, for more information.

Business Education

Entrepreneurship and Marketing 10, Marketing 11, Marketing 12

Senior Marketing is open to all Grade 10, 11 and 12 students looking to explore the world of Marketing. If taking Marketing for a second time, students will have to work closely with the teacher to develop an individualized, project based learning plan. It is also suggested that Marketing students with a keen interest in the world of business explore the Senior Entrepreneurship course.

Marketing 12 is an information research-based course which places a strong emphasis on the development of analytical thought, creative problem solving, and research. Students involved in this course should have strong independent work habits, mature self-discipline and strong reading and writing skills. This course will help students:

- Focus on essential issues that are shaping contemporary marketing practices
- Understand the elements of contemporary marketing
- Develop a knowledge of marketing research and consumer buying behaviour
- Gain insight into strategic marketing planning
- Explore the essentials of marketing as it pertains to advertising, public relations, sales promotion, personal selling, event marketing and sponsorships
- Understand internet marketing, social networking, non-profit marketing, and global marketing
- Achieve a clear knowledge of the required fundamentals in creating a successful business venture
- Fully understand the burgeoning field of Neuromarketing

Students in Marketing will be encouraged to explore the various elements which make up the business of marketing as it relates to the various commercial aspects of retail and wholesale buying, globalization, and internet marketing. We will also explore concepts such as not-for-profit marketing, the role of public relations, media planning, forms of advertising and its accompanying strategies. In order to accomplish these objectives, the class will listen to a number of guest speakers, visit a wide array of online company sites, be actively involved in real-life marketing case studies and individually visit and interview specific companies and their employees.

The course is designed for serious students who may be interested in going into some aspect of the marketing business after graduation, and as an introduction to students who may attend post secondary marketing and business course.

Computer Technology

Technology 9

This course provides students with an introduction to computer programming and computer sciences. Students will get an overview of the history of technology and where the modern computer is going. Introductory programming skills will allow students to develop games and read basic code. Students are introduced to computer sciences, are provided hands on time with hardware and will learn to assemble computers. Guest presenters and special projects are a feature of this course.

Computer Studies 10

Students cover a wide range of topics dealing with modern computing. From hardware to software students build up essential skills in computing and develop more advanced skills in programming. In addition, topics such as big data, ethics in computing and societal impacts of computing are discussed.

Computer Programming 11 & 12

Computer programming skills are developed at the senior levels to help students grasp challenging design problems and prepare for common workplace issues in technology settings. Students will learn to manage complexity, be provided with documentation and design opportunities, and will work to create software ranging from games to research simulations. Foundational skills in computer programming 11 and 12 provide a key start for students interested in STEM careers or studies. Computer Programming 12 is considered an academic grade 12 course and can be used as such in applying to post secondary institutions.

Fashion & Textiles

Fashion, Textiles & Design 9

No previous experience is necessary. This course is designed for those students wanting to learn the basics of sewing, and gain an understanding of the world of fashion and textiles. The basics of sewing include hand sewing, machine sewing and commercial pattern reading. Students may also choose to explore a variety of textile-based activities including knitting, crochet, or embroidery through personal projects.

Students will participate in projects appropriate to their sewing ability and work at their own pace. Students may provide their own materials for projects or choose from donated materials.

Fashion, Textiles & Design 10, 11, 12

Building on skills and knowledge from Fashion, Textiles and Design 9, students will be challenged to further their creative development through a variety of personalized learning projects and design activities.

Fine Arts – Music

Concert Band 9, 10, 11, 12

The concert band will meet twice a week all year outside of the school timetable (Tuesdays & Thursdays, 7am to 8:15am.) The concert band is geared toward students who have prior experience in an ensemble, want to challenge their musical knowledge, develop their skills, and have the opportunity for numerous performances throughout the year. An emphasis will be placed on technique, listening, and balance which develop and heighten each student's musical ear and aural skills.

Guitar 9, 10, 11, 12

This course is open to students of all grade and skill levels. The guitar course will give beginning students the opportunity to learn common guitar chords, simple techniques, chord changes, and the ability to read tab and chords on the music. An emphasis will be placed on theory.

The intermediate guitarists will use the class for further developing their skills in reading music as well as creating their own pieces. New songs will be provided daily so the students are able to practice new techniques every day.

Advanced guitarists can use the class for their own musical development. They can use the time for composition and performance preparation. Helping the less advanced students with their music reading and creation will also give them the chance to view music from a teaching standpoint. Teaching skills to less experienced guitarists will undoubtedly help refine and master their own skills.

Jazz Band 9, 10, 11, 12

Jazz band is a year-long course that runs twice a week outside of the timetable (Mondays & Wednesdays 7am to 8:15am). This ensemble gives the students the opportunity to learn new styles, develop their improvisation skills, and learn jazz theory basics. Students are encouraged to learn a different instrument for this ensemble if they do not play an instrument that is common to jazz bands. Because it is a smaller ensemble, students will have opportunities to play out in the community throughout the year. Students who are interested in Jazz band are required to be in Concert Band as well unless they have approval from Ms. Sousa.

Musical Theatre Orchestra 10, 11, 12

This course runs inside the timetable and is only open to grade 10-12 students. The first few months are used to get the students familiar with the show's music, and the singers slowly begin rehearsing with the orchestra. Orchestra music is very challenging and requires a great deal of commitment and dedication. The final exam for the course is a successful show run in February.

Vocal Music 9, 10, 11, 12

The vocal music course is offered to students from grade 9-12. It is a credit course that will run outside of the timetable all year (Fridays 7am to 8:15am). Students will be given a variety of music to learn from a wide range of genres. Students will work toward performances during the year inside the school as well as out in the community.

Foods & Nutrition

Foods & Nutrition 9

This is a fun and participation-based course designed to create interest and skill in cuisine. Students will focus on nutritious breakfasts, lunches and dinners, grains, soups and international cuisine. Safe food handling, use and safe care of kitchen equipment, resource management and basic life skills are developed. Students work in teams and as individuals on projects and assignments.

Foods & Nutrition 10, 11, 12

This course builds on the skills acquired in Foods 9 and expands knowledge and application of kitchen skills, etiquette and responsible lab behaviour.

Students develop various skills from planning menus to presenting attractive meals and increasing their knowledge of the nutritional, social and economic factors that affect food selection and preparation. Students work in a team setting to learn and practice the skills needed to be successful in various situations. An emphasis will be placed on developing healthy, nutritional eating habits, appreciating international cuisine, teamwork and responsible lab behaviour.

Junior Culinary Arts 9 & 10

Junior Culinary Arts is an introductory course in commercial food preparation and service. This busy and enjoyable course emphasizes the value of teamwork, positive attitudes and responsibility. Junior Culinary Arts students will obtain the Food Safe Level 1 course. Baking, cooking, portion control and presentation skills will be taught through preparation and sale of food for the Parkland cafeteria. As well, students will develop skills in receiving goods, safe and organized storage techniques, operation of the selling area, pricing, sanitation, customer service and use of commercial and home equipment. Students will also investigate career opportunities in the culinary arts.

Culinary Arts 11

This course offers students an opportunity to further develop their food skills in a restaurant setting. Students will rotate through preparing main dishes, baking, and service to prepare goods for the Parkland cafeteria.

Included in this course will be:

- receiving and storage of goods
- customer service
- operation of the selling area
- portion control
- use of commercial equipment
- sanitation
- safe food handling techniques.

In Culinary Arts 11 students will learn more of the theory and terminology used in commercial food service. This course emphasizes teamwork, responsibility, time management and a

positive attitude. Students will complete a major meal project. Students will obtain the Food Safe Level 1 course.

Culinary Arts 12

This is a course in commercial food preparation and service. The course also emphasizes the value of teamwork, a positive attitude and responsibility. You will obtain the skills, attitudes and behaviours necessary for employment in the food service industry. Students will obtain the Food Safe Level 1 course, if they haven't done so already.

More complex baking and cooking skills will be taught through the preparation and sale of goods for the Parkland cafeteria. Menu planning for entertaining, recipe selection, grocery shopping and food storage, food preparation, time management and organization, recipe costing, table setting and service are all part of a comprehensive major project which each student will complete. This project requires research and investigation into the cuisine of another culture and the customs surrounding food for that particular culture.

Culinary Arts (Advanced) 12

This class is designed for the student with a wide experience in foods. This course will provide a 'behind the scenes' look at how a food operation is run as well as an opportunity to learn specialty techniques. Students will learn organizational, time management, customer relations, team building and practical math skills through the daily set-up of the school cafeteria. Activities will include weekly menu planning and compiling a portfolio to show potential employers.

Human Science - Electives

Leadership 9, 10, 11, 12

This year-long course is designed to provide students with opportunities to develop their leadership skills and to both lead and participate in a number of school and community-based activities. Students enrolled in Leadership will develop a Leadership portfolio over the course of the school year that will include evidence of enhanced skills in organization, management, goal setting, decision-making, planning, public relations, communication, working with people, and public speaking. The course will be a combination of seminars that develop leadership skills and hands-on activities that provide students opportunities to plan and organize events.

Leadership students will have the opportunity to plan school dances, fundraisers, Spirit Days, assemblies, and play an important role in creating a positive school culture at Parkland.

This course is open to all grade levels. It is a 4-credit course and will run outside the timetable, primarily at lunch hour. Students will be required to meet 1-2 days per week as a class and then work on projects and events outside the regularly scheduled meetings.

Psychology 11

Do you wonder what makes people act the way they do? Are you interested in knowing the different ways people learn, grow and develop? If yes, then this course is for you! Psychology 11 is open to all grade 11 and 12 students and is an introduction to the concepts, methods and history of modern psychology.

Topics include perception, motivation, frustration and social behaviour. This course also includes psychology experiments and demonstrations of selected topics (IQ testing, surveys, “behaviour” experiments, discussions on dealing with conflict, field studies, memory tests, etc.)

Psychology 12

Building on the foundations established in Psychology 11, students will begin to explore topics surrounding human adjustment and breakdown. Students will explore the topics of stress: the causes, our psychological and physiological reaction to stress, and coping mechanisms. Students will also investigate the causes, symptoms, and treatments of several psychological disorders. Focus will be placed on mood disorders, anxiety disorders, and other interesting psychological abnormalities. The class will participate in a deeper exploration into psychological therapies and their governing theories.

Students will explore the field of social psychology with a specialization in social interactions, group dynamics, and the mob mentality. Students will also examine, through case studies and current events, topics such as sociopathy, antisocial personality disorder, grief and loss, and developmental disorders.

Humanities – English

English classes at Parkland are designed for students to reach their individual potential. We recommend that students choose courses to match their strengths, interests and goals. Students will be required to successfully complete a Provincial English Language Assessment prior to graduation.

English Language Arts 9, 10, 11

The Parkland English Department offers programs for all students. Using oral, written, visual and digital texts, students will work individually and collaboratively to develop their core competencies in thinking, communicating, and developing social awareness and responsibility. At each level, students are encouraged to foster lifelong literacy skills through independent reading. The English Department is dedicated to teaching grammar, vocabulary, critical thinking, and analytical skills through various units such as Poetry, Short Stories, Media/Film Studies, Dramas, Novel Studies, Creative Writing, and Essay Writing.

English IB Prep 9, 10

These courses are designed for students who are enthusiastic and engaged with their English studies, along with those looking to enter into the International Baccalaureate program. Students will study a wide variety of texts, working collaboratively and independently to gain a stronger understanding of concepts critical to higher level analysis. Special focus will be placed on developing academic writing to help students prepare for their senior level IB classes.

English Preparation A, B, C

These courses are for students whose primary language is not English. The emphasis in these courses is on increasing proficiency in English in each of the four main communication skills (reading, writing, listening and speaking). In addition to frequent reading and writing assignments, there will be ongoing grammar instruction, vocabulary building, pronunciation practice, and regular speaking and listening activities to improve the student's ability to communicate effectively in English.

English First Peoples 12

This course will introduce local and non-local indigenous authors to students. English First Peoples is based entirely on the study of "texts" representing authentic First Peoples Voices ("texts" is referring to oral, audio, visual, film and other media as well as written literature) in order to develop their core competencies in thinking, communicating, and developing social awareness and responsibility. This course incorporates First Peoples principles of learning in the curriculum content and applies that to the resources covered. This course will aim to bring in a variety of resources for students to interact with including but not limited to elders and local knowledge keepers. English First Peoples focuses on acknowledging the significance of culture in language and communication. The English Department is dedicated to teaching grammar, vocabulary, critical thinking, and analytical skills through various units such as Poetry, Short Stories, Media/Film Studies, Dramas, Novel Studies, Creative Writing, and Essay Writing.

English Studies 12

The required English Studies 12 course builds on and extends students' previous learning experiences in their English Language Arts 10 and 11 courses. It is designed for all students, and provides them with opportunities to refine their ability to communicate effectively in a variety of contexts, think critically and creatively about the uses of language, explore texts from a variety of sources, and deepen their understanding of themselves and others in a changing world. Additionally, students must complete their Graduation Literacy Assessment by the end of their grade 12 year.

Journalism 10-12

This 4-credit project-based course offers students a unique opportunity to work as a part of a creative team. The focus is on the production of the school yearbook but students will also learn editorial, photojournalism and reporting skills. The students will learn the craft of interviewing, how to write an article, the art of taking photos, design and layout, how to use publication programs and various styles of journalism. This course is sometimes scheduled outside the timetable and requires a commitment of attending school functions and attending lunch and/or afternoon meetings.

This course fosters a great deal of leadership and school spirit and allows students from a number of grades to work together. In addition to covering school events, students will be exploring magazine layout and design. Students must be able to meet deadlines as the course will be run as an Editorial Board with specific assignments and publication deadlines. If you want to see concrete results at the end of the school year with a great yearbook, then this is the course for you.

Writing 10-12

This course is for students who want to hone the craft of writing and to explore literature from a more creative perspective. Class involves daily writing activities, group discussions about style, genre, and good storytelling, and a chance to work collaboratively through peer-editing and writing workshops. Students will develop writing portfolios that showcase their progress along with their selected best works. Regardless of whether you are a closet poet or heading towards a career in business, if you seek to enhance your creative thinking and expression this class has something to offer you. This course is open to grade 10-12 students.

Humanities – Social Studies

The Social Studies Department requires students in grades 9 to 11 to complete specific exercises to develop information literacy skills.

In Grade 9, students learn how to:

- Locate and use a variety of resources, both print and media
- Evaluate internet sites
- Use strategies such as two column note taking and summarizing to read effectively
- Record bibliographic information accurately in different styles and formats
- Produce reports or representations to demonstrate learning

In Grade 10, students reinforce the skills they learned in grade 9 and learn how to:

- Quote, paraphrase and cite their references
- Use strategies such as two column notes, quote notes, summarization, and marking text to read effectively
- Write an in-class research essay that includes an introduction, body and conclusion; thesis development; and quotes with citations
- Produce reports or presentations to demonstrate learning

In Grade 11, students reinforce the skills they learned in grades 9 and 10 and learn how to:

- Write a formal research essay with an introduction, body and conclusion; thesis development; and quotes with citations
- Produce reports or representations to demonstrate learning
- Find, select, and use primary and secondary sources

Social Studies 9 (18th-19th Century)

The Growth of Nations - Grade 9 Social Studies builds on the ideas developed in grades 7 and 8 that distinctive cultures are developed in response to a variety of influences. A Canadian strand is introduced, including the geographic setting of North America prior to exploration and significant historical developments, both in Canada and Europe, up to 1919.

Pursuant to the new curriculum, Socials 9 students will learn about:

- political, social, economic, and technological revolutions,
- the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world,
- global demographic shifts, including patterns of migration and population growth, nationalism and the development of modern nation-states, including Canada,
- local, regional, and global conflicts,
- discriminatory policies, attitudes, and historical wrongs, and
- physiographic features of Canada and geological processes.

Social Studies 10 (20th Century)

Canada and the World: Social Studies 10 will focus on the time period from 1919 to present day in both Canada and the world. Students will learn how global and regional conflicts have been a powerful force in shaping our contemporary world and identities. They will also examine how the development of political institutions is influenced by economic, social, ideological, and geographic factors. Students will use inquiry processes and skills to learn about worldviews and

how they can lead to different perspectives and ideas about developments in Canadian society as well as be able to communicate those findings. Social Studies 10 is meant to prepare students for the future as thoughtful, responsible, and active citizens of Canada.

Explorations in Social Studies 11 (20th Century)

Contemporary Canada and World Affairs: The overall theme of Social Studies 11 is one of developing responsible citizenship. Students will study a variety of different topics including: identity, cultural expressions, world history, politics, current events, social justice, and global development from a number of different backgrounds. Students will submerge themselves in a number of subjects using inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. They will be asked to think critically on how and why events, people, cultures, laws and politics of the world matter, and how they can become a more informed citizen by understanding their absolute importance to the Canadian ideal.

BC First Peoples 12

The BC First Peoples 12 course has been designed as a provincially prescribed elective course suitable for all students. The course is primarily BC-focused. The aim of this course is to enable all learners to understand and respect the traditions, values and beliefs of First Nations peoples within historical, contemporary and future contexts, as well as to appreciate the importance of First Nations languages.

Students will have opportunities to develop an understanding of, and an appreciation for, First Nations values and beliefs, communication, customs and traditions, social, economic, and governance systems, as well as exploring First Nations art as a total cultural expression. Students will also develop co-operative decision-making skills through the exploration of historical and contemporary events or issues, and through consideration of future possibilities.

NOTE: This course provides students with an academic grade 12 credit and fulfils the Social Studies 11 requirement for graduation. It can be taken instead of Explorations in Social Studies 11 for this purpose.

Comparative Cultures 12

This course examines cultures and societies from around the world. The course emphasizes cultural rather than political history and in it, students will also study various aspects of cultures including painting, sculpture, architecture, music, and dance. Students will learn that understanding the complexity of one culture enhances our understanding of others. During this course, students will be expected to demonstrate the following:

- definitions of culture and how these have changed over time
- the belief systems, social organization, languages and artistic expressions of cultures
- how geographic and environmental factors influenced the development of cultures
- how value systems and beliefs systems shape cultures
- the system or power, authority, and governance of various cultures
- conflicts within and between cultures

NOTE: This course provides students with an academic grade 12 credit and fulfils the Social Studies 11 requirement for graduation. It can be taken instead of Explorations in Social Studies 11 for this purpose.

Economic Theory 12

Economic Theory 12 is based on three major components of study:

1. “Financial and economic literacy promotes the financial and economic well-being of both individuals and businesses.”
2. “Business creates opportunities to enable change.”
3. “Tools and technologies can be adapted for specific purposes.”

(BC Curriculum Website)

Within this course, students will examine human behaviour within the confines of finances and business. Further, students will explore global financial systems and both micro and macro economic theory. As economics is a multidisciplinary study, an exploration into governmental and social policies will provide two lenses of analysis. Economic activities as they relate to labour practices, global markets, trade, and consumer behaviour form the backbone of this course. Students will develop a historical and cultural understanding of various economic systems. In order to comprehend historical complexities, students will delve into the rise of Communism in the 1920s, the global depression in the 1930s, and the collapse of international markets in the 2010s. As students study the economics of daily life they will gain an appreciation for how game theory applies to our competitive search for resources to satisfy needs and wants. Content will be both theoretical and practical.

NOTE: This course provides students with an academic grade 12 credit and fulfils the Social Studies 11 requirement for graduation. It can be taken instead of Explorations in Social Studies 11 for this purpose.

Human Geography 12 (May be combined with IB Geography)

Do you care about and want to learn more about global issues such as poverty, global food access, women’s rights, refugees, urban planning, climate change, and global trade policies? Are you interested in learning about positive steps forward on these issues internationally and in our own community? Students in this course will be empowered through inquiry-based learning to not only engage with global sustainability issues from an environmental and social perspective but also take on an active role in shaping our shared future. Using current and relevant examples from a variety of global sources, students will identify and assess how human and environmental factors and events influence each other. Students will make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond and will examine relationships between natural resources and patterns of population settlement and economic development.

Any student interested in travelling or working internationally would benefit from this course. This course is a solid foundation in understanding the larger world for university study in both humanities and environmental studies.

NOTE: This course provides students with an academic grade 12 credit and fulfils the Social Studies 11 requirement for graduation. It can be taken instead of Explorations in Social Studies 11 for this purpose.

History 12 (May be combined with IB History)

This course examines major 20th century issues and events which include the Russian and Chinese Revolutions, the two World Wars, the Cold War, the Vietnam and Korean wars, the Middle East, and the evolution of human rights in **the 20th century**. This course is designed to provide opportunities to develop skills which increase student understanding of contemporary life as global citizens and prepares students for further study in history, the social sciences and humanities. History 12 builds on the foundation of knowledge, skills and understanding acquired in earlier Social Studies courses.

The curriculum introduces students to the discipline of history as part of a broader education and provides opportunities to apply the methods of historical inquiry and problem solving for further use when critically evaluating major 20th and 21st century issues.

This is an interesting and relevant course for students who are interested in learning about the issues that shape the world in which they live through discussion, debate, reading, and media.

NOTE: This course provides students with an academic grade 12 credit and fulfils the Social Studies 11 requirement for graduation. It can be taken instead of Explorations in Social Studies 11 for this purpose.

Law Studies 12

This course is designed to be an informative and applicable approach to the legal system in Canada. Classes are made up of various topics of interest to students and are delivered through lectures, informal discussion, video presentations, and guest speakers. One of the highlights of the course is the observation of court cases at the Victoria Provincial Law Courts.

Topics include an introduction to law, criminal law and process (including Young Offenders law), legal rights, the Charter of Rights and Freedoms, Human Rights, and civil law (property, negligence, contracts, employment, family, etc.).

This is a general interest course which will be valuable to all students in their future professional and personal lives as law affects everyone in many different ways throughout their lives.

NOTE: This course provides students with an academic grade 12 credit and fulfils the Social Studies 11 requirement for graduation. It can be taken instead of Explorations in Social Studies 11 for this purpose.

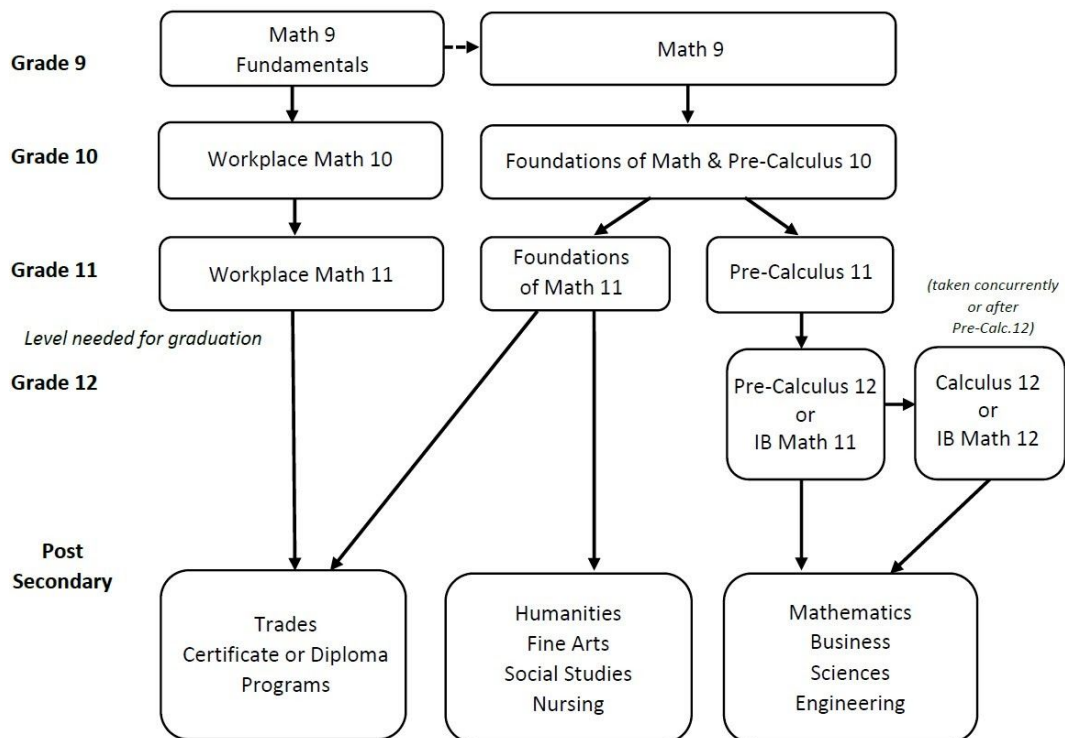
Social Justice 12

The course focuses on a wide variety of social justice issues. It will move students through three stages of social engagement. Initially, awareness of social justice issues is developed as students begin to explore issues from various perspectives. Next, students analyze issues to gain a more thorough understanding of them. Finally, students pick specific issues to focus on and develop their own personal action plans for making change in an area they feel passionate about. In this way, they progress from

awareness to analysis and action on a social justice topic of their choice. Students will develop ethical reasoning skills as they explore issues of oppression and injustice in a Canadian and Global context. They will be asked to define personal and social responsibility when examining oppression based on ability, age, ethnicity, religion, sex, sexual orientation, socio-economic status, marital and family status and the intersectionality between these. Students will analyze both the causes and consequences of injustice and explore viable solutions by understanding how social change has occurred in the past. This is a case study and research based course. There is no final exam, but a final action project will be required of all students. The course is an excellent opportunity for students to become agents of change regarding relevant social justice issues that affect their lives and communities.

NOTE: This course provides students with an academic grade 12 credit and fulfils the Social Studies 11 requirement for graduation. It can be taken instead of Explorations in Social Studies 11 for this purpose.

Mathematics Pathways



Math 9

This course is the foundation for subsequent math courses. The big ideas for the course are:

- 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.

Math 9 Fundamentals

This course is designed for students who require extra support in math. Upon completion of Math 9 Fundamentals, students can either move to Math 9, or to Workplace Math 10. Students are referred to Math 9 Fundamentals by their grade 8 math teacher.

Workplace Math 10

Recommended Prerequisite: Math 9 or Math 9 Fundamentals

This course is designed to provide students with mathematical understandings and critical-thinking skills identified as necessary for entry into the majority of trades and for direct entry into the workforce.

The big ideas for the course are:

- Proportional comparisons can be made among right triangles, using trigonometry.
- Understanding operations helps when working with formulae and unit conversions.
- Many relationships can be modelled and interpreted using graphs.
- Varying the transversal allows us to notice angle relationships.
- Analyzing simulations and data allows us to notice trends and relationships.

Foundations of Math and Pre-Calculus 10

Recommended Prerequisite: C+ or higher in Math 9

A common Grade 10 course is the starting point for both the Foundations of Mathematics pathway and Pre-Calculus pathway. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whichever pathway they choose. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual and abstract understandings.

The big ideas for the course are:

- Proportional comparisons can be made among right triangles, using trigonometry.
- The meaning of each operation, including powers, extends to algebraic expressions.
- Rate of change is an essential attribute of linear relations, and has meaning in the different representations, including equations.
- Operations between polynomial expressions are connected and allow us to make meaning through abstract thinking.
- Analyzing simulations and data allows us to notice trends and relationships.

Workplace Math 11

This course is a continuation of the basic math skills taught in Workplace Math 10. The big ideas for the course are:

- Scale diagrams and rates of change are ways of showing a proportional relationship.
- Mathematics helps us to make informed financial decisions in many situations.
- Spatial relationships can help us describe and represent our real-world experience.
- A statistical analysis allows us to notice trends and relationships.

Foundations of Math 11

Recommended Prerequisite: Foundations of Math and Pre-Calculus 10 with a mark of at least 60%. The course 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, and is accepted as a prerequisite for most college programs and university faculties of Social Science, Humanities, and Fine Arts.

The big ideas for the course are:

- Proportional comparisons can be made among triangles and angles.
- Quadratic functions and systems of equations can be represented in many connected ways.
- Logical reasoning helps us discover and describe mathematical truths and counter-examples.
- A statistical analysis allows us to notice trends and relationships.

Pre-Calculus 11

Recommended Prerequisite: Foundations of Math and Pre-Calculus 10 with a mark of at least 75%. 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, such as science, engineering, math, and business.

The big ideas for the course are:

- Proportional comparisons can be made among triangles and angles on a coordinate plane, using trigonometry.
- The meaning of each operation, including rational exponents and radicals, extends to algebraic expressions.
- Functions allow us to model contextualized situations, including financial ones.
- Operations between algebraic expressions equations are connected and allow us to make meaning through abstract thinking.

Pre-Calculus 12

Recommended Prerequisite: Pre-Calculus 11 with a mark of at least 75%.

This course is a common prerequisite for admission into university programs in the faculties of science, engineering, math, and business.

The big ideas for the course are:

- Analyzing the characteristics of functions allows us to solve equations, and model and understand relationships.
- Many functions are related through inverse operations.
- Transformations of shapes extend to functions in all of their representations.
- Geometrical thinking and visualization can be used to explore conics and functions.

Common prerequisite for admission to university faculties of Business, Engineering, and Science.

Calculus 12

Recommended Prerequisite: Pre-Calculus 12 with a mark of at least 75%. This course could also be taken concurrently with Pre-Calculus 12. This course is suited to students who intend to go on to post-secondary education and who plan on taking a first-year university mathematics course.

The big ideas for the course are:

- The concept of a limit is foundational in developing calculus.
- Differential calculus develops the concept of instantaneous rate of change of one quantity in relation to another.
- Integral calculus develops the concept of finding the sum of an infinite series.
- Derivatives and integrals have an inverse relationship

As many students find the first year math courses at university very difficult, this course will put them on a strong footing in the first semester of post-secondary education.

Modern Languages

French 9

The program used at this level is communicative and emphasizes the development of effective communication skills in French. The students will improve their speaking skills, their understanding of the spoken language and their reading and writing skills. Students will become acquainted with the cultures of the Francophone world. In order to be successful, students must accept that almost all of the class will be in French and they must participate actively in class. Students will present dialogues, complete research assignments, and make group and individual presentations and take part in communicative games in French.

French 10

In this communicative course, students will further develop their skills to communicate effectively in order to be able to express their ideas and opinions in French. As in French 9, the students will improve their speaking skills, their understanding of the spoken language and their reading and writing skills. Students will develop a deeper understanding of the cultures of the Francophone world. In order to be successful, students must accept that almost all of the class will be in French and they must participate actively in class. They will present dialogues, complete authentic reading and written assignments, complete research assignments, and make group and individual presentations and take part in communicative games in French.

French 11

In this communicative course, the students will use a variety of authentic materials to improve the sophistication of their communication in French and will begin to express more abstract ideas in French. The students will further improve their speaking skills, their understanding of the spoken language and their reading and writing skills. Students will write and present more complex assignments in French. Students will continue to develop an in-depth understanding of, and appreciation for the cultures of the Francophone world. Students will study a variety of creative works including music, film, extracts from novels and poems and will present their responses to these creative works in a variety of ways.

In order to be successful, students must accept to be immersed in French and they must participate actively in class. They will present dialogues, complete authentic reading and written assignments, complete research assignments, make group and individual presentations and take part in communicative games in French.

French 12

In this communicative course, students will be immersed in French and will continue to develop the sophistication of their communication skills, both oral and written, as well as their ability to communicate abstract ideas. They will be expected to complete reading and written assignments independently on a weekly basis, as well as complete in-class assignments. Students will study a variety of creative works including poetry, extracts from novels, film and music, and they will complete assignments in response to these creative works. Students will complete research projects and make regular presentations in French. Students will continue to increase their understanding and appreciation for the cultures of the Francophone world. Students will complete a major research assignment at the end of the course.

Students' speaking, reading, writing and listening skills will be evaluated throughout the course and will form part of their course mark.

Spanish 9

This course is an introduction to the Spanish language and culture. Students will learn vocabulary and verb tenses in order to communicate in a variety of different situations. Emphasis will be on communication (listening, speaking, reading, and writing) and, through it, the grammar needed to express themselves effectively. Students will be exposed to Latin American and Spanish culture and customs. This course is meant for beginners as well as for students planning to take Spanish 10. The true key to success in this course is motivation to learn and a willingness to participate orally.

Spanish 10

Spanish 10 builds and extends the knowledge and skills learned in Spanish 9. The communicative approach to learning continues to be utilized, focusing on developing the student's skills to communicate successfully orally and in writing. In order to experience success in this class, students must be motivated to learn about different cultures and be willing to participate actively in the classroom.

NOTE: With the permission of the instructor, extremely motivated students with strong language skills may take Spanish 10 without Spanish 9. These students must effectively complete two semesters of Spanish in one semester and meet all requirements for Spanish 10.

Spanish 11

Spanish 11 students continue to build on learning from previous courses. This is a communicative course and students must be prepared to be immersed in Spanish. Students will learn a greater variety of expressions, develop more confidence in their command of written Spanish, deepen their knowledge of Hispanic cultures and develop a higher level of fluency in oral communication. Students are expected to participate actively in classroom activities.

Spanish 12

Spanish 12 is an academic language program extending the skills developed in Spanish 11. Students will learn to express themselves fluently both orally and in writing; they will develop the language skills to express opinions, abstract ideas and emotions. They will make class presentations in Spanish and deepen their knowledge of Hispanic cultures. Students will be exposed to a variety of learning materials in class and should be prepared to be completely immersed in the language and to participate actively in classroom discussion.

NOTE: These courses are dependent on interest. In many instances, a multi-level classroom environment will exist.

Performing Arts

Acting 11 & 12

Designed to challenge the Acting student, these senior courses are specifically geared towards students who have a strong interest in theatre but allows room for any Parkland students to get involved! Units include improvisation, script analysis and development, character development and analysis, vocal work, styles of acting, directing, auditioning, film and make-up. Students will be involved in public theatre productions over the course of the semester.

Dance (Foundations) 9, 10, 11, 12

This course is designed for both the beginner *and* the intermediate dancer. No experience is necessary or, if you have taken dance before but want a comfortable learning environment to sharpen your dance skills, then this course is for you! Dance Foundations is for students who want to learn or continue to learn and improve their dance technique, vocabulary and choreography in the core areas of dance including, jazz, hip-hop, contemporary and tap. Students will also learn about and appreciate other forms of dance, such as ballet, as well as dance styles from other cultures.

It is also a great course for athletes, musical theatre students and anyone interested in living a healthy and active lifestyle. Students must be open to daily participation in *all* dance styles, have a positive attitude, good work ethic and be willing to perform in a public performance at the end of the semester. Students will need dance/exercise clothing. Tap shoes will be provided as needed.

Dance (Advanced) 9, 10, 11, 12

Previous completion of Dance Foundations or a background in dance is recommended.

This course is for the dancer who has at least 2-4 years of dance experience and wishes to develop further as a dancer and explore choreography, vocabulary and technique in the core areas of dance, including jazz, hip-hop, tap and contemporary. Students will be introduced to creating their own choreography and will continue to refine these skills by taking on challenges appropriate to their individual ability level. Students will also learn about and appreciate other forms of dance, such as ballet, as well as dance styles from other cultures.

Students must be open to daily participation in **all** dance styles, have a positive attitude, good work ethic and be willing to perform in public performances at the end of the semester. Students need dance/exercise clothing and footwear. Tap shoes will be provided as needed.

Drama 9 & 10

Drama 9 & 10 is a great class which develops many skills that transfer to other courses and situations. Also, Drama is fun! This is a course for those wishing to learn about and develop the fundamentals of acting through creative means. This course is open to Grade 9 or 10 students taking a drama class for the first time and, where possible, should be taken before Acting 11.

This course contains units in pantomime, scene building (both individual and within a group), playwriting, improvisation, character development and scripted performances. Students taking this course should enjoy collaborating in both small and larger groups, be able to give and accept feedback, and feel comfortable performing in front of peers. There are many opportunities for students to take leadership roles with directing and filming as well. Due to the nature of this subject, it is never the same course twice!

Musical Theatre 9, 10, 11, 12

This is an enriched performing arts course open to students who are passionate about singing, dancing, and acting for large audiences. Musical Theatre runs in the first semester and is dedicated to the staging and production of a famous Broadway musical script and score. Early in the semester, students will audition for roles so a strong understanding of characterization and stage presence is essential for students coveting a speaking part. In preparing for the production, students will learn group choreography, makeup application, and costuming.

This course requires an enormous level of commitment, dedication, and energy, especially in January for rehearsals outside of school hours, and in early February for four public evening performances. It's a fabulous adventure for students who love to be on stage.

Theatre Production 9, 10, 11, 12

In this exciting "hands on" course, students get to develop a variety of skills and collaborate as part of a team to create sets for Parkland productions. The majority of the course is designed for students who enjoy scenic painting, construction and decorating props for the theatre performance and musical theatre productions. Students who enroll in this course should be hardworking and willing to contribute to the team.

Members of this class form the technical and stage crews for the major productions. Students who show an aptitude and interest for lighting and sound will be trained in this art and help with various shows and technical needs both in and out of school hours. A high level of motivation and commitment is required in this course.

This course runs inside the school timetable but a number of after-school hours are also required.

Physical Education

Physical Health Education 9 – Boys / Girls

The aim of this course is to enable all students to enhance their quality of life through active living. The physically educated person has the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines, leisure pursuits, and career requirements throughout life. Striving for an active, healthy lifestyle fosters personal growth and the ability to meet the challenges of society.

The new BC curriculum for Physical and Health Education 9 includes 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.

Students in this course will learn these topics through exposure to a diversified program of physical activities, the development of knowledge and understanding of the principal rules of sport and recreational games, various group activities, guest speakers, goal setting and reflection, and enquiry projects. Students will also receive CPR instruction in alternating years (either in PHE 9 or PHE 10).

Physical Health Education 10 – Boys / Girls

The course will build on the big ideas and concepts introduced in Physical Health Education 9 with an emphasis on personal choices and lifelong learning as it relates to a student's overall health. Particular concentration will be on achievement of higher fitness levels and student participation in areas of interest.

Lifetime and leisure-oriented sport activities are introduced giving students a range of opportunities to experience physical activities beyond team sports. This class will also give students an opportunity to work with others as part of a team, develop leadership skills, and expand their physical literacy in a variety of movement activities.

Students will also have the opportunity to learn about boat safety and complete their Pleasure Craft Operator Card (required by anyone 16 years or older who wishes to operate a motorized water vessel in Canada). Students will also receive CPR instruction in alternating years (either in PHE 9 or PHE 10).

Other Health and PE 9 and 10 Options

Students at Parkland can also complete their PHE 9 and 10 requirements by completing any of the following courses:

- Judo Academy 9 and 10
- Hockey Academy 9 and 10
- Marine PHE 9 and 10
- Yoga 9 and 10

Fitness Fun 11

The aim of Fitness Fun 11 is to provide students the opportunity to experience a wide variety of non-traditional sports and activities that can be found within our community. This co-ed course is aimed at introducing as many activities as possible to the students in the hopes that they will find a recreational pursuit or interest that will be continued throughout their life and promote lifelong healthy living. Students will be introduced to activities found within our own community such as: golf, curling, bowling, Judo, skating, swimming, karate, self defence, rock climbing, yoga and much more.

This course will allow students to become active and be successful in Physical Education as talent and ability alone do not mean a high grade. The purpose of this course is to provide students with the opportunity to become physically active in a wide variety of activities with the emphasis being on participation, goal setting, personal bests and improvement (subjective assessment). In Fitness Fun 11, teachers work with students to develop a program to meet the students' needs and interests in a balance of activities found in our community. Transportation to and from all activities are to be provided by students, parents, public transportation and district bus.

NOTE: Students will be required to **pay a fee** for this course to cover enhancement field trips, guest instructors and transportation.

Health & Wellness (Fitness for Life) 12

This exciting course is now offered as part of the District Partnership Program with Camosun College. Students who successfully complete the course with a mark of 80% or higher can apply for discretionary credit for Camosun's Fitness for Life course when they register in the college's sport and exercise programs.

The main themes covered will be healthy living, lifelong activities and personal wellness. Emphasis is placed on personal health and fitness, nutrition, stress management and personal wellness planning. Students will be encouraged to develop their own goals around strength, endurance, flexibility, body image, nutrition and wellness and incorporate them into their lives.

Learning outcomes for this course will be met through a variety of means, including:

- Lifelong activities such as yoga, swimming, Pilates, strength training, group fitness classes, bowling, skating, martial arts and preparing a variety of meals in the Foods room.
- Healthy living activities such as nutritional planning, fitness journals, strength training plans, body composition analysis and human anatomy and physiology.

This course is designed to accommodate all students who wish to learn about healthy living as the primary goal and engages learners in all of the activities to the best of their abilities and to motivate them to be actively involved in the health and wellness of their lives. Students in Grade 11 and 12 are welcome to take this course.

NOTE: Students will be required to pay a fee for this course to cover enhancement field trips, food supplies and transportation.

Intramural Athletic Leadership 10, 11, 12

The focus of this class is to provide a year-round intramural program to service the Parkland student body. Students will be responsible for organizing, advertising, refereeing, managing and participating in the year-round intramural program. Intramural play days usually occur from Mondays through Thursdays. Students will be required to play and clean up one day and to officiate and score keep on another day. Students will also be required to make posters to advertise the events as well as tally the results and record results on the results board.

The intramural program usually follows this format: Term 1 – volleyball; Term 2 – basketball; Term 3 – handball; Term 4 – indoor soccer. The class will also put on special events such as school badminton, tennis and outdoor volleyball tournaments. The class will also help out with the year-end athletic banquet. Attributes to be developed in this course are leadership, organizational skills, physical activity, fitness, marketing and advertising, understanding of tournament and round robin draws, record keeping, and officiating.

Outdoor Education 11 and 12

Outdoor Education 11 and Outdoor Education 12

The Parkland Outdoor Education program is an opportunity for students to develop proficiency in numerous performance-oriented activities and to experience a variety of recreational pursuits, career interests and activities that promote lifelong healthy living. Students will focus their learning in areas of personal interest, social responsibility, movement and active living.

Important Notes:

- Each student will be required to pay a **non-refundable fee** for the course and for each hiking/canoe trip. This fee will be used to cover costs such as transportation, park fees, and equipment, etc.
- Students must **provide their own equipment** for trips. We strongly encourage you to borrow equipment, buy second-hand and/or rent gear. There are many companies that rent the required equipment.
- Students may take this course twice to receive credit in Outdoor Education 11 and 12. It is highly recommended that students take the Sayward Lakes course in Grade 11 to help prepare them for a more difficult West Coast Trail trip in Grade 12.

The highlight of these classes are optional canoe and hiking trips that highlight the beauty of Vancouver Island wilderness and backcountry camping experiences. There are two options:

1. the 4-day Sayward Lakes Canoe trip (offered in Semester 1 or 2)
2. the 6-day Nitinat/West Coast Trail trip (**only** offered in Semester 2)

Class emphasis will be on:

- Wilderness safety/survival skills
- Canoeing/Portaging and other outdoor pursuits
- Hiking and Camping in a wilderness setting
- First aid

- Nutrition
- Dehydration/cooking in the wilderness
- Navigation
- Environmental practices/nature appreciation
- Team building
- Leadership
- Personal Fitness

Sport Performance Basketball 10, 11, 12

This is a full year course that provides elite level instruction for motivated players who want to improve and further develop their basketball and athletic skills. The main focus of this course will be to help each athlete achieve their optimal potential on the court. Student athletes will receive on-court skill development,, instruction on fitness and nutrition, goal setting, and basketball-specific strength training in the weight room.

Students in Grade 10-12 who register for this class will receive two credits per semester toward the completion of their graduation program. In addition to quality instruction, athletes will be given the opportunity to hear and learn from a variety of knowledgeable guest speakers and athletes as well as receive a Parkland Sport Performance reversible practice jersey.

Students in grade 9 are able to register in this class but enrollment will be dependent on class size restrictions.

Strength & Conditioning 11, 12

This 4-credit course is designed to prepare the serious athlete for excellence in competition. This is a year-long course with classes held three mornings a week before school (7:00 am to 8:10 am). Beginning with a professional assessment, including speaking with a nutritionist, athletes will learn what they should focus on in order to compete at a higher level. Classes are varied and intense and are meant to push you to the next level of personal fitness.

Yoga 9, 10, 11, 12

This course is for students wanting to explore the physical and mental benefits of yoga. It is appropriate for beginners or those with yoga experience who want to expand their personal practice. Students will participate in a variety of yoga classes of different styles. These classes will primarily be taught by the course instructor but will also include guest instructors and field trips to local studios.

Course content will also include basic human anatomy and physiology, yoga posture breakdown, (benefits, modifications and variations for a variety of different poses), an introduction to yoga history and philosophy, breathing techniques, relaxation methods and some project work to deepen the students' understanding of topics related to yoga, health, and wellness.

Students at the grade 9 and 10 level will gain credit for PHE 9 or PHE 10.

NOTE: There may be an additional cost for this course to cover enhancement field trips, guest instructors and transportation.

Science

Science 9

All grade 9 students must take a Science 9 course. Areas of study are clustered under the following:

- Biology: Cells are derived from cells.
- Chemistry: The electron arrangement of atoms impacts their chemical nature.
- Physics: Electricity is the flow of electrons.
- Earth Science: The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them.

The core competencies – communication, thinking, and personal and social responsibility – will be emphasized.

Marine Science

This course covers the BC Science 9 curriculum as stated above but places an emphasis on the science of the ocean and all its inhabitants. It is recommended that Marine Science 9 students also take Marine PHE 9. Students in this course may have the opportunity for additional activities such as a visit to the Vancouver Aquarium, a tour of a Coast Guard vessel, and a study of intertidal life.

Science 10

All students must take a Science 10 course. Areas of study are clustered under the following:

- Biology: Genes are the foundation for the diversity of living things.
- Chemistry: Chemical processes require energy change as atoms are rearranged.
- Physics: Energy is conserved and its transformation can affect living things and the environment.
- Earth Science: The formation of the universe can be explained by the Big Bang theory.

Marine Science/PHE 10

Students will take Marine Science 10 as a **linear class** paired with Physical and Health Education 10 and will receive credit for both courses. The courses will be taught with a marine focus in an interdisciplinary, project-based way that will take students from the classroom into the marine environment.

Students will have the option to earn their Pleasure Craft Operator Card and/or complete the PADI Open Water Diver course, and will gain experience on the water by learning to canoe during the PHE portion of the class. A year end optional canoeing and camping trip to Bamberton Provincial Park is offered as part of this course. There may be a cost to students who choose to participate in a variety of local field trips that occur throughout the year.

Marine Biology 11

The Marine Biology 11 course is a single semester course with students earning credit for Biology 11. This will be a very different experience from a regular Biology 11 course as it is taught with a marine theme and has a much larger lab and outdoor component. Students successfully completing this course are encouraged to continue to Biology 12 and Geography 12.

Experiential lab work will include:

- kayak trips in local waters to experience hands-on marine biology,
- field trips to the Vancouver Aquarium, Beaty Biodiversity Museum at UBC, and Shaw Ocean Discovery Centre,
- an optional 4 day marine biology field trip to the Bamfield Marine Science Centre,
- an emphasis on current climate change research,
- understanding local forests as part of marine ecosystems,
- measurement of oxygen production in kelp forests,
- analysis of satellite data to measure changes in ocean salinity,
- Expert guest speakers from biology and climate change fields both in the classroom and with a visit to the University of Victoria Biology Department.

Through these kinds of local, experiential activities, students will have a better understanding of marine environments as interconnected systems and responsible ocean stewardship.

Life Sciences 11

In Life Sciences 11, students will be introduced to the realm of life's diversity – from bacteria, to squid, to the giant Douglas Fir. Students will gain a better understanding of the interaction between people, other life forms and our environment. Life Sciences 11 is not a prerequisite for Biology 12 - they are two separate courses.

Life Sciences 11 is made up of the following units:

- Microscopy
- Adaptation and Evolution
- Viruses, Bacteria, Protists
- Mycology, Green Algae, Mosses, and Ferns
- Gymnosperms, Angiosperms
- Invertebrate Zoology, Vertebrate Zoology
- Ecology

The emphasis in this course is on lab work, which is a must to learn skills and processes for post-secondary work.

Chemistry 11

In order to be successful in Chemistry 11 it is recommended that students have attained a minimum grade of 75% in Science 10 and in Foundations of Math and Pre-Calculus 10.

This Chemistry program introduces students to the varied topics of Chemistry. Students will study:

- Lab Safety, Measurement, and Significant Figures

- Composition and States of Matter
- Atoms, Molecules, and Ions
- IUPAC Nomenclature (Organic and Inorganic Compounds)
- The Mole Concept
- Molar Volume of Gases, Percent Composition, Molarity
- Chemical Reactions
- Stoichiometry
- Atomic Theory and Periodic Table
- Chemical Bonding and Solution Chemistry
- Organic Chemistry

Laboratory techniques, accurate analysis of data and formal presentation of results will be emphasized. Through laboratory work, problem solving skills will be developed. There is a large math component in this course.

Earth Science 11

Earth Science helps to bridge the gap between Social Studies and Science and prepares students for Geography 12.

The major units of study in Earth Science include:

- Astronomy: including star systems, planets, moon and earth motions;
- Geology: including rocks and minerals, earth's biography and zoological time, plate tectonics and the changing planet;
- Oceanography: including seawater analysis, currents and tides, meteorology, studying the atmosphere and energy and resources.

Physics 11

In order to be successful in Physics 11 it is recommended that students have attained a minimum grade of 75% in Science 10 and in Foundations of Math and Pre-Calculus 10.

The Physics 11 course is intended to provide insight into the scope, nature, relevance, and limitations of physics, in order that students may enter academic and technical careers.

The core sections of the course are:

- Right-Angled Vectors
- Kinematics and Projectile Motion
- Dynamics of Forces
- Work, Energy, and Power
- Mechanical Waves and Optics
- Electric circuits (DC), Ohm's law, and Kirchhoff's laws, including safety, power distribution, fuses/breakers, switches, overload, short circuits, and alternators

Science for Citizens 11

This course provides students with the opportunity to view their everyday lives through a thoughtful, scientific lens. It develops scientific literacy skills used for critical thinking as a productive member of our democratic society in an era filled with excess information. The topics

covered in this course are chosen collaboratively by the students and teacher. Sample topics could include:

- Green transportation technologies
- Personal genetics and evolution
- Climate change
- Impact of agriculture and the global food industry
- Safety of GMO foods, vaccines, and antibiotics
- Solving crimes using forensics

This is a diverse and relevant course that examines science topics through a variety of mediums such as class discussions, presentations, videos and documentaries, experiments, and other activities.

Science for Citizens 11 satisfies the Science 11 requirement for graduation but does not qualify as a science prerequisite for most university programs.

Anatomy and Physiology 12

The main units studied in Anatomy and Physiology 12 are:

- Cellular Biology
- Cellular Processes
- Biochemistry
- Human Body Systems and Physiology

Students will do lab exercises although the emphasis in the course is on lectures and formal classroom instruction. The reading demand in the course is fairly high since the textbook, which is the prime reference source, is quite advanced. Students are encouraged to work toward scholarship standing. Biology 12 is not a continuation of Biology 11: they are two separate courses. Biology 11 teaches lab technique; Biology 12 teaches formal instruction – both required skills for post-secondary studies.

Chemistry 12

Students are advised to have a minimum of 75% in Chemistry 11 and it is strongly recommended that the student also have a 75% in Pre-Calculus 11 as prerequisites for this course.

Material and mathematics learned in Chemistry 11 will be used to study the following selected areas in greater depth:

- Reaction Kinetics
- Solubility
- Chemical Equilibrium
- Acids and Bases
- Electrochemistry

Physics 12

Physics 12 is a continuation of Physics 11, and it is recommended that students have a mark of at least 75% in Physics 11 and Pre-Calculus 11 to take this course.

Physics 12 covers similar topics to those in Physics 11, but moves away from more simple one-dimensional problems into more sophisticated two-dimensional problems by emphasizing the use of vectors. Physics 12 is a requirement for most university programs in the faculties of science and engineering.

The core sections of the course are:

- Two-Dimensional Vectors
- Relative Velocity
- Frames of Reference and Special Relativity
- Static Equilibrium
- Uniform Circular Motion
- Gravitational Fields
- Impulse and Momentum
- Electrostatics
- Electromagnetism

Technology Education – Auto

Mechanics 9 & 10

This course is designed to explore the concepts of power and energy and the mechanics behind it. Starting with simple mechanical devices, students progress to rebuilding a small engine! Students will learn about the basic engine systems (e.g. Ignition and lubrication systems). The basic skills developed in this course can be applied to students' own projects at home (skateboards, go-karts, bikes, motorcycles, etc.) or to the automotive, marine and aviation industries.

Grade 10 students who have taken Mechanics 9 will take on projects of greater complexity and depth – e.g. working on chainsaws, or basic car repair.

Auto Technology 11

This course is designed to introduce the skills and knowledge involved in the function and maintenance of the automobile. It will appeal to students who want some general understanding of basic car care service as well as those who are interested in auto mechanics as a career. All skills learned are transferable to the automotive, marine and aviation industries. Topics covered include things like: cooling, brakes, fuel systems, engines, transmissions and more.

Auto Technology 12

This course is designed to further enhance knowledge and skills developed in lower level courses. It is recommended that Auto 12 students would have taken Automotive 11 as they will be expected to undertake projects of greater complexity and depth.

Technology Education – Drafting

Drafting & Design 9 & 10

Drafting is a drawing process used to communicate an idea or plan in an accurate and standardized way. Being able to communicate your ideas effectively through different drawing styles is a key for success in many careers and occupations. This course will give students essential drawing skills from a technical perspective, providing experience in creating working drawings, realistic graphic representations and understanding basic design principles. You will also be developing files to be printed on a 3D printer.

If you are interested in becoming an architect or engineer, this course is for you. This course is also a great asset to help read and develop plans for the metalwork and woodwork courses.

Hand sketching and drawing processes are emphasized at the start of the course, with computer-aided drawing techniques being introduced mid-way through the course.

Some of the topics covered include:

- Isometric, oblique, perspective and orthographic views
- Dimensioning
- Architectural design
- Mechanical drawing

Drafting & Design 11

This drafting and design course will provide opportunities for students to develop hand and computer based drafting and technical drawing skills. Projects involve both mechanical (e.g. machine parts) and architectural (e.g. house plans) drafting. You will also be developing files to be printed on a 3D printer.

If you are interested in becoming an architect or engineer, this course is for you. You will also be able to apply your knowledge to other areas such as reading and designing project plans for metalwork and woodwork courses.

Topics covered include:

- Basic drawing views
- Advanced drawing views (shadows, auxiliary, exploded and assembly views)
- Architectural design
- Mechanical drawing

Drafting & Design 12

Drafting & Design 12 will build on the hand and computer based drafting and technical drawing skills which were introduced and developed at the lower grade levels. **It is recommended that Drafting 12 students would have taken Drafting 11 as they will be expected to undertake projects of greater complexity and depth.**

Technology Education – Electronics

Electronics Jr (9 &10), Sr (11& 12)

Excellent careers can be found in engineering, electronics and robotics. Students in any grade taking this course for the first time will start with a curriculum that builds students abilities in designing, breadboarding, constructing and soldering circuits. Students that have taken the course before and feel comfortable enough with the basics will be given the opportunity to design and build an independent project of their choice. Past students have made metal detectors, solar powered cellphone charges and even a PiStation.

For the remainder of the course, students use Vex Robotics Kits to build and program remotely controlled robots. The first step is to build several robots using step-by-step plans to learn how to use the parts available – motors, optical sensors, limit switches. These robots are then programmed to run either by themselves, or with remote controls. Next, robots are built to compete in a number of classroom challenges – running mazes, following a path marked on the floor, picking up the most objects in a fixed time period. Students who have taken this course before and feel comfortable with the remote controlled robots will be challenged to build autonomous Vex Robots.

A passion for solving logical programs and science is recommended.

Technology Education - Marine

Marine Repair and Restoration 10, 11, 12

This course has been designed as an introductory level course for students interested in pursuing a career or gaining experience in the marine repair industry. Students will learn various marine repair and boat building skills while actively participating in the reconstruction of Parkland's vessels and constructing new smaller vessels. Various other boat projects and personal student projects will be undertaken as time and teacher discretion permit.

The aim is to instruct students through the various areas of boat restoration and marine repair, including: health and safety, use of hand/power tools, marine terminology, boat hulls and engine systems, plumbing and electrical systems, composite structures, marine woodworking, sailing and rigging, employable skills and job search techniques. Skill development will be compatible with the Industry Training Authority Marine Foundation Program.

Students enrolling in this course should have a mature attitude, be capable of working in a team or independently, have strong basic woodworking skills and demonstrate an interest in using power tools. Theory work, practical work and evaluations differ in their range and complexity for each grade level.

Marine Service Technician Program (MST) 12A, 12B

The MST program is a district program hosted at Parkland Secondary and 1 night per week at Quadrant Marine in Canoe Cove, North Saanich. This course has been designed for students interested in pursuing a career in the marine repair industry. Students will learn various marine

repair skills while actively participating in the restoration of a variety of boat projects. Skill development will be compatible with the Industry Training Authority Marine Foundation Program.

Please see the Career Counsellor Ms. McNamee for more information.

Technology Education – Metal

Jewelry & Metal Art 9, 10, 11, 12

Jewelry and Metal Art is being offered to students who wish to create jewelry, metal art and glass objects. A range of jewelry-making activities will be undertaken, including ring-making, bracelet-making, etching, casting, art sculpture, glass beading, as well as art metal and glass objects. If you enjoy being creative, being artistic or jewelry, then this course is for you!

Metalwork 9 & 10

This is a course for students who want to use their hands and minds to design and make exciting projects out of metal. Students will learn the use of hand and machine tools and processes, including the drill press, metal lathe, forge, and welding. A number of set projects will be given to develop the basic skills and understanding of the machines and processes. Time may be available for self-directed projects as well.

Grade 10 students who have taken Metal 9 will take on projects of greater complexity and depth.

Metal Fabrication & Machining 11

This course is designed to expand and enhance students' knowledge of metal work (machining, cutting, forming and fabrication) learned at the 9 / 10 level. This could include lathe work, foundry and welding techniques and plasmacam. After the assigned projects, students are expected to be able to design and build projects out of metal that meet their specific needs.

Metal Fabrication & Machining 12

This course emphasizes career and vocational pathways that may be pursued in the metal fabrication area. Students will participate in advanced processes and applications which are directed by individual interests. A more in-depth understanding of the processes taken will be covered with the aim being students taking responsibility for their own learning.

It is recommended that Metal 12 students would have taken Metal 11 as they will be expected to undertake projects of greater complexity and depth.

Technology Education – Wood

Woodwork 9

In this course students will learn the safe operation of basic woodworking machines and will build, starting from basic designs, a number of wood projects and/or furniture pieces. Students will learn a variety of skills and processes as they move through this exciting hands-on course.

The procedures involved in project planning, developing materials lists, costing, gluing, clamping, preparing stock, making six basic woodworking joints, project assembly, and preparing and applying a finish will be taught. Students will be shown the safe use of hand/power tools and will be introduced to CNC (computer numerical control) router engraving as well as laser cutting and engraving processes.

Woodwork 10

Woodwork 10 is an extension of Woodwork 9, teaching students the skills of more complicated machine processes and requiring them to take on more sophisticated and exciting projects. Students will make their own project sketches, full-size working drawings, materials/cost lists and production path plans. The major project will include fitting a drawer or door and involve some degree of CNC machining and/or laser cutting and engraving. A secondary project will be completed on the lathe and small side projects can be incorporated as time and teacher discretion permit.

Carpentry & Joinery 11

Students in Carpentry and Joinery 11 will start with simple exercises that will help to build knowledge in the essential skills associated with design and construction in carpentry and joinery (furniture making). Students will be offered a start-up project to practice their skills. From that foundation, students will then progress to designing and making their own projects (or choosing pre-designed projects) and constructing them from a wood type of their choice. Students generally produce one or two smaller projects and then concentrate on one major project.

In this course students will be provided with opportunities to develop the ability to apply relevant mathematical and technical language skills, see the relationship of their studies to potential career paths, apply organizational and problem-solving skills, plus build challenging projects using hand and power machinery. Students will be encouraged to become familiar with CNC (computer numerical control) router machining and/or laser cutting/engraving technologies and incorporate these into their project work.

Current industry-related information and theory is provided through practical contacts with Camosun College.

Carpentry & Joinery 12

Carpentry and Joinery 12 continues on with the design and problem solving approach undertaken in Carpentry and Joinery 11. Students will plan and manage activities in greater depth. Personal and project management, literacy and numeracy skills, career pathways, health and safety, environmental issues, future technologies, plus advanced tools and equipment processes will be covered. Theory and assignment work will be related to the student's area of interest. A preliminary start-up task is offered and then the student is expected to embark on the process of designing and making one major project of complexity and merit (students may also choose to build pre-designed projects). Projects may be constructed from a wood type of their choice. Students at the senior level also have opportunities to take on more complex CNC (computer numerical control) router projects, including design, industry-style production of components and guitar building. Laser cutting and engraving is also available to customize and enhance individual projects or constructed detailed signs.

Current industry-related information and theory is provided through practical contacts with Camosun College.

Carpentry & Joinery 12 – Level 1 Apprentice

Carpentry & Joinery 12: Cabinet Construction continues on with the design and problem solving approach undertaken in Carpentry & Joinery 12. As well, this course will provide some students with a direct line to Camosun College and its Level 1 Cabinet Making Apprenticeship Training Program in Joinery (Youth Train In Trades). The Level 1 technical training content includes safe shop practices, materials, joints, layout techniques, hand tools, portable power tools, woodworking machines, assembly techniques, finishing and installing millwork.

Students are expected to complete a standardized project that is recognized by Camosun College and complete a Level 1 course theory workbook and exam. Students that successfully complete the high school portion of this course will be recommended by the Joinery Instructor to be enrolled for the 6-week completion course which takes place at Camosun College.

This course is intended for students who are participating in the Camosun College Linkage course and who have created an educational plan with the Career Counsellor Ms. McNamee. Any excess space will be available to other students on approval of the Joinery Instructor.

Carpentry & Joinery 12 – Cabinetmaking

Carpentry and Joinery 12 'Cabinetmaking' is an extension of Carpentry and Joinery 12. This course is designed for students interested in pursuing a career pathway in the cabinet making industry. Students will learn the skills of more complicated machine processes and they will be encouraged to take on more sophisticated and exciting cabinet based projects. Students will make their own project sketches, full-size working drawings, materials/cost lists and production path plans. One major project will be designed and completed using materials and joinery of the student's choice. Subsequent post-secondary school and apprenticeship options will be explored with a career counsellor.

Carpentry & Joinery 12 – Furniture Construction

Carpentry and Joinery 12 'Furniture Construction' is an extension of Carpentry and Joinery 12. This course is designed for students interested in pursuing a career pathway in the furniture making industry. Students will learn the skills of more complicated machine processes and they will be encouraged to take on more sophisticated and exciting furniture based projects. Students will make their own project sketches, full-size working drawings, materials/cost lists and production path plans. One major project will be designed and completed using materials and joinery of the student's choice. Subsequent post-secondary school and apprenticeship options will be explored with a career counsellor.

Carpentry & Joinery 12 – Residential Construction

This course provides students with a direct line to Camosun College and their Entry Level Training Program in carpentry. The activities undertaken at Parkland involve construction techniques, material selection, joining methods, workshop safety and tool use, drafting techniques and employability skills. A major activity will be the construction of a garden shed, for example. Work site visits and guest speakers are a key part of this course.

This course is intended for students who are participating in the Camosun College Linkage course and who have created an educational plan with the Career Counsellor Ms. McNamee. Any excess space will be available to other students on approval of the Construction teacher.

Visual Arts

Art 9

In this course, students will have an opportunity to develop foundation skills in drawing, painting, clay sculpture, pottery, and graphic design. This survey course also covers a variety of approaches to creative thinking and development of visual imagery. In addition to exploring creative potential in a variety of visual media, students will study art history as a way of broadening their understanding of art in a variety of contexts and cultural settings.

Art 10

In this course, students will develop a more thorough understanding of image-making in terms of elements and principles of design and art history by further exploring techniques in drawing, painting, sculpture and graphic design. Students will be given additional opportunity to explore media of their choice through technical experimentation and creative investigation. While the Grade 10 course builds upon the Grade 9 course with the expectation that work will be completed at a higher level, it is not necessary for students to have completed Art 9 prior to joining Art 10.

Art 11

This course gives students the opportunity to develop skills and techniques in drawing, painting, traditional sculpture, assemblage and mixed media. The emphasis of this course is on helping students develop a personal creative voice through experimentation and independent investigation. Students will also study historical and contemporary art practices as a means of further developing their own creativity and visual literacy. This course is open to all students and does not require prior experience in visual art.

Art 12

Art 12 is designed to meet the needs of students wishing to continue their studies in visual arts through in-depth study of media of their choice. While students will be presented with opportunities to explore and develop their technical skills and abilities, this course has a strong emphasis on developing independent creative practices. Students applying to post secondary studies in art will be given guidance and time to complete application portfolios. Although not required, it is recommended that students have some visual art experience prior to joining Art 12.

Ceramics and Sculpture 11 & 12

These courses provide students with the opportunity to further develop skills and abilities in a variety of three dimensional media. While it is not a requirement for students to have extensive visual art experience prior to registering in Ceramics and Sculpture 11 or 12, it is strongly recommended that students have taken one or more general art classes. Media explored during the class may include:

- Site specific sculpture using mixed media;

- Plaster;
- Assemblage;
- Polymer clay.
- Handbuilding with clay, throwing on the potter's wheel and ceramic processes

Drawing and Painting 11 & 12

These courses provide students with the opportunity to further develop skills and abilities in a variety of two dimensional media. While it is not a requirement for students to have extensive visual art experience prior to registering in Drawing and Painting 11 or 12, it is strongly recommended that students have taken one or more general art classes. Media explored during the class may include:

- Drawing in graphite/pencil, conte, charcoal, pen and ink, pastel, chalks;
- Painting in oil pastel, watercolour, acrylics and ink
- 2-D mixed media;
- Design using fabric, illustration techniques and collage;
- Enhancing and/or altering images using digital technology.

Visual Arts – Digital

Digital Media 10, 11, 12

This course focuses on digital photography, photo/image manipulation, graphic design and video editing as well as providing opportunities for exploring new and emerging technologies such as Tilt Brush in our developing VR lab. Copyright, ethics, competitions, graphic design principles, and client/business opportunities and considerations are incorporated throughout the course. Students are given the opportunity to not only explore personal creativity and skill development but to experience the process of taking on graphic design assignments and requests from other departments in the school as well as the community at large. Each year builds on concepts and skills learned previously. Grade 12 students considering post secondary studies in graphic or digital design will be given time and guidance to complete required portfolios. It is strongly recommended that Digital Media students have previously taken a Visual Art course, Tech 9 or another Computer Technology course.

Parkland International Baccalaureate Course Guide

DIPLOMA PROGRAM

The Diploma Program is a two year program that starts at the beginning of grade 11 and is completed at the end of grade 12. Students completing the IB Diploma Program will also fulfil requirements for a BC Dogwood graduation diploma. Students choosing the full Diploma Program over just individual courses will benefit from increased rigor, improved university applications and a more well rounded education experience. There is more information available on the Parkland IB Website: <http://www.parklandib.ca/>

The International Baccalaureate Diploma Program (DP) is made up of the Diploma Program Core and six subject groups.

The three Diploma Program Core Courses are comprised of:

- The **Theory of Knowledge (TOK)**--a course that has students reflect on the nature of knowledge and how we know what we claim to know.
- The **Extended Essay (EE)**--an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, Activity, Service (CAS)**--students work both independently and collaboratively in self directed CAS projects

Students must select 6 subjects one from each of the following subject categories:

- **Group 1: Studies in Language and Literature**
- **Group 2: Language Acquisition (French)**
- **Group 3: Individuals and Societies**
- **Group 4: Sciences**
- **Group 5: Mathematics**
- **Group 6: The Arts (or take an additional Group 3 or Group 4 course)**

Students doing the full IB Diploma must take three subjects at a Higher Level (HL) and three subjects at a Standard Level (SL) as well as complete the three Core components.

COURSE PROGRAM

Parkland will be offering students the option to complete individual IB subjects:

Students who do not want to complete the full Diploma Program (<http://ibo.org/programmes/diploma-programme/>) are able to choose one or more of the IB courses to take alongside their BC secondary school courses. This option is ideal for students who wish to pursue some of the other electives that Parkland offers while still being able to take individual IB courses.

Upon completion of IB courses students will receive a certificate from IB International indicating which IB courses were completed.

Course Descriptions

Group 1: Language and Literature (HL)

Language and Literature (HL) is a two year course that examines the nature of language and its use in literature. By examining literature from diverse origins and times, students will look at how we use language to understand topics such as gender, power, social relations, history and other cultures. Students will have the opportunity to examine great works of fiction in a variety of formats from diverse writers.

Completion of this course covers both English 11 and English Studies 12 and an IB grade of 5 or higher can earn first year university credit for English.

Group 2: French (SL)

This course takes place over one year. French (SL) provides students the opportunity to explore, in depth, the literary and cultural aspects of the French-speaking world including excerpts of notable works of literature. There will be a variety of topics covered from bias in the media, to the role and development of language in migration, to name just a few. Students will complete regular oral and written evaluations in the form of presentations, compositions, summaries, posters, blogs, letters, videos and audio recordings. French (SL) aims to provide an enriching and challenging environment for the enthusiastic language-learner.

Group 3: Psychology (SL)

IB Psychology (SL) examines the interaction of biological, cognitive, and sociocultural influences on human behaviour and mental processes. Students exploring IB Psychology SL will develop an understanding of the methodologies that form the basis for the study of psychology in an attempt to answer some of the key questions being asked by contemporary psychologists.

The course takes a three pronged approach (biological, cognitive, sociocultural) while examining the following topics:

The Evolution of Psychology and Psychological Research (History of Psychology, Statistics, Ethics, Inferential and Descriptive Statistics)

Cognitive Approach (Memory, Thought, Learning, Motivation, Emotion)

Biological Approach (Neuropsychology, Endocrine System, States of Consciousness, Psychological Abnormalities, Health and Wellbeing)

Sociocultural Approach (Aggression, Love, Interpersonal Relationships, Group Dynamics,

Obedience and Conformity, Culture and Cognition, Enculturation and Acculturation)

Developmental Psychology (Infant and Childhood Development, Socialization Theories, Gender Roles and Identity)

For the internal assessment, students, as a part of a group, will investigate a published study or experiment that is relevant to their learning in psychology. While the research is collaborative, the interpretation will be done individually.

Group 3: Geography (HL)

Geography (HL) integrates both physical and human geography and is unique in its ability to examine the world from both scientific and socio-economic perspectives. This multidisciplinary approach helps students develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

The geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies on a variety of scales, from local to regional, national and international. Examples include the connections between food security, freshwater and global health, the effect of climate change on coastlines, and how world tourism and sport affects local communities in developing nations.

The aims of the geography course are to enable students to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

To view an interconnected map of the course topics linked to the United Nations Sustainable Development Goals, please click [here](#). Depending on the result in the course, students can receive first year university credit at some post-secondary institutions.

Group 3: History (HL)

The History (HL) course allows students the opportunity to take an in-depth analysis of the 20th century. As an HL course, the curriculum requires three semesters of study and students can receive first year university credit for a number of post-secondary institutions. The first semester will cover the Interwar period in Europe including the rise of nationalism and totalitarianism in a number of countries and the build up to World War Two. Students will also look at World War Two and will also begin their historical investigation on a topic of their choosing. The second semester will primarily focus on the Cold War and will include case studies of authoritarian states in Cuba and China. The final semester will analyze the rise and fall of the Soviet Union and the impact this regime had on the world.

Group 4: Physics (SL)

This course will give you a solid foundation in the fundamentals of physics for university. The topics covered in this course are Kinematics, Dynamics, Energy, Momentum, Optics, Special Relativity, Circular motion, Electrostatics, and Electromagnetism . This course is taken over two semesters. Students may choose to do their extended essay in this class. All students must complete a Group 4 project. This project will connect all science classes together in a collaborative environment, utilizing technology to collect and interpret data.

Group 4: Chemistry (HL)

Chemistry (HL) provides the foundational skills and knowledge for students to move directly into second-year Chemistry courses at most universities. Topics covered include Atomic Theory and the Periodic Table, the Mole concept and Stoichiometry, Organic Chemistry, Ionic and Covalent Bonding and Structure, Intermolecular forces, Electrons in Atoms, Reaction Kinetics and Bond Energies, Chemical Equilibria, Acids and Bases, Electrochemistry, Spectroscopy, and Biochemistry.

All students will complete a self-directed experiment for their internal assessment, as well as participate in the collaborative, cross-disciplinary Group 4 Sciences project. A significant part of the course will be dedicated to laboratory work.

Group 4: Biology (HL)

This course will give you a solid foundation in the fundamentals of biology for university. The course is covered over a two year period over three semesters of study. Depending on the result in the course, students can receive first year university credit at some post-secondary institutions. Core Topics covered include Cell Biology, Molecular Biology, Genetics, Ecology,

Evolution and Biodiversity and Human Physiology. Additional higher level topics include Nucleic Acids, Metabolism (cellular respiration and photosynthesis), Plant Biology, Genetics and Evolution and Animal Physiology. There is also an extended unit on Human Physiology that will be covered.

All students will complete a self-directed experiment for their internal assessment, as well as participate in the collaborative, cross-disciplinary Group 4 Sciences project.

Group 4: Computer Science (SL)

Computer Science (SL) is an investigation into the core concepts of modern computing. This involves both hardware and software and the design principles behind both of them. Students will examine computer architecture, web science, the fundamentals of computer systems, networking and computational logic. Materials for the course require a combination of hands on time with resources and the study of computational theory.

This course, taken over two years, also involves collaborating on a Group 4 project that involves all other Group 4 classes.

Group 5: Mathematics (SL)

This course will give you a solid foundation in the fundamentals of math for university. The topics covered in this course are Algebra, Functions and Equations, Circular Functions and Trigonometry. Statistics and Probability, Vectors, and finally Calculus. This course is taken over two years. The first year will cover from Algebra to Statistics and the second year will cover Vectors and Calculus.

Students will have to write an essay on a mathematical topic of their choice. Students will be expected to learn how to use a graphic display calculator.

Group 6: Visual Arts (SL)

The aims of the course are to enable students to:

- Develop an understanding of contemporary studio art practice
- Identify, develop and refine their creative ambitions
- Explore a variety of cultural and historical art practices and contexts
- Develop their analytical and critical skills
- Develop an understanding of curatorial practices

Students will be expected to demonstrate the following:

- Clarity of meaning and intent in their personal creative practice
- Understanding of historical and contemporary art in a variety of cultural contexts
- Proficiency in at least two different art-making forms
- Analytical critical writing skills when comparing creative works in a variety of contexts
- Development of creative skills and abilities

Core Components

Extended Essay (Diploma Students)

The Extended Essay is an academic, 4000 word paper written on a subject and topic of the student's choosing. Students will work on this essay throughout the 2 year Diploma program,

and will be paired up with a subject area teacher to support their in depth explorations into their extended essay. Diploma students will meet with the Extended Essay Coordinator regularly to keep track of their progress and receive assistance in the writing process. Students will be expected to work on this essay in the summer between Grade 11 and 12.

CAS - Creativity, Activity, Service (Diploma Students)

CAS is a course that affords students the unique opportunity to create and also participate in a variety of meaningful activities that will help benefit their local and global communities. The course will help students focus on issues of significance as well as the benefits of working collaboratively with others to try and help solve them.

CAS students will be required to meet regularly with their CAS advisor in order to identify and plan engaging CAS activities, document their progress as each activity is completed, and most importantly reflect on their overall experiences. For Diploma students, the CAS course will last approximately 18 months and involve three formalized interview sessions on top of the regular check-ins; each diploma student will have the flexibility to choose how and when each of their activities will take place over the duration of the course.

Theory of Knowledge (Diploma + Certificate Students)

The Theory of Knowledge course is fundamental to the educational philosophy of the International Baccalaureate Program. The primary focus of the course is to encourage critical reflection on the diverse and multiple “Ways of Knowing” and how they relate to the different subject areas. It encourages students to reflect on the way knowledge impacts our interconnected world. Students examine their roles as thinkers and creators of knowledge. Students will recognize the diversity and complexity of knowledge and the need to apply knowledge responsibly in a diverse, interconnected world.

If you enjoy reflective thinking, the study of ethics, morals, philosophy and wonder, “How do we know what we know?”, then this is absolutely the course for you! This course will touch briefly on meta-cognition and metaphysics.

TOK is a required course for the IB diploma program but it is not limited to students in the IB diploma program. Any student can take TOK to develop a better understanding of the construction and use of knowledge in philosophy, history, math, science, English, humanities, art and all other areas of life. This is a course in epistemology.