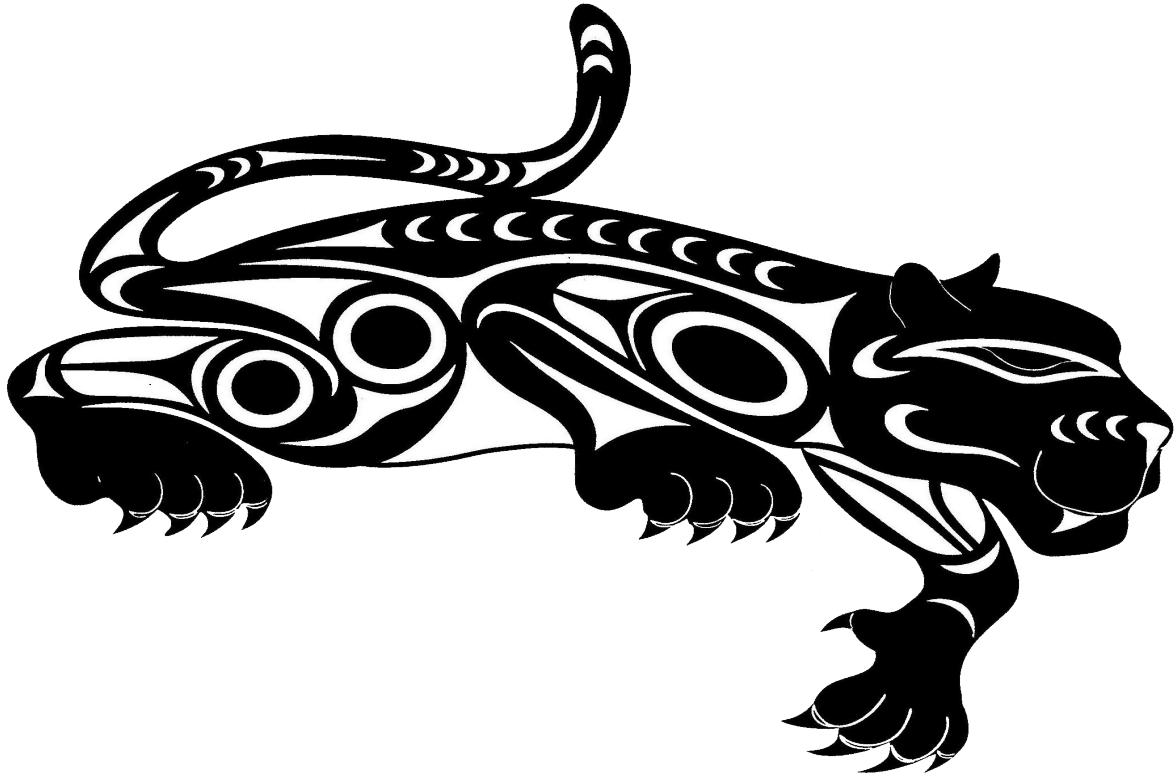


*Parkland Secondary School*

*Course Selection Book*

*School Year 2016 -2017*



**Proudly Parkland ~**

**An Innovative, Inspiring, Inclusive, Learning Community**

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# Welcome to Parkland Secondary School

## Course Selection for 2016-2017

### School Contacts

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

**School Vision:** Healthy, Motivated, and Responsible Students

**School Mission Statement:** At Parkland Secondary, in an environment of mutual respect, we will model the attitudes, skills, and knowledge which encourage individuals to be independent life-long learners and contributing members of society.

**School Goals:**

1. Students will improve reading fluency and increase comprehension strategies.
2. Grade 9 students will demonstrate improved achievement in core subjects.

Parkland Secondary School is a grade 9-12 school of approximately 625 students. It is a small vibrant high school located in Sidney serving the municipalities of Sidney, North Saanich and the northern peninsula. We are also 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 at <http://www.bced.gov.bc.ca/> on the Ministry of Education 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 choose eight or more courses. These may include courses offered outside the timetable for a regular school day.
- 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 Requirements

### Credit Requirements from Grades 10 to 12

**80 credits** required to graduate (equivalent to 20, 4-credit courses from Grades 10, 11 and 12)

**48 credits** are **Required Courses**, including:

- Language Arts 10 (4 credits)
- Language Arts 11 (4 credits)
- Language Arts 12 (4 credits)
- Social Studies 10 (4 credits)
- Social Studies 11 or 12 (4 credits)
- Science 10 (4 credits)
- Science 11 or 12 (4 credits)
- Mathematics 10 (4 credits)
- Mathematics 11 or 12 (4 credits)
- Physical Education 10 (4 credits)
- Planning 10 (4 credits)
- Fine Arts and/or Applied Skills 10, 11 or 12(4 credits)

### **4 credits** for the required **Graduation Transition Standards**

- Average of 150 minutes per week (Grades 10, 11, 12) Daily Physical Activity
- 30 hours work or volunteer experience
- Graduation Transition Planning

### **28 credits** are **Elective Courses**

- Minimum of 12 credits at the Grade 12 level in addition to Language Arts 12
- All Ministry-Authorized, Board/Authority Authorized Courses
- Post-Secondary credits and/or
- Independent Directed Studies
- Some External Courses can serve as required courses
- Graduation Transitions cannot be used to satisfy this requirement.

### **Provincial Exams**

Students are required to write **five (5) Provincial Exams**:

- Grade 10 Language Arts (20% of final grade)
- Grade 10 Science (20% of final grade)
- Grade 10 Mathematics (20% of final grade) Grade 11 Social Studies or Grade 12 BC First Nations (20% of final grade)
- Grade 12 Language Arts – either English 12, Communications 12 (40% of final grade)

## Planning 10

This course 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 attend Camosun College's Open House. Students can take this course in Grade 10, 11 or 12.

## Graduation Transitions

All BC secondary school students who are enrolled in Grade 10, 11 or 12 **must** demonstrate that they have met the following requirements for -

### Personal Health:

A commitment to fitness and physical and emotional well-being are key to healthy living. In this component of Graduation Transitions, students develop the knowledge, attitudes and habits needed to be healthy individuals by maintaining a personal health plan and participating in at least 100 hours (2.5 hours per week) of moderate to vigorous physical activity in addition to PE 10.

### Community Connections:

Life after graduation includes work and community responsibilities. As part of Graduation Transitions, students gain employability skills through participation in at least 30 hours of work experience and/or community service. At least 10 of these hours may/can be spent volunteering at school or in the community.

### Career and Life:

Graduation Transitions requires students to explore personal and career goals during their secondary school years and create a comprehensive plan for life after graduation. Transition planning is an ongoing process throughout the graduation program years and requires the completion of a transition plan, culminating in a final Grade 12 interview.

For more information visit the Ministry of Education website: [www.bced.gov.bc.ca/graduation/grad-transitions](http://www.bced.gov.bc.ca/graduation/grad-transitions) or contact your school's Graduation Transition Coordinator.

## 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 interdisciplinary, project-based work 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 and 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 Physical Education 9 and Science 9 in a linear block. The course 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 earn Boat Pro certification and be taken on the water in power and sail boats in the Fall and Spring. 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 sheet. Field trips and certification will be subsidized by the school. There will 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 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 earn their Pleasure Craft Operator Card, have the option to complete their Open Water Diver Course and will gain experience on the water by learning to canoe during the PE portion of the class. There will 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 from the existing provincial courses, Marine Biology 11 and Marine Science 12. 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.

To receive a Marine Institute Certificate, by the end of Grade 12, a student must:

- take a minimum of 3 Marine courses (courses can be in one, two or three of the strands—science, recreation, trades)
- participate in a minimum of 30 hours of paid or volunteer work in a marine-related industry or field
- complete one Independent Directed Studies project-based course with a marine focus in an area of their passion (or take an additional Marine course)
- maintain and submit a log book of all water based activities
- have registered with Transport Canada and received a Marine #

## 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 PE 9, PE 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 encouraged to complete and submit an application package by March 30, 2016. Applications are available online at [www.ParklandHockeyAcademy.ca](http://www.ParklandHockeyAcademy.ca) or from Parkland School's main office. Applications received after March 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 \$1,500 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 PE (e.g. PE 9, PE 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 encouraged to submit a complete application package by March 30, 2016. Applications and further information are available on-line at [www.ParklandJudoAcademy.ca](http://www.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 graduation credits and various levels of certification through a combination of classroom-based instruction and on-the-water experiences. Students will:

- have opportunities to train for recreational and competitive sailing at the local, provincial, national and perhaps international levels;
- develop the attributes of problem solving, critical thinking, team work and collaboration;
- connect positively with members of the community.

### **Program Overview**

The program has two major components: classroom instruction in sailing theory and on-the-water instruction and practice. 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 Sailing League and compete with other school teams in a safe and fun environment.

### **Academy Fees**

The fee to participate in the Sailing Academy will be \$250 for Fall sailing and \$250 for Spring sailing. The fee includes the cost of boat rentals, instructors, and various levels of certification. Students will be required to provide their own personal flotation devices and appropriate clothing. This could amount to \$200 for an initial purchase which would only need to be replaced if the student outgrows the clothing. There will be bursaries and other forms of financial assistance if required.

### **Registration**

Any interested student will be able to register for the Sailing Academy. There are no pre-requisite 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 Parkland website, [www.parkland.sd63.bc.ca](http://www.parkland.sd63.bc.ca).

## **Parkland's Feature Programs**

### **Technology and Innovation**

If you are interested in computers, technology, electronics, robotics, sound and lighting, digital media Parkland is the place for you. Do you like gaming? Have you ever been to a LAN party?

Here are some courses and opportunities for you:

Technology 9: computer sciences, hands on time with hardware, learn to assemble computers, guest presenters and special projects

Web 2.0 10-12: social media, blogs, apps, productivity tools, cloud storage, collaboration spaces, presentation programs, game production

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

Electronics 9-12: “evil genius”, SumoBot and Vex Robotics Kits to build and program remotely controlled robotics, robotics competitions

Digital Media, Graphic Communication, Media Arts: 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, play writing, scene building, character development.

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

**Dance Beginner, Intermediate, Advanced:** Courses are offered at every level and involve work in ballet, jazz, hip hop and contemporary. There are two public performances throughout the semester.

**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:** Opportunities for numerous performances and special trips. This course sustains and extends students' musical abilities and is part of a strong community of musical performers at Parkland.

**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.

### **Academic Honours Seminar**

This seminar is intended for students who are university bound. Being well prepared for University is very important. This seminar will provide students with a wide variety of experiences, information, and opportunities that are intended to help prepare them for the academic and general demands of university.

The following are the key components of this seminar:

#### ***Academic Preparation***

Students will hear directly from visiting university professors on what will be expected of them at university.

Former Parkland students currently at university will talk about their experiences and give students information and suggestions for success at university.

#### ***Managing Campus life***

Transition to university has social and emotional impact on students and can be difficult.

Resources will be shared with students on how to psychologically prepare for this transition so that it is less daunting.

#### ***Scholarships***

Parkland students are eligible to apply for many scholarships.

Students will be made aware of these scholarships and will be given support with their applications.

#### ***Access to Universities***

Students will be coached on how to access information on University programs.

Visits from university representatives will be scheduled.

Opportunities to visit campuses of some of the following Universities will be provided to students-- Camosun (University transfer program), UVic, VIU, SFU, UBC.

#### ***Independent Directed Study***

Each student will be required to investigate an academic area of their choosing.

A final project will include an essay and a presentation to the group in May.

This is a year long seminar beginning October 1st and ending May 31st. This seminar is open to any students in grade 11 or 12 who are intending to go to University and have an average of 80% or higher in their previous school year. Applications are available online or from the front office.

The seminar will convene twice a week after school. Upon completion of their Independent Directed Study presentation and submission of their essay, students will be awarded four credits to apply towards graduation.

## Partnership Courses – Camosun College Dual Credit Courses

There are a number of courses that students can take in Grade 12 that will earn high school and post-secondary credit. For more information, please talk to a counsellor and visit [www.camosun.ca/learn/lync](http://www.camosun.ca/learn/lync)

**The following are the dual credit (Parkland and Camosun College) courses being offered at Parkland:**

- **English 12/Literature 12 Linear**
- **Health Sciences 12** (prerequisite Biology 12)
- **History 12** (prerequisite Social Studies 11)
- **Law 12** (prerequisite Social Studies 11)
- **Marine Biology 11**
- **Psychology 12** (prerequisite Psychology 11)

## 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 (1, 2, 3 or 4 credits): however, IDS may only be used to satisfy **elective** requirements.

### How It Works

Students consult with a counsellor or administrator and develop an IDS proposal. After the proposal has been approved, the student would be enrolled in the IDS. IDS teachers and students develop the plan which includes:

- Course outline, goals, credits and a plan for learning and assessment.
- Student commences research and course work.
- 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.

### **Academic Honours Seminar**

This year, Parkland is offering an IDS course intended for students heading to university. The key components are academic preparation, managing campus life, scholarships and access to university. See Featured Programs for more information about this course.

For more information please contact a counsellor or Mr. Mueller in the Learning Commons.

## 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:

- 4-8 credits towards graduation
- resume and covering letter creating
- pre-employment job training
- making valuable industry contacts
- apprenticeship opportunities
- some paid work experience placements
- answering questions about oneself
- opportunity to explore an employment area of interest
- opportunity to gain credit toward grad for learning that happens outside the school's

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**. (See page 17 for Dual Credit Courses.) Some of these programs are primarily in schools; others are in the schools and post-secondary institutions.

## **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, employer expectations and employment hints.

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 trouble shooting.

#### **Important details:**

- Students will participate in a 4-month intensive technical training course which will include writing a completion exam.
- This will also include a 2-week unpaid practicum placement/work experience.
- The program is one semester in length; classes are two nights a week at Quadrant Marine.
- Students are eligible to receive up to 4 credits for technical training and a further 4 to 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.

#### ***In Development***

- In September 2016 and February 2017, stay tuned for information about programs such as Aviation Ground School and others!

### **Career Programs at Claremont Secondary School**

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

### **Career Programs at Stelly's Secondary School**

- Carpentry – Camosun Partnership
- Professional Cook – Camosun Partnership

### **Career Programs at Individual Learning Centre (ILC)**

- Hair Dressing/Cosmo Program – Vancouver Island University
- TASK (Trade Sampler: Carpentry, Joinery, Plumbing, Electrical, Drywall, Paint, Sheet Metal) – 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 ACE IT programs.

The ACE IT (Accelerated Credit Enrollment – Industry Training) 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 course work 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;
- are offered tuition free to students.

#### **Available Program Areas:**

- |                         |  |
|-------------------------|--|
| • Automotive            | • Carpentry / Joinery                      |
| • Electrical            | • Heavy Duty/Commercial Transport Mechanic |
| • Health Care Assistant | • Professional Cook 1                      |
| • Metal Fabrication     | • Plumbing, Refrigeration and Piping       |
| • 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 appropriate duration and pre-requisites 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, in the Career Centre section and on the Camosun College website, <http://camosun.ca/learn/south-island-partnership/>

**Secondary School Apprenticeship (SSA) 11A, 11B, 12A, 12B**

What is a secondary school apprenticeship (SSA)? 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 for SSA is to provide 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 Program 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 Secondary School Apprenticeship Program and meet with the Career Counsellor, Ms. McNamee, to qualify.

How to become 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 pre-requisites determined by the post secondary institution providing the training.

Visit the Industry Training Authority website, [www.itabc.ca](http://www.itabc.ca), for more information.

## Business Education

### Accounting 11

Students need financial, economic, and consumer skills to survive in our complex society. This course is designed as an introduction to accounting concepts for those seeking entry-level employment skills or personal skills. This is an excellent introduction to business for students wanting to go on in commerce.

Students will learn to analyze changes in the accounting equation; Identify and journalize source documents; Post to a ledger; Prepare a trial balance; Post closing trial balance; Prepare a classified balance sheet; Prepare an income statement; Control and record cash receipts and cash payments; understand the principles of bank accounting.

Those students with a keen interest in accounting should also consider taking Accounting 12 where they will earn 4 Grade 12 credits and 1st year Camosun credits. Students have the possibility of taking Accounting 11 and Accounting 12 in the same school year.

### Accounting 12

Prerequisites: Accounting 11

This course extends and deepens knowledge and skills acquired in Accounting 12. This is a partnership course with Camosun College. In addition to the 4 credits earned towards graduation, students will also earn first year Camosun credits. This course is recommended for students considering further studies in Business Education

### Entrepreneurship 10, 11, 12

Entrepreneurship is more than simply “starting a business.” It is a process through which individuals identify opportunities for change, see problems as opportunities, and then take action. Business and overall life success is often simply a function of the ability of any person to see these opportunities in the world, initiate change and create value through solutions. Students will study and meet a variety of entrepreneurs, have the chance to tour their companies and understand what it takes to be a successful entrepreneur.

Entrepreneurship is a course that introduces students to all aspects of Business and Social Ventures, including business skills, marketing, operations and finance. Students learn key business and project skills and knowledge which are immediately transferable to any career or personal endeavours.

Whether you want become an entrepreneur, prepare yourself to enter or grow in the job market or plan on studying business in post-secondary, this is the course for you! Aside from your objective for taking the course, you will learn to better manage, grow and secure your personal finances and you will learn essential employability and entrepreneurial skills such as teamwork, leadership, time management and networking. As a final project, students go through the process of creating and implementing their own business venture. Students will also design, market and sell the school clothing wear.

Entrepreneurship is open to all Grade 10, 11 & 12 students looking to explore the world of Entrepreneurship. It is also suggested that Entrepreneurship students with a keen interest in the world of business enroll in the Marketing 12 and Accounting 11 courses.

## **Marketing 12**

Senior Marketing is open to all Grade 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 should 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 on-line company sites, be actively involved in real-life marketing case studies and individually visit and interview specific companies and their employees.

Students in this course will be expected to utilize computer programs such as: Excel, PowerPoint, Facebook, Word, and Adobe Photoshop. 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 courses.



## Computer Technology

### Technology 9

Interested in computers but wondering what else you can do with them? Technology 9 is the course that introduces students to the basics of computer sciences, how computers work and how we can make them work for us. In this course, students will have the opportunity to learn about the history of computing and the internet, while spending hands-on time with some of the tools that are the backbone of our modern world. Students will also have the opportunity to get hands-on time with hardware, learning how to assemble computers and how the components work.

### Web 2.0 Technologies: Exploration, Creation & Design 10, 11, 12

This course will focus on Web 2.0 tools that have become intertwined with our daily lives that encourage and develop lifelong learning. Students will explore and evaluate a variety of tools that are used in informal, formal, professional, and creative contexts. Students will study a variety of media and Web 2.0 technologies such as social media, blogs, apps, productivity tools, cloud storage and collaboration spaces, presentation programs, personalized learning networks, and more.

## 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 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, blend, 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. 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. The jazz band will prepare pieces and perform in all the school concerts. Because it is a smaller ensemble, students will also have numerous 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.

**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 credited course that will run outside of the timetable all year. Students will be given a variety of music to learn from a wide range of genres. Students will work toward numerous 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, team work and responsible lab behaviour

## **Culinary Arts 10**

Culinary Arts 10 is an introductory course in commercial food preparation and service. This busy and enjoyable course emphasizes the value of team work, positive attitudes and responsibility. Culinary Arts 10 students will obtain the Food Safe Level 1 course. Baking, cooking, portion control and presentation skills will be taught through preparation and sale of foods 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 relation, 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. All students wishing to enrol in this course must also complete a one page application form (forms available at the office).

### **Peer Helping 11**

Peer Helping is intended to equip students with the knowledge, skills and attitudes necessary to form a supportive network for students within the school. Peer Helping is an experiential course that introduces students to the philosophy of peer helping and focuses on the systematic development of counselling and interpersonal skills through project based learning. The major goal of this course is to develop student competencies in basic counselling techniques and interpersonal skills to enable them to become effective communicators and peer helpers.

The course also gives opportunities for students to take on leadership roles at Parkland by organizing and implementing different activities and events around the school. Topics will include a study of social issues and an understanding of confidentiality. Training will include the teaching and practice of active

listening skills, “I” statements, reflecting feelings (paraphrasing), conflict resolution, restitution and restorative justice facilitation.

These peer helpers will work with incoming grade 9’s, international and special needs students as well as student council to provide helping services to students.

## **Peer Helping 12**

Peer Helping 12 is designed to encourage the peer helper to apply his or her knowledge and skills that were acquired in Peer Helping 11. Peer Helping 12 is an experiential course that focuses on the application of counselling/interpersonal skills through project-based learning. The major goal of this course is to further develop student competencies in basic counselling techniques and interpersonal skills. This will enable the experienced peer helper to become a more effective communicator and further contribute to the school community. Grade 12 peer helpers will further refine and develop their skills through the leadership and modeling they will provide to incoming grade 11 peer helpers.

As in grade 11, topics will include a study of social issues and an understanding of confidentiality. Peer helpers at this level will implement their knowledge of active listening skills, “I” statements, reflecting feelings (paraphrasing), conflict resolution, restitution and restorative justice facilitation. These student learners will work with incoming grade 9’s, international and special needs students as well as student council to provide helping services to students.

## **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 – Dual Credit with Camosun Course Psychology 130**

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.

Students taking this course will also earn credit for Psychology 130 at Camosun College. A counsellor will contact you as there is a Camosun application package that must be completed, as well as a \$38.00 application fee.

## 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. Provincial examinations occur at the Grade 10 and 12 levels in this subject. In English 10, the provincial exam is worth 20% of a student's overall mark, while in English 12, the provincial exam is worth 40% of the final mark.

### **English 9, 10, 11, 12**

The Parkland English Department offers a program for all students. Students will read a variety of genres and will develop and refine individual writing and communication skills. At each level (with the exception of English 12), students will experience 15-20 minutes of silent reading during every class to meet Parkland's literacy expectations. 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 10 Foundations**

The main goal for students who enrol in English 10 Foundations is to improve their reading and writing skills, with an emphasis on the basics of written communication. This course is recommended for students who require more individualized attention and need more time on the fundamental elements of English Language Arts. Students enrolled in English 10 Foundations have the benefit of a classroom teacher and the support of an educational assistant.

### **English 11 – Technical & Professional Communications**

Based on the English 11 curriculum, this course is designed with a strong focus on written and oral communication skills to meet the needs of students who want to strengthen their ability to communicate professionally. It will cover those skills needed for the workplace such as writing formats, structure and style with a comprehensive review of the basics of grammar, punctuation and word usage. This course is ideal for the student who is looking for more individualized attention and support, as well as students who desire to learn how to present their best selves in business communication. Students will learn how to write effective letters, memos, e-mails, executive summaries, proposals, reports and deliver engaging oral presentations.

### **English 11 – Creative Writing**

This course is designed for students in search of enrichment in the English 11 curriculum and are driven to express themselves creatively. Students will meet all of the learning outcomes for English 11 through a thematic exploration and experimentation with cutting-edge creative non-fiction, contemporary drama, evocative fiction, and a wide range of accessible poetry. Students will develop a voice in their writing through a series of peer-editing workshops and portfolios displaying their best works. Assessment will be on the process of developing writing skills as well as the final product. This course serves as a recommended prerequisite for Writing 12.

### **English Preparation A, B, C, D**

These courses are for students whose primary language is not English. The course emphasis 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 12 / Literature 12 – Linear – Dual Credit with Camosun College**

This year long 8-credit course offers a package deal: English 12 in first semester and Literature 12 in second semester. Intended for the student who is excited about literature and intending to attend post-secondary school in the future, this course offers an exploration of literary works from the Anglo-Saxon epic poem Beowulf through to the Romantics, Shakespeare, and the modern age. The course also provides a comprehensive historical perspective of Britain and the Commonwealth. Whether you are a science student aiming to free up some time in first year or an arts/humanities student aiming for law school, journalism, creative writing, English or film, this course is for you. This course is recommended for students pursuing post-secondary education in Humanities.

**NOTE:** Students taking this course will also earn credit for English 163 at Camosun College. A counsellor will contact you as there is a Camosun application package that must be completed, as well as a \$38.00 application fee.

### **Communications 12**

The main goal for students who enroll in English with Support and Communications English is to improve their reading and writing skills with an emphasis on the basics of written communication. This course is recommended for students who struggle with English, require more individualized attention and need more time on the fundamental elements of English Language Arts. Students enrolled in this course have the benefit of a classroom teacher and the support of an educational assistant.

### **Journalism 10, 11, 12**

This 6-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, photo-journalism and reporting skills. Emphasis will be on personal responsibility, teamwork and creativity. 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. Students are required to work beyond the first semester to meet the final deadline of the yearbook. This will involve a commitment of attending afternoon meetings twice a week for the months of February and March.

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, we will be working on an online newspaper, learning about advertising and how to write commercials, and 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 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. Writing 12 is open to grade 11 and 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 summarization to read effectively
- Record bibliographic information accurately in an MLA style bibliography
- 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 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 historic 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 (19th Century)**

Nationhood and Economic Relationships - Social Studies 10 focuses on the development of Canada as a nation from 1815 to 1914, with emphasis on the development of Western Canada. Canada's economic activities and our economic relationship with the U.S.A. are included as an introduction to Canada's modern role in the Pacific Rim.

### **Social Studies 11 (20th Century)**

Contemporary Canada and World Affairs - The overall theme of Social Studies is one of developing responsible citizenship. In Grade 11 students continue their study of contemporary Canada by examining world and Canadian politics, Canadian society and history in the twentieth century, and by exploring our relations with the rest of the world. Students then make a transition to a global perspective by investigating such concerns as population growth, the distribution of resources, and the impact of industrialization and technology on contemporary society.

### **BC First Nations Studies 12**

**NOTE:** This course fulfils the Social Studies 11 requirement for graduation and it can be taken instead of Social Studies 11 for this purpose.

The BC First Nations Studies 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.

### **Comparative Civilizations 12**

Comparative Civilizations 12 presents several elements of the world's cultural history and shows how different civilizations have contributed to the human experience. This course aims to provide students with a range of experiences and skills that will facilitate an understanding of, and sensitivity to, a variety of cultures. Students will examine several civilizations, with a particular emphasis on art, architecture, religion, and social history.

While this course examines various time periods in the development of Western European civilization such as ancient Rome, the Middle Ages and the Renaissance, it also offers an examination of non-

Western cultures such as Mesopotamia, ancient Egypt, and Islam, and may include pre-modern Japan and China - if time permits. In addition to offering a broad historical and cultural base, Comparative Civilizations 12 provides good general knowledge for university courses.

### **Global Connections 12**

How the physical landscape interacts with and affects our social interactions on both a global, community and individual level will be investigated in this course. Students in this course will be empowered through project-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. For example, students will have an opportunity to learn about organic and local food production by visiting local farms and planting food, but also learning about the global politics of workers rights, ecosystem stability, and community development. Another example would be students working with local interest groups on issues related to women's rights, poverty, racism and how these are connected and affected by our changing physical landscape such as climate change.

This course is an exciting opportunity for Grade 11 and 12 students who want to make a difference and are willing to engage and contribute their energy and ideas to the class.

Students will earn a Geography 12 credit at the end of the course.

### **History 12 – Dual Credit with Camosun Course History 108**

History 12 examines major 20<sup>th</sup> 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 South Africa and the USA. 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 20<sup>th</sup> 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.

This is also a **dual credit course** which means that students will also earn Camosun College credits for History 108 “New World Order? World History Since 1945”. This course traces the decline of European colonialism and the emergence of neocolonialism. It examines world tensions generated by the Cold War and assesses the collapse of the Soviet bloc. It charts the emergence of the USA as a global economic, political, military and cultural power, and the worldwide response.

### **Law 12 – Dual Credit with Camosun Course Criminology 154**

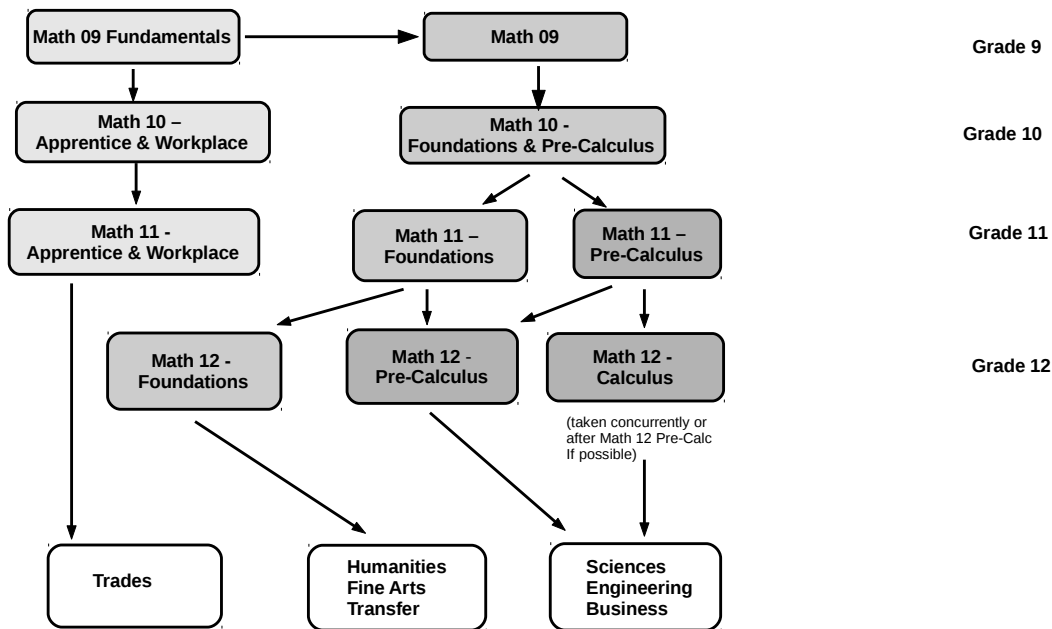
Law 12 is designed to be an informative and applicable approach to the legal system in Canada. Classes are made up of various topics of interest to students, lectures, informal discussion, video presentations, and guest speakers. One of the highlights of the course is the observation of court cases at 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 **dual credit course** with Camosun College Criminology 154 “The Criminal Justice System”. This course examines the Canadian criminal justice system, its components, process, objectives, and functionalities. It includes an analysis of discretion, diversion, decision-making processes and the operational practices of the system.

A counsellor will contact you as there is a Camosun College application package that must be completed, as well as a \$38.00 application fee.

## Mathematics Pathways



**Important Note:** Please speak with a School Counsellor to assist with the selection of the Math Pathway based on post secondary objectives.

### Math 9

This course is the foundation for subsequent math courses. Students will reinforce their math skills in the following areas: number operations, geometry and algebraic relations.

#### 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 Math 10 A/W. Students are referred to Math 9 Fundamentals by their grade 8 math teacher.

### **Math 10 Apprenticeship & Workplace**

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

Topics include algebra, geometry, measurement, trigonometry, similarity and scale, and finance. There is a mandatory Provincial Exam (20%).

### **Math 10 Foundations & Pre-Calculus**

A common Grade 10 course (Foundations of Mathematics and Pre-calculus, Grade 10) is the starting point for the Foundations of Mathematics pathway and the Pre-Calculus pathway. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever pathway they have chosen. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings. Topics include: financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability. There is a mandatory Provincial Exam (20%).

### **Math 11 Apprenticeship & Workplace**

This course is a continuation of the basic math skills taught in Math 10 Apprenticeship & Workplace. Topics include: measurement, trigonometry, similarity and scale, and finance.

### **Foundations of Math 11**

This course is a continuation of the math skills taught in Foundations & Pre-Calculus Math 10. 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 universities' faculty of Social Science, Humanities, and Fine Arts.

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

### **Pre-Calculus 11**

Recommended Prerequisite: Math 10 Foundations and Pre-Calculus with a mark of at least B.

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.

The topics covered are absolute values and radicals, rational expressions, trigonometry (angles and their measure, Sine and Cosine Laws), quadratic equations and functions (different forms, graphing, and solving), non-linear systems of equations, and sequences and series.

### **Foundations of Math 12**

Recommended Prerequisite: Foundations of Math 11 or Pre-Calculus Math 11

This course covers a variety of practical topics that students will find useful in their post-secondary lives. Additionally, this course will act as a Math 12 credit for a number of humanities programs at college and university. Topics include: financial math (investments and loans), logic and reasoning, set theory, probability, combinations and permutations, and polynomial, sinusoidal and logarithmic functions. This course will run every other year in second semester.

## **Pre-Calculus 12**

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

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem. Common prerequisite for admission to university faculties of Business, Engineering, and Science. Most universities' first year math courses for Science and Engineering is Calculus.

## **Calculus 12**

Recommended Prerequisite: Pre-Calculus 12 with a mark of at least C+ or concurrently.

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. It is designed to be used as a foundation for first-year university Mathematics (and for some students, as a university credit by writing a university challenge exam). 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 a 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 the 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 French 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 the 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 discussions and activities.

## 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 student 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 (Beginner/Intermediate) 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! Beginner/Intermediate Dance 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 ballet, jazz, hip-hop, contemporary and tap.

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 (Intermediate/Advanced) 9, 10, 11, 12**

PREVIOUS COMPLETION OF BEGINNER / INTERMEDIATE DANCE 9-12 OR A BACKGROUND IN DANCE IS RECOMMENDED.

This course is for the dancer who has at least 2 to 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 ballet, 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 must be open to daily participation in ALL dance styles, have a positive attitude, good work ethic and be willing to perform in a minimum of 2, or more public performances throughout 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. As well, 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), play-writing, 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, make-up 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 music theatre productions. Students who enroll in this course should be hard working and willing to contribute to a 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 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 principle 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 PE 9 or PE 10).

### Physical Education 10 – Boys / Girls

The course will build on the big ideas and concepts introduced in Physical and 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 PE 9 or PE 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 life-long 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 the 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 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. 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 – handball; Term 3 – dodge ball; 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: West Coast Trail**

### **Outdoor Education: Sayward Lakes**

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 life-long 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.

The highlight of these classes are optional, non-curricular canoe and hiking trips that highlight the beauty of Vancouver Island wilderness and back country camping experiences. There are two options:

1. the 4-day Sayward Lakes Canoe trip paired with a possible 2-3 day Juan de Fuca Trail 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
- First aid
- Nutrition
- Dehydration/cooking in the wilderness
- Navigation
- Environmental practices/nature appreciation
- Team building
- Leadership
- Personal Fitness

### **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 (7:00am to 8:10am). 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 an independent research project on the benefits of a yoga practice.

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

### **Yoga Before School 9, 10, 11, 12**

This year-long course will follow the same content as described in the Yoga 9-12 outline above but will meet Tuesday and Thursday mornings from 7 to 8:10 am. There will be no cost for the early morning class.

## Science

### **Science 9**

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

1. Biology: Cells are derived from cells.
2. Chemistry: The electron arrangement of atoms impacts their chemical nature.
3. Physics: Electricity is the flow of electrons.
4. 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 9**

This course places an emphasis on the science of the ocean and all its inhabitants. Science 9 is paired with PE 9 and is done in a linear block all year long. Students will cover the PE curriculum with the addition of outdoor activities connected to Marine Science.

In the Fall and Spring, students will gain some experience in sail boats and have an opportunity to take a Discovery Diving course. Some of the opportunities may occur during class time and/or after school or in the evening. There will be a cost associated with these enhanced activities. Some of the costs will be partially subsidized by the school.

### **Science 10**

*All* students must take a Science 10 course. In Science 10 students will study:

- Applications of Science
- Sustainability of Ecosystems
- Chemical Reactions
- Radioactivity
- Motion
- Plate Tectonics

### **Marine Science 10**

Students will take Science 10 as a linear class paired with Physical 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 earn their Pleasure Craft Operator Card, have the option to complete their Open Water Diver Course and will gain experience on the water by learning to canoe during the PE 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.

### **Marine Science 11 – Dual Credit with Camosun Course (Biology 105)**

The Marine Science 11 course will run as a single semester course in the spring and will be partnered with Camosun College's Biology 105 course. This means that successful students will receive credit for both Biology 11 and Camosun's Biology 105. 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 able to continue to Biology 12, Global Perspectives 11/12, and our Marine Science 12.

Experiential lab work will include:

- kayak trips in local waters to experience hands-on marine biology,
- field trips to the Vancouver Aquarium and Shaw Ocean Discovery Centre,
- freshwater and seawater analysis,
- 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,
- an optional 4 day marine biology field trip to the Bamfield Marine Science Centre.

Through these kinds of local, experiential activities, students will have a better understanding of marine environments as interconnected systems and responsible ocean stewardship. Some of the Camosun College labs may occur outside regular school hours, such as Friday afternoons at Camosun College or at a beach, and are a required part of the course. Students will be responsible for arranging their own

transportation in these cases. Dates for these will be announced well in advance to accommodate sports and work schedules.

A counsellor will contact you as there is a Camosun College application package that must be completed, as well as a \$38.00 application fee.

### **Biology 11**

In Biology 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. Biology 11 is **not** a prerequisite for Biology 12 - they are two separate courses.

Biology 11 is made up of the following units:

- Microscopy
- Adaptation and Evolution
- Viruses, Monerans, 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**

Students are advised to have a minimum of 75% in Science 10, and it is strongly recommended that the student also have 75% in Math 10 Foundations or Pre-Calculus.

This Chemistry program introduces students to the varied topics of Chemistry. The class text, Chemistry 11 by Hebden, can be purchased. 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 and accurate analysis of data 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 may 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**

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:

- Kinematics
- Dynamics
- Impulse and Momentum
- Work, Energy, and Power
- Waves and Optics
- Special Relativity

### **Biology 12**

The main units studied in Biology 12 will be:

- 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.

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
- Oxidation and Reduction

### **Health Science – Dual Credit with Camosun Course Biology 150**

Required Prerequisite(s): Biology 12 and English 12

(English 12 may be taken concurrently; Biology 12 must be completed beforehand with a minimum mark of 67%.)

This is a college-level human anatomy course designed for students interested in a career in nursing, medicine, physiotherapy, veterinary, massage therapy or other health-related fields.

Description:

- Partnership with Camosun College to earn dual credit (4 credits at Parkland, 1.5 units of Biology 150 lab credits at Camosun). Students obtain status as a continuing student for Fall registration and have a higher priority for registration at Camosun
- Credit can be used as an elective university transfer credit to some Canadian universities
- Students focus on human anatomy and attend daily lectures at Parkland
- 14 lab sessions delivered at Camosun College Lansdowne Campus one day per week in semester 2. Lab times are early evening
- Students are responsible for all transportation to Camosun
- Unit tests, mid-terms, lab assignments and final lab exam are all administered by Camosun lab instructors and the Parkland Science Department
- Final exam for coursework held at Parkland
- Course Fee: Parkland—none; Camosun—all tuition and lab fees are covered by School District 63. There may be additional fees for Camosun textbooks.
- A counsellor will contact you as there is a Camosun application package that must be completed, as well as a \$38.00 application fee.

### **Marine Science 12**

This course is intended to introduce the dominant themes and concepts of physics, chemistry and biology as they relate to the marine environment. It covers the basic science behind Oceanography using an inquiry-based approach.

Students will have the option to earn their PADI Open Water Diving Certificate through Rockfish Divers in Brentwood Bay. If already certified, they may enhance their certification, or pursue their Advanced Open Water Course or their Rescue Diver Course.



## Physics 12

Physics 12 is intended to provide students with a solid grounding in the discipline of physics. Most students who take this course will probably engage in further study of the subject. The treatment of the core topics is more rigorous mathematically than Physics 11. The course concentrates on two basic areas of physics that are essential for further studies in physical and applied sciences: mechanics and electromagnetism.

The core sections of the course are:

- Motion in two dimensions
- Dynamics in two dimensions using vectors
- Work, Energy and Power
- Equilibrium
- Circular Motion and Gravitation
- Electrostatics and Electric Circuits
- Electromagnetism and Induction
- 

## 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 your own projects at home (skateboards, go-carts, bikes, motorcycles, etc.) or to the marine and aviation industries.

Grade 10 students who have taken Mechanics 9 will take on projects of greater complexity and depth – e.g. building an electrically powered Electrathon go-cart or outboard marine engines.

### 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 applicable and transferable to the marine and aviation industries. Topics covered include things like: cooling, brakes, fuel systems, engines, transmissions and more.

### Auto Technology 11, 12: Girls Only

This course will provide a non-threatening environment for girls to learn the fundamentals of how cars work, basic maintenance and repairs. Learn how to change oil and spark plugs, how to change a flat tire or boost a vehicle properly. Do you know what to look for when buying a car? Find out in this course! All skills learned are applicable and transferable to the automotive, marine and aviation industries.

## Auto Technology 12

This course is designed to further enhance knowledge and skilled 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 principals. You will also be developing files to be printed on our 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.

Topics covered will include:

Isometric, oblique, perspective and orthographic views

- Dimensioning
- Graphic sketching and rendering
- Printing and layout
- Residential architectural design and 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 our 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)
- Graphic sketching and rendering
- Printing and layout
- Residential architectural design and drawing
- 3D printing

## **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. For the Grade 12 level course, students will take on projects and drawings of greater complexity and depth.

## Technology Education - Electronics

### **Electronics 9, 10, 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 the “Evil Genius” workbook which is used for the first month of the course to introduce students to basic electronics parts and their uses. Students first assemble circuits on temporary “breadboards” to learn how circuits work and how to test them. The parts are then soldered onto printed circuit boards to make completed projects.

For the remainder of the course, students use SumoBot and 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 hundreds of 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, etc.

The final challenge is to design and build a robot that can compete in the Vex Robotics Annual Challenge. Two teams will be selected to compete locally, provincially, and possibly go on to the International Challenge. A strong background in Math, Science, and some Computer Programming experience is recommended.

For more information, go to [www.vexrobotics.com](http://www.vexrobotics.com). Additional “Evil Genius projects will be done, and then more challenging Robot projects will be built, with an emphasis on more sophisticated programming techniques.

## 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 boat restoration and marine repair industries. Students will learn various marine repair/restoration 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 2 nights per week at Quadrant Marine in Canoe Cove. This course has been designed for students interested in pursuing a career in the marine repair industries.

Students will learn various marine repair and restoration and woodworking skills while actively participating in the reconstruction of wood hull boats and various other 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. Students are encouraged to be creative and explore different ideas and combine mediums.

### **Go-Karts 10**

Build your own go-kart! Students will fabricate an engine mount, drive system, frame, steering, brake and drive-line components for their go-kart. Students may learn some basic operating principles and systems of an internal combustion engine as well as metal fabrication machining and welding using GMAW process.

**Important Note:** There will be a **\$225 fee** for this course. In addition, students **must supply their own engine**.

### **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 design and drawing, machining and cutting, forming and fabrication skills learned at the 9 / 10 level. This could include lathe work, foundry and welding techniques. 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.

As in Metal Fabrication and Machining 11, the course is organized around design and drawing, machining, cutting, forming, welding and fabrication.

## 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 and power tools and will be introduced to CNC (computer numerical control) router 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 (picture engraving, etc.) 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.

This is a combination hands-on/mind course where 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 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 a more complex CNC (computer numerical control) router projects, including design, industry-style production of components and guitar building.

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 Cabinetmaking Apprenticeship Training Program in Joinery (ACE-IT). 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 mill work.

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 cabinetmaking industry. Students will learn the skills of more complicated machine processes and requiring them 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 requiring them 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 learn basic skills and art history in the techniques of drawing, painting, clay sculpture, clay hand built pottery, printmaking, and graphic design. Students will subsequently explore image-making in these techniques in a way which is relevant and which builds upon elements and principles of design.

### **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 in clay and one other material, graphics design in relation to screen printing or computer generated imagery, basic photography and basic wheel pottery or functional pottery.

The Grade 10 course builds upon the Grade 9 course with the expectation that work will be completed at a higher level. Additional assignments may also be required in order to show greater knowledge of the

curriculum content.

### **Art 11**

Art 11 meets the needs of any student, whether they have had previous visual arts courses or not. Students will be required to create images using 4 of the 6 following media areas in projects assigned by the teachers:

- Design
- Drawing
- Painting
- Printmaking
- Sculpture
- Clay hand building
- Mixed media

Students will perceive, respond to, and reflect on art works in a personal way and in relation to the elements and principles of design. Students will also consider how visual arts have been used in the past and present are used to express and communicate.

### **Art 12**

Art 12 is designed to meet the needs of students wishing to continue their studies in visual arts through in-depth study in three or more media areas:

- Drawing and painting
- Mixed Media and Multimedia
- Design
- Sculpture
- Clay hand building or wheel pottery
- Printmaking

### **Ceramics & Sculpture 11**

#### **Drawing & Painting 11**

These courses are for students who wish to concentrate more on two-dimensional or three-dimensional art. Assignments are adjusted to fit where possible.

Drawing & Painting will focus on a number of projects from:

- 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 felts, illustration techniques and collage;
- Enhancing images using the computer.



Ceramics & Sculpture will include one or more focuses in:

- Clay hand building;
- Large free standing sculpture using mixed media;
- 3-D design using drawing and painting materials and collage;
- Plaster.

## **Ceramics & Sculpture 12**

### **Drawing & Painting 12**

Students who wish to focus their development on Drawing & Painting or Ceramics & Sculpture may select this option. Teachers will select appropriate content to ensure that opportunities to achieve all learning outcomes are provided.

## Visual Arts – Digital

### **Digital Media 10, 11, 12**

This course focuses on digital photography and photo/image manipulation. Using DSLR cameras and a variety of lenses (macro, telephoto, fish eye), students participate in a number of field trips in order to learn a wide variety of photographic techniques. Copyright, ethics, competitions, colour theory, and client/business opportunities and considerations are incorporated throughout the course. Photo and image manipulation includes practical as well as creative projects. These include a selection from the following: business cards; tickets; brochures; cover designs – magazines, DVDs, book, web; event posters; stop-motion; basic video. Projects teach a wide variety of art styles and design aspects. Each year builds on concepts and skills learned previously.

### **Graphic Communications 11, 12**

This course emphasizes creating art in a way which is most appealing to the student. This can include using drawing tablets, traditional methods using art media, or working directly on the computer. It is perfect for students who enjoy visual arts and recognize that, in order to share their work, becoming more familiar with digital options is essential in today's digital world. Photographing/ scanning art work in order to further enhance visual concepts is the basis of this course. Students will develop professional level skills in the following: image development most inspiring to the individual, digital colouring, vector graphics, and basic animation. Incorporated throughout the course are design elements and principles, colour theory, and learning file formats for various clients/purposes. Students will develop a web portfolio in order to make their work available to colleges/universities, or potential clients. This course will be offered after school twice a week in either first or second semester.

### **Media Arts 10, 11, 12**

This course has an emphasis on video-production and runs two evenings a week in either semester one or two. It is open to any student grade 9 through 12 who is interested in learning the steps of pre-production skills in technical equipment such as camera, lighting and sound, as well as story-boarding; production skills through working in crews to shoot and direct videos using a variety of camera, lighting, microphones, and green screen techniques to achieve mood and additional effects; and post-production

video-editing and special effects as well as demi-roll production complete with DVD package design. Students are shown film examples to enhance their knowledge of career roles within the film industry as well as providing professional exemplars to improve their skills.

Many video enthusiasts have specific areas they want to improve upon, while others want to learn all aspects of the industry. This is ideal for students with full timetables, conflicting schedules, and those who prefer to learn in the evening. This later time enables crews to work for a longer time span without dealing with crowded halls during shooting. The course is free, equipment is provided, and the instruction students receive is equivalent to many post-secondary courses.